

**ST. JOSEPH'S COLLEGE (AUTONOMOUS),  
DEVAGIRI, KOZHIKODE**

(Affiliated to the University of Calicut)



**CURRICULUM & SYLLABI  
FOR  
BA FUNCTIONAL ENGLISH HONOURS**

**UNDER FOUR YEAR UNDER GRADUATE PROGRAMME  
(FYUGP) SYSTEM 2024**

**(EFFECTIVE FROM 2024 ADMISSION)**

B.A. FUNCTIONAL ENGLISH HONOURS  
(MAJOR, MINOR AND GENERAL FOUNDATION COURSES)  
SYLLABUS

## PROGRAMME OUTCOMES (PO):

At the end of the graduate programme at St. Joseph's College (Autonomous), Devagiri, a student would:

PO1	Knowledge Acquisition: Demonstrate a profound understanding of knowledge trends and their impact on the chosen discipline of study.
PO2	Communication, Collaboration, Inclusiveness, and Leadership: Become a team player who drives positive change through effective communication, collaborative acumen, transformative leadership, and a dedication to inclusivity.
PO3	Professional Skills: Demonstrate professional skills to navigate diverse career paths with confidence and adaptability.
PO4	Digital Intelligence: Demonstrate proficiency in varied digital and technological tools to understand and interact with the digital world, thus effectively processing complex information.
PO5	Scientific Awareness and Critical Thinking: Emerge as an innovative problem-solver and impactful mediator, applying scientific understanding and critical thinking to address challenges and advance sustainable solutions.
PO6	Human Values, Professional Ethics, and Societal and Environmental Responsibility: Become a responsible leader, characterised by an unwavering commitment to human values, ethical conduct, and a fervent dedication to the well-being of society and the environment.
PO7	Research, Innovation, and Entrepreneurship: Emerge as a researcher and entrepreneurial leader, forging collaborative partnerships with industry, academia, and communities to contribute enduring solutions for local, regional, and global development.

## PROGRAMME SPECIFIC OUTCOMES (PSO)

At the end of the B.A. Functional English Honours programme at St. Joseph's College (Autonomous), Devagiri:

PSO 1	Demonstrate a sound understanding of terminologies, theories, and concepts related to language education, communication, linguistics, translation, media, public relations, and cultural studies.
PSO 2	Communicate in English in diverse professional, academic, social, cultural and interpersonal contexts with good mastery over the four macro skills: (LSRW).
PSO 3	Analyse and interpret literary and non-literary texts critically by identifying the aesthetic richness, philosophic profundity, semantic properties, and cultural nuances.
PSO 4	Demonstrate abilities in applying English language skills in various professional settings, such as education, media, publishing, advertising, and public relations.
PSO 5	Utilise language learning technologies and digital communication tools to augment language acquisition, communication skills, creativity, and critical thinking.
PSO 6	Articulate a spirit of research and show the ability to conduct an in-depth investigation, critically analyse diverse perspectives by applying relevant methodologies, and keep updated on the recent developments and trends in the English language, literature, media studies and communication skills.

## MINIMUM CREDIT REQUIREMENTS OF THE DIFFERENT PATHWAYS IN THE THREE-YEAR PROGRAMME IN FYUGP

Sl. No	Academic Pathway	Major	Minor/ Other Disciplines	Foundation Courses AEC: 4 MDC: 3 SEC: 3 VAC: 3	Intern-ship	Total Credits	Example
		Each course has 4 credits		Each course has 3 credits			
1	Single Major (A)	68 (17 courses)	24 (6 courses)	39 (13 courses)	2	133	Major: Functional English + six courses in different disciplines in different combinations
2	Major (A) with Multiple Disciplines (B, C)	68 (17 courses)	12 + 12 (3 + 3 = 6 courses)	39 (13 courses)	2	133	Major: Functional English + English and Journalism
3	Major (A) with Minor (B)	68 (17 courses)	24 (6 courses)	39 (13 courses)	2	133	Major: Functional English Minor: Journalism
4	Major (A) with Vocational Minor (B)	68 (17 courses)	24 (6 courses)	39 (13 courses)	2	133	Major: Functional English Minor: English Language for Digital & Professional Needs
5	Double Major (A, B)	A: 48 (12 courses)  B: 44 (11 courses)	-  The 24 credits in the Minor stream are distributed between the two Majors.  2 MDC, 2 SEC, 2 VAC and the Internship should be in Major A. Total credits in Major A should be 48 + 20 = 68 (50% of 133)  1 MDC, 1 SEC and 1 VAC should be in Major B. Total credits in Major B should be 44 + 9 = 53 (40% of 133)	12 + 18 + 9	2	133	Functional English and Journalism double major
Exit with UG Degree / Proceed to Fourth Year with 133 Credits							

**B.A. FUNCTIONAL ENGLISH HONOURS PROGRAMME**  
**COURSE STRUCTURE FOR PATHWAYS 1 – 4**

1. Single Major

2. Major with Multiple Disciplines

3. Major with Minor

4. Major with Vocational Minor

Semester	Course Code	Course Title	Total Hours	Hours/ Week	Credits	Marks		
						Internal	External	Total
1	FEN1CJ 101/ FEN1MN100	Core Course 1 in Major – Introduction to Functional English I	60	4	4	30	70	100
		Minor Course 1	60/75	4/5	4	30	70	100
		Minor Course 2	60/75	4/5	4	30	70	100
	ENG1FA 101(1A)	Ability Enhancement Course 1 – English	60	4	3	25	50	75
		Ability Enhancement Course 2 – Additional Language	45	3	3	25	50	75
		Multi-Disciplinary Course 1 – Other than Major	45	3	3	25	50	75
		Total		22/24	21			525
2	FEN2CJ 101/ FEN2MN100	Core Course 2 in Major – Introduction to Functional English II	60	4	4	30	70	100
		Minor Course 3	60/75	4/5	4	30	70	100
		Minor Course 4	60/75	4/5	4	30	70	100
	ENG2FA 103(1A)	Ability Enhancement Course 3 – English	60	4	3	25	50	75
		Ability Enhancement Course 4 – Additional Language	45	3	3	25	50	75
		Multi-Disciplinary Course 2 – Other than Major	45	3	3	25	50	75
		Total		22/24	21			525
3	FEN3CJ 201	Core Course 3 in Major – British Literature from Chaucer to Romantics	60	4	4	30	70	100
	FEN3CJ 202/ FEN3MN200	Core Course 4 in Major – English Praxis	60	4	4	30	70	100
		Minor Course 5	60/75	4/5	4	30	70	100
		Minor Course 6	60/75	4/5	4	30	70	100
		Multi-Disciplinary Course 3 – Kerala Knowledge System	45	3	3	25	50	75
	ENG3FV 108(1A)	Value-Added Course 1 – English	45	3	3	25	50	75

		Total		22/24	22			550
4	FEN4CJ 203	Core Course 5 in Major- Introduction to Phonetics	60	4	4	30	70	100
	FEN4CJ 204	Core Course 6 in Major – Writing for Academic Purpose	60	4	4	30	70	100
	FEN4CJ 205	Core Course 7 in Major – Introduction to Journalism	60	4	4	30	70	100
	ENG4FV 109(1A)	Value-Added Course 2 – English	45	3	3	25	50	75
		Value-Added Course 3 – Additional Language	45	3	3	25	50	75
	ENG4FS 111(1A)	Skill Enhancement Course 1 – English	60	4	3	25	50	75
		Total		22	21			525
5	FEN5CJ 301	Core Course 8 in Major – Content Writing: Principles and Practice	60	4	4	30	70	100
	FEN5CJ 302	Core Course 9 in Major – English Language Teaching (ELT)	60	4	4	30	70	100
	FEN5CJ 303	Core Course 10 in Major – Literary Criticism and Theory	60	4	4	30	70	100
		Elective Course 1 in Major	60	4	4	30	70	100
		Elective Course 2 in Major	60	4	4	30	70	100
		Skill Enhancement Course 2	45	3	3	25	50	75
		Total		23	23			575
6	FEN6CJ 304/ FEN8MN304	Core Course 11 in Major – British Literature from the 19 <sup>th</sup> Century to the Present	60	4	4	30	70	100
	FEN6CJ 305/ FEN8MN305	Core Course 12 in Major-Introduction to Linguistics	60	4	4	30	70	100
	FEN6CJ 306/ FEN8MN306	Core Course 13 in Major – Divergent Narratives	60	4	4	30	70	100
		Elective Course 3 in Major	60	4	4	30	70	100
		Elective Course 4 in Major	60	4	4	30	70	100

	FEN6FS 113	Skill Enhancement Course 3 – Translation for Visual Media	45	3	3	25	50	75
	FEN6CJ 349	Internship in Major (Credit for internship to be awarded only at the end of Semester 6)	60		2	50	-	50
		Total		23	25			625
Total Credits for Three Years					133			3325
7	FEN7CJ 401	Core Course 14 in Major – Advanced English Language Teaching	60	4	4	30	70	100
	FEN7CJ 402	Core Course 15 in Major – Fundamentals of Aesthetics	60	4	4	30	70	100
	FEN7CJ 403	Core Course 16 in Major – Digital Humanities	60	4	4	30	70	100
	FEN7CJ 404	Core Course 17 in Major – Advanced Linguistics	60	4	4	30	70	100
	FEN7CJ 405	Core Course 18 in Major – Philosophy of Communication	60	4	4	30	70	100
		Total		20	20			500
8	FEN8CJ 406/ FEN8MN406	Core Course 19 in Major – Philosophical Reflections on Language	60	4	4	30	70	100
	FEN8CJ 407/ FEN8MN407	Core Course 20 in Major – Advanced Course in Translation	60	4	4	30	70	100
	FEN8CJ 408/ FEN8MN408	Core Course 21 in Major – Advanced Creative Writing	60	4	4	30	70	100
	OR (instead of Core Courses 19 - 21 in Major)							
	FEN8CJ 449	Project (in Honours programme)	360	12	12	60	140	200
	FEN8CJ 499	Research Project (in Honours with Research programme)	360	12	12	90	210	300
		Elective Course 5 in Major / Minor Course 7	60	4	4	30	70	100
		Elective Course 6 in Major / Minor Course 8	60	4	4	30	70	100
		Elective Course 7 in Major / Minor Course 9 / Major Course in any Other Discipline	60	4	4	30	70	100
OR (instead of Elective Course 7 in Major, in the case of Honours with Research Programme)								



	FEN8CJ 489	Methodology of Research in Humanities	60	4	4	30	70	100
		Total		24	24			600
Total Credits for Four Years					177			4425

The teacher should have 12 hrs/week of engagement (the hours corresponding to the three core courses) in the guidance of the Project(s) in Honours programme and Honours with Research programme, while each student should have 24 hrs /week of engagement in the Project work. Total hours are given based on the student's engagement.

#### CREDIT DISTRIBUTION FOR PATHWAYS 1 – 4

1. Single Major

2. Major with Multiple Disciplines

3. Major with Minor

4. Major with Vocational Minor

Semester	Major Courses	Minor Courses	General Foundation Courses	Internship/ Project	Total
1	4	4 + 4	3 + 3 + 3	-	21
2	4	4 + 4	3 + 3 + 3	-	21
3	4 + 4	4 + 4	3 + 3	-	22
4	4 + 4 + 4	-	3 + 3 + 3	-	21
5	4 + 4 + 4 + 4 + 4	-	3	-	23
6	4 + 4 + 4 + 4 + 4	-	3	2	25
Total for Three Years	68	24	39	2	133
7	4 + 4 + 4 + 4 + 4	-	-	-	20
8	4 + 4 + 4	4 + 4 + 4	-	12*	24
*instead of three Major courses					
Total for Four Years	88 + 12 = 100	36	39	2	177

#### DISTRIBUTION OF MAJOR COURSES IN FUNCTIONAL ENGLISH FOR PATHWAYS 1 – 4

1. Single Major

2. Major with Multiple Disciplines

3. Major with Minor

4. Major with Vocational Minor

Semester	Course Code	Course Title	Hours/ Week	Credits
1	FEN1CJ 101 / FEN1MN100	Core Course 1 in Major – Introduction to Functional English I	4	4
2	FEN2CJ 101 / FEN2MN100	Core Course 2 in Major –Introduction to Functional English II	4	4

3	FEN3CJ 201	Core Course 3 in Major – British Literature from Chaucer to Romantics	4	4
	FEN3CJ 202 / FEN3MN200	Core Course 4 in Major – English Praxis	4	4
4	FEN4CJ 203	Core Course 5 in Major – Introduction to Phonetics	4	4
	FEN4CJ 204	Core Course 6 in Major – Writing for Academic Purpose	4	4
	FEN4CJ 205	Core Course 7 in Major – Introduction to Journalism	4	4
5	FEN5CJ 301	Core Course 8 in Major – Content Writing: Principles and Practices	4	4
	FEN5CJ 302	Core Course 9 in Major – English Language Teaching (ELT)	4	4
	FEN5CJ 303	Core Course 10 in Major – Literary Criticism and Theory	4	4
		Elective Course 1 in Major	4	4
		Elective Course 2 in Major	4	4
6	FEN6CJ 304 / FEN8MN304	Core Course 11 in Major – British Literature from the 19 <sup>th</sup> Century to the Present	4	4
	FEN6CJ 305 / FEN8MN305	Core Course 12 in Major- Introduction to Linguistics	4	4
	FEN6CJ 306 / FEN8MN306	Core Course 13 in Major – Divergent Narratives	4	4
		Elective Course 3 in Major	4	4
		Elective Course 4 in Major	4	4
	FEN6CJ 349	Internship in Major	-	2
Total for the Three Years				70
7	FEN7CJ 401	Core Course 14 in Major – Advanced English Language Teaching	4	4
	FEN7CJ 402	Core Course 15 in Major – Fundamentals of Aesthetics	4	4
	FEN7CJ 403	Core Course 16 in Major – Digital Humanities	4	4
	FEN7CJ 404	Core Course 17 in Major – Advanced Linguistics	4	4
	FEN7CJ 405	Core Course 18 in Major – Philosophy of Communication	4	4
	FEN8CJ 406 / FEN8MN406	Core Course 19 in Major – Philosophical Reflections on Language	4	4

8	FEN8CJ 407 / FEN8MN407	Core Course 20 in Major – Advanced Course in Translation	4	4
	FEN8CJ 408 / FEN8MN408	Core Course 21 in Major –Advanced Creative Writing	4	4
	OR (instead of Core Courses 19- 21in Major)			
	FEN8CJ 449	Project (in Honours programme )		12
	OR (instead of Core Courses 19 – 21 in Major)			
	FEN8CJ 499	Research Project (in Honours with Research programme)		12
		Elective Course 5 in Major	4	4
		Elective Course 6 in Major	4	4
		Elective Course 7 in Major	4	4
	OR (instead of Elective course 7 in Major, in Honours with Research programme)			
	FEN8CJ 489	Methodology of Research in Humanities	4	4
Total for the Four Years				114

#### ELECTIVE COURSES IN FUNCTIONAL ENGLISH WITH SPECIALISATION

Group No.	Sl. No	Course Code	Title	Semester	Total Hrs	Hrs/Week	Credits	Marks		
								Internal	External	Total
1		English Language in Media								
	1	FEN5E J 301(1)	Public Relations	5	60	4	4	30	70	100
	2	FEN5E J 302(1)	Creative Writing	5	60	4	4	30	70	100
	3	FEN6E J 301(1)	Advertising	6	60	4	4	30	70	100
	4	FEN6E J 302(1)	Introduction to Publishing	6	60	4	4	30	70	100
2		Language & Society								
	1	FEN5E J 303(2)	English for Theatrical Performance	5	60	4	4	30	70	100
	2	FEN5E J 304(2)	Gender Theory and Practice	5	60	4	4	30	70	100
	3	FEN6E J 303(2)	Film Studies	6	60	4	4	30	70	100
	4	FEN6E J 304(2)	Politics of Language	6	60	4	4	30	70	100

## ELECTIVE COURSES IN FUNCTIONAL ENGLISH WITH NO SPECIALISATION

Sl. No.	Course Code	Title	Semester	Total Hrs	Hrs/ Week	Credits	Marks		
							Internal	External	Total
1	FEN8EJ401	Advanced Grammar	8	60	4	4	30	70	100
2	FEN8EJ 402	Research Article: Writing and Publication	8	60	4	4	30	70	100
3	*FEN8EJ 403/ FEN8CJ489	Methodology of Research in Humanities	8	60	4	4	30	70	100
4	FEN8EJ404/ FEN8MN302	Introduction to Local Research Culture	8	60	4	4	30	70	100

\*The course, Methodology of Research in Humanities is compulsory (core) for students who opt for project with research degree and it is optional (Elective) for others. Hence two codes are given.

