

**FOUR YEAR UNDERGRADUATE PROGRAMME IN FUNCTIONAL ENGLISH  
DETAILS OF COURSES OFFERED**

**LIST OF DISCIPLINE SPECIFIC COURSES (DSC)**

SEMESTER	COURSE CODE	COURSE NAME	MARKS			CREDITS	HOURS/WEEK
			CA	ESE	TOTAL		
1	KU1DSCFNG101	English for Daily Use	30	70	100	4	5
	KU1DSCFNG102	Language through Literature	30	70	100	4	4
	KU1DSCFNG103	Structure and Function of Language	30	70	100	4	4
	KU1DSCFNG104	English for Professional Success	30	70	100	4	5
2	KU2DSCFNG105	Cinema: Art and Analysis	30	70	100	4	4
	KU2DSCFNG106	Writing for Digital Media	30	70	100	4	5
	KU2DSCFNG107	Fundamentals of Speech Sounds	30	70	100	4	5
	KU2DSCFNG108	Language and Creativity in Advertising	30	70	100	4	4

**KU1DSCFNG101: ENGLISH FOR DAILY USE**

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
1	DSC	100-199	KU1DSCFNG101	4	5

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical	Tutorial	CE	ESE	Total	
3	2	0	30	70	100	2

**Course Description:** The course is designed to equip learners with the tools to navigate everyday communication effectively, focusing on fluency, accuracy, and cultural awareness.

**Course Prerequisite:** NIL

**Course Outcomes:**

CO No.	Expected Outcome	Learning Domains
1	Enhance language comprehension and articulation skills.	U
2	Build vocabulary and expressions commonly used in daily interactions.	U, A
3	Develop listening, speaking, reading, and writing skills.	R, U, A
4	Develop grammatical accuracy for clear communication.	A, 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	✓	✓			✓		
CO 2	✓					✓	✓
CO 3	✓			✓		✓	
CO 4	✓		✓				✓

**COURSE CONTENTS**

**Contents for Classroom Transaction:**

MODULE	UNIT	DESCRIPTION	HOURS
<b>MODULE I: BASIC COMMUNICATION</b>	<b>Unit 1 - Introductions and Greetings</b>		
	<b>a)</b>	Formal and informal greetings	<b>5</b>
	<b>b)</b>	Introducing oneself and others	
	<b>c)</b>	Asking and answering basic questions	
	<b>d)</b>	Taking leave	
	<b>Unit 2 - Everyday Conversations</b>		
	<b>a)</b>	Small talk: weather, hobbies, and interests	<b>5</b>
	<b>b)</b>	Common conversational topics	
	<b>c)</b>	Describing daily routines	
	<b>d)</b>	Asking for time and date	
	<b>Unit 3 - Telephone Etiquette</b>		
	<b>a)</b>	Making and receiving calls	<b>3</b>
	<b>b)</b>	Making inquiries on the phone	
<b>MODULE II: FUNCTIONAL LANGUAGE SKILLS</b>	<b>Unit 1 - Shopping and Transactions</b>		
	<b>a)</b>	Vocabulary for shopping (clothes, groceries, etc.)	<b>5</b>
	<b>b)</b>	Asking for prices, bargaining and making purchases	
	<b>c)</b>	Expressing likes and dislikes	
	<b>d)</b>	Role-playing shopping scenarios	
	<b>Unit 2 - Dining Out</b>		
	<b>a)</b>	Restaurant vocabulary and expressions	<b>5</b>
	<b>b)</b>	Ordering food and drinks	
	<b>c)</b>	Making comparisons	
	<b>d)</b>	Complaints and compliments	
<b>Unit 3 - Directions and Transportation</b>			
<b>a)</b>	Asking for and giving directions		

	<b>b)</b>	Using public transportation	<b>5</b>
	<b>c)</b>	Assuming and inferring	
	<b>d)</b>	Travel-related vocabulary	
<b>MODULE III : SOCIAL AND PROFESSIONAL INTERACTIONS</b>	<b>Unit 1 - Social Gatherings</b>		
	<b>a)</b>	Inviting and responding to invitations	<b>5</b>
	<b>b)</b>	Making plans and arrangements	
	<b>c)</b>	Paying compliments and showing appreciation	
	<b>d)</b>	Asking for, giving and refusing permission	
	<b>Unit 2 - Workplace Communication</b>		
	<b>a)</b>	Common workplace vocabulary	<b>5</b>
	<b>b)</b>	Writing emails and memos	
	<b>c)</b>	Participating in meetings and discussions	
	<b>d)</b>	Persuading and dissuading people	
	<b>Unit 3 - Online Communication</b>		
	<b>a)</b>	Digital communication etiquette	<b>5</b>
	<b>b)</b>	Writing texts and chats	
	<b>c)</b>	Social media posts	
	<b>d)</b>	Online safety and privacy	
	<b>MODULE IV: PRACTICE AND APPLICATION</b>	<b>Unit 1 - Listening and Speaking Practice</b>	
<b>a)</b>		Listening to real-life dialogues and conversations	<b>5</b>
<b>b)</b>		Group discussions	
<b>c)</b>		Debates	
<b>d)</b>		Pronunciation and accent reduction	
<b>Unit 2 - Reading and Writing Practice</b>			
<b>a)</b>		Reading comprehension exercises	<b>7</b>
<b>b)</b>		Writing formal letters	

	c)	Writing short essays	
	d)	Writing reports	
	<b>Unit 3 - Interview &amp; Presentation Skills</b>		
	a)	Voice modulation, Clarity, Body language	<b>5</b>
	b)	Mock interview	
	c)	Engaging the audience, Overcoming nervousness, Using gestures, Maintaining composure	
	d)	Presentation of a project on a chosen topic	
<b>MODULE V</b>	<b>Teacher Specific Module</b>		<b>15</b>
	<b>Directions:</b>		
	<ul style="list-style-type: none"> <li>● Use Language Lab for achieving proficiency in speaking, pronunciation and accent neutralisation and listening skills.</li> <li>● Encourage students to express their thoughts and ideas clearly and confidently.</li> <li>● Create a student-centred classroom where activities and discussions are prioritised over lectures.</li> <li>● Use contextual learning.</li> </ul>		

**Essential Readings:**

1. Ahmad, Shahnawaz. *Ultimate English Speaking Course*. Notion press, 2018.
2. Carter, Ronald and Michael McCarthy Exploring Spoken English. Cambridge, 1997.
3. Carver, Tina Kasloff, and Sandra Fotinos-Riggs. *A Conversation Book 1: English in Everyday Life, Teacher's Edition*. Pearson Education, 2007.
4. Dixson, Robert James. *Everyday Dialogues in English*. United States, Prentice Hall Regents, 1983.
5. Hutchinson, Tom and Alan Waters. *English for Specific Purposes*. CUP, 1987.
6. Kumar, Yogesh. *Learn English: Your Guide to Everyday Conversation*. Independently Published, 2017.
7. Sadanand, Kamlesh and Susheela Punitha. *Spoken English: A Foundation Course*. Orient BlackSwan, 2022.

8. Shah, Arvind. Handbook of Communication Skills & English Grammar. 2021.
9. Ubhi, Harkamal Preet Pal Singh. *Everyday English Conversations Made Easy*. Independently Published, 2019.
10. Ur, Penny. *A Course in Language Teaching: Practice and Theory*. CUP, 1996.

**Suggested Readings:**

1. Swan, Michael. *Practical English Usage*. Oxford UP, 2001.

**Assessment Rubrics:**

<b>Evaluation Type</b>	<b>Marks</b>
End Semester Evaluation	<b>70</b>
Continuous Evaluation	<b>30</b>
a) Test Paper- 1	5
b) Test Paper-2	5
c) Viva	5
d) Presentation	10
e) Participation in Classroom activities	5
<b>Total</b>	<b>100</b>

**KU1DSCFNG102: LANGUAGE THROUGH LITERATURE**

Semester	Course Type	Course Level	Course Code	Credits	Total Hours/week
1	DSC	100-199	KU1DSCFNG102	4	4

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
4	0	0	30	70	100	2

**Course Description:** The course is designed to develop critical reading and analytical skills by exploring how language shapes meaning and creates literary effects in various genres of literature.