## GROUPING OF MINOR COURSES IN FUNCTIONAL ENGLISH

( The Minor courses given in the table constitute an academic discipline distinctly different from the major discipline. Hence, they can be offered to students who have taken Functional English as the Major discipline in ADDITION TO THE STUDENTS FROM OTHER Major Disciplines. Those students can pursue their post graduation in Cultural Studies. M.A. in Cultural Studies is a program offered in many Universities in India and abroad. The minor courses offered in two groups are part of the broader area of Cultural Studies. Course in the basics of English language, translation, diverse literatures, introductory course in theories in cultural studies and research methods in culture will definitely help the students to master the rudiments of the evolving discipline namely Cultural Studies.)

(Title of the Minor: Cultural Studies)

Group No.	Sl. No	Course Code	Title	Semester	Total Hrs	Hrs/Week	Credits	Marks		
								Internal	External	Total
1		English Language Praxis and Diverse Literature								
	1	FEN1M N 101	Grammar Foundation	1	60	4	4	30	70	100
	2	FEN2M N 101	Children's Literature	2	60	4	4	30	70	100
	3	FEN3M N 201	Translation Theory and Practice	3	60	4	4	30	70	100
	4	FEN8M N 301	Green Literature	8	60	4	4	30	70	100

Group No. 2	Sl. No.	Cultural Studies								
	1	FEN1MN 102	Understanding Culture	1	60	4	4	30	70	100
	2	FEN2MN 102	Graphic Narratives	2	60	4	4	30	70	100
	3	FEN3MN 202	Introduction to Cultural Studies	3	60	4	4	30	70	100
	4	FEN8MN 302	Introduction to Local Research Culture	8	60	4	4	30	70	100

## GROUPING OF VOCATIONAL MINOR COURSES IN FUNCTIONAL ENGLISH

**(The Minor courses given in the table constitute an academic discipline distinctly different from the major discipline. Hence, they can be offered to students who have taken Functional English as the Major discipline in ADDITION TO THE STUDENTS FROM OTHER Major Disciplines.)**

Vocational minor courses in Functional English may be opted by Students with Functional English major too and named as Communicative English. Those students are eligible for MA in Communicative English which is a program offered by many colleges and Universities in India like Chaudhary Charan Singh University, Meerut, Srinivas University Mangalore, Karnataka .

(Title of the Vocational Minor: COMMUNICATIVE ENGLISH)

Group No.	Sl. No.	Course Code	Title	Semester	Total Hrs	Hrs/Week	Credits	Marks		
								Internal	External	Total
1		Professional English								
	1	FEN1VN101	English for Digital Communication	1	60	4	4	30	70	100
	2	FEN2VN101	AI & English Language Learning	2	60	4	4	30	70	100
	3	FEN3VN201	Writing for Media	3	60	4	4	30	70	100
	4	FEN8VN301	International Proficiency Tests in English	8	60	4	4	30	70	100
2		English for Career								
	1	FEN1VN102	English for Business Communication	1	60	4	4	30	70	100

	2	FEN2VN1 02	Professional English for Career Development	2	60	4	4	30	70	100
	3	FEN3VN2 02	Trade Language I	3	60	4	4	30	70	100
	4	FEN8VN3 02	Trade Language II	8	60	4	4	30	70	100

0. Students in the Single Major pathway can choose course/courses from any of the Minor/ Vocational Minor groups offered by a discipline other than their Major discipline.
- I. Students in the Major with Multiple Disciplines pathway can choose as one of the multiple disciplines, all the three courses from any one of the Minor/ Vocational Minor groups offered by any discipline, including their Major discipline. If they choose one of the Minor/ Vocational Minor groups offered by their Major discipline as the first one of the multiple disciplines, then their choice as the second one of the multiple disciplines should be any one of the Minor/ Vocational Minor groups offered by a discipline other than the Major discipline. If the students from Functional English in major choose any one of the Minor groups in Functional English as given above, then the title of the group will be the title of that multiple discipline. If the students from other than Functional English in Major choose any one of the Minor groups in Functional English as given above, then the title of the group will be Functional English.
- II. Students in Major with Minor pathway can choose all the courses from any two Minor groups offered by any discipline. The minor courses given above constitute an academic discipline different from the major discipline. Hence, they can be offered to students who have taken Functional English as the major discipline in addition to the students from other major disciplines. If the students from Functional English in Major choose any two Minor groups in Functional English as given above, then the title of the Minor will be “Cultural Studies.” If the students other than Functional English in Major choose two Minor groups in Functional English as given above, then the title of the Minor will be Functional English.
- III. Students in Major with Vocational Minor pathway can choose courses from any Vocational Minor groups offered by any discipline including major discipline. If the students from Functional English in Major choose any two Vocational Minor groups in Functional English as given above, then the title of the Minor will be “Communicative English”. If the students other than Functional English in Major choose two vocational Minor groups in Functional English as given above, then the title of the Minor will be Functional English.

### DISTRIBUTION OF GENERAL FOUNDATION COURSES IN Functional English

Semester	Course Code	Course Title	Total Hours	Hours/ Week	Credits	Marks		
						Internal	External	Total
1	FEN1FM 105	Multi-Disciplinary Course 1 – Vocabulary in Use	45	3	3	25	50	75
2	FEN2FM 106	Multi-Disciplinary Course 2 – Public Speaking & Debating Skills	45	3	3	25	50	75
3	FEN3FV 108	Value-Added Course 1 – Literatures in Translation	45	3	3	25	50	75
4	FEN4FV 110	Value-Added Course 2 – Dalit Women's Writing	45	3	3	25	50	75
5	FEN5FS 112	Skill Enhancement Course 2 – Interview Skills	45	3	3	25	50	75
6	FEN6FS 113	Skill Enhancement Course 3 – Translation for Visual Media	45	3	3	25	50	75

### COURSE STRUCTURE FOR BATCH A1(B2) IN PATHWAY 5: DOUBLE MAJOR

*A1: 68 credits in (Major Functional English A)*

*B1: 68 credits in Major*

*B*

*A2: 53 credits in Functional English (Major A)*

*B2: 53 credits in Major*

*B*

*The combinations available to the students: (A1 & B2), (B1 & A2)*

*Note: Unless the batch is specified, the course is for all the students of the class*

Semester	Course Code	Course Title			Credits	Marks
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			Total Hours	Hours/ Week		Internal	External	Total
1	FEN1CJ 101 / FEN1MN 100	Core Course 1 in Major Functional English – Introduction to Functional English I	60	4	4	30	70	100
	BBB1CJ 101	Core Course 1 in Major B –	60/ 75	4/ 5	4	30	70	100
	FEN1CJ 102 / FEN2CJ102/ FEN4CJ 205*	Core Course 2 in Major Functional English – Introduction to Journalism (for batch A1 only)	60	4	4	30	70	100
		Ability Enhancement Course 1 – English	60	4	3	25	50	75
		Ability Enhancement Course 2 – Additional Language	45	3	3	25	50	75
	FEN1FM 105	Multi-Disciplinary Course 1 in Functional English – Vocabulary in Use (for batch A1 only)	45	3	3	25	50	75
		Total		22/ 23	21			525
2	FEN2CJ 101 / FEN2MN100	Core Course 3 in Major Functional English – Introduction to Functional English II	60	4	4	30	70	100
	BBB2CJ 101	Core Course 2 in Major B –	60/ 75	4/ 5	4	30	70	100
	BBB2CJ 102 / BBB1CJ 102	Core Course 3 in Major B – (for batch B2 only)	60/ 75	4/ 5	4	30	70	100
		Ability Enhancement Course 3 – English	60	4	3	25	50	75
		Ability Enhancement Course 4 – Additional Language	45	3	3	25	50	75
	FEN2FM 106 / FEN3FM 106	Multi-Disciplinary Course 2 in Functional English – Public Speaking and Debating Skills	45	3	3	25	50	75
		Total		22 /24	21			525
3	FEN3CJ 201	Core Course 4 in Functional English– British Literature from Chaucer to Romantics	60	4	4	30	70	100

	FEN3CJ 202 / FEN3MN 200	Core Course 5 in Major Functional English – English Praxis	60	4	4	30	70	100
	BBB3CJ 201	Core Course 4 in Major B	60/ 75	4/ 5	4	30	70	100
	BBB3CJ 202	Core Course 5 in Major B	60/ 75	4/ 5	4	30	70	100
	BBB3FM 106 / BBB2FM 106	Multi-Disciplinary Course 1 in B –	45	3	3	25	50	75
	FEN3FV 108	Value-Added Course 1 in Functional English – Literatures in Translation (for batch A1 only)	45	3	3	25	50	75
		Total		22/ 24	22			550
4	FEN4CJ 203	Core Course 6 in Major Functional English – Introduction to Phonetics	60	4	4	30	70	100
		Core Course 6 in Major B	60/ 75	4/ 5	4	30	70	100
	FEN4CJ 204	Core Course 7 in Major Functional English- Writing for Academic Purpose (for batch A1 only)	60	4	4	30	70	100
	FEN4FV 110	Value-Added Course 2in Functional English – Dalit Women’s Writing	45	3	3	25	50	75
	BBB4FV 110	Value-Added Course In B –	45	3	3	25	50	75
	FEN4FS 112 / FEN5FS 112	Skill Enhancement Course 1 in Functional English – Interview Skills	45	3	3	25	50	75
		Total		21/ 22	21			525
5	FEN5CJ 302	Core Course 8 in Major Functional English – English Language Teaching (ELT)	60	4	4	30	70	100
		Core Course 7 in Major B –	60/ 75	4/ 5	4	30	70	100

	FEN5CJ 303	Core Course 9 in Major Functional English – Literary Criticism and Theory (for batch A1 only)	60	4	4	30	70	100
		Elective Course 1 in Major Functional English	60	4	4	30	70	100
		Elective Course 1 in Major B	60	4	4	30	70	100
	BBB5FS 112 / BBB4FS 112	Skill Enhancement Course 1 in B	45	3	3	25	50	75
		Total		23/ 24	23			575
6	FEN6CJ 305/ FEN8MN305	Core Course 10 in Major Functional English – Introduction to linguistics	60	4	4	30	70	100
		Core Course 8 in Major B –	60/ 75	4/ 5	4	30	70	100
	BBB6CJ 305	Core Course 9 in Major B – (for batch B2 only)	60	4	4	30	70	100
		Elective Course 2 in Major Functional English	60	4	4	30	70	100
		Elective Course 2 in Major B	60	4	4	30	70	100
	FEN6FS 113	Skill Enhancement Course 2 in Functional English – Translation for Visual Media (for batch A1 only)	45	3	3	25	50	75
	FEN6CJ 349	Internship in Major Functional English (Credit for internship to be awarded only at the end of Semester 6)	60		2	50	-	50
		Total		23/ 24	25			625
Total Credits for Three Years					133			3325
For batch A1(B2), the course structure in semesters 7 and 8 is the same as for pathways 1 – 4, except that the number of the core and elective courses is in continuation of the number of courses in the two categories completed at the end of semester 6.								

\* The course code of the same course as used for the pathways 1 – 4

**CREDIT DISTRIBUTION FOR BATCH A1(B2)  
IN PATHWAY 5: DOUBLE MAJOR**

Semester	Major Courses in Functional English	General Foundation Courses in Functional English	Internship/ Project in Functional English	Major Courses in B	General Foundation Courses in B	AEC	Total
1	4 + 4	3	-	4	-	3 + 3	21
2	4	3	-	4 + 4	-	3 + 3	21
3	4 + 4	3	-	4 + 4	3	-	22
4	4 + 4	3 + 3	-	4	3	-	21
5	4 + 4 + 4	-	-	4 + 4	3	-	23
6	4 + 4	3	2	4 + 4 + 4	-	-	25
Total for Three Years	48	18	2	44	9	12	133
	68			53		12	133
	Major Courses in Functional English	Minor Courses					
7	4 + 4 + 4 + 4 + 4	-			-	-	20
8	4 + 4 + 4	4 + 4 + 4	12*		-	-	24
*instead of three Major courses							
Total for Four Years	88 + 12 = 100	12					177

**COURSE STRUCTURE FOR BATCH B1(A2)  
IN PATHWAY 5: DOUBLE MAJOR**

*A1: 68 credits in Functional English (Major A)*

*B1: 68 credits in Major*

*B*

*A2: 53 credits in Functional English (Major A)*

*B2: 53 credits in Major*

*B*

*The combinations available to the students: (A1 & B2), (B1 & A2)*

*Note: Unless the batch is specified, the course is for all the students of the class*

Semester	Course Code	Course Title	Total Hours	Hours/ Week	Credits	Marks		
						Internal	External	Total
1	FEN1CJ 101 / FEN1MN 100	Core Course 1 in Major Functional English – Introduction to Functional English I	60	4	4	30	70	100
	BBB1CJ 101	Core Course 1 in Major B –	60/ 75	4/ 5	4	30	70	100
	BBB1CJ 102 / BBB2CJ 102	Core Course 2 in Major B – (for batch B1 only)	60/ 75	4/ 5	4	30	70	100
		Ability Enhancement Course 1 – English	60	4	3	25	50	75

		Ability Enhancement Course 2 – Additional Language	45	3	3	25	50	75
	BBB1FM 105	Multi-Disciplinary Course 1 in B –(for batch B1 only)	45	3	3	25	50	75
		Total		22/24	21			525
2	FEN2CJ 101 / FEN2MN100	Core Course 2 in Major Functional English- Introduction to Functional English II	60	4	4	30	70	100
	BBB2CJ 101	Core Course 3 in Major B –	60	4/ 5	4	30	70	100
	FEN2CJ 102 / FEN1CJ 102 / FEN4CJ 205*	Core Course 3 in Major Functional English - Introduction to Journalism (for batch A2 only)	60	4	4	30	70	100
		Ability Enhancement Course 3 – English	60	4	3	25	50	75
		Ability Enhancement Course 4 – Additional Language	45	3	3	25	50	75
	FEN2FM 106 / FEN3FM 106	Multi-Disciplinary Course 1 in Functional English– Public Speaking and Debating Skills	45	3	3	25	50	75
		Total		22/ 23	21			525
3	FEN3CJ 201	Core Course 4 in Major Functional English – British Literature from Chaucer to Romantics	60	4	4	30	70	100
	FEN3CJ 202 / FEN3MN 200	Core Course 5 in Major Functional English – English Praxis	60	4	4	30	70	100
	BBB3CJ 201	Core Course 4 in Major B	60/ 75	4/ 5	4	30	70	100
	BBB3CJ 202	Core Course 5 in Major B	60/ 75	4/ 5	4	30	70	100
	BBB3FM 106 / BBB2FM 106	Multi-Disciplinary Course 2 in B –	45	3	3	25	50	75
	BBB3FV 108	Value-Added Course 1 in B – (for batch B1 only)	45	3	3	25	50	75
		Total		22 /24	22			550

4	FEN4CJ 203	Core Course 6 in Major Functional English – Introduction to Phonetics	60	4	4	30	70	100
		Core Course 6 in Major B	60/ 75	4/ 5	4	30	70	100
		Core Course 7 in Major B – (for batch B1 only)	60/ 75	4/ 5	4	30	70	100
	FEN4FV 110	Value-Added Course 1 in Major Functional English –Dalit Women’s Writing	45	3	3	25	50	75
	BBB4FV 110	Value-Added Course 2 in B –	45	3	3	25	50	75
	FEN4FS 112 / FEN5FS 112	Skill Enhancement Course 1 in Major Functional English– Interview Skills	45	3	3	25	50	75
		Total		21 /23	21			525
5	FEN5CJ 302	Core Course 7 in Major Functional English – English Language Teaching (ELT)	60	4	4	30	70	100
		Core Course 8 in Major B –	60/ 75	4/ 5	4	30	70	100
		Core Course 9 in Major B – (for batch B1 only)	60	4	4	30	70	100
		Elective Course 1 in Major Functional English	60	4	4	30	70	100
		Elective Course 1 in Major B	60	4	4	30	70	100
	BBB5FS 112 / BBB4FS 112	Skill Enhancement Course 1 in B	45	3	3	25	50	75
		Total		23/ 24	23			575
6	FEN6CJ 305/ FEN8MN305	Core Course 8 in Major Functional English – Introduction to Linguistics	60	4	4	30	70	100
		Core Course 10 in Major B –	60/ 75	4/ 5	4	30	70	100
	FEN6CJ 306/ FEN8MN306	Core Course 9 in Major Functional English-Divergent Narratives (for batch A2 only)	60	4	4	30	70	100

		Elective Course 2 in Major Functional English	60	4	4	30	70	100
		Elective Course 2 in Major B	60	4	4	30	70	100
	BBB6FS 113	Skill Enhancement Course 2 in B – (for batch B1 only)	45	3	3	25	50	75
	BBB6CJ 349	Internship in Major B (Credit for internship to be awarded only at the end of Semester 6)	60		2	50	-	50
		Total		23/ 24	25			625
Total Credits for Three Years					133			3325
To continue to study Functional English in semesters 7 and 8, batch B1(A2) needs to earn an additional 15 credits in Functional English to make the total credits of 68. Suppose this condition is achieved, and the student of batch B1(A2) proceeds to the next semesters to study Functional English. The course structure in semesters 7 and 8 is the same as for pathways 1 – 4, except that the number of the core and elective courses is in continuation of the number of courses in the two categories completed at the end of semester 6, taking into account the number of courses in Functional English taken online to earn the additional 15 credits.								