**Course Prerequisite:** NIL

**Course Outcomes:**

CO No.	Expected Outcome	Learning Domains
1	Enhance vocabulary development through exposure to rich literary language.	U
2	Deepen understanding of grammatical concepts through analysing their use in literature.	U
3	Develop critical reading skills to identify and analyse various literary devices.	U
4	Improve writing skills by incorporating techniques observed in literary works.	A
5	Foster a deeper appreciation for the beauty and power of language.	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	✓		✓				

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

### COURSE CONTENTS

#### Contents for Classroom Transaction:

MODULE	UNIT	DESCRIPTION	HOURS	
MODULE I	<b>Unit 1 - Introduction to Language &amp; Literature</b>			4
	a)	Language-literature relationship, literary text as a language learning source.		
	b)	Text: “The Lottery” by Shirley Jackson		
	c)	Language Focus: Denotation and connotation, word choice and its impact on meaning.		
	<b>Unit 2 - Building Vocabulary Through Literature</b>			4
	a)	Identifying and exploring rich vocabulary within texts, using context clues, building thematic vocabulary lists.		
	b)	Text: “The Story of an Hour” by Kate Chopin		
	c)	Language Focus: Synonyms, antonyms, figurative language.		
	<b>Unit 3 - Exploring Sentence Structure in Literature</b>			4
	a)	Sentence variety for emphasis and effect, identifying different sentence types within literature.		
b)	Text: “The Gift of the Magi” by O. Henry			
c)	Language Focus: Varied Sentence Structure for Effect, clauses and phrases, active vs. passive voice.			
MODULE II	<b>Unit 1 - Devising with Description</b>			5
	a)	The power of description in creating vivid imagery, analysing descriptive techniques used by authors.		
	b)	Text: “The Necklace” by Guy de Maupassant		



	c)	Language Focus: Sensory details, Vivid Descriptions of Setting and Characters	
	d)	Analyse sentence structure in the stories and discuss how it creates suspense, rhythm, and emphasis.	
	<b>Unit 2 - Crafting Cohesiveness</b>		
	a)	Transition words and phrases to create coherence and flow in speech/writing, Identifying and analysing transitions within literature.	5
	b)	Text: "I Have a Dream" speech by Martin Luther King Jr.	
	c)	Language Focus: Transition words for different purposes (chronological order, cause and effect etc.), maintaining coherence in speech/writing.	
	<b>Unit 3 - The Persuasive Power of Language</b>		
	a)	Analysing persuasive techniques used in literature, identifying rhetorical devices and their impact.	5
	b)	Text: "Still I Rise" by Maya Angelou	
	c)	Language Focus: Rhetorical devices (analogy, rhetorical questions, parallelism), Transitions for Persuasive Speech)	
MODULE III	<b>Unit 1 - Exploring Figurative Language</b>		
	a)	Analyse different figures of speech and their effects on meaning and imagery.	4
	b)	Text: "The Raven" by Edgar Allan Poe	
	c)	Language Focus: How word choice shapes tone, mood, and character development	
	d)	Close reading exercises to identify and interpret figurative language in poems.	
	<b>Unit 2 - Voice and Point of View</b>		
	a)	Examine the role of voice and point of view in shaping a narrative.	4
	b)	Analyse the effects of first person, second person, and third person narration.	

	c)	Identify the point of view in different literary excerpts (Compare the pov of “Eleven” & “The Story of an Hour”)	
	<b>Unit 3 - The Language of Genre</b>		
	a)	Identify common language conventions associated with specific genres.	5
	b)	"Eleven" by Sandra Cisneros & "Sorry, Wrong Number" by Lucille Fletcher (Radio play)	
	c)	Language Focus: How language creates genre expectations and unique styles.	
	d)	Compare and contrast plot, setting, narrative structure and character development.	
<b>MODULE IV</b>	<b>Unit 1 - Voices from Around the World</b>		
	a)	Analyse how diverse cultures use language differently in literature.	5
	b)	“The Sacrificial Egg” by Chinua Achebe and “Scorn” by Bama	
	c)	Discuss how literature reflects cultural values and traditions.	
	<b>Unit 2 - Literature and the Future</b>		
	a)	Analyse the role of literature in shaping and preserving language.	4
	b)	Discuss contemporary trends in literary language and storytelling.	
	c)	Explore the future of language and literature in a digital age.	
	<b>Unit 3 - Creative Writing</b>		
	a)	Write a short scene describing a specific location using vivid language that appeals to all five senses.	6
b)	Write a dialogue between two characters, throwing light on their personalities, motivations, and potential conflict.		
c)	Write a short story/scene from two different narrative perspectives (first-person and third-person) on the same event, showcasing how perspective influences the story.		

<b>MODULE V</b>	<b>Teacher Specific Module</b>	<b>5</b>
	<b>Directions:</b>	
	<ul style="list-style-type: none"> <li>● Provide a rich selection of literary pieces from different genres (poetry, short stories, novels, essays) and historical periods. Consider incorporating works from various cultures to showcase the diversity of language use.</li> <li>● Consider incorporating film adaptations, audio recordings of poems, or documentaries related to the literary works to enhance understanding and engagement.</li> </ul>	

**Essential Readings:**

1. Falvey, Peter and Peter Kennedy. *Learning Language Through Literature: A Sourcebook for Teachers of English in Hong Kong*. Hong Kong UP, 2006.
2. **Martino, Emilia and Bruna Di Sabato. *Studying Language through Literature: An Old Perspective Revisited and Something More*. Cambridge Scholars, 2014.**
3. Mikulecky, Beatrice and Linda Jeffries. *Basic Reading Power*. Pearson Education, 2009.
4. ———, *Basic Reading Power: Pleasure Reading, Comprehension Skills, Vocabulary Building, Thinking Skills*. Longman, 2004.
5. **Simpson, Paul. *Language through Literature*. Routledge, 1997.**
6. <https://egyankosh.ac.in/handle/123456789/66744>
7. <https://english2302.wordpress.com/wp-content/uploads/2016/08/the-sacrificial-egg.pdf>
8. <https://www.newyorker.com/magazine/1948/06/26/the-lottery>
9. <https://www.poetryfoundation.org/>

**Suggested Readings:**

1. Foster, Thomas C. *How to Read Literature Like a Professor: A Lively and Entertaining Guide to Reading Between the Lines*. Harper Perennial, New York, 2014.
2. Sirico, Diego . *Using Literature for Language Learning: Students' and Teachers' Views*. Cambridge Scholars Publishing, 2021.

**Assessment Rubrics:**

<b>Evaluation Type</b>	<b>Marks</b>
End Semester Evaluation	<b>70</b>
Continuous Evaluation	<b>30</b>
a) Test Paper- 1	5
b) Test Paper-2	5
c) Seminar/Presentation (Textual analysis, focusing on language aspect)	10
d) Write up based on Module IV, Unit 3	10
<b>Total</b>	<b>100</b>

**KU1DSCFNG103: STRUCTURE AND FUNCTION OF LANGUAGE**

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
1	DSC	100-199	KU1DSCFNG103	4	4

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
4	0	0	30	70	100	2

**Course Description:** The course strengthens learners' grasp of English grammar, promoting clear, concise, and effective communication in writing and speaking.

**Course Prerequisite:** NIL

**Course Outcomes:**

CO No.	Expected Outcome	Learning Domains
1	Improve understanding and application of grammar rules in writing and speaking.	R, U, A
2	Understand sentence structure and enhance clarity in communication.	U, A
3	Develop proficiency in identifying and using different parts of speech.	A, An
4	Apply punctuation marks effectively for clear and concise writing.	A
5	Gain confidence in using complex grammar structures.	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	✓	✓					
CO 2	✓				✓		
CO 3	✓					✓	

CO 4	✓						
CO 5	✓				✓		✓

**COURSE CONTENTS**

**Contents for Classroom Transaction:**

MODULE	UNIT	DESCRIPTION	HOURS
<b>MODULE I</b>	<b>Unit 1 - Parts of Speech</b>		
	<b>a)</b>	Nouns: Types and Functions	<b>5</b>
	<b>b)</b>	Pronouns: Usage and Agreement	
	<b>c)</b>	Verbs: Types and Conjugations	
	<b>d)</b>	Adjectives and Adverbs: Comparison and Placement	
	<b>Unit 2 - Prepositions and Conjunctions</b>		
	<b>a)</b>	Prepositions and their functions	<b>4</b>
	<b>b)</b>	Common prepositional phrases	
	<b>c)</b>	Types of conjunctions	
	<b>d)</b>	Exercises for practising correct usage	
	<b>Unit 3 - Articles and Determiners</b>		
	<b>a)</b>	Definite and Indefinite Articles: Usage and Rules	<b>4</b>
	<b>b)</b>	Quantifiers: Many, Much, Few, Little, etc	
<b>c)</b>	Possessive Determiners		
<b>d)</b>	Demonstrative Determiners		
<b>MODULE II</b>	<b>Unit 1 - Tenses</b>		
	<b>a)</b>	Present Tense: Simple, Continuous, Perfect, Perfect Continuous	<b>6</b>
	<b>b)</b>	Past Tense: Simple, Continuous, Perfect, Perfect Continuous	
	<b>c)</b>	Future Tense: Simple, Continuous, Perfect, Perfect Continuous	

	<b>d)</b>	Time Expressions and Their Impact on Tense Usage	
	<b>Unit 2 - Clauses and Phrases</b>		
	<b>a)</b>	Noun, Verb, Adjective, and Adverb Phrases	<b>5</b>
	<b>b)</b>	Prepositional Phrases: Usages and Examples	
	<b>c)</b>	Independent and Dependent Clauses: Identification	
	<b>d)</b>	Relative Clauses	
	<b>Unit 3 - Sentence Structure</b>		
	<b>a)</b>	Subject and Predicate: Identification and Functions	<b>5</b>
	<b>b)</b>	Types of Sentences: Declarative, Interrogative, Imperative, Exclamatory	
	<b>c)</b>	Types of Sentences: Simple, Complex, Compound	
	<b>d)</b>	Worksheets	
<b>MODULE III</b>	<b>Unit 1 - Question Formation</b>		
	<b>a)</b>	Wh - questions	<b>3</b>
	<b>b)</b>	Yes / No questions	
	<b>c)</b>	Question Tags	
	<b>Unit 2 - Subject-Verb Agreement</b>		
	<b>a)</b>	Basic Rules of Subject-Verb Agreement	<b>4</b>
	<b>b)</b>	Agreement with Compound Subjects	
	<b>c)</b>	Indefinite Pronouns and Agreement	
	<b>d)</b>	Common mistakes	
	<b>Unit 3 - Punctuation</b>		
	<b>a)</b>	Periods, Commas, and Semicolons	<b>4</b>
	<b>b)</b>	Colons and Dashes	
	<b>c)</b>	Quotation Marks and Apostrophes	
<b>d)</b>	Punctuation for clarity and emphasis		
<b>MODULE IV</b>	<b>Unit 1 - Reported Speech</b>		

	a)	Direct and Indirect Speech: Differences and Rules	5	
	b)	Changing tenses in reported speech		
	c)	Reporting questions and commands		
	d)	Worksheets		
	<b>Unit 2 - Active and Passive Voice</b>			
	a)	Differences between active and passive voice	5	
	b)	Transforming sentences: active to passive and vice versa		
	c)	Situations for using passive voice		
	d)	Exercises for practising voice transformations		
	<b>Unit 3 - Refine your language</b>			
	a)	Sentence Correction	5	
	b)	Phrasal Verbs and Idioms		
	c)	Common errors and Misappropriation		
	d)	Jumbled Sentences		
	<b>MODULE V</b>	<b>Teacher Specific Module</b>		5
		<p><b>Directions:</b></p> <ul style="list-style-type: none"> <li>● Provide worksheets that specifically address the grammar point being taught in class.</li> <li>● Reinforce key rules, vocabulary, and sentence structures.</li> <li>● Offer a mix of easy, medium, and challenging questions to cater to different learning styles and levels within the class.</li> <li>● Incorporate a variety of activities that encourage critical thinking and application of grammar rules. This could involve tasks like sentence identification, error correction, rewriting sentences for clarity, or creating their own examples following a specific pattern.</li> </ul>		

**Essential Readings:**

1. Chapman L.R.H. *English Grammar and Exercises*. Longman, 1964.



2. Kaufman, Lester and Jane Straus. *The Blue Book of Grammar and Punctuation: An Easy-to-Use Guide with Clear Rules, Real-World Examples, and Reproducible Quizzes*. John Wiley & Sons, 2021.
3. Miller, Arlene. *The Best Grammar Workbook Ever!*. Bigwords, 2015.
4. Murphy, Raymond. *English Grammar in Use*. CUP, 2012.
5. Neylor, Helen and Raymond Murphy. *Essential English Grammar - Supplementary Exercises* Indian edition. Cambridge U P, 2001.
6. Verma, G N. *A Comprehensive Grammar of English*. S. Chand Publishing, 2011.
7. Wren & Martin. *Middle School English Grammar and Composition*. S Chand, 2023.

**Assessment Rubrics:**

Evaluation Type		Marks
End Semester Evaluation		70
Continuous Evaluation		30
a)	Test Paper- 1	5
b)	Test Paper-2	5
c)	Assignment	5
d)	Worksheet submission	15
<b>Total</b>		<b>100</b>

**KU1DSCFNG104: ENGLISH FOR PROFESSIONAL SUCCESS**

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
1	DSC	100-199	KU1DSCFNG104	4	5

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
3	2	0	30	70	100	2

**Course Description:** The course introduces the learners to various professional skills and values required in the current job market.

**Course Prerequisite:** NIL

**Course Outcomes:**

CO No.	Expected Outcome	Learning Domains
1	To develop professional skills required for current job market	U
2	To gain an understanding of oral communication skills	U
3	To improve communication and public relations	U
4	To enable the learner master the basics of professional writing	A
5	To develop professional language skills	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	✓					✓	
CO 2	✓				✓		
CO 3	✓	✓					
CO 4	✓						✓
CO 5	✓					✓	

**COURSE CONTENTS**

**Contents for Classroom Transaction:**

<b>MODULE</b>	<b>UNIT</b>	<b>DESCRIPTION</b>	<b>HOURS</b>
<b>MODULE I: PROFESSIONAL COMMUNICATION : VALUES AND ETIQUETTE</b>	<b>Unit 1</b>		
	<b>a)</b>	Different modes of communication: verbal, non-verbal, visual, written	<b>7</b>
	<b>b)</b>	Definition of professional communication	
	<b>c)</b>	Features of professional communication	
	<b>d)</b>	Purpose of professional communication	
	<b>Unit 2</b>		
	<b>a)</b>	Workplace ethics and values	<b>7</b>
	<b>b)</b>	Gender and cultural sensitivity	
<b>c)</b>	Green ethics		
<b>d)</b>	Humility, approachability, accountability, considerate behaviour, critical thinking, social responsibility.		
<b>MODULE II: ORAL COMMUNICATION AT WORKPLACE</b>	<b>Unit 1</b>		
	<b>a)</b>	Professional language in different contexts	<b>7</b>
	<b>b)</b>	Language to be used while giving opinion, agreeing, disagreeing	
	<b>c)</b>	Language to be used while interrupting, summarising, apologising	
	<b>d)</b>	Managerial communication: Advising, counselling, giving orders	
	<b>Unit 2</b>		
	<b>a)</b>	Managerial communication: providing instructions, making decisions, conflict resolution, performance reviews	<b>7</b>
	<b>b)</b>	Language for marketing and salesmanship:	

		Persuasive language- clear and concise communication	
	c)	Audience targeting- storytelling- value proposition	
<b>MODULE III: PUBLIC SPEAKING AND INTERVIEW SKILLS</b>	<b>Unit 1</b>		
	a)	Importance of public speaking skills	<b>8</b>
	b)	Corporate conversations: Meetings and conferences	
	c)	Impromptu presentation, Manuscript presentation	
	d)	Memorised presentation, Extemporaneous presentation	
	<b>Unit 2</b>		
	a)	Interview Skills — answering stock interview questions about self and family	<b>8</b>
	b)	Strengths and weaknesses, likes and dislikes, Justifying candidature, core values	
	c)	Justifying candidature	
	d)	Professional goals, remuneration etc.	
<b>MODULE IV: COMMUNICATION AND PUBLIC RELATIONS</b>	<b>Unit 1</b>		
	a)	Introduction to communication and public relations	<b>8</b>
	b)	Basics of professional writing	
	c)	Writing press releases	
	d)	Writing Tweets	
	<b>Unit 2</b>		
	a)	Writing Social Media posts	<b>8</b>
	b)	Writing captions, testimonials	
	c)	Online Profile Management	
	d)	Maintaining formal profiles in employment oriented online services and professional networks like LinkedIn	
<b>MODULE V</b>	<b>Teacher Specific Module</b>		<b>15</b>

	<b>Directions:</b>
	Conduct mock- interview sessions Use Language lab for developing communication skills.