\* The course code of the same course as used for pathways 1 – 4

In the case of Double Major pathway involving Major disciplines belonging to two different streams, the students can choose to take the Ability Enhancement Courses offered to one of the streams by English and Additional Language disciplines.

**CREDIT DISTRIBUTION FOR BATCH B1(A2)  
IN PATHWAY 5: DOUBLE MAJOR**

Semester	Major Courses in B	General Foundation Courses in B	Internship/ Project in B	Major Courses in Functional English	General Foundation Courses in Functional English	AEC	Total
1	4 + 4	3	-	4	-	3 + 3	21
2	4	-	-	4 + 4	3	3 + 3	21
3	4 + 4	3 + 3	-	4 + 4	-	-	22
4	4 + 4	3	-	4	3 + 3	-	21
5	4 + 4 + 4	3	-	4 + 4	-	-	23
6	4 + 4	3	2	4 + 4 + 4	-	-	25
Total for Three Years	48	18	2	44	9	12	133
	68			53		12	133
	Major Courses in B	Minor Courses					
7	4 + 4 + 4 + 4 + 4	-			-	-	20
8	4 + 4 + 4	4 + 4 + 4	12*		-	-	24
*instead of three Major courses							
Total for Four Years	88 + 12 = 100	12					177

## EVALUATION SCHEME

1. The evaluation scheme for each course contains two parts: internal evaluation (about 30%) and external evaluation (about 70%). Each of the Major and Minor courses is of 4-credits. It is evaluated for 100 marks, out of which 30 marks are from internal evaluation and 70 marks, from external evaluation. Each of the General Foundation courses is of 3-credits. It is evaluated for 75 marks, out of which 25 marks are from internal evaluation and 50 marks are from external evaluation.
2. The 4-credit courses (Major and Minor courses) are courses with only theory hours of four hours per week.
  - In 4-credit courses with only a theory component, out of the total 5 modules of the syllabus, one open-ended module with 20% content is designed by the faculty member teaching that course, and it is internally evaluated for 10 marks. The internal evaluation of the remaining 4 theory modules is for 20 marks.
  - In 4-credit courses with 3-credit theory and 1-credit practical components, out of the total 5 modules of the syllabus, 4 modules are for theory and the fifth module is for practical. The practical component is internally evaluated for 20 marks. The internal evaluation of the 4 theory modules is for 10 marks.
3. All the 3-credit courses (General Foundational Courses) in Functional English are with only a theory component. Out of the total 5 modules of the syllabus, one open-ended module with 20% content is designed by the faculty member teaching that course, and it is internally evaluated for 5 marks. The internal evaluation of the remaining 4 theory modules is for 20 marks.

Sl. No.	Nature of the Course		Internal Evaluation in Marks (about 30% of the total)		External Exam on 4 modules (Marks)	Total Marks
			Open-ended module / Practical	On the other 4 modules		
1	4-credit course	only theory (5 modules)	10	20	70	100
3	3-credit course	only theory (5 modules)	5	20	50	75



## 1. MAJOR AND MINOR COURSES

### 1. INTERNAL EVALUATION OF THEORY COMPONENT

Sl. No.	Components of Internal Evaluation of Theory Part of a Major / Minor Course	Internal Marks for the Theory Part of a Major / Minor Course of 4-credits			
		Theory Only			
		4 Theory Modules	Open-ended Module		
1	Test paper/ Mid-semester Exam	10	4		
2	Seminar/ Viva/ Quiz	6	4		
3	Assignment	4	2		
Total		20	10		
		30			

### 1.3. EXTERNAL EVALUATION OF THEORY COMPONENT

External evaluation carries 70% marks. Examinations will be conducted at the end of each semester. Individual questions are evaluated in marks and the total marks are converted into grades by the University based on a 10-point grading system (refer to section 5).

#### PATTERN OF QUESTION PAPER FOR MAJOR AND MINOR COURSES

Duration	Type	Total No. of Questions	No. of Questions to be Answered	Marks for Each Question	Ceiling of Marks
2 Hours	Short Answer	10	8 – 10	3	24
	Paragraph/ Problem	8	6 – 8	6	36
	Essay	2	1	10	10
Total Marks					70

## INTERNSHIP

1. Internship can be in an area related to functional English or allied disciplines.
2. Internship promotes the induction into actual work situations.
3. Internship can be for enhancing the employability of the student or for developing the research aptitude.
4. There should be a minimum 60 hrs. of engagement from the student in the Internship.
5. Internship can involve hands-on training on a particular skill/ industry/ software. It can be a short project on a specific problem or area. Attending seminars or workshops related to an area of learning or skill can be a component of Internship.
6. All students shall undergo Internship or Apprenticeship in a firm, industry or organization, or training in labs with faculty and researchers of their own institution or other Higher Educational Institutions (HEIs) or research institutions during the summer vacations and other holidays.

#### GUIDELINES FOR INTERNSHIP:

1. Internships need to be completed by the third year of the UG program preferably by the end of fifth semester. Students may complete the internship during the summer vacation. Students can earn 2 credits after the successful completion of the internship program.
2. Students can choose to do internships either from an external institute or from the internal institute as well.
3. If a student completes the internship within the institution, it can be considered a mini project.
4. Students who undergo internship in the external or internal institute, should actively engage 60 hours for the successful completion of the internship.
5. Students who intend to do their internship outside the institution should submit the details of the institution in which they wish to undergo internship and get prior approval from the Department Council of the college where the student has enrolled for the UG (Honours) programme.
6. The Department Council is authorised to give approval for the request of students to do their internship in a certain institute after verifying the authenticity of the institution, considering the request forwarded by the student.
7. A faculty member or instructor of the respective institution, where the student does the Internship, should be the supervisor of the Internship.
8. Industry visit or study tour is a requirement for the completion of Internship. Visit to at least one national institute, media centre or place of literary and historic importance should be part of the study tour. A brief report of the study tour has to be submitted along with photos.
9. Students should keep a journal of activities and make regular and detailed entries in the book through the period of Internship. The journal will be a record of the progress of the Internship and the time spent on the work, and it will be useful in writing the final report. All entries should be dated. The Internship supervisor should periodically examine and countersign the journal.
10. The journal of activities and the typed report must be submitted at the end of the Internship.
11. Students can select their internship in any of the institutions accredited by the Department Council, in the subjects that are related to one of the programs in the syllabus like,
  1. Media Centres
  2. Content Writing - both online and offline content creation.
  3. ELT – Students can go to nearby schools for teaching practice.
  4. Communicative English service
  5. Translation
  6. Advertising
  7. School of Drama

Students shall be provided with opportunities for internships with local industries, business organizations, agriculture, health and allied sectors, Local Government institutions (such as panchayats, municipalities), State Planning Board, State Councils/ Boards, elected representatives to the parliament/ state assembly/ panchayath, media

organizations, artists, crafts persons etc.

#### EVALUATION:

The evaluation of internship shall be done internally through continuous assessment mode by a committee internally constituted by the Department Council.

Students need to present interim reports during the course of the internship. Department council should correspond with the institute and ensure the smooth conduct and progress of the program. Students should present a completion report and journal of activities including geotagged photos at the end of the program to the committee constituted by the Department council. Students should also obtain a certificate of completion (in letterhead, signed and sealed) from the recognised authority and submit it to the committee. The credits and marks for the Internship will be awarded only at the end of semester 6.

The scheme of continuous evaluation and the end-semester viva-voce examination based on the submitted report will be as given below:

Sl. No.	Components of Evaluation of Internship		Marks for Internship 2 Credits	Weightage
1	Continuous evaluation of internship through interim reports by the committee internally constituted by the Department Council	Acquisition of skill set	10	40%
2		Interim reports and Viva-voce	5	
3		Punctuality and Journal	5	
4	Report of Institute Visit/ Study Tour		5	10%
5	End-semester viva-voce examination to be conducted by the committee internally constituted by the Department Council	Quality of the work	6	35%
6		Presentation of the work	5	
7		Viva-voce	6	
8	Evaluation of the day-to-day records, the report of internship supervisor, and final report submitted for the end semester viva-voce examination before the committee internally constituted by the Department Council		8	15%
	Total Marks		50	

PROJECT IN HONOURS PROGRAMME (FEN8CJ449)

Course Title	PROJECT ( IN HONOURS PROGRAMME)				
Type of Course					
Semester	VIII				
Academic Level	400-499				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	12	12	-	-	360
Pre-requisites	Basic academic writing skills and understanding of research methodology				
Course Summary	The project is expected to be a specimen document that reflects the student's competence in and mastery of English, ingenuity and workmanship. It provides space to the student's expression of her/his talent, potential and skill in creating his own artefact/product based on the knowledge and art he/she has acquired through the programme.				

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#
CO 1	Develop expertise and in-depth knowledge in at least one aspect of the Discipline	U	C
CO 2	Undertake a short term academic work and follow it to completion.	Ap	P
CO 3	Develop skills in academic writing for the drafting and submission of project reports.	Ap	P
CO 4	Formulate and organise an idea or concept into a project work within the constraints of time and format.	E	P
CO 5	Create bona fide products of academic/artistic skill like a learning tool, a documentary, a piece of investigative journalism, a translation, a literary work.	C	P
* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)			

- Project in Honours programme can be in Functional English or allied disciplines.
- In the fourth year of the four-year UG Honours programme, the student has the option to do a Project of 12 credits in the chosen Major discipline to earn a UG Honours Degree in that Major.
- The Project in Honours programme can be a short research work or an extended internship or a skill-based training programme.
- Any faculty member of the college / university / higher education institute (HEI) / research institution can guide the student for the project.
- The project proposal, the supervisor and the institution from where the student shall undergo Project, should be prior-approved by the Department Council, after verifying the quality and genuineness of these three aspects.
- The project report shall have an undertaking from the student and a certificate from the research supervisor for originality of the work, stating that there is no plagiarism, and that the work has not been submitted for the award of any other degree/ diploma in the same institution or any other institution.
- Instead of the Project, in the fourth year of the four-year UG programme, the student has the option of doing three courses of total 12 credits in the chosen Major discipline to earn a UG Honours Degree in that Major.

- Project should be done individually.
- There should be minimum 360 hrs. of engagement from the student in the Project work in Honours programme
- There should be minimum 12 hrs./week of engagement (the hours corresponding to the three core courses in Major in semester 8) from the teacher in the guidance of the Project(s)

### Suggestions of topics

Honours students of Functional English can choose many areas like Linguistics, Literature, Translation, Language teaching, Media, Film Studies, Cultural Studies etc for project work. The topic should be related to the Major or allied Discipline that the student has chosen.

- Project report of a research work exploring a topic: The final document should be of a minimum of 10000 words.
- Translation of literary works: Final translation should be of a minimum of 10000 words, and 3000 words if it is a translation of poetry. The project should also include a report and the source text in the appendix. The project should include a write-up of 3000-5000 words about the translation, outlining the issues in translation of the text.
- Translation of Media : For projects in Subtitling, Voiceover etc, a full movie of a minimum of 1 hour should be selected. A write-up in 3000- 5000 words about the issues in the audiovisual translation of the text should accompany the digital text.
- Project report in video format: In case of video report of a research project or documentary, interviews, the video should be of a minimum 30 minutes.
- Report on survey or case studies: In such works a minimum of 10000 words is required.
- Journalistic research work based on fieldwork or investigation: In such works a minimum of 10000 words is required.
- Pedagogic research work that aims at developing a teaching methodology, learning tool: A report has to be submitted explaining the tool or methodology in detail in a minimum of 10000 words.
- Anthology of poems, stories, graphic novels: For such creative literary projects a minimum of 10000 words is required. The works should not have been published anywhere else before. A report of a minimum of 2500 words on the challenges faced during the creative process should be included in the final document.

The various steps in project works are the following:

- Formulation of a project proposal
- Wide literature review of the topic.
- Exploration of a topic/area in a systematic way using appropriate methodology.
- Systematic recording of the work.
- Reporting the inferences/ findings/ final works with interpretation in a standard documented form.

Format requirements

The project should adhere to the latest edition of MLA handbook/APA.

Soft copy submission may be sufficient in case of documentation works.

Evaluation

- The evaluation of Project will be conducted at the end of the eighth semester by both internal and external modes.
- The Project in Honours programme will be evaluated for 300 marks. Out of this, 90 marks is from internal evaluation and 210 marks, from external evaluation.
- The internal evaluation of the Project work shall be done through continuous assessment mode by a committee internally constituted by the Department Council of the college where the student has enrolled for the UG Honours programme . 30% of the weightage shall be given through this mode.
- The remaining 70% shall be awarded by the external examiner appointed by the University.
- The scheme of continuous evaluation and the end-semester viva-voce of the Project shall be as given below:

Components of Evaluation of Project	Marks for the Research Project (Honours/Honours with Research)	Weightage
	12 Credits	
Continuous evaluation of project work through interim presentations and reports by the committee internally constituted by the Department Council	90	30%
End-semester viva-voce examination to be conducted by the external examiner appointed by the university	150	50%
Evaluation of periodical records and project report submitted for the end-semester viva-voce examination conducted by the external examiner	60	20%
Total Marks	300	

#### INTERNAL EVALUATION OF PROJECT

Sl. No.	Components of Evaluation of Project	Marks for the Research Project (Honours/Honours with Research programme)  12 credits
1	Skill in doing project work	30
2	Interim Presentation and Viva-Voce	20
3	Methodology	20
4	Scheme/ Organization of Project Report	20
Total Marks		90



## EXTERNAL EVALUATION OF PROJECT

Sl. No.	Components of Evaluation of Project	Marks for the Research Project (Honours/Honours with Research programme)  12 credits
1	Content and relevance of the Project, Methodology, Quality of analysis, and Innovations of Research	50
2	Presentation of the Project	50
3	Project Report (typed copy), References	60
4	Viva-Voce	50
Total Marks		210

Internal Assessment should be completed 2 weeks before the last working day of VIII Semester and published in the Department.

### Submission

Department Councils are free to decide the binding style of the project.

The projects have to be submitted to the Department 3 weeks before the last working day of VIII Semester.

PROJECT IN HONOURS WITH RESEARCH (FEN8CJ499)

Course Title	PROJECT IN HONOURS WITH RESEARCH				
Type of Course					
Semester	VIII				
Academic Level	400-499				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	12	12	-	-	360
Pre-requisites	Understanding of research methodology and academic writing skills				
Course Summary	A work of authentic research on a topic related to the Major and allied subjects				

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#
CO 1	Undertake a short term research project following precise research methodology	Ap	P
CO 2	Develop skills in academic writing for the drafting and submission of project report.	Ap	P
CO 3	Demonstrate the ability to conduct literature reviews required to draft a research proposal.	An	P
CO 4	Identify a research hypothesis / problem and create a research proposal.	E	P
CO 5	Produce research papers / thesis following publication ethics.	C	P
CO 6	Create bona fide products of academic research like a learning tool, a documentary, a piece of investigative journalism, a translation .	C	P
* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)			

- Project in Honours with Research Programme can be in Functional English or allied disciplines.
- In Honours with Research programme, the student has to do a mandatory Research Project of 12-credits instead of three Core Courses in Major in semester 8.
- Students who score 75% marks or above (CGPA 7.5 and above) cumulatively in the first six semesters are eligible to be selected to UG Honours with Research Programme.

- A relaxation of 5% in marks (equivalently, a relaxation of 0.5 grade in CGPA) is allowed for those belonging to SC/ ST/ OBC (non-creamy layer)/ Differently-Abled/ Economically Weaker Section (EWS)/ other categories of candidates as per the decision of the UGC from time to time.
- If the student opts for UG Honours with Research Degree, he/she should do a mandatory research project under the supervision of a faculty member with PhD.
- The supervisor can be a faculty member of the college/ university/ any higher education institution (HEI)/ research centre.
- The project report shall have an undertaking from the student and a certificate from the research supervisor for originality of the work, stating that there is no plagiarism, and that the work has not been submitted for the award of any other degree/ diploma in the same institution or any other institution.
- It is desirable, but not mandatory, to publish the results of the Project in a peer reviewed journal.
- The student should opt a paper in Research Methodology in the fourth year .