**Suggested Readings:**

1. Bovée, Courtland L. and John V. Thill. *Business Communication Essentials: Fundamental Skills for the Mobile-Digital-Social Workplace*. Pearson, 2020.
2. Chaturvedi, P. D. and Mukesh Chaturvedi. *The Art and Science of Business Communication: Skills, Concepts, Cases, and Applications*. Pearson, 2017.
3. Ellis, Richard. *Communication Skills: Stepladders to Success for the Professional*. Intellect, 2002.
4. Ghosh, B. N. Ed. *Managing Soft Skills for Personality Development*. McGraw-Hill, 2012.
5. Jones-Macziola, Sarah and Greg White. *Further Ahead: Learner`s Book*. CUP, 1998.
6. Lata, Pushp and Sanjay Kumar. *English for Effective Communication*. OUP, 2013.
7. MacKenzie, Ian. *English for Business Studies Student's Book: A Course for Business Studies and Economics Students*. CUP, 2010.
8. Wilcox, Dennis L, et al. *Public Relations: Strategies and Tactics*. Pearson, 2015.
9. Zarefsky, David. *Public Speaking: Strategies for Success*. Pearson, 2017.

**Assessment Rubrics:**

Evaluation Type		Marks
End Semester Evaluation		70
Continuous Evaluation		30
a)	Test Paper- 1	5
b)	Test Paper-2	5

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c)	Assignment	5
d)	Presentation	10
e)	Viva-Voce	5
<b>Total</b>		<b>100</b>

**KU2DSCFNG105: CINEMA: ART AND ANALYSIS**

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
2	DSC	100-199	KU2DSCFNG105	4	4

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
4	0	0	30	70	100	2

**Course Description:** This course helps students to gain valuable analytical skills about the films they watch and write film reviews to develop a deeper appreciation for the art of filmmaking.

**Course Prerequisite:** NIL

**Course Outcomes:**

CO No.	Expected Outcome	Learning Domains
1	Develop an understanding of basic film terminology	U
2	Develop an understanding of film genres	U
3	Learn to articulate insights about films effectively through written and oral presentations	A
4	Gain a broader appreciation for the history and diverse landscape of cinema	E
5	Analyse and interpret films from a critical perspective	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	✓	✓					
CO 2				✓	✓		
CO 3						✓	✓

CO 4			✓	✓			
CO 5						✓	✓

**COURSE CONTENTS**

**Contents for Classroom Transaction:**

MODULE	UNIT	DESCRIPTION	HOURS	
<b>MODULE I: UNDERSTANDING BASIC TERMINOLOGY</b>	<b>Unit 1</b>			<b>6</b>
	<b>a)</b>	Shot, Scene, Sequence		
	<b>b)</b>	Frame, Cinematography		
	<b>c)</b>	Basic Camera Shot: Close, Medium, Long		
	<b>d)</b>	Camera Angle Shots: Straight on Angle Shots, High Angle, Low Angle		
	<b>Unit 2 - Mise-en-scene:</b>			<b>6</b>
	<b>a)</b>	Setting		
	<b>b)</b>	Costume and Makeup		
	<b>c)</b>	Lighting		
	<b>d)</b>	Movement and Performance		
	<b>Unit 3</b>			<b>6</b>
	<b>a)</b>	Depth of Field: Shallow Focus, Deep Focus		
	<b>b)</b>	30 Degree Rule		
	<b>c)</b>	180 Degree Rule		
	<b>d)</b>	Framing: Close-up, Wide shot, Rule of thirds		
	<b>MODULE II</b>	<b>Unit 1 - Editing</b>		
<b>a)</b>		Chronological Editing, Continuity Editing		
<b>b)</b>		Crosscutting		
<b>c)</b>		Montage		
<b>d)</b>		Jump Cuts, Match Cuts		



	<b>Unit 2</b>		<b>6</b>
	<b>a)</b>	Sound: Diegetic, Non Diegetic	
	<b>b)</b>	Sound: Speech, Music, Noise	
	<b>c)</b>	Colour: Black and White Cinema	
	<b>d)</b>	Colour: Technicolour, Eastman Colour	
<b>MODULE III : FILM GENRES</b>	<b>Unit 1</b>		<b>6</b>
	<b>a)</b>	Narrative, Feature Films, Documentary	
	<b>b)</b>	Comedy, Romance, Thriller	
	<b>c)</b>	Horror, Western, Road movies	
	<b>d)</b>	Melodrama, Musical, Film Noir	
	<b>Unit 2</b>		<b>4</b>
	<b>a)</b>	Science Fiction, Fantasy	
	<b>b)</b>	Animation, 3-D Films	
	<b>c)</b>	Historical, Mythological	
	<b>d)</b>	Experimental/ Avant-garde	
<b>MODULE IV: FILM ANALYSIS</b>	<b>Unit 1</b>		<b>12</b>
	<b>a)</b>	<i>His Girl Friday</i> directed by Howard Hawks (English, 1940)	
	<b>b)</b>	<i>Traffic</i> directed by Rajesh Pillai (Malayalam, 2011)	
	<b>c)</b>	<i>Man with a Movie Camera</i> directed by Dziga Vertov (1929, Soviet silent documentary film)	
	<b>d)</b>	<i>The Silence of the Lambs</i> directed by Jonathan Demme (English, 1991)	
<b>MODULE V</b>	<b>Teacher Specific Module</b>		<b>6</b>
	<b>Directions:</b>		
	<ul style="list-style-type: none"> <li>● Incorporate film analysis and appreciation essays to deepen students' understanding of cinema.</li> <li>● Encouraging written analysis/ appreciation of films.</li> </ul>		

**Essential Readings:**

1. Benshoff, Harry M. *Film and Television Analysis: An Introduction to Methods, Theories, and Approaches*. Routledge, 2016.
2. Bordwell, David, et al. *Film Art: An Introduction*. Thirteenth Edition, McGraw Hill, 2024. (Pages 403- 406).
3. Dix, Andrew. *Beginning Film Studies*. Manchester UP, 2016.
4. Thomas Caldwell. *Film Analysis Handbook: Essential Guide to Understanding, Analysing and Writing on Film*. Insight Publications, 2011.
5. Heyward, Susan. *Key Concepts in Cinema Studies*. Routledge, 2000.
6. Kuhn, Annette and Guy Westwell. *A Dictionary of Film Studies*. Oxford U P, 2020.
7. Ryan, Michael and Melissa Lenos. *An Introduction to Film Analysis: Technique and Meaning in Narrative Film*. Bloomsbury Publishing, 2020.

**Assessment Rubrics:**

Evaluation Type		Marks
End Semester Evaluation		70
Continuous Evaluation		30
a)	Test Paper- 1	5
b)	Test Paper-2	5
c)	Assignment: Short film making (Max. 5 Min duration - Can be group assignment)	10
d)	Film Review	10
<b>Total</b>		<b>100</b>

**KU2DSCFNG106: WRITING FOR DIGITAL MEDIA**

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
2	DSC	100-199	KU2DSCFNG106	4	5

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
3	2	0	30	70	100	2

**Course Description:** The course is designed to instruct students in the linguistic style and writing conventions specific to digital media and also to equip students with the skills necessary to pursue employment opportunities as content creators, either on personal platforms or within professional business environments

**Course Prerequisite:** NIL

**Course Outcomes:**

CO No.	Expected Outcome	Learning Domains
1	Identify the principles of personal publishing and harness good blog-writing practices.	U
2	Recognize the new, communal ethos of social networking and its implications for news-gathering and publishing.	U
3	Demonstrate proficiency in using context-appropriate and medium-specific language to enhance their effectiveness in business communication.	A
4	Understand the legal contexts in which Web writers gather information and in which they publish, including the limits on and freedoms for both activities.	A, 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
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CO 1	✓	✓					
CO 2				✓		✓	
CO 3						✓	✓
CO 4			✓		✓		

**COURSE CONTENTS**

**Contents for Classroom Transaction:**

MODULE	UNIT	DESCRIPTION	HOURS	
<b>MODULE I: PERSONAL PUBLISHING</b>	<b>Unit 1 - Blogging Software</b>			<b>8</b>
	<b>a)</b>	Blogger.com		
	<b>b)</b>	TypePad		
	<b>c)</b>	LiveJournal, Greymatter		
	<b>d)</b>	WordPress and Movable Type		
	<b>Unit 2 - Personal Blogs</b>			<b>7</b>
	<b>a)</b>	Travel		
	<b>b)</b>	Food		
	<b>c)</b>	News blogs		
	<b>d)</b>	Live Blogging		
	<b>Unit 3</b>			<b>7</b>
	<b>a)</b>	Corporate Blogging		
<b>b)</b>	Blogging Ethics			
<b>MODULE II:  CITIZEN JOURNALISM</b>	<b>Unit 1 - Story Structures</b>			<b>7</b>
	<b>a)</b>	Inverted Pyramid Model		
	<b>b)</b>	Chronological approach		
	<b>c)</b>	Thematic approach		
	<b>d)</b>	Narrative Model		
	<b>Unit 2 - Popular Models of Citizen Journalism</b>			

	a)	digg.com	7
	b)	Reddit	
	c)	MySpace News	
	d)	It's Not Yellow	
	<b>Unit 3</b>		
	a)	Broadcasting News on Social Media Sites ( Twitter, FaceBook, Instagram etc)	7
b)	We Media and Participatory Journalism		
<b>MODULE III</b>	<b>Unit 1 - Writing for Business Firms</b>		
	a)	Newsletters	10
	b)	Email, Resume: Language Style and Etiquette	
	c)	Preparing Brochures, Flyers, Ads and Posters	
	d)	Writing Web Content for Firms	
<b>MODULE IV</b>	<b>Unit 1 - Legal Aspects of Managing Digital Content</b>		
	a)	Copyright and Intellectual Property Issues	7
	b)	Creative Commons	
	c)	Information Technology (Intermediary Guidelines and Digital Media Ethics Code) Rules, 2021 (India)	
	d)	Defamation on Social Media	
<b>MODULE V</b>	<b>Teacher Specific Module</b>		15
	<b>Directions:</b>		
	<ul style="list-style-type: none"> <li>● Discuss the specific writing style and target audience for each format.</li> <li>● Encourage interactive writing projects for online platforms. This could include discussions on forums, collaborative blogs, or even creating content for online communities.</li> <li>● Facilitate peer review and online discussions to allow students to learn from each other's work and adapt their writing based on audience feedback.</li> </ul>		

**Essential Readings:**

1. Bausch, Paul, et al. *We Blog: Publishing Online with Weblogs*. Hungry Minds, Inc., 2002.
2. Blood, Rebecca. "Weblogs: A History and Perspective." Rebecca Blood, [http://www.rebeccablood.net/essays/weblog\\_history.html](http://www.rebeccablood.net/essays/weblog_history.html).
3. Blood, Rebecca. *The Weblog Handbook*. Perseus Publishing, 2002.
4. Cassidy, John. "The Online Life: Me Media. How Hanging Out on the Internet Became Big Business." *New Yorker Magazine*, 15 May 2006.
5. Friend, Cecilia, and Jane B. Singer. *Online Journalism Ethics: Traditions and Transitions*. M.E. Sharpe, 2007.
6. Kovach, Bill, and Tom Rosenstiel. *The Elements of Journalism: What Newspeople Should Know and the Public Should Expect*. Three Rivers Press, 2007.
7. Preece, Jenny. *Online Communities: Designing Usability, Supporting Sociability*. John Wiley, 2000.

**Assessment Rubrics:**

Evaluation Type		Marks
End Semester Evaluation		70
Continuous Evaluation		30
a)	Test Paper- 1	5
b)	Test Paper-2	5
c)	Assignment	5
d)	Online content creation	15
<b>Total</b>		<b>100</b>

**KU2DSCFNG107: FUNDAMENTALS OF SPEECH SOUNDS**

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
2	DSC	100-199	KU2DSCFNG107	4	5

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical	Tutorial	CE	ESE	Total	
3	2	0	30	70	100	2

**Course Description:** This course offers an introduction to phonetics, the systematic study of human speech production.

**Course Prerequisite:** NIL

**Course Outcomes:**

CO No.	Expected Outcome	Learning Domains
1	Understand the functioning of English sound system	U
2	Understand the difference in pronunciation between different varieties of English	U
3	Apply the understanding of phonetics to improve speaking skills and pronunciation	A
4	Enhance listening comprehension through a deeper understanding of speech sounds.	A
5	Gain valuable insights applicable to language learning and teaching	A, 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	✓	✓				✓	
CO 2	✓				✓		
CO 3	✓						✓

CO 4	✓	✓					
CO 5	✓					✓	

**COURSE CONTENTS**

**Contents for Classroom Transaction:**

MODULE	UNIT	DESCRIPTION	HOURS
<b>MODULE I</b>	<b>Unit 1 - Introduction</b>		<b>5</b>
	a)	Introduction to linguistics	
	b)	Definition of Phonetics	
	c)	Branches of Phonetics	
	d)	Scope of Phonetics	
	<b>Unit 2 - Speech Mechanisms</b>		<b>5</b>
	a)	Air-stream Mechanism	
	b)	Respiratory system	
	c)	Phonatory system	
	d)	Articulatory system	
<b>MODULE II</b>	<b>Unit 1 - Sounds of English</b>		<b>12</b>
	a)	The International Phonetic Alphabet	
	b)	Consonants - three term label	
	c)	Vowels: monophthongs and diphthongs - three term label	
	d)	Cardinal Vowels	
	<b>Unit 2 - Phonology</b>		<b>6</b>
	a)	Phoneme : definition, minimal pair	
	b)	Allophone	
	c)	Free variation	
	d)	Syllable	



MODULE III	<b>Unit 1 - Suprasegmentals</b>		6
	a)	Word stress	
	b)	Sentence stress	
	c)	Intonation and Pitch	
	d)	Rhythm	6
	<b>Unit 2 - Connected Speech Processes</b>		
	a)	Assimilation	
	b)	Elision	
	c)	Linking 'r' and Intrusive 'r'	12
	d)	Strong and weak forms	
<b>Unit 3 - Phonetic Transcription Practice</b>		12	
a)	Transcribing words		
b)	Transcribing dialogues		
MODULE IV	<b>Unit 1 - Language Varieties</b>		5
	a)	Dialects	
	b)	Registers	
	c)	Idiolects, Sociolects	
	d)	Pidgins and Creoles	6
	<b>Unit 2 - Varieties of English</b>		
	a)	RP	
	b)	American	
c)	GIE	12	
d)	L1 interference		
MODULE V	<b>Teacher Specific Module</b>		12
	<b>Directions:</b>		
		<ul style="list-style-type: none"> <li>Target exercises to be provided using the Language Lab to teach the basics of stress and</li> </ul>	

		<p>intonation patterns.</p> <ul style="list-style-type: none"> <li>• Worksheets to be provided for transcription practice.</li> </ul>	
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**Essential Readings:**

1. Balasubramanian, T. *A Textbook of English Phonetics for Indian Students*. Macmillan, 1981.
2. Jones, Daniel. *English Pronouncing Dictionary*. Cambridge U P, 2011.
3. Ladefoged, Peter. *A Course in Phonetics*. Harcourt College Publishers, 2001.
4. Roach, Peter. *English Phonetics and Phonology: A Practical Course*. CUP, 2010.
5. Underhill, Adrian. *Sound Foundations: Learning and Teaching Pronunciation*. Macmillan, 2008.
6. — . *Sound Foundations: Living Phonology*. Heinemann, 1994.
7. Syamala, V. *A Textbook of English Phonetics and Structure for Indian Students*. Sharath Ganga Publications, 1992.
8. <https://www.internationalphoneticassociation.org/>

**Assessment Rubrics:**

Evaluation Type		Marks
End Semester Evaluation		<b>70</b>
Continuous Evaluation		<b>30</b>
a)	Test Paper- 1	5
b)	Test Paper-2	5
c)	Reading Assignment	5
d)	PPT Presentation	5
e)	Transcription worksheets	10
<b>Total</b>		<b>100</b>

**KU2DSCFNG108: LANGUAGE AND CREATIVITY IN ADVERTISING**

Semester	Course Type	Course Level	Course Code	Credits	Total Hours/week
2	DSC	100-199	KU2DSCFNG108	4	4

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
4	0	0	30	70	100	2

**Course Description:** Students are introduced to the two core elements in advertising: language and creativity.

**Course Prerequisite:** NIL

**Course Outcomes:**

CO No.	Expected Outcome	Learning Domains
1	To introduce the basics of advertising.	U
2	To analyse the interface between advertising and marketing.	A, An
3	Learn the importance of language in advertising.	U
4	Understand the role of media in advertising.	A
5	Develop creative advertising skills.	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
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CO 1	✓						
CO 2		✓					
CO 3			✓				
CO 4		✓			✓		
CO 5	✓					✓	✓