#### Requirements of the Department

- The Departments offering a 4- year UG Honours with Research Degree must have the required infrastructure such as the library, access to journals, computer lab and software, and laboratory facilities to carry out experimental research work.
- The Departments already recognized for conducting the Ph.D. programme are eligible to offer a 4-year UG Honours with Research Degree without any further approval.
- A faculty member of the University/ College with a Ph.D. degree can supervise the research project of the students who have enrolled for Honours with Research. One such faculty member can supervise maximum five students in Honours with Research stream.
- Other departments should obtain the prior approval from the university to offer UG Honours with Research. Such departments should have minimum two faculty members with Ph.D., and they should also have the necessary infrastructure to offer Honours with Research programme.
- The students from departments that lack these facilities can opt to carry out their research project in another institution, where these facilities are available.
- In all the cases of UG Honours with Research, the project proposal, the supervisor and the institution from where the student shall undergo Research Project, should be prior-approved by the Department Council.
- Project should be done individually.
- There should be minimum 360 hrs. of engagement from the student in the Project work in Honours programme as well as in Honours with Research programme
- There should be minimum 12 hrs./week of engagement (the hours corresponding to the three core courses in Major in semester 8) from the teacher in the guidance of the Project(s) in Honours programme and Honours with Research programme.

#### Suggestions of topics

Honours students of Functional English can choose many areas like Linguistics, Literature, Translation, Language teaching, Media, Film Studies, Cultural Studies etc for project work.

- Project report of a research work exploring a topic: The final document should be of a minimum of 15000 words.
- Translation of literary works: Final translation should be of a minimum of 15000 words, and 5000 words if it is a translation of poetry. The project should also include a write-up on issues of translation and the source text in the appendix.
- Translation of Media : For projects in Subtitling, Voiceover etc, a full movie of a minimum of 2 hours should be selected. The digital text should be accompanied by a write-up of 3000-5000 words on the audiovisual translation.
- Project report in video format: In case of video report of a research project or documentary, interviews, the video should be of a minimum 1 hour.
- Report on survey or case studies: In such works a minimum of 15000 words is required.
- Journalistic research work based on fieldwork or investigation: In such works a minimum of 15000 words is required.
- Pedagogic research work that aims at developing a teaching methodology, learning tools: A report has to be submitted explaining the tool or methodology in detail in a minimum of 10000 words.

The various steps in project works are the following:

- Formulation of a research proposal
- Wide literature review of the topic.
- Exploration of a topic/area in a systematic way using appropriate methodology.
- Systematic recording of the work.
- Reporting the inferences and findings with interpretation in a standard documented form.
- Presenting the findings before the examiners.

Format

-The project should adhere to the latest edition of MLA handbook/APA.

-Content can be typed on both sides of the page.

-Soft copy submission may be sufficient in case of documentation works.

## Evaluation

- The evaluation of Project will be conducted at the end of the eighth semester by both internal and external modes.
- The Project in Honours programme will be evaluated for 200 marks. Out of this, 60 marks is from internal evaluation and 140 marks, from external evaluation.
- The Project in Honours with Research programme will be evaluated for 300 marks. Out of this, 90 marks is from internal evaluation and 210 marks, from external evaluation.
- The internal evaluation of the Project work shall be done through continuous assessment mode by a committee internally constituted by the Department Council of the college where the student has enrolled for the UG (Honours) programme. 30% of the weightage shall be given through this mode.
- The remaining 70% shall be awarded by the external examiner appointed by the University.
- The scheme of continuous evaluation and the end-semester viva-voce of the Project shall be as given below:

Components of Evaluation of Project	Marks for the Research Project	Weightage
	(Honours/Honours with Research)	
	12 Credits	
Continuous evaluation of project work through interim presentations and reports by the committee internally constituted by the Department Council	90	30%
End-semester viva-voce examination to be conducted by the external examiner appointed by the university	150	50%
Evaluation of the day-to-day records and project report submitted for the end-semester viva-voce examination conducted by the external examiner	60	20%
Total Marks	300	

## INTERNAL EVALUATION OF PROJECT

Sl. No.	Components of Evaluation of Project	Marks for the Research Project (Honours /Honours with Research programme)  12 credits
1	Research and Analysis	30
2	Interim Presentation and Viva-Voce	20
3	Methodology	20
4	Scheme/ Organization of Project Report	20
Total Marks		90

## EXTERNAL EVALUATION OF PROJECT

Sl. No.	Components of Evaluation of Project	Marks for the Research Project (Honours/ Honours with Research programme)  12 credits
1	Content and relevance of the Project, Methodology, Quality of analysis, and Innovations of Research	50
2	Presentation of the Project	50
3	Project Report (typed copy), References	60
4	Viva-Voce	50
Total Marks		210

Internal Assessment should be completed 2 weeks before the last working day of VIII Semester and published in the Department.

### Submission

Department Councils are free to decide the binding style of the project.

The projects have to be submitted to the Department 3 weeks before the last working day of VIII Semester.



#### 4. GENERAL FOUNDATION COURSES

- All the General Foundation Courses (3-credits) in Functional English are with only theory components.

##### 4.1. INTERNAL EVALUATION

Sl. No.	Components of Internal Evaluation of a General Foundation Course in Functional English	Internal Marks of a General Foundation Course of 3-credits in Functional English	
		4 Theory Modules	Open-ended Module
1	Test paper/ Mid-semester Exam	10	2
2	Seminar/ Viva/ Quiz	6	2
3	Assignment	4	1
Total		20	5
		25	

##### 4.2. EXTERNAL EVALUATION

External evaluation carries about 70% marks. Examinations will be conducted at the end of each semester. Individual questions are evaluated in marks and the total marks are converted into grades by the University based on 10-point grading system (refer section 5).

##### PATTERN OF QUESTION PAPER FOR GENERAL FOUNDATION COURSES

Duration	Type	Total No. of Questions	No. of Questions to be Answered	Marks for Each Question	Ceiling of Marks
1.5 Hours	Short Answer	10	8 – 10	2	16
	Paragraph/ Problem	5	4 – 5	6	24
	Essay	2	1	10	10
Total Marks					50

#### 5. LETTER GRADES AND GRADE POINTS

- Mark system is followed for evaluating each question.
- For each course in the semester letter grade and grade point are introduced in 10-point indirect grading system as per guidelines given below.
- The Semester Grade Point Average (SGPA) is computed from the grades as a measure of the student's performance in a given semester.
- The Cumulative GPA (CGPA) is based on the grades in all courses taken after joining the programme of study.
- Only the weighted grade point based on marks obtained shall be displayed on the grade card issued to the students.

### LETTER GRADES AND GRADE POINTS

Sl. No.	Percentage of Marks (Internal & External Put Together)	Description	Letter Grade	Grade Point	Range of Grade Points	Class
1	95% and above	Outstanding	O	10	9.50 – 10	First Class with Distinction
2	Above 85% and below 95%	Excellent	A+	9	8.50 – 9.49	
3	75% to below 85%	Very Good	A	8	7.50 – 8.49	
4	65% to below 75%	Good	B+	7	6.50 – 7.49	First Class
5	55% to below 65%	Above Average	B	6	5.50 – 6.49	
6	45% to below 55%	Average	C	5	4.50 – 5.49	Second Class
7	35% to below 45% aggregate (internal and external put together) with a minimum of 30% in external valuation	Pass	P	4	3.50 – 4.49	Third Class
8	Below an aggregate of 35% or below 30% in external evaluation	Fail	F	0	0 – 3.49	Fail
9	Not attending the examination	Absent	Ab	0	0	Fail

- When students take audit courses, they will be given Pass (P) or Fail (F) grade without any credits.
- The successful completion of all the courses and capstone components prescribed for the three-year or four-year programme with 'P' grade shall be the minimum requirement for the award of UG Degree or UG Degree Honours or UG Degree Honours with Research, as the case may be.

#### 5.1. COMPUTATION OF SGPA AND CGPA

- The following method shall be used to compute the Semester Grade Point Average (SGPA):  
The SGPA equals the product of the number of credits (Ci) with the grade points (Gi) scored by a student in each course in a semester, summed over all the courses taken by a student in the semester, and then divided by the total number of credits of all the courses taken by the student in the semester,

$$\text{i.e. SGPA (Si)} = \sum_i (C_i \times G_i) / \sum_i (C_i)$$

where Ci is the number of credits of the i<sup>th</sup> course and Gi is the grade point scored by the student in the i<sup>th</sup> course in the given semester. Credit Point of a course is the value obtained by multiplying the credit (Ci) of the course by the grade point (Gi) of the course.

SGPA= Sum of the credit points of all the courses in a semester / Total credits in that semester

#### ILLUSTRATION – COMPUTATION OF SGPA

Semester	Course	Credit	Letter Grade	Grade point	Credit Point (Credit x Grade)
I	Course 1	3	A	8	$3 \times 8 = 24$
I	Course 2	4	B+	7	$4 \times 7 = 28$
I	Course 3	3	B	6	$3 \times 6 = 18$
I	Course 4	3	O	10	$3 \times 10 = 30$
I	Course 5	3	C	5	$3 \times 5 = 15$
I	Course 6	4	B	6	$4 \times 6 = 24$
	Total	20			139
	SGPA				$139/20 = 6.950$

- The Cumulative Grade Point Average (CGPA) of the student shall be calculated at the end of a programme. The CGPA of a student determines the overall academic level of the student in a programme and is the criterion for ranking the students.

CGPA for the three-year programme in FYUGP shall be calculated by the following formula.

CGPA =  $\frac{\text{Sum of the credit points of all the courses in six semesters}}{\text{Total credits in six semesters}}$  (133)

CGPA for the four-year programme in FYUGP shall be calculated by the following formula.

CGPA =  $\frac{\text{Sum of the credit points of all the courses in eight semesters}}{\text{Total credits in eight semesters}}$  (177)

- The SGPA and CGPA shall be rounded off to three decimal points and reported in the transcripts.
- Based on the above letter grades, grade points, SGPA and CGPA, the University shall issue the transcript for each semester and a consolidated transcript indicating the performance in all semesters.

## Detailed Syllabus:

### MAJOR COURSES

Course Title	<b>INTRODUCTION TO FUNCTIONAL ENGLISH- I</b>				
Type of Course	Major				
Semester	I				
Academic Level	100-199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60
Pre-requisites	Proficiency in English language and basic understanding of grammar, ensuring students are equipped to engage with communication, literary analysis, and media studies effectively.				
Course Summary	This introductory course provides an overview of the different major courses provided in the B.A Functional English programme. This course offers an interdisciplinary approach to English language and literature studies, focusing on the development of communication skills, phonetics, basic grammar, literary analysis, and media studies. Students will explore listening speaking skills, engage with representative literary texts and analyse media content.				

## COURSE OUTCOME

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Describe the importance of communication skills and identifies its specific purpose in diverse situations	Ap	F	Oral Presentation  Listening and paraphrasing  Group Presentation  Written Test
CO2	Distinguish distinctive English speech sounds and identify the basic grammatical rules in writing and speaking.	Ap	P	Oral Presentation    Written Test
CO3	Analyse various forms of media content and develop media writing skills.	An	P	Assignments    Reading exercises    Oral presentation    Written tests
CO4	Evaluate literary works by exploring various literary genres, devices and narrative strategies.	E	M	Assignments  Reading activities  Seminar Presentations  Written Test
<p>* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C)</p> <p># - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)</p>				

## Detailed Syllabus:

Module	Unit	Content	Hrs	Marks (70)
I	Communication Skills – Listening and Speaking		14	18
		Communication Principles for a Lifetime	2	
		Active listening strategies- Attention, understanding the cues and pronunciation, avoid judgement, feedback	2	
		Listening skills- Activities: Learn English through stories ( <a href="https://www.cambridgeenglish.org/learning">https://www.cambridgeenglish.org/learning</a> )  6 Minutes English ( <a href="https://www.bbc.co.uk/learningenglish/english/features/6-minute-english">https://www.bbc.co.uk/learningenglish/english/features/6-minute-english</a> )  Let's Learn English ( <a href="https://learningenglish.voanews.com/">https://learningenglish.voanews.com/</a> )	3	
		Basics of speaking: Vocabulary, Fluency, Body language, Feedback	2	
		Speaking activities: Presentations, Debates, Mock-interviews, Group presentations	3	
		Just-a-minute sessions and its strategies	2	
	<b>ACTIVITY:</b>  Provide students with audio recordings or spoken passages and ask them to summarize the main points or key information they heard.  Give students a series of audio clips or spoken sentences and ask them to arrange them in the correct order.  Role-plays, debates, story-telling etc			
	Core Text for Unit 1: “Communication Principles for a Lifetime” (pp. 50-56) from <i>Communication: Principles of a Lifetime</i> 8 <sup>th</sup> Global edition by Steve A. Beebe, Susan J. Beebe, Diana K. Ivy. Pearson 2022.			
II	Phonetics and Grammar		12	16
		Introduction to Phonemes	2	
		Vowels	2	
		Consonants	2	

		Diphthongs	2	
		Identifying the parts of speech	2	
		Identifying Tenses	2	
	<p><b>ACTIVITY:</b></p> <p>Provide the learners words to transcribe and pronounce it accordingly.</p> <p>Along with the theoretical aspects, give sentences and ask the learners to identify the different parts of speech and tense forms.</p> <p>Give jumbled sentences to arrange them in correct word order.</p> <p>Core Text for Units from 7 to 10: Syamala V. <i>A Textbook of English Phonetics and Structure for Indian Students</i>. Sharath Ganga Publications, 2010. (pp 46 – 63).</p>			
III	Reading Literatures		10	18
		“Sonnet 116”- Shakespeare (English literature)	2	
		“Still I Rise”- Maya Angelou (Gender)	2	
		<i>Karma</i> – Khushwant Singh (Indian)	2	
		“Thenvarikka” by Narayan (translation and Ecocriticism)	2	
		“Prayers” by Meena Kandasamy	2	
	<p><b>ACTIVITY:</b></p> <p>Introduce some signature texts from different literary periods and from different genres and allow the students to identify its features. Can be a group activity.</p> <p>Ask the learners to collect similar literary pieces from different genres.</p>			
IV	Media Studies		12	18
		Article writing	2	
		Blogs - Personal, Travel, Food, Health	2	
		An editorial/ an investigative report writing	2	
		Advertisement and its language	2	
		Sports news - writing techniques	2	

	<p><b>ACTIVITY:</b></p> <p>Provide different examples of contents in print, electronic and online media and ask the students to identify the types and its features</p> <p>Introduce students to various types of blogs and encourage them to identify and discuss on the difference in language and presentation of each.</p> <p>Analyse an editorial or a report, and present it in the class highlighting its features.</p> <p>Encourage students to choose some advertisements and make presentations analysing their language content.</p> <p>Students can be encouraged to write news articles connected to the sports events happening in their locality and present those in the class.</p> <p>Core Text: Hasan, Seema. <i>Mass Communication: Principles and Concepts</i>. CBS Publishers, 2010.</p> <p><a href="https://www.hostinger.in/tutorials/blog-examples">https://www.hostinger.in/tutorials/blog-examples</a></p>		
V	Open Ended Module	12	
	Emerging paradigms in understanding human interaction and mediated communication.		

Note: The course is divided into five modules, with four having total 22 fixed units and one open-ended module with a variable number of units. There are total 48 instructional hours for the fixed modules and 12 hours for the open-ended one. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). The final exam, however, covers only the 22 units from the fixed modules.

Mapping of COs with PSOs and POs :

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO 1	3	3	-	-	2	2	3	3	-	-	-	-	1
CO 2	3	-	-	-	1	1	3	1	-	-	-	-	-
CO 3	3	-	-	3	1	2	3	-	2	2	-	-	2
CO 4	3	-	3	-	-	3	3	-	-	-	-	-	1



### Correlation Levels:

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

### Assessment Rubrics:

Components	Modules (I to IV) 20 marks	Module V (open) 10 marks
Written test	10	4
Assignment	6	2
Oral Presentation	4	4

### Mapping of COs to Assessment Rubrics:

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

## References

Thomson, Neil. *Communication and Language: A Handbook of Theory and Practice*. Palgrave Macmillan, 2003.

Balasubramanian, T. *A Textbook of English Phonetics for Indian Students*. Macmillan, 1981.