**COURSE CONTENTS**

**Contents for Classroom Transaction:**

MODULE	UNIT	DESCRIPTION	HOURS	
<b>MODULE I: ADVERTISING AND MARKETING</b>	<b>Unit 1</b>			<b>6</b>
	<b>a)</b>	Advertising: Definitions		
	<b>b)</b>	History of advertising		
	<b>c)</b>	Purpose and Functions of Advertising		
	<b>Unit 2</b>			<b>6</b>
	<b>a)</b>	Types of Advertising - Advantages and disadvantages		
	<b>b)</b>	Role of advertising in marketing		
	<b>c)</b>	Advertising and Brand Building		
<b>MODULE II: CREATIVITY IN ADVERTISING</b>	<b>Unit 1</b>			<b>6</b>
	<b>a)</b>	Creative Advertising		
	<b>b)</b>	Creative Imagination and Conceptualization		
	<b>c)</b>	Creative Process		
	<b>Unit 2 – Steps in Creative Advertising</b>			<b>6</b>
	<b>a)</b>	Understanding consumer psychology		
<b>b)</b>	Buying Motives			

	c)	Selling Points	
	d)	Visualisation, Copy, Headline, Slogan, Logo, Illustration, Layout	
<b>MODULE III : ADVERTISING AND MARKETING MEDIA</b>	<b>Unit 1 - Introduction to Media</b>		
	a)	Role of media in advertising and marketing	<b>6</b>
	b)	Determinants of Advertising Media	
	c)	Types of Media: Mainstream Media, Social Media	
	d)	Alternative Media	
	<b>Unit 2 - Media Advertising</b>		
	a)	Radio Advertising, Internet Advertising, Television Advertising	<b>8</b>
	b)	Press Advertising, Film Advertising	
	c)	Purchase Point Advertising, Specialty Advertising	
	d)	Video Advertising, Mural Advertising	
<b>MODULE IV: LANGUAGE OF ADVERTISING</b>	<b>Unit 1 - Introduction to Language of Advertising</b>		
	a)	Role of language in advertising	<b>8</b>
	b)	Innovative language usage	
	c)	Powerful language expressions	
	d)	Stylistics of Advertising language	
	<b>Unit 2 - Scripting Advertisements</b>		
	a)	Scripting Advertisements for Print Media	<b>8</b>
	b)	Scripting Advertisements for Radio	
	c)	Scripting Advertisements for Television	
<b>MODULE V</b>	<b>Teacher Specific Module</b>		<b>6</b>
	<b>Directions:</b>		
	Students should prepare the following for practical Assessment: Design an advertisement for print media (Individual Activity) Prepare a 2 minutes video advertisement (Group Activity)		

**Essential Readings:**

1. Aitchison J. *Cutting Edge Copywriting*. Prentice Hall, 2001.
2. Gupta, Oma. *Advertising in India: Trends and Impact*. Kalpaz Publications, 2005.
3. Kumar, Arun & Tyagi. *Advertising Management*. Atlantic Publishers and Distributors, 2004.
4. Nylén, D W. *Advertising: Planning, Implementation and Control*, 4 th Edition, OH: South Western Publishing Co. 1993.
5. Ogilvy, David. *On Advertising*. Welbeck Publishing Group. 2007.
6. Vilanilam, John V. *More Effective Communication: A Manual for Professionals*. Response Books/Sage, 2000.
7. Vilanilam and Varghese. *Advertising Basics! A Resource Guide for Beginners*. Response books – a Division of Sage Publications, 2004.
8. Wells, Burnett & Moriarty. *Advertising: Principles and Practice*. UP: Dorling Kindersley (India) Pvt. Limited, 2007.

**Assessment Rubrics:**

Evaluation Type		Marks
End Semester Evaluation		70
Continuous Evaluation		30
a)	Test Paper- 1	5
b)	Test Paper-2	5
c)	Assignment	10
d)	Seminar/Presentation	10
<b>Total</b>		<b>100</b>

**LIST OF GENERAL FOUNDATION COURSES (MDC)**

SEMESTER	COURSE CODE	COURSE NAME	MARKS			CREDITS	HOURS/WEEK
			CA	ESE	TOTAL		
1	KU1MDCFNG101	Studying Media	25	50	75	3	3
	KU1MDCFNG102	Sports Narratives	25	50	75	3	3
2	KU2MDCFNG103	Science Fiction	25	50	75	3	3
	KU2MDCFNG104	Food Studies	25	50	75	3	3

**KU1MDCFNG101: STUDYING MEDIA**

Semester	Course Type	Course Level	Course Code	Credits	Total Hours/Week
1	MDC	100-199	KU1MDCFNG101	3	3

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:** Studying Media brings communication, culture, and technology together. With a focus on critical analysis and creative expression, students learn to understand the impact of media on social norms, values, and behaviour.

**Course Prerequisite:** NIL

**Course Outcomes:**

CO No.	Expected Outcome	Learning Domains
1	To have a comprehensive understanding of Media Studies and writings for media	<b>U</b>
2	To analyse the basic nature and characteristics of various media	<b>R, U, An</b>
3	To understand the effects of media upon society and how it influence our understanding of reality	<b>U</b>
4	To critically analyse the writings for media	<b>R,U,An</b>
5	To write for media	<b>C</b>

**\*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	✓						
CO 2		✓					
CO 3		✓	✓			✓	
CO 4	✓				✓	✓	
CO 5				✓		✓	✓

**COURSE CONTENTS**

**Contents for Classroom Transaction:**

MODULE	UNIT	DESCRIPTION	HOURS	
<b>MODULE I: KEY TERMS AND CONCEPTS</b>	<b>Unit 1 - Print Media</b>			<b>5</b>
	a)	Definition of media: Old and New media, Media ethics and Censorship		
	b)	Key terms in print media: By line, Circulation, Editing, Copy Editor, Editorial,		
	c)	Freelancer, Ghost writer, Lead time, Marketing, Masthead, Media Outlet, Op-ed, Periodical, Pitch Letter		
	d)	Public Relations, Reach, Reporter, Spin, Syndicated, Syndicated Columnist		
	<b>Unit 2 – Audio-visual Media</b>			<b>5</b>
	a)	Basic principles of broadcasting, anchor, boilerplate, producer, 3 elements of a radio broadcast-spoken words, music, sound effects		
	b)	4 types of radio broadcasting: AM, FM, DAB, Internet Radio , Prasar Bharathi		
	c)	Key elements of TV production, main features of television production, elements of a broadcast television system		
		d)	Doordarshan, Cable TV, Satellite TV	

	<b>Unit 3 – New Media</b>		<b>5</b>
	a)	Definition and characteristics of new media, mobile apps, virtual and augmented reality,	
	b)	Social media networks, Blog, Vlogging, YouTube,	
	c)	Streaming services, podcasts	
	d)	Trolls, Memes, Reels, Shorts	
<b>MODULE II:</b>	<b>Unit 1</b>		<b>5</b>
	a)	“The Power of Media: Influence, Responsibility, and Impact on Society” by Eadwulf Schulz	
	b)	“Gender Justice and Media” by Ammu Joseph	
	<b>Unit 2 - Advertisements</b>		<b>2</b>
	a)	Definition and concept,	
	b)	Types of ads in print, radio, tv, internet	
<b>MODULE III:</b>	<b>Unit 1 –</b>		<b>4</b>
	a)	<i>Ee Stationil Ottaykk</i> by Shihabuddin Poythumkadavu (Radio Play) <a href="https://youtu.be/Hskb6-0UY_8?si=3guogKjQLDG O-1NF">https://youtu.be/Hskb6-0UY_8?si=3guogKjQLDG O-1NF</a>	
	b)	“The Power of Acceptance: Luma Mufleh’s Struggle and Triumph”- from the podcast <i>Coming Out Stories</i>	
	<b>Unit 2 -</b>		<b>4</b>
	a)	T.V Documentary- <i>The Elephant Whisperers</i> (2022) by Kartiki Gonsalves (streaming on Netflix)	
	b)	T.V interview-Dr. Bhimrao Ambedkar’s interview from 1955 BBC News India Archives <a href="https://youtu.be/Wf3VJCpNMql?si=jx9wpjQQBf7IUd7p">https://youtu.be/Wf3VJCpNMql?si=jx9wpjQQBf7IUd7p</a>	
<b>MODULE IV: WRITING FOR THE MEDIA</b>	<b>Unit 1</b>		<b>5</b>
	a)	Writing Articles: types, format, steps Writing Reports: Types, format, steps Newspaper/ Magazine articles	

	<b>b)</b>	Blogging, copyright, media ethics, online content creation	
	<b>Unit 2</b>		
	<b>a)</b>	Produce a Radio/ TV programme /write a blog/ create a content for podcast	<b>5</b>
	<b>Unit 3 - Presentation</b>		
	<b>a)</b>	Presentation of a project on a chosen topic	<b>5</b>

**Essential Readings:**

1. *Media and Society: Critical Perspectives* by Graeme Burton. Rawat Publications, 2005.
2. Paul, Merries and Sue Thornham (Editors). *Media Studies: A Reader*. Edinburgh University, 2005.
3. Goldenberg, Jacob and Amnon Levav (Editors). *Cracking the Ad Code*. Cambridge Publications, 2009.