Syamala, V. *Effective English Communication for You*. Emerald Publishers, 2002

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

Hasan, Seema. *Mass Communication: Principles and Concepts*. CBS Publishers, 2010.

Greenblatt, Stephen. *The Norton Anthology of English Literature*. W. W. Norton, 2018.

Mays, Kelly J. *The Norton Introduction to Literature*. W. W. Norton, 2022.

Course Title		INTRODUCTION TO FUNCTIONAL ENGLISH- II				
Type of Course		Major				
Semester		II				
Academic Level		100 -199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours	
	4	4	-	-	60	
Pre-requisites		This course requires students to have a basic proficiency in English language and literature. Prior knowledge of fundamental communication concepts and familiarity with literary and film genres is recommended.				
Course Summary		This is a course designed to introduce the different major courses like communication skills, language for specific purpose, theory and film studies provided in the B.A Functional English programme. The course aims to enhance the reading and writing skills of the learners and to develop language skills necessary to communicate effectively within their chosen professional fields.It also introduces the basic concepts of criticism and theory in literature and different genres in film and theatre.				

## COURSE OUTCOME

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Demonstrate enhanced proficiency in oral and written communication	Ap	C	Oral Presentations  Reading comprehension activities  Writing exercises  Written test
CO2	Distinguish specialized terminology and vocabulary relevant to the specific field or discipline for successful interaction in professional settings	Ap	P	Seminar presentation  Assignments  Role-plays  Written test
CO3	Examine films and theatrical productions from different genres, styles, and cultural contexts to understand their artistic, cultural, and social significance.	An	P	Discussions  Written test
CO4	Analyse literary texts through	E	P	Assignments

### Detailed Syllabus:

Module	Unit	Content	Hrs	Marks (70)
I	Communication Skill-Reading and Writing		12	15
		Introduction to reading strategies- Skimming, Scanning, Summarizing	2	
		Analysing different texts by reading- Narrative, descriptive or argumentative	2	
		Basics of writing- Prewriting, Drafting, Revising, Editing, Proof Reading	2	
		Introduction to content writing	2	
		Different genres and forms of Creative writing	2	
		Academic writing- Essays, reports, review writing and case study	2	
	<p>Activity:</p> <p>Introduce different genres and forms of reading and writing by providing examples.</p> <p>Small writing exercises like poems or short stories can be given to improve writing skill.</p> <p>References:</p> <p><a href="https://mugafi.com/blog/writing-guide-what-is-creative-writing-and-its-types">https://mugafi.com/blog/writing-guide-what-is-creative-writing-and-its-types</a></p> <p><a href="https://media.bloomsbury.com/rep/files/9781472578440_txt_online.pdf">https://media.bloomsbury.com/rep/files/9781472578440_txt_online.pdf</a></p> <p><a href="https://www.portlandseogrowth.com/free-seo-resources/content-writing-samples/">https://www.portlandseogrowth.com/free-seo-resources/content-writing-samples/</a></p>			
II	English for Specific Purposes		8	25
		Social media writing- Introduce with examples	2	
		Samples of formal letters and minutes- English for business communication	2	
		Professional communication – self introduction, mails, letters (add more such, if needed)	2	

		English for digital communication- online etiquette tone, style and language used in discussion in online platforms.	2	
	<p>Activity:</p> <p>Provide situations to perform in a business setting (mock-interviews, self-introduction, meetings, discussions etc).</p> <p>Make the students write for different podcasts, blogs etc and distinguish the vocabulary used in different situations.</p> <p>Provide different forms of letters, minutes, emails to identify the differences in content and language according to situations.</p> <p>Writing exercises (letters, minutes, emails) can be given to improve their writing skills and use vocabulary related to each situation.</p>			
III	Criticism and Theory		17	20
		Formalist criticism- “The Road Not Taken” – Robert Frost	2	
		Reader-response theory- To Misread or to Rebel: A Woman’s Reading of “The Secret Life of Walter Mitty”	3	
		Feminism- “An Introduction”- Kamala Das	3	
		Postcolonial theory- main features- “A Far Cry from Africa” by Derek Walcott	3	
		Green literature- “A River” by A.K. Ramanujan	3	
		“Culture is Ordinary” – Raymond Williams	3	
	<p>Activity:</p> <p>Introduce the theories with a text and encourage students to collect other literary texts of such theories.</p> <p>Introduce the basic concepts of major theories and criticism and an awareness of its age wise development.</p>			
IV	Film and Theatre		11	10
		Introduce a film- <i>The Shawshank Redemption</i>	2	
		A film on gender and racial identity <i>Hidden Figures</i>	3	
		A documentary on Ecological issue- <i>Elephant Whisperers</i>	3	
		A Play to introduce the techniques of theatre- <i>Hayavadan</i> by Girish Karnad.	3	

	<p>Activity:</p> <p>Introduce the films and plays of different genres that address major contemporary issues.</p> <p>Encourage the students to watch movies and do presentations.</p> <p>Can ask the learners to write reviews on the movies.</p>		
V	Open-ended module	12	10
	Exploration of the interdisciplinary nature of contemporary communication and its intersection with literature, media, technology and cultural artefacts.		

Note: The course is divided into five modules, with four having total 20 fixed units and one open-ended module with a variable number of units. There are a total of 50 instructional hours for the fixed modules and 10 hours for the open-ended one. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). The final exam, however, covers only the 20 units from the fixed modules.

Mapping of COs with PSOs and POs :

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO7
CO 1	3	3	-	2	-	1	3	-	2	-	-	-	-
CO 2	3	3	-	3		1	3	1	-	-	-	-	-
CO 3	3	-	-	-	-	2	3	-	-	-	-	-	1
CO 4	3	-	3	-	-	-	3	-	-	-	-	-	-

### Correlation Levels:

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

### Assessment Rubrics:

Components	Modules (I to IV) 20 marks	Module V (open) 10 marks
Written test	10	4
Assignment	4	2
Seminar	6	4

### Mapping of COs to Assessment Rubrics:

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



## References

*English for Effective Communication*. OUP, 2013.

Kumar, Sanjay, and Pushp Lata. *Communication Skills*. 2018.

M. H. Abrams. *A Glossary of Literary Terms*, Harcourt Publishers, New Delhi, 2001.

Nagarajan, M. S. + *English Literary Criticism and Theory: An Introductory History*, Orient Black Swan, 2006.

Hayward, Susan. *Cinema Studies: The Key Concepts (second edition)*, Routledge, 2000.

Villerajo, Amy. *Film Studies: The Basics*, Routledge, 2007.

Shepherd-Barr, Kirsten. *Modern Drama: A Very Short Introduction*. Oxford UP, 2016

Carlson, Marvin. *Theatre*. Oxford UP, USA, 2014

<https://www.teachingenglish.org.uk/>

<https://egyankosh.ac.in/bitstream/123456789/41770/1/Unit-3.pdf>

<https://ebooks.inflibnet.ac.in/engp14/chapter/indian-theatre-in-english-genesis-and-evolution/>

Course Title		British Literature from Chaucer to Romanticism				
Type of Course		Major				
Semester		III				
Academic Level		200-299				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours	
	4	4	-	-	60	
Pre-requisites		A passion to read, write and critically analyse literary texts.				
Course Summary		This course offers a comprehensive exploration of English literature from the Chaucerian era to the Romantic era. Emphasizing critical understanding and analysis, students will engage with literary texts identifying and analysing aesthetic richness, semantic properties, and cultural nuances of language.				

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Demonstrate a comprehensive understanding of major literary periods and movements from the Chaucerian era to the Romantic era.	U	F	Quizzes/Tests
CO2	Analyse and interpret texts from various literary genres with a focus on aesthetic richness, semantic properties, and cultural nuances.	An	P	Assignment/Seminar/test
CO3	Develop critical thinking skills through close analysis of literary techniques, themes, and the historical context of works studied.	E	M	Assignment/Seminar/test
CO4	Develop the ability to articulate and express informed interpretations of texts both in written and oral forms.	C	M	Assignment/Seminar/test

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

# - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)

### Detailed Syllabus:

Module	Unit	Content	Hrs	Marks
I	Open module:The Beginning of English Literature: Historical and Cultural Contexts		12	10
		<p>Suggestion: Overview of Anglo Saxon period (c.450 – 1066), Norman Conquest and its impact.</p> <ul style="list-style-type: none"> <li>• Writing analytical essays</li> <li>• Presentation on a related topic</li> <li>• Critical response papers (students responding to prompts/ questions about the text)</li> <li>• Quizzes or exams</li> </ul>		
II	Chaucer and the Medieval Period		10	14
	1	Features of the Age and the birth of Chaucer as the Father of English poetry	2	
	2	Literary forms: Arthurian legends, Ballads, Oral tradition, Epic poetry, Allegory	2	
	3	Mystery, Miracle and Morality plays	2	
	4	Geoffrey Chaucer – The Canterbury Tales: General Prologue - lines 1 to 42	4	
		<p>Suggested activities:</p> <ul style="list-style-type: none"> <li>• Chaucerian Character Role Play: Assign the students characters from the general prologue and have them engaged in role-playing, presenting monologues or dialogues in the style of Chaucerian characters. This encourages a deeper understanding of character personalities and speech patterns.</li> <li>• A role play on a morality play can be done to acquaint the students to the theme and structure of such plays and to identify its relevance in the medieval times.</li> </ul>		
III	Renaissance to Restoration		10	16
	5	The Renaissance, Puritan Era, Restoration of Monarchy	2	

	6	William Shakespeare: Soliloquy: “All the World is a Stage” ( <i>As You Like It</i> )	1	
	7	Christopher Marlowe: From <i>Hero and Leander</i> : “It Lies Not in Our Power to love or Hate”	1	
	8	John Milton: <i>Paradise Lost</i> – Book IX (Lines 670 -794 –As when of old Som orator . . . she pleasingly began)	2	
	9	William Congreve: <i>The Way of the World</i> – Act I	4	
		<p>Suggested activities:</p> <ul style="list-style-type: none"> <li>• Arrange for a mock Elizabethan performance where students can enact scenes from Shakespearean plays. This activity helps students appreciate the theatrical context of the Elizabethan era.</li> <li>• Divide the class into two groups, one representing the Commonwealth supporters and the other the Monarchy supporters. Conduct a debate on the advantages and disadvantages of each form of governance, drawing from historical and literary contexts.</li> <li>• Students can be encouraged to make presentations on topics like University wits, Shakespearean theatre etc.</li> <li>• Organize a debate where students take on the roles of various characters from “Paradise Lost” and argue their perspectives or interpretations.</li> <li>• Encourage students to script a play following the style of a restoration comedy with modern themes and setting.</li> </ul>		
IV	Neoclassical Era		13	20
	10	Features of The Enlightenment/Age of Reason	1	
	11	Literary techniques: parody, satire, allusion, letters, fables, heroic couplet	2	
	12	Addison: “Ladies’ Hair Dresses” ( <i>The Spectator</i> )	2	

	13	Jonathan Swift: <i>Gulliver's Travels</i> (Part 1 – A Voyage to Lilliput)	4	
	14	Alexander Pope: “Ode on Solitude”	2	
	15	John Dryden: Mac Flecknoe (lines 1-28)	2	
		<p>Suggested activities:</p> <ul style="list-style-type: none"> <li>Explore the continuation of satire in contemporary culture by making students find and analyse modern satirical cartoons or memes that reflect themes similar to those of the Neoclassical era.</li> <li>Have students choose a contemporary issue or social phenomenon and write their own periodical essay modelled after those of the eighteenth-century essayists.</li> </ul>		
V	Romantic Era		15	20
	16	Pre-Romantic authors, themes and the context.	2	
	17	William Blake: “The Tyger”	2	
	18	Key characteristics and themes of Romanticism	2	
	19	Poetic devices: Imagery, symbolism, personification.	2	
	20	William Wordsworth: “The World is Too Much with Us”	2	
	21	John Keats: “To Autumn”	3	
	22	Charles Lamb: “Old China”	2	
		<p>Suggested activities:</p> <ul style="list-style-type: none"> <li>Conduct a nature poetry workshop inspired by the Romantic poets. Students can write and share their own nature poems, emphasizing the themes of Romanticism.</li> <li>Explore paintings from the Romantic period, such as works by J.M.W. Turner or Caspar David Friedrich, and discuss how visual art complements the themes in Romantic literature.</li> </ul>		

Note: The course is divided into five modules, with four having total 22 fixed units and one open-ended module with a variable number of units. There are total 48 instructional hours for the fixed modules and 12 hours for the open-ended one. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). The final exam, however, covers only the 22 units from the fixed modules.

Mapping of COs with PSOs and POs :

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO 1	-	-	-	-	-	2	3	-	-	-	-	-	-
CO 2	2	-	3	-	-	3	3	-	-	-	-	-	-
CO 3	1	-	3	-	-	3	2	-	2	-	3	-	3
CO 4	3	-	-	-	-	3	3	-	3	-	-	-	3

Correlation Levels:

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

Assessment Rubrics:

Components	Modules (2 to 5) 20 marks	Module 1 (open) 10 marks
Quiz/test	10	4
Assignment	4	2
Seminar	6	4

Mapping of COs to Assessment Rubrics:

	Quiz/test	Assignment	Seminar	End Semester Examinations
CO 1	✓	✓		✓
CO 2	✓	✓	✓	✓
CO 3	✓	✓	✓	✓
CO 4	✓	✓	✓	✓

Suggested Reading List:

- Carter, Ronald. John McRae. *The Routledge History of Literature in English: Britain and Ireland*. Routledge, 2016.
- Abrams, M. H., Geoffrey Galt Harpham. *A Glossary of Literary Terms*. Cengage India Private Limited. 2015
- Prasad, B. *A Background to the Study of English Literature*. Laxmi Publications, 2016
- Dahiya, Bhim S. *A New History of English Literature*. Doaba Publications, 2022.
- Albert, Edward. *History of English Literature*. Oxford University Press, 2017.
- Scanlon, Larry, editor. *The Cambridge Companion to Medieval English Literature 1100-1500*. Cambridge University Press, 2009.
- Pritchard, R. E. *Shakespeare's England: Life in Elizabethan and Jacobean Times*. The History Press Limited, 2003.
- Gay, Peter. *Age of Enlightenment*. Littlehampton Book Services, 1967.
- Ferber, Micheal. *Romanticism: A Very Short Introduction*. Oxford University Press, 2010.

Course Title		English Praxis				
Type of Course		Major				
Semester		III				
Academic Level		200-299				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours	
	4	4	-	-	60	
Pre-requisites		Basic understanding of grammar concepts in English				
Course Summary		The course aims to present the learner with the advanced structures of the English language in a contextualized, graded manner. The objective is to equip the learner with the ability to integrate grammatical knowledge with real-life language uses and effectively use grammatically appropriate language for performing different functions. By fine-tuning the knowledge of grammar, it attempts to enhance the learner’s communicative competence.				



Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Demonstrate mastery of grammar in communicative and functional contexts.	Ap	P	Task Completion Oral Presentation In-class discussion Written Test
CO2	Acquire the skill to integrate the structural knowledge of the language with logical communication and thereby, enhance listening and reading skills	Ap	P	Listening and Reading Tasks Presentation Role-playing Activity Assessment Written Test
CO3	Apply language at a pragmatic or interactional level by evaluating grammatically appropriate communicative choices.	E	P	Interactive Tasks Debates and Discussion Written Test
CO4	Organize thoughts logically and coherently in speaking and writing.	C	P	Writing Assignments Seminar/Speech Presentation In-class discussion Peer Assessment
* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C)				
# - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)				

Detailed Syllabus

Module	Unit	Content	Hrs	Marks
			48+12	70
I	Overview of Sentence Structures		10	15
	1	Complex Sentences	2	
	2	Compound Sentences	2	

	3	Clauses: Co-ordination & Subordination	2	
	4	Relative Clauses	2	
	5	Sentence Varieties: Comparison, Elliptical Sentences, Cleft Sentences, Conditional Sentences.	2	
		Suggested Activities  1. Identifying and sorting independent and dependent clauses in a given sentence  2. Sentence Transformation tasks  3. Sentence Construction and deconstruction using clauses		
II	Noun Phrases		15	20
	6	Structure of Noun Phrases- Head, Pre-modifier, Post-modifier	5	
	7	Pre-modifier- Identify determiners(articles, demonstrative, possessive, indefinite pronouns etc.)	5	
	8	Post-modifier- Identify Relative & Appositive Clauses and Prepositional Phrases	5	
		Suggested Activities: 1. Identification Exercise, 2. Sentence Construction Task, 3. Error Correction Exercise, 4. Sentence Transformation Task		
III	Verb Phrases		15	20
	9	Structure of Verb Phrases- Main & Auxiliary Verbs	3	
	10	Tense - Perfect and Perfect Progressive Aspect	3	
	11	Modality and Modal Verbs	3	
	12	Voice	3	
	13	Introduce Multi-word Verbs- Phrasal Verbs, Prepositional Verb, Phrasal- Prepositional Verb	3	

		<p>Suggested Activities:</p> <ol style="list-style-type: none"> <li>1. Write a narrative using a variety of perfective and progressive aspects</li> <li>2. Debate on a controversial topic using varied modal expressions. Tasks that require role-plays, polite requests, commands, responses, advice, suggestions, invitations, etc.</li> <li>3. Activities based on reading and writing reports, news articles, mystery stories, scientific genres, etc. Rewrite news articles using passive voice for emphasis.</li> <li>4. Identification of multi-word verbs from sentences, Verb-matching games</li> </ol>		
IV	Discourse Markers and Connectors in Speech and Writing		8	15
	14	Linking words (categories like adding, sequencing, compare & contrast, cause & effect, time, purpose, concluding, emphasizing etc.)	3	
	15	Linking Constructions	3	
	16	Linking Adverbials	2	
		<ol style="list-style-type: none"> <li>1. Conversations and dialogue creation by using discourse markers</li> <li>2. Writing Tasks such as organizing and summarising texts using sentence adverbials or linking phrases and clauses</li> <li>3. Compose narratives, essays, and texts based on general topics.</li> <li>4. Instruct students to identify the discourse markers in a text used to show cause and effect, contrast, comparison, etc.</li> </ol>		
V	Open Ended Module:		12	
		Grammar tasks including grammar games and interactive activities contextualized in real-life situations, with minimal use of grammatical terms, may be used in classes. Interactive online tools may be introduced in the classes to practice structures. All language skills may be integrated while doing a grammar task. The teacher may customize the tasks according to the level of the language learner.	12	

### Mapping of COs with PSOs and POs:

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	2	-	2	-	-	2	-	-	-	-	-	-
CO2	-	-	2	1	-	-	-	-	1	-	-	-	1
CO3	-	2	1	-	1	3	2	-	-	-	-	-	-
CO4	-	-	2	3	1	-	-	-	1	-	-	-	-

### Correlation Levels:

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

### Assessment Rubrics

Components	Modules (I to IV)	Module V (open)
	20 marks	10 marks
Written test	10	4
Assignment	4	2
Seminar	6	4

Final Exam (70 Marks)

Mapping of COs to Assessment Rubrics :

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

Core Reading

Ronald Carter\_ Michael McCarthy - Cambridge Grammar of English\_ A Comprehensive Guide\_ Spoken and Written English Grammar and Usage-Cambridge University Press (2006)

Geoff Barton - Grammar in Context Students' Book-OUP Oxford (1999)

Robin Torres- Gouzerh *Intermediate English Grammar for ESL Learners* Second Edition

Leech, G. and Svartvick, Jan. *A Communicative Grammar of English*. Routledge, 2013.

Accompanied by: (Woods, Edward and Coppieters, R. *The Communicative Grammar of English Workbook*).

### Suggested Reading

Raymond Murphy. *English Grammar in Use*, Third Edition, Cambridge University Press, 2004.

Rinvolucris, Mario. *Grammar Games*. Cambridge University Press, 1991.

Rinvolucris, Mario, and Paul Davis. *More Grammar Games Cognitive, Affective and Movement Activities for EFL Students*. Cambridge University Press, 2010.

Azar, Betty Schramm, and Stacey A. Hagen. *Understanding and Using English Grammar: With Answer Key*. Pearson/Longman, 2009.

Hewings, Martin. *Advanced Grammar in Use: A Self-Study Reference and Practice Book for Advanced Learners of English*. Cambridge University Press, 2015.

Jones, Rodney H., and Graham Lock. *Functional Grammar in the ESL Classroom: Noticing, Exploring and Practising*. Palgrave Macmillan, 2011.

Zorob, Maria Lucia, and Elizabeth Chin. *Games for Grammar Practice: A Resource Book of Grammar Games and Interactive Activities*. Cambridge Univ. Press, 2007.

### Online Resources:

<https://learnenglish.britishcouncil.org/grammar>

<https://www.bbc.co.uk/learningenglish/>

[LearnEnglish Teens](#)

[Duolingo](#)

<https://learningenglish.voanews.com/>

[ESL Lab](#)

<https://breakingnewsenglish.com/>

[Speaking | Learn English](#)

<http://www.manythings.org/e/listening.html>

Course Title	<b>Introduction to Phonetics</b>				
Type of Course	Major				
Semester	IV SEMESTER				
Academic Level	200-299				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60
Pre-requisites	A basic understanding of English.				
Course Summary	<p>This introductory course in Phonetics serves as a gateway to the fascinating world of English speech sounds and their production. Students explore the International Phonetic Alphabet (IPA) to transcribe and represent English speech sounds accurately. Practical exercises include listening to and producing the sounds of English to enhance articulatory skills, providing essential skills for further studies in linguistics, communication sciences, or related fields.</p>				

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Distinguish the distinctive sounds of English and understand their production.	U	C	Task Completion In-class Discussion Written Test
CO2	Produce and transcribe the speech sounds of English using the IPA.	Ap	P	Transcription assignments Speaking Test
CO3	Develop the ability to speak English in an internationally acceptable manner applying suprasegmentals in speech.	Ap	P	Speaking test In-class discussion
CO4	Compare and contrast different varieties of English.	E	M	In-class Discussion
<p>* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C)</p> <p># - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)</p>				

Detailed Syllabus

Module	Unit	Content	Hrs	Mark
			48+12	70
I		Linguistics and Phonetics	10	20
	1	Components of Linguistics  English as an unphonetic language- The IPA	3	



	2	The Speech Mechanism  Airstream Mechanisms- Pulmonic, Glottalic, Velaric.	1	
	3	Organs of Speech	2	
	4	Introduction to the Sounds of English	4	
		Suggested Activities  Students may be shown videos exposing them to the correct pronunciation of speech sounds in RP.  Practice pronouncing the sounds of RP		
II	Classification of speech sounds		15	20
	5	Vowels and Consonants	5	
	6	Place of Articulation	2	
	7	Manner of Articulation	2	
	8	Cardinal Vowels	2	
	9	Diphthongs, Triphthongs.	2	
	10	Phonemes and Allophones.	2	
		Suggested Activities:  <a href="https://www.tefl.net/elt/ideas/pronunciation/top-fun-pronunciation-games/">https://www.tefl.net/elt/ideas/pronunciation/top-fun-pronunciation-games/</a>  1		
III	Suprasegmentals		15	20
	11	The Syllable	3	
	12	Weak forms	2	
	13	Word and Sentence accent	3	
	14	Intonation	2	
	15	Juncture	2	
	16	Assimilation and Elision – main types	3	

IV		<p>Suggested Activities:</p> <p><a href="https://preply.com/en/blog/english-pronunciation-practice/">https://preply.com/en/blog/english-pronunciation-practice/</a></p>		
	Main Varieties of English		8	10
	17	Differences between British and American English	3	
	18	Applications of phonetics in language teaching and learning	2	
V	19	Connect phonetic principles to real-world applications, such as speech pathology, forensic phonetics, and linguistic anthropology.	3	
		<p>Suggested Activities:</p> <p>Students will compare British and American English and explore how phonetics applies to language teaching and real-world contexts like speech pathology and forensic linguistics. Through analysis and discussion, they'll grasp differences in pronunciation and grammar, and see how phonetic principles play a role in various professional fields, promoting a deeper understanding of language diversity and its practical implications.</p>		
	<p>Open Ended Module:</p> <p>Intensive drilling in listening and producing English sounds</p> <p>-Practice in pronouncing words with the correct accent</p> <p>-Reading practice</p> <p>-Transcription practice</p> <p>(learners have to be exposed to the accent variations with the help of language labs/digital devices/mobile apps)</p>		12	

Mapping of COs with PSOs and POs:

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	1	-	-	2	-	1	3	-	-	-	2	-	-
CO2	2	-	-	3	-	-	-	-	-	-	2	-	1
CO3	-	3	-	-	1	-	-	-	2	-		2	
CO4	1	-	-	-	2	2	-	-	-	-	-	-	1

Correlation Levels:

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

Assessment Rubrics:

Components	Modules (I to IV)	Module V (open)
	20 marks	10 marks
Written test	10	4
Listening Assignments	4	2
Seminar/quiz/Pronunciation tests	6	4

Final Exam (70%)

Mapping of COs to Assessment Rubrics :

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

Core Reading

Balasubramanian,T. A Textbook of English Phonetics for Indian Students

English Phonetics For Indian Students : A Workbook by T Balasubramanian (Author),

Macmillan Publishers India (Publisher)

English Phonetics and Phonology: A Practical Course" by Peter Roach

Syamala V. A Textbook of English Phonetics and Structure for Indian Students

Cambridge English Pronouncing Dictionary, 17th Edition

Course Title	<b>Writing for Academic Purpose</b>				
Type of Course	Major				
Semester	4				
Academic Level	200-299				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60
Pre-requisites	The learners are expected to have a general understanding of different types of writing and what makes one type different from the other. Besides, they are expected to be equipped with an intermediate level of English language skills to do the course effectively.				
Course Summary	This course introduces students to the essential principles and practices of academic writing. It provides a comprehensive overview of the key concepts, skills, and strategies needed to excel in written academic communication across various disciplines.				

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Distinguish between formal and informal writing styles.	U	An	Assignments
CO2	Produce well-organized written texts that demonstrate clarity, cohesion, and coherence	C	An	Internal Exam, Seminars
CO3	Think critically and express ideas in a logical and persuasive manner suitable for each genre of writing	C	Ap	Home Assignments Presentations
CO4	Use English for correcting, revising, improving and editing works written for different academic purposes	C	An	Assignments
CO5	Organise writing with standard citation styles and understand the importance of proper referencing and academic integrity.	C	AP	Practice Writing
<p>* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C)</p> <p># - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)</p>				

Detailed Syllabus:

Module	Unit	Content	Hrs	Marks
			60	70
I	Introduction to Academic Writing		11	
	1	Understanding academic writing	2	
	2	Characteristics of academic writing	2	
	3	Stages of the writing process (Planning-Pre-writing-Drafting-Revising-Editing -Formatting-Publishing)	2	

	4	Academic vocabulary and grammar for academic writing (common mistakes related to tenses & punctuations)	3	18
	5	AI assisted tools for editing/proofreading ( Grammarly/writer/Quill Bot Chat GPT and Gemini etc)	2	
		Activity: Students are divided into groups and each group is given one paragraph and one essay each. They have to analyse characteristics of writings in the given texts. The specialised use of language in the text is also analysed.		
II	Structuring a paragraph		14	19
	6	Structure of a well-knit paragraph-	2	
	7	Developing a topic sentence.	2	
	8	Writing support sentences	2	
	9	Framing a concluding sentence	3	
	10	Sentence varieties (simple, compound and complex)	3	
	11	Punctuations and vocabulary choice	2	
		Activity:  Students are divided into groups and each group is assigned a topic on which they write a paragraph. The teacher discusses the paragraph of each group and makes corrective or appreciative observations.		
III	Writing an essay		14	18
	12	Planning and structuring an essay	3	
	13	Writing the thesis statement	3	
	14	Structuring Introduction, body paragraphs, and conclusion	3	
	15	Types of essays  (descriptive, analytical, compare and contrast, cause and effect)	3	
	16	Transition words and linkers in academic writing	2	

		<p>Activity:</p> <ol style="list-style-type: none"> <li>Students are divided into groups and each group is assigned a topic on which they write an essay. The teacher analyses the written text in the light of the features of academic writing and rates the answers.</li> <li>Analyse any one of the two essays given to you by the teacher in the light of the salient features of academic writing and rate them on a scale of 1-10 points. Justify your rating.</li> </ol>		
IV	Research and Citation		9	15
	17	Conducting effective research-	2	
	18	Citation and Refencing	2	
	19	Avoiding plagiarism	2	
	20	Digital tools for citation and plagiarism check-(Zotero /Turnitin/Quillboatetc)	2	
	21	Publishing	1	
		<p>Activities:</p> <ol style="list-style-type: none"> <li><i>Students are divided into groups and each group is given a list of books for preparing a reference list using applications/software for the purpose.</i></li> <li><i>Teacher provides texts to students and ask them to generate a similarity index using free plagiarism checking software.</i></li> </ol>		
V	Open Ended Module:		12	
		<ul style="list-style-type: none"> <li>Writing paragraphs on any given topics.</li> <li>Writing essays on any given topics.</li> <li>Using Citation Management Software (Zotero, Mendeley)</li> <li>Practising how to use Plagiarism Detection Tools.</li> <li>Using software like Grammarly/Quillbot for language correction/improvement.</li> </ul>		

Note: The course is divided into five modules, four and one open-ended module with a variable number of units. There are 48 instructional hours for the selected modules and 12 hours for the open-ended one. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). The final exam, however, covers only the 21 units from the selected modules.



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

Mapping of COs with PSOs and POs:

Correlation Levels:

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

Assessment Rubrics:

Final Exam – 70 marks

Internal Assessment – 30 marks

- Test paper
- Seminar/viva
- Assignment

### Mapping of COs to Assessment Rubrics:

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

### Required Readings

Hafid, Moh. (2018, October, 28) *Basic Academic Writing* . STKIP PGRI Bangkalan

Butler, L. (2006, December 1). *Fundamentals of Academic Writing*. Pearson Longman.

[http://books.google.ie/books?id=xk-4NwAACAAJ&dq=Basic+academic+writing&hl=&cd=1&source=gbs\\_api](http://books.google.ie/books?id=xk-4NwAACAAJ&dq=Basic+academic+writing&hl=&cd=1&source=gbs_api)

### Suggested reading

Zemach, D. E., & Rumisek, L. A. (2006, January 1). *Academic Writing from Paragraph to Essay*.

[http://books.google.ie/books?id=LOTsPQAACAAJ&dq=Academic+Writing+from+paragraph+to+essay&hl=&cd=1&source=gbs\\_api](http://books.google.ie/books?id=LOTsPQAACAAJ&dq=Academic+Writing+from+paragraph+to+essay&hl=&cd=1&source=gbs_api)

Robertson, M. (2019, January 1). *Academic Writing Basics*. [http://books.google.ie/books?id=JlarzQEACAAJ&dq=Academic+Writing+Basics+Megan+Robertson&hl=&cd=1&source=gbs\\_api](http://books.google.ie/books?id=JlarzQEACAAJ&dq=Academic+Writing+Basics+Megan+Robertson&hl=&cd=1&source=gbs_api)

[http://books.google.ie/books?id=JlarzQEACAAJ&dq=Academic+Writing+Basics+Megan+Robertson&hl=&cd=1&source=gbs\\_api](http://books.google.ie/books?id=JlarzQEACAAJ&dq=Academic+Writing+Basics+Megan+Robertson&hl=&cd=1&source=gbs_api)

### Zotero Online Tutorial:

1. <https://academicguides.waldenu.edu/library/zotero>

2. [https://www.zotero.org/support/quick\\_start\\_guide](https://www.zotero.org/support/quick_start_guide)

### Mendeley Online Tutorial

1. <https://www.mendeley.com/guides/mendeley-reference-manager/>

Course Title	<b>INTRODUCTION TO JOURNALISM</b>				
Type of Course	MAJOR				
Semester	IV				
Academic Level	200-299				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60
Pre-requisites	Basic writing skills				
Course Summary	This paper aims to impart understanding in basic concepts of Journalism and equip the students with the knowledge and skills necessary for pursuing a career in Media. The course also helps the students have a critical perspective on contemporary journalism.				

#### Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Demonstrate an understanding of the basic principles of Journalism	U	C	<ul style="list-style-type: none"> <li>• Assignments</li> <li>• Seminar</li> <li>• Class presentations</li> </ul>
CO2	Draft, edit and produce news reports according to the kind of media.	Ap	P	<ul style="list-style-type: none"> <li>• Home Assignments</li> <li>• Portfolios</li> </ul>
CO3	Critically evaluate news stories and sources	E	P	<ul style="list-style-type: none"> <li>• Role play performance</li> <li>• Self-evaluation</li> </ul>
CO4	Create news stories for different media using various techniques	C	P	<ul style="list-style-type: none"> <li>• Video production</li> <li>• Portfolios</li> </ul>
* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)				

#### Detailed Syllabus:

Module	Unit	Content	Hrs 60	Mar ks (70)
I	Introduction to Journalism		12	20
	1	Brief history of Journalism	02	
	2	Basic Aspects of media: Data Collection- Reporting- Writing- Editing- Printing/Production	02	
	3	Freelance Journalism	02	
	4	Role of Media in society,	02	
	5	Ethics in journalism- Democracy – Access	02	
	6	Data and source Verification	02	
		<i>Activities:</i> <ol style="list-style-type: none"> <li>1. Present seminars on various aspects of media</li> <li>2. Group work: Choose a freelance journalist and present before the class his/her, the impact their stories had in the society</li> <li>3. From a given set of news reports or articles fact check and identify fake news and present the case in front of the class.</li> </ol>		
II	Print Journalism		14	20
	7	Types of stories- Narrative journalism, feature, news, Op-ed	03	
	8	News Collection, interviews, reporting, News writing	04	
	9	Editing, designing the page - Newspaper, Magazine	03	
	10	Proofreading	02	
	11	Print production and distribution	02	
		<i>Activities:</i> <ol style="list-style-type: none"> <li>1. Work in pairs and collect different types of news stories and present in class.</li> <li>2. Write a news story and rewrite it in different ways for different media. It can be individual or group work.</li> <li>3. Do a team role play of a news desk at a newspaper including covering news, making a report, editing, proofreading and finally printing the frontpage.</li> </ol>		
III	Photojournalism		10	15
	12	Basic concepts of photography	02	
	13	News Photography	02	
	14	Documentary photography	02	
	15	Online Photojournalism	02	
	16	Ethics, privacy	02	

Module	Unit	Content	Hrs 60	Marks (70)
I	Introduction to Journalism		12	20
	1	Brief history of Journalism	02	
	2	Basic Aspects of media: Data Collection- Reporting- Writing- Editing- Printing/Production	02	
	3	Freelance Journalism	02	
	4	Role of Media in society,	02	
		Activities: 1. <i>Collect iconic photographs that have had a significant impact in history and organise a class exhibition.</i>  2. <i>Conduct a photography competition on any topic of news value for the class</i>		
IV	Visual Journalism		12	15
	17	Scripting, shooting- visual narration	03	
	18	Video editing- sequencing of shots, effects – Graphics	03	
	19	Video Production and distribution	03	
	20	Video journalism	03	
		Activities: 1. <i>Form groups and collect different videos with different editing effects and quiz each other</i> 2. <i>Work in groups and produce a video of 2-5 minutes using mobile phones or cameras narrating a story and write down the different narrative and editing techniques used.</i>		
V	Online Journalism		12	
		This module may contain exercises and activities for developing skills in online media journalism		

Note: The course is divided into five modules, with four having total 20 fixed units and one open-ended module with a variable number of units. There are total 48 instructional hours for the fixed modules and 12 hours for the open-ended one. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). The final exam, however, covers only the 22 units from the fixed modules.

\* This course can be chosen ideally if the Department or the institution has a language lab/ media studio.

\* Media visit can be made a part of the syllabus and students can submit a report based on the visit which can be used for internal evaluation.

Mapping of COs with PSOs and POs :

	PSO 1	PSO 2	PSO 3	PSO4	PS O5	PSO 6	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO 1	2	-	-	-	-	-	1	-	-	-	-	-	-
CO 2	1	1	-	3	3	2	1	-	2	3	1	-	1
CO 3	1	1	3	1	-	2	1	-	-	2	-	2	1
CO 4	1	1	-	1	3	2	-	2	-	3	2	-	-

Correlation Levels:

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

Assessment Rubrics:

- Submission of portfolio prepared for module II and III by the student (5%)
- Group Assignment: Prepare a feature story (written or video) of a personality/social issue in your locality. (5%)
- Video presentations/Video documentary. Video produced as an activity in Module IV could be used. (10%)
- 10% is from the open ended module designed by the teacher.
- Final Exam (70%)
  
- Mapping of COs to Assessment Rubrics:

	Portfolio	Seminar	Assignment	Video presentation	End Semester Examinations
CO 1		✓	✓		✓
CO 2	✓	✓	✓		✓
CO 3	✓	✓		✓	✓
CO 4	✓			✓	✓

Kobre, Kenneth. *Videojournalism: Multimedia Storytelling*. Focal Press: China, 2012. Print.

Nyiro Andras. *21 Century Journalism: A Practical Guide* .

Shrivastava, K.M. *Introduction to Journalism* .

Tim Felle, John Mair and Damian Radcliffe, *Data Journalism: Inside the Global Future*, Abramis, 2015.

Keval J. Kumar, *Mass Communication in India*. 4th edition, Ahmedabad: Jaico Publishing House.2011

Margaret H. DeFleur and Melvin Defleur. *Mass Communication Theories:Explaining Origins, Processes, and Effects*, New York: Routledge. 2009

Malhan, Sangita Menon. *The TOI Story- How a Newspaper Changed the Rules of the Game*. Harper Collins Publishers, India. 2013

*The Associated Press Stylebook*

#### Suggested Readings:

Conboy, Martin.. *Journalism: A Critical History*. Sage Publications, New Delhi. 2004.

*Practical Photojournalism: A Professional Guide*By Martin Keene, 2015, Ammonite Press, 2015

*News Reporting and Editing*.Sterling Publishers, New Delhi.Shrivastava, K M. 2015.

*The Photography Reader*, Liz Wells, Routledge, 2003

*The New Journalism* edited by Tom Wolfe and E.W. Johnson

*Visual Storytelling: Infographic Design in News* by Liu Yikun and Dong Zhao

*Cameraless Photography*, Martin Barnes, London Thames & Hudson Publishing, 2018.

*Flash! : Photography, Writing, & Surprising Illumination*, Kate Flint, New York: Oxford University Press, 2017.

Foreman, Gene. *The Ethical Journalist: Making Responsible Decisions in the Pursuit of News*

Course Title	<b>CONTENT WRITING: PRINCIPLES AND PRACTICE</b>				
Type of Course	MAJOR				
Semester	V				
Academic Level	300 – 399				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60
Pre-requisites	Ability to write correctly and effectively.				
Course Summary	This course delves into the core principles and practical applications of content writing. Students will acquire essential skills for drafting diverse content forms, such as blog posts, articles, social media content, and more. The focus will encompass writing for distinct audiences, optimizing content for search engines, and honing a distinct writing style.				

Course Outcomes (CO):



CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Sensitize to various styles and techniques of writing and editing and enhance writing skills to produce high quality content.	U	F	Instructor-created exams / Assignment
CO2	Analyze target audience and develop content strategies for audience needs.	An	C	Practical Assignment / Observation of Practical Skills by demo
CO3	Explain fundamental ideas related to designing and intellectual property rights	E	C	Seminar Presentation / Practical Assignment
CO4	Value ethical considerations in content writing, including plagiarism, copyright, and attribution.	E	P	Writing Assignments
CO5	Develop critical thinking skills to evaluate the effectiveness of content and make informed decisions about revisions and improvements.	C	M	One Minute Reflection Writing assignments and Group work
CO6	Adapt artificial intelligence technologies to enhance content creation process.	C	P	Practical Assignment

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

# - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)

Detailed Syllabus:

Module	Unit	Content	Hrs (48 +12)	Marks (70)
I	Content Writing Fundamentals		12	15
	1	Content Writing Theory	2	
	2	SEO Fundamentals	2	
	3	Plagiarism and Copyright	2	
	4	SEO Tools - blogging platforms, HTML basics, X(Twitter), reviewing tools.	4	
	5	Content engagement strategies	2	
	Activities:  <i>Students will be assigned a blog post in a chosen blogging platform from the study material. The students should identify key words and understand SEO. Later, they should be able to create one integrating the principles learned.</i>			

	<p>References:</p> <p>Discover the Editor in You by Vivek Kumar</p> <p><a href="#">MacArthurProofs.pdf (ucsb.edu)</a>(Summarize)</p> <p><a href="#">introduction-to-seo-ebook.pdf (hubspot.com)</a></p> <p><a href="#">How Copyright Infringement Can Affect Your SEO (seoforgrowth.com)</a></p> <p><a href="#">What Is Plagiarism? (thoughtco.com)</a></p> <p><a href="#">How to Start a Blog: The Complete Beginner's Guide 2023 (firstsiteguide.com)</a></p> <p><a href="#">Basic HTML for Content Writers with the HTML Editor (html-online.com)</a></p> <p><a href="#">Mastering Content Engagement: Key Metrics and Strategies   State of Digital Publishing</a></p>			
II	Specialized Content Writing		12	25
	6	Content writing for ECommerce sites, Financial and Technical writing	4	
	7	Proofreading techniques	2	
	8	Language adaptation for Different target audience	2	
	9	Writing for new media	2	
	10	Factors influencing content creation for film and radio.	2	

	<p>Activities:</p> <p><i>Proofread any random text in the classroom</i></p> <p><i>Give a sample radio script and identify the salient features.</i></p> <p>or</p> <p><i>Create a product description for a chosen e-commerce product (real or hypothetical) using insights from the study material. Develop a strategy to optimize this content for an e-commerce website. After creation, promote the product description on two social media platforms, adapting the content for each platform.</i></p>		
	<p>References:</p> <p><a href="#">E-Commerce Content Writing - How to Make it Great   Goodman Lantern</a></p> <p><a href="#">Financial Writing (How to Write About Finance Today) (rafalreyzer.com)</a></p> <p><a href="#">Microsoft Word - Proofreading Techniques (ucf.edu)</a></p> <p><a href="#">guide19.pdf (colostate.edu)</a></p> <p><a href="#">ABOUT – What is New Media Writing?   Digital Writing 101</a></p> <p><a href="#">BEGG-171B1E.xps (egyankosh.ac.in)</a></p>		
III	Diversification of content	14	15
	11 Visual content creation - Infographics, memes, Product demo	2	
	12 Interactive content development - quizzes, polls	2	
	13 User Generated Content	1	
	14 Emerging trends and technologies	2	
	15 Introduction to design principles	2	
	16 Instructional design and storyboard	3	

	17	Introduction to IPR in content writing.	2	
	<p>Activities:</p> <p><i>Create an infographic or meme based on a topic of your choice.</i></p> <p><i>or</i></p> <p><i>Develop a quiz or poll relevant to your chosen industry.</i></p> <p><i>Promote it on a preferred social media platform and analyze the engagement and responses received.</i></p>			
	<p>References:</p> <p><a href="https://blog.hootsuite.com/epic-guide-creating-social-media-visuals/">https://blog.hootsuite.com/epic-guide-creating-social-media-visuals/</a></p> <p><a href="#">Interactive Content Creation: Engaging with Quizzes and Polls - OKMG</a></p> <p><a href="#">Content design: planning, writing, and managing content - UW–Madison Information Technology (wisc.edu)</a></p> <p><a href="#">How to Create a Storyboard for eLearning (Instructional Design)   Devlin Peck</a></p> <p><a href="#">Instructional Design 101: A Must-Read List - eLearning Industry</a></p> <p><a href="#">Akshita-Prasad-CLRJ.pdf (thelawbrigade.com)</a></p>			
IV	Integration of AI in content creation		10	15
	18	Understanding and utilizing AI tools on content creation	2	
	19	Exploring AI tools - Chat GPT, Bard, Jasper	2	
	20	Mastering Prompt Engineering	2	
	21	Ethical AI practices	2	
	22	Future trends and emerging technologies	2	

	<p>Activities:</p> <p><i>Use an advertisement or any other content created by AI and let students understand the tool and the ethical concerns AI can cause.</i></p> <p><i>Or</i></p> <p><i>Content Creation: Utilizing the chosen AI tool, students will create a piece of content (e.g., an article, a short story, a blog post) from scratch.</i></p>			
	<p>References:</p> <p><a href="https://seowind.io">How to Use AI for Content Creation - Power Up Your Strategy (seowind.io)</a></p> <p><a href="https://jasper.ai">The Best AI Writers to Try in 2023 (and How to Use Them) (jasper.ai)</a></p> <p><a href="https://docsie.io">Docsie.io Blog - 10 Ways to Master Prompt Engineering for Technical Writers</a></p>			
V	Open Ended Module:		12	
		<p>Group Assignment:</p> <p>Use of tools to create effective content in social media platforms.</p>		
	References:			

## Books and References:

Everybody Writes: Your Go-To Guide to Creating Ridiculously Good Content by Ann Handley

Technical Writing 101: A Real-World Guide to Planning and Writing Technical Content by Alan S. Pringle and Sarah S. O'Keefe

Content Rules: How to Create Killer Blogs, Podcasts, Videos, Ebooks, Webinars (and More) That Engage Customers and Ignite Your

Business by Ann Handley and C.C. Chapman

Content Strategy for the Web by Kristina Halvorson and

Melissa Rach

Oxford Guide to Effective Writing and Speaking: How to

Communicate Clearly by John Seely

SEO 2023: Learn search engine optimization with smart

internet marketing strategies by Adam Clarke

The Non-Designer's Design Book by Robin Williams

## Post learning Activity:

*Students can create technical content (e.g., user guides, product manuals) utilizing prompt engineering principles to structure and generate clear, concise, and informative content.*

Note: The course is divided into five modules, with four modules together having total 22 fixed units and one open-ended module with a variable number of units. There are total 48 instructional hours for the fixed modules and 12 hours for the open-ended one. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). The final exam, however, covers only the 22 units from the fixed modules. The 70 marks shown in the last column, distributed over the first four modules, is only for the external examination.

Mapping of COs with PSOs and POs :

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO 1	-	2	-	3	-	-	3	1	-	-	-	-	-
CO 2	-	-	-	2	2	-	1	-	-	-	-	-	1
CO 3	2	-	-	-	3	-	3	-	-	3	-	-	1
CO 4	1	-	-	-	-	-	-	-	-	-	1	3	2
CO 5	-	2	-	3	2	-	-	2	-	-	3	-	1
CO 6	-	-	-	-	2	3	2	-	-	3	-	-	1

Correlation Levels:

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

Assessment Rubrics

Components	Modules (I to IV)	Module V (open)
	20 marks	10 marks
Written test	10	4
Assignment	6	2
Oral Presentation	4	4

§ Final Exam (70%)



### Mapping of COs to Assessment Rubrics :

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

Course Title	<b>English Language Teaching (ELT)</b>				
Type of Course	Major				
Semester	V				
Academic Level	300-399				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-		60
Pre-requisites	1. Basic knowledge of the English language – basic grammar, pronunciation 2. Basic communicative skills in LSRW				
Course Summary	This course purports to cater to the requirements of language teaching skills to be acquired by the learner. The augmentation of digital learning apps in the teaching learning process is also introduced to the learners. The various activities within each module are directed towards employing and enhancing what the learner has learnt through practice sessions.				