**Assessment Rubrics:**

<b>Evaluation Type</b>		<b>Marks</b>
End Semester Evaluation		<b>50</b>
Continuous Evaluation		<b>25</b>
a)	Test Paper- 1	5
b)	Test Paper-2	5
c)	Seminar Presentation	5
d)	Review of any newspaper article/radio/ tv programmes/ online content	10
<b>Total</b>		<b>75</b>

**KU1MDCFNG102 : SPORTS NARRATIVES**

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
I	MDC	100 - 199	KU1MDCFNG102	3	3

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 genre of sports narratives, examining how stories about sports are crafted, interpreted and understood.

**Course Prerequisite:** NIL

**Course Outcomes:**

CO No.	Expected Outcome	Learning Domains
1	Understand the narrative techniques used in sports writing and filmmaking	U
2	Explore the various genres within sports narratives (fiction, non-fiction, documentary).	U
3	Recognize the social, political, and economic contexts reflected in sports stories.	U, A
4	Analyse the cultural significance of sports narratives	An
5	Critically evaluate the portrayal of athletes, coaches, and fans in sports narratives.	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		✓		✓			
CO 2			✓		✓		
CO 3				✓		✓	

CO 4			✓	✓			
CO 5	✓						✓

**COURSE CONTENTS**

**Contents for Classroom Transaction:**

MODULE	UNIT	DESCRIPTION	HOURS
<b>MODULE I</b>	<b>Unit 1 - Introduction</b>		<b>7</b>
	<b>a)</b>	Sports narratives: Definition	
	<b>b)</b>	Cultural significance of sports narratives	
	<b>c)</b>	Elements of sports fiction (The concept of the underdog and the "comeback story.")	
<b>MODULE II</b>	<b>Unit 1 - Sports journalism</b>		<b>7</b>
	<b>a)</b>	Definition and features	
	<b>b)</b>	Types: Feature, Interview, Trend Story, Column, News Story	
	<b>c)</b>	Sports Writing for Print and Broadcast	
	<b>d)</b>	Sports Journalism in the Digital Age	
<b>MODULE III</b>	<b>Unit 1 - Sports Narratives</b>		<b>10</b>
	<b>a)</b>	‘Vitai Lampada’ by Henry Newbolt (Poem)	
	<b>b)</b>	“Higuita” by N S Madhavan (Short Story)	
	<b>c)</b>	Wilma Rudolph - From Polio Contorting her Leg to the first Woman to Win Three Gold Medals <a href="https://youtu.be/hZYlykGp9vU">https://youtu.be/hZYlykGp9vU</a>	
	<b>d)</b>	Interview with Pullela Gopichand <a href="https://olympics.com/en/video/pullela-gopichand-badminton-interview">https://olympics.com/en/video/pullela-gopichand-badminton-interview</a>	
<b>MODULE IV</b>	<b>Unit 1</b>		<b>15</b>
	<b>a)</b>	‘The 1950 World Cup’ : Eduardo Galeano	
	<b>b)</b>	‘Playing for “Green Power”’: Sports and Economic	

		Uplift' : Gregory Kaliss	
	c)	<i>Dangal</i> (Hindi, 2016) directed by Nitesh Tiwari	
<b>MODULE V</b>	<b>Teacher Specific Module</b>		<b>6</b>
	<b>Directions:</b>		
	<p><b>Discussions:</b> Foster lively discussions by posing open-ended questions that encourage critical thinking and diverse perspectives. Use film clips, quotes from sports figures, or current sports news to spark debate.</p> <p><b>Group Activities:</b> Divide students into groups to analyse sports texts, films, or documentaries.</p>		

**Essential Readings:**

1. Craig, Steve. *Sports Writing: A Beginners Guide*. Discover Writing Press, 2002.
2. Cronin, Mike. *Sport: A Very Short Introduction*. Oxford UP, 2014.
3. Galeano, Eduardo. *Football in Sun and Shadow*. Penguin, 2018.
4. Gregory, Kaliss. *Beyond the Black Power Salute: Athlete Activism in an Era of Change*. University of Illinois Press, 2023. pp 19 - 21.
5. Madhavan, N S. Hikutta. D C Books, 2024.
6. Phil, Andrews. *Sports Journalism: A Practical Introduction*. Sage Publications, 2014.
7. Plimpton, George (Edited). *The Norton Book of Sports*, Norton, 1992.
8. Room, Adrian. *Dictionary of Sports and Games Terminology*. McFarland & Co Inc, 2010.
9. Wood, David. *Football and Literature in South America*. Routledge, 2017.

**Assessment Rubrics:**

Evaluation Type	Marks
End Semester Evaluation	<b>50</b>
Continuous Evaluation	<b>25</b>
a) Test Paper- 1	5

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b)	Test Paper-2	5
c)	Seminar/Presentation	5
d)	Book/ Article/Film Review	10
<b>Total</b>		<b>75</b>

**KU2MDCFNG103: SCIENCE FICTION**

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
2	MDC	100 -199	KU2MDCFNG103	3	3

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:**

**Course Prerequisite: NIL**

**Course Outcomes:**

CO No.	Expected Outcome	Learning Domains
1	Understand the literary techniques used in science fiction writing	U
2	Identify the author's purpose and potential social commentary within a science fiction work.	U
3	Compare and contrast different science fiction works across genres and eras	A
4	Identify and analyse the major themes and tropes explored in science fiction	An
5	Engage in critical discussions and debates about the role of science fiction in society	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		✓			✓		
CO 2				✓			
CO 3			✓		✓		



CO 4	✓					✓	
CO 5						✓	✓

**COURSE CONTENTS**

**Contents for Classroom Transaction:**

MODULE	UNIT	DESCRIPTION	HOURS	
MODULE I	<b>Unit 1 - Introduction to Science Fiction</b>			7
	a)	Definition and characteristics of science fiction		
	b)	Historical overview of the genre		
	c)	Key authors: Mary Shelley, Margaret Cavendish, Jules Verne H.G. Wells, Isaac Asimov, Ursula K. Le Guin, Philip K. Dick		
	d)	<i>The Wandering Earth</i> by Cixin Liu		
	<b>Unit 2 - Utopias and Dystopias</b>			3
	a)	The Ideal Society vs. The Nightmare Future		
b)	Characteristics of utopian/dystopian societies			
MODULE II	<b>Unit 1 - Science Fiction and Aliens</b>			5
	a)	Depictions of extraterrestrial life		
	b)	Fear of the unknown vs. potential for cooperation		
	c)	<i>Arrival</i> (2016): Film, Directed by Denis Villeneuve		
	<b>Unit 2 - Science Fiction and Superheroes</b>			5
	a)	Superhero tropes in Sci-Fi		
b)	<i>X-Men</i> By Jonathan Hickman Vol. 1: Graphic novel			
MODULE III	<b>Unit 1 - Science Fiction and the Environment</b>			5
	a)	Environmental concerns and the future of the earth		
	b)	Sustainability and the impact on humanity		
	c)	"Parable of the Sower" Octavia Butler: Short story		

	<b>Unit - 2 - Science Fiction and AI</b>		
	<b>a)</b>	The potential dangers of superintelligence surpassing human control.	<b>5</b>
	<b>b)</b>	<i>All Systems Red</i> (2017) : Martha Wells	
<b>MODULE IV</b>	<b>Unit 1 - Time Travel</b>		
	<b>a)</b>	Mechanics of Time Travel: (Wormholes, time machines, etc.)	<b>5</b>
	<b>b)</b>	Our perception of the past, present, and future	
	<b>c)</b>	Short story: "A Sound of Thunder" by Ray Bradbury	
	<b>Unit 2 - Interplanetary Travel</b>		
	<b>a)</b>	The challenges of space travel	<b>5</b>
	<b>b)</b>	<i>Star Trek</i> (2009) : Film , Directed by J.J. Abrams.	
<b>MODULE V</b>	<b>Teacher Specific Module</b>		<b>5</b>
	<b>Directions:</b>		
	<ul style="list-style-type: none"> <li>• Discuss the potential of technology, environmental concerns, social and political critiques, and humanity's place in the universe.</li> <li>• Supplement text-based learning with movies, TV shows, graphic novels, and even video games to cater to different learning styles.</li> <li>• Encourage students to write critical essays, short stories in a specific subgenre, or character analyses.</li> <li>• Conduct in-depth film analysis exercises focusing on visual storytelling techniques, special effects, and how film adapts science fiction narratives.</li> </ul>		

**Essential Readings:**

1. Bould, Mark and Sherryl Vint. *The Routledge Concise History of Science Fiction*. Routledge, 2011.
2. James, Edward and Farah Mendlesohn (Editor). *The Cambridge Companion to Science Fiction*. CUP, 2003.

3. Jones, Matthew and Joan Ormrod (Editor). *Time Travel in Popular Media: Essays on Film, Television, Literature and Video Games*. McFarland & Co Inc, 2015.
4. Rennison, Nick. *100 Must-read Science Fiction Novels*. A & C Black Publishers Ltd, 2006.
5. Roberts, Adam. *The History of Science Fiction*. Palgrave Macmillan, 2016.
6. Stableford, Brian M. *The A to Z of Science Fiction Literature*. Scarecrow Press, 2005.
7. Wells, H G. *The Classic Science Fiction Collection*. Arcturus Publishing Ltd, 2018.
8. Wells, Martha. *All Systems Red*. Tordotcom, 2017.
9. Wolfe, Gary K. *Critical Terms for Science Fiction and Fantasy: A Glossary and Guide to Scholarship*. Greenwood Press, 1986.

**Assessment Rubrics:**

Evaluation Type		Marks
End Semester Evaluation		50
Continuous Evaluation		25
a)	Test Paper- 1	5
b)	Test Paper-2	5
c)	Book/ Article Review	10
d)	Seminar/Presentation	5
<b>Total</b>		<b>75</b>

**KU2MDCFNG104: FOOD STUDIES**

Semester	Course Type	Course Level	Course Code	Credits	Total Hours/Week
2	MDC	100 - 199	KU2MDCFNG104	3	3

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 offers a culinary exploration blending it with the social, cultural, political, and economic factors that determine and have an impact on human lives. The texts prescribed address food as a signifier of social and economic realities, caste and gender identities.

**Course Prerequisite:** NIL

**Course Outcomes:**

CO No.	Expected Outcome	Learning Domains
1	To understand the historical, cultural and mythical background of food	<b>U</b>
2	To evaluate how social, cultural, political, and economic institutions play a role in shaping dietary practices and restrictions especially with regard to the food culture in India	<b>U, An, E</b>
3	To understand the lives, struggles, and resilience of the marginalised when it comes to their food culture. To evaluate how the nation's culinary heritage reflects societal norms regarding gender and domesticity	<b>U, An</b>
4	To understand how social media influences dietary choices and food consumption patterns.	<b>U</b>

5	To enable the students, examine the complexities of relationships, identity, and cultural norms, through the lens of food.	An
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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		✓	✓		✓	✓	
CO 2		✓	✓	✓	✓	✓	
CO 3		✓	✓	✓	✓	✓	
CO 4		✓	✓	✓	✓	✓	
						✓	✓

**COURSE CONTENTS**

**Contents for Classroom Transaction:**

MODULE	UNIT	DESCRIPTION	HOURS
<b>MODULE I: FOOD: CULTURE AND POLITICS</b>	<b>Unit 1 –Food and Culture</b>		<b>10</b>
	a)	“Cochin: The West is West, and the East, East” : Samanth Subramanian (Chapter 4 of <i>Finding Fish</i> )	
	b)	“Food and Religion” by Colleen Taylor Sen (Chapter 9 of Food Culture in India)	
	<b>Unit 2 – Food and Politics</b>		<b>6</b>
a)	The short story titled “They Eat Meat” from <i>The Adivasi Will Not Dance</i> by Hansda Sowendra Sekhar.		
<b>MODULE II: FOOD: GENDER, RELATIONSHIPS, AND MORALITY</b>	<b>Unit 1 – Food and Gender</b>		<b>8</b>
	a)	“Gastro-Politics in the household” from “Gastro-Politics in Hindu South Asia” by Arjun Appadurai. (pp. 4-9)	
	b)	“The Lady with the Dog” (short story) : Anton Chekhov	
	c)	<i>The Lunchbox</i> (2013) by Ritesh Batra	
	<b>Unit 2 – Food and Morality</b>		

	a)	“The Dinner Party” (short story) by Mona Gardner	4
	b)	“The Gourmet Club” (short story) by Jun’ichiro Tanizaki	
<b>MODULE III: HUNGER</b>	<b>Unit 1</b>		
	a)	“Hunger” (poem) : Jayanta Mahapatra	6
	b)	“Biryani” (short story) : Santhosh Echikkanan (translated by Rishana Thasni)	
c)	<i>Salaam Bombay!</i> (1988) by Mira Nair		
<b>MODULE IV: GLOBALISATION AND SOCIAL MEDIA</b>	<b>Unit 1</b>		
	a)	“Click Plate: How Instagram is Changing the Way We Eat” : Ruby Tandoh	6
	b)	“Does Seeing Food on Social Media Make Us Eat More?” : Jessica Brown	
c)	Presentation on a chosen topic		
<b>MODULE V</b>	<b>Teacher Specific Module</b>		5
	<b>Directions:</b>		
	<ul style="list-style-type: none"> <li>● Include readings from scholarly articles, cookbooks, and food literature.</li> <li>● Consider incorporating more food documentaries or films for analysis.</li> <li>● Discuss issues of food justice, access, and cultural appropriation.</li> </ul>		

**Suggested/Essential Readings:**

1. Achaya, K.T. *Indian Food: A Historical Companion*. 1994.
2. Appadurai, Arjun 1988. “How to Make a National Cuisine: Cookbooks in Contemporary India.” *Comparative Studies in Society and History*. 30: 3-24.
3. Brown, Jessica. “How Food Influencers Affect What We Eat”. BBC, 7 December 2021. <https://www.bbc.com/future/article/20211206-does-seeing-food-on-social-media-make-us-eat-more>
4. Eric Schlosser. *Fast Food Nation: The Dark Side of the All-American Meal*

5. Sen, Colleen Taylor. *Food Culture in India*. Greenwood Press, 2004.
6. Long, Lucy M (Edited). *Culinary Tourism*. The University Press of Kentucky, 2010.  
<https://www.jstor.org/stable/j.ctt2tv6bk>
7. <https://www.routledge.com/Food-Morals-and-Meaning-The-Pleasure-and-Anxiety-of-Eating/Coveney/p/book/9780415376204>
8. Sandler, Ronald L. *Food Ethics: The Basics*. Routledge, 2014.
9. Tanizaki, Jun'ichiro. *The Gourmet Club: A Sextet*. Translated by Anthony Chambers & Paul McCarthy. University of Michigan Press, 2017.
10. Pant, Pushpesh. "India: Food and the Making of the Nation." *India International Centre Quarterly*, vol. 40, no. 2, 2013, pp. 1–34. *JSTOR*, <http://www.jstor.org/stable/24393273>.
11. Bhaskaranunni, P. *Pathonpatham Noottandile Keralam*.
12. P. K. Balakrishnan's *Jathivyavasthayum Keralacharithravum*.
13. Hanu G. Das. *Society in Food: A Historical Enquiry on Agencies of Food in Kerala*.
14. Tandoh, Ruby. "Click Plate: How Instagram is Changing the Way We Eat". *The Guardian* Nov.2, 2016.  
[https://www.theguardian.com/lifeandstyle/2016/nov/02/click-plate-how-instagram-changing-way-we-eat-food?CMP=share\\_btn\\_url](https://www.theguardian.com/lifeandstyle/2016/nov/02/click-plate-how-instagram-changing-way-we-eat-food?CMP=share_btn_url)
15. *Kakka Muttai* (movie)
16. *Julie and Julia* (movie)
17. *The Chef* (movie)
18. *Cheeni Kum* (movie)
19. *Do Bheega Zameen* (movie)

#### 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

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d)	Seminar/Presentation on a local/regional cuisine/ recipe and its historical/ cultural/ socio-political background	10
<b>Total</b>		<b>100</b>