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Acquire an enhanced level of LSRW skills.	Ap	P	Practical assignment
CO2	Explore the significance of English language learning and proficiency in a global context	U	C	Instructor created written exam
CO3	Improvise their own methods of effective language teaching using the latest trends in teaching and learning	C	C	Seminar/Peer teaching and peer evaluation
CO4	Implement the use of digital tools in language learning and teaching.	Ap	P	Seminar/Peer teaching using digital tools
CO5	Demonstrate an understanding of the theories and techniques of language teaching	U	C	Written assignments
CO6	Able to teach communicative skills identifying the level of the learners at primary, secondary and tertiary levels	An	M	Practical Assignments
<p>* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C)</p> <p># - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)</p>				

Detailed Syllabus:

Module	Unit	Content	Hrs (60)	Marks (70)
Module	Unit		10	10
I	Introduction to English language Teaching			
	1	A brief history of English language teaching in India,	2	
	2	Evolution of English as a global language	1	
	3	English as an international language	2	
	4	Future of English(es)	1	
	5	Proficiency assessment and certification - IELTS, TOEFL, OET, PTE, CELTA, DELTA, BEC	3	
	6	Learning Vs Acquisition	1	
<p>Learning activities:</p> <p>Students can work on the development of varieties of Englishes today</p> <p>Work out sample questions in the model of IELTS and TOEFL</p>				
<p>References</p> <ol style="list-style-type: none"> <li><a href="https://www.ijserp.org/research-paper-0514/ijserp-p29121.pdf">https://www.ijserp.org/research-paper-0514/ijserp-p29121.pdf</a></li> <li>Nagaraj, Geetha. <i>English Language Teaching</i></li> <li>Sivarajan K. &amp; P.P. John. <i>The Methodology of Teaching English</i>.</li> </ol>				
II	Theories, Methods and Approaches		13	20
	7	Behaviorism, Cognitivism, Constructivism – An outline	3	

	8	Methods of teaching – GT, Direct Method, Bilingual method, Audiolingual method, Community Language Teaching	4	
	9	Competence based language teaching	1	
	10	Task based language teaching	1	
	11	Peer teaching	2	
	12	Micro teaching	2	
<p>Learning activities: Students can do peer teaching using blended learning and flipped classrooms</p> <p>Prepare lesson plans for microteaching and conduct microteaching sessions</p> <p>Same material can be taught using different methods</p>				
<p>References:</p> <p>1.Nagaraj, Geetha. <i>English Language Teaching</i></p> <p>2. Sivarajan K. &amp; P.P. John. <i>The Methodology of Teaching English</i>.</p>				
III	Teaching of LSRW skills		15	20
	13	Four fold Language Skills – Developing LSRW skills	4	
	14	Teaching of vocabulary and vocabulary building	3	
	15	Teaching of pronunciation	3	
	16	Teaching of grammar	3	
	17	Language Games	2	

		<p>References:</p> <p>Sivarajan K. &amp; P.P. John. <i>The Methodology of Teaching English</i>.</p>		
	<p>Learning activities: Identify and use more language games in the class for improving vocabulary</p> <p>Listen to audios of poetry reading or storytelling etc, read along and then read/repeat and improvise individually</p> <p>Exercises can be given in identifying and correcting the errors in spelling, grammar and sentence structures.</p>			
IV	Lesson Plans, Tests and Blended learning		10	20
	18	Lesson Plan– Aims, Functions, Principles, Advantages and Characteristics— Preparation of a model lesson plan	3	
	19	Testing – Types – Characteristics of a good test — testing items	3	
	20	Teaching aids – flash cards, story cards, audio visual aids, OHP, LMS applications like google classroom/moodle, padlet, mentimeter.	2	
	21	Use of Dictionaries – lexical and pronunciation – E-dictionaries – Oxford Learner’s Dictionary, Collins, Merriam Webster, Cambridge English Dictionary	1	
	22	Use of Language Lab	1	
	<p>Learning activities: Prepare lesson plans for teaching a poem, prose piece, a scene of a drama, a short story etc.</p> <p>Prepare samples of various types of testing items.</p> <p>Use Language lab for peer teaching.</p>			

	<p>References:</p> <ol style="list-style-type: none"> <li>1. Nagaraj, Geetha. <i>English Language Teaching</i></li> <li>2. Sivarajan K. &amp; P.P. John. <i>The Methodology of Teaching English</i>.</li> <li>3. Tickoo M.L. Teaching and Learning English: A Sourcebook for Teachers and Teacher-Trainers.</li> </ol>		
V	<p>Practical Applications and case study</p> <p>Post learning activities can be assigned putting into practice the various aspects of ELT</p>	12	

#### Suggested Texts:

Nagaraj, Geetha. English Language Teaching. Orient Blackswan: 2021. ISBN-13: 978-9354420788 ISBN-10: 9354420788

Sivarajan K. & P.P. John. The Methodology of Teaching English.

<https://www.ijsrp.org/research-paper-0514/ijsrp-p29121.pdf>

Tickoo M.L. Teaching and Learning English: A Sourcebook for Teachers and Teacher-Trainers. Bangalore: Orient Blackswan: 2009. ISBN 13 978 81 250 2307 4

#### Texts for reference:

Harmer, Jeremy. The Practice of English Language Teaching. New York: Longman, 1996. ISBN 0-582-74612-4

Brown, H. Douglas. Principles of Language Learning and Teaching. US: J. Carey, 1993. ISBN 0-13-191966-0

Richards Jack C. & Theodore S. Rodgers. Approaches and Methods in Language Teaching. UK: Cambridge UP, 2010. ISBN 0 521 68325 4 (pbk)

Mapping of COs with PSOs and POs :

	PSO1	PSO2	PSO3	PSO4	PSO 5	PSO6	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO 1	-	3	-		-	-	2	-	-	-	-	-	-
CO 2	-	2	-	3	-	-	2	-	1	-	-	-	-
CO 3	-	-	-	-	3	-	2	-	-	3	-	-	2
CO 4	-	-	-	-	2	3	-	-	-	2	3	-	-
CO 5	2	-	-	-	-	-	3	-	-	-	2	-	-
CO 6	-	-	-	-	1	-	1	-	-	-	3	3	-

Correlation Levels:

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

Assessment Rubrics:

Components	Modules (I to IV)	Module V (open)
	20 marks	10 marks
Written test	10	4
Assignment	6	2
Oral Presentation	4	4

- Final Exam (70%)

### Mapping of COs to Assessment Rubrics :

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

Course Title	<b>LITERARY CRITICISM AND THEORY</b>				
Type of Course	Major				
Semester	V				
Academic Level	300-399				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60
Pre-requisites	Intermediate understanding of literature and literary interpretation.				
Course Summary	The course on critical theory is designed as a general introduction to literary research methodology and to a variety of contemporary critical approaches, with a more limited overview of older theories and methodologies. It also provides a conceptual framework for developing an understanding of the function and practice of various new modes of literary criticism. Since the course is intended as a practice of literary theory, the students will engage with diverse literary texts and theoretical frameworks to deepen their understanding of critical analysis through readings, discussions, assignments and so on.				

CO: Course Outcomes



CO	Course Statement	Cognitive Level*	Knowledge Category#
CO 1	Comprehend major terms in literary criticism and to apply them in the discussion of poetry, fiction, and drama.	U	F
CO 2	Understand historical development literary criticism and its evolution over time.	U	C
CO 3	Develop comparative skills with an in-depth understanding of theories given in the syllabus.	Ap	P
CO 4	Formulate coherent and persuasive arguments in written and oral forms.	An	P
CO 5	Conduct research to support literary analyses, using credible sources and evidence to enhance arguments.	E	M
<p>* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C)</p> <p># - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)</p>			

## Detailed Syllabus:

Module	Unit	Content	Hrs	Marks
I	Introduction to Literary Criticism		15	9 marks
	1	Understanding the idea of literary criticism	5	
	2	Historical Overview of Literary Theory	5	
	3	The Role of Interpretation- Close Reading and basics of analytical techniques and interpretive Strategies.	5	
		Activity- Focus on a particular character from a short story and have students analyze their actions, motivations, and development throughout the story. Encourage them to consider how the character's words and actions contribute to the overall themes of the text.		
II	Classical Literary Theory		15	22 marks
	4	Plato's ideas on Literature and Art	5	
	5	Detailed study of Aristotle's Poetics	5	
	6	Basic Concepts and terminology- Part 1- Allegory, Anagnorisis, Catharsis, Dramatic Irony, Foreshadowing, Metaphor, Satire, Symbolism, Theme, Alliteration, Characterization, Imagery, Memisis, Point of View, Simile, Tone, Irony, Setting, Conflict, Plot, Hyperbole, Mood, Protagonist.	5	
		Activity- 1. Select a text of short story, poem or play. Divide students into pairs, assigning each pair a specific critical lens. Ask them to analyse the text using their assigned critical lens and identify elements relevant to their lens. Encourage them to find out different interpretations of same definition. 2. Using a digital platform, create a timeline spanning different historical periods. Divide students into small groups. Assign each group a specific literary criticism, theory or period. Each group should add their theory or period to the timeline, indicating its historical period and significant features.		
III	Neoclassical Criticism and Romanticism		10	21 marks
	7	Neoclassical principles and rules of literary composition	4	
	8	Analysis of texts by critics such as Sidney, Jonson, and Dryden	3	
	9	Examination of 19th-century critics like Wordsworth and Coleridge	3	
		Choose a film excerpt that can be interpreted from multiple theoretical perspectives. Provide worksheets with prompts to peer evaluation to foster reflective learning various theories. Instruct students to analyse the same film with different theories.( Encourage them to prepare a script of different perspective)		
IV	Modernism and Cultural Theory		8	18 marks
	10	Introduction to Modernist literary theory and its break from tradition	4	
	11	Vocabulary related to Cultural Theory - Cultural Appropriation, Cultural Capital, Cultural Studies, Discourse, Globalisation, Hegemony, Hybridity, Othering, Postcolonialism, Power Dynamics, Relativism, Resistance, Subculture	4	

		<p>1. Divide students into small groups. Select a contentious or open-ended topic related to literary theory or criticism. Each group should present their arguments in a structured debate format.</p> <p>2. Allocate time for students to conduct research using academic databases, libraries, and credible online resources etc for a specific literary theory. Ask students to prepare powerpoint presentations summarizing their literary analysis and the role of research in supporting their arguments.</p>		
V	Open Ended Module (Contemporary Literary Theory)		12	

Note: The course is divided into five modules, with four having a total of 11 fixed units and one open-ended module with a variable number of units. There are total of 48 instructional hours for the fixed modules and 12 hours for the open-ended one. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). The final exam, however, covers only the 11 units from the fixed modules.

#### Core Texts

1. *How to Read Literature*- Terry Eagleton
2. *Literary Theory: A Very Short Introduction*- Jonathan Culler
3. *The Oxford Dictionary of Literary Terms*- Chris Baldick

Mapping of COs with PSOs and POs :

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7
CO 1		1	1	1		-	-	-	-	-	-	-	1
CO 2	-	-	-	2	-	2	-	-	2	-	-	-	-
CO 3	-	-	-	-	-	3	-	-	3	-	-	-	3
CO 4	-	-	-	-	4	4	-	-	4	4	-	-	-

Correlation Levels:

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

#### Assessment Rubrics:

1. Prepare a personalized dictionary of important terms; each entry will be between 50-100 words, and students should cite texts they've read in class, as well as any other sources they've consulted.
2. Weekly Quizzes/ Surprise tests to be conducted 10%
3. There will be four short writing assignments in the form of analytical essays (3 pages each). Students may use these small essays to build into a long piece of writing on a single text or group of texts at the end of the term. 10%
4. Midterm Exam 10%
5. Final Exam 70%

#### Mapping of COs to Assessment Rubrics :

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

#### Suggested Reading

*The Penguin Dictionary of Literary Terms and Literary Theory*  
*Literary Theory: An Introduction*- Terry Eagleton

*The Rise of English*- Terry Eagleton

*Tradition and Individual Talent*- T. S. Eliot

*Literature and History*- Raymond Williams

*Feminist Literary Theory*- Toril Moi

*The Death and Return of the Author*- Seane Burke

*Postcolonialism: What is in a Name?*-Elleke Boehmer

*Eco criticism: What is it and Why does it Matter?*- Greg Garraard

*The Post- human* – Rosi Braidotti

Course Title		British Literature from 19 <sup>th</sup> Century to the Present				
Type of Course		Major				
Semester		VI				
Academic Level		300 -399				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours	
	4	4	-	-	60	
Pre-requisites		A passion to read, write and critically analyse literary texts,  A basic knowledge of the previous eras of British literature				
Course Summary		This course offers a comprehensive exploration of English literature from the 19th century to the present day. Emphasizing critical understanding and analysis, students will engage with literary texts identifying and analysing aesthetic richness, semantic properties, and cultural nuances of language.				

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Demonstrate a comprehensive understanding of major literary periods and movements from the 19th century to the present.	U	F	Quizzes/Tests
CO2	Analyse and interpret texts from various literary genres with a focus on aesthetic richness, semantic properties, and cultural nuances.	An	P	Assignment/Seminar/test
CO3	Develop critical thinking skills through close analysis of literary techniques, themes, and the historical context of works studied.	E	M	Assignment/Seminar/test
CO4	Develop the ability to articulate and express informed interpretations of texts both in written and oral forms.	C	M	Assignment/Seminar/test
<p>* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C)</p> <p># - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)</p>				

Detailed Syllabus:

Module	Unit	Content	Hrs	Marks
I		Victorian Literature	12	12
	1	Victorian era: key themes, features and the context	3	
	2	Charles Dickens: <i>Oliver Twist</i> (Chapters 1 to 5)	3	
	3	Oscar Wilde: <i>The Importance of Being Ernest</i> – Act I  *Act I is for classroom teaching. The remaining can be introduced as a summary or through an activity by the course instructor.	3	
	4	Matthew Arnold: “Dover Beach”	3	

		<p>Suggested activities:</p> <p>Students collaborate in groups to create a Victorian-era wall magazine, with each group focusing on a different aspect of society (e.g., politics, social reform, industry, arts etc.).</p> <p>Screen movies like Chaplin's <i>Modern Times</i> that depict the adverse impacts of Industrialization on ordinary individuals.</p> <p>Students can debate over the science-religion conflict.</p>		
II	Literature Post World War I		12	18
	5	Modernism in Literature: key themes, features and the context	2	
	6	Literary trends: Futurism, Cubism, Expressionism, Dadaism, Imagism, Stream of Consciousness.	2	
	7	Wilfred Owen: "Anthem for Doomed Youth"	1	
	8	W. B. Yeats: "The Second Coming"	2	
	9	T.S. Eliot: "The Waste Land" (section 1 – The Burial of the Dead)	3	
	10	Virginia Woolf: "The Mark on the Wall"	2	

		<p>Suggested activities:</p> <p>Students curate a mini exhibition, selecting and presenting artifacts, photographs, and primary sources that represent the cultural scenario, fostering a deeper understanding of the socio-cultural landscape during World War I and the interwar period.</p> <p>Students create collages representing themes of alienation, isolation, and disillusionment in modern society. They incorporate images, text excerpts, and symbols from the texts prescribed alongside contemporary images or news articles, fostering visual interpretation and critical reflection on the relevance of the works to contemporary issues.</p> <p>Conduct a writing workshop in the classroom where the students experiment with the narrative techniques. Through guided prompts and exercises, students explore the fluidity of thought and perception capturing the inner workings of characters' minds and emotions.</p>		
III	Literature Post World War II		13	20
	11	Literary trends: Existentialism, Absurdism, Angry Young Men, Comedy of Menace	2	
	12	Postmodernism: Metafiction, Intertextuality, Pastiche and Parody, fragmentation, Hyperreality, multiplicity of perspectives.	2	
	13	Angela Carter: "The Snow Child"	3	
	14	<p>Harold Pinter: <i>The Birthday Party</i>- Act I</p> <p><i>*Act I is for classroom teaching. The remaining can be introduced as a summary or through an activity by the course instructor.</i></p>	3	
	15	Salman Rushdie: <i>Midnight's Children</i> : Chapter 1	3	



		<p>Suggested activities:</p> <p>Organize a literary quest where students search for examples of postmodern techniques in various texts. Texts can be suggested by instructors. They analyse and submit assignments on how authors employ these techniques to weave together multiple literary references, fostering critical thinking and literary analysis skills.</p> <p>Students can perform a dramatic reading of Act 1 of Harold Pinter's <i>The Birthday Party</i>, focusing on the absurd dialogue, nonsensical situations, and existential themes. They analyse the text's use of language and staging to convey the absurdity of human existence, prompting discussions on the nature of reality and identity in the face of absurdity.</p>		
IV	Twenty-first century Literature		13	20
	16	Key themes: Transnationalism, migration, memory, virtual reality, climatic change	2	
	17	Warsan Shire: "Conversations About Home (At the Deportation Centre)"	1	
	18	Carol Ann Duffy – "Text"	1	
	19	Alice Oswald: "Dunt: A Poem for a Dried-Up River"	2	
	20	Simon Armitage: "Thank You for Waiting"	2	
	21	Lucy Kirkwood: <i>Children</i>	2	
	22	Julian Barnes: <i>The Sense of an Ending</i>	3	
V	Open Ended Module: Contemporary Voices in Literature		12	10

		<p>The instructor can choose a recent text (or texts) of their choice and introduce it using activities or methods that suit their teaching style and goals.</p> <p>Open-Ended Exploration and Assessment:</p> <p>Writing analytical essays</p> <p>Presentation on a related topic</p> <p>Critical response papers (students responding to prompts/ questions about the text)</p> <p>Individual Research Paper (peer-reviewed)</p> <p>Creative projects</p> <p>Quizzes or exams</p>		
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Note: The course is divided into five modules, with four having total 22 fixed units and one open-ended module with a variable number of units. There are total 48 instructional hours for the fixed modules and 12 hours for the open-ended one. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). The final exam, however, covers only the 22 units from the fixed modules.

Mapping of COs with PSOs and POs :

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO 1	-	-	-	-	-	2	3	-	-	-	-	-	-
CO 2	2	-	3	-	-	3	3	-	-	-	-	-	-
CO 3	1	-	3	-	-	3	2	-	2	-	3	-	3
CO 4	3	-	-	-	-	3	3	-	3	-	-	-	3

### Correlation Levels:

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

### Assessment Rubrics:

Components	Modules (I to IV) 20 marks	Module V (open) 10 marks
Quiz/test	10	4
Assignment	4	2
Seminar	6	4

### Mapping of COs to Assessment Rubrics:

	Quiz/test	Assignment	Seminar	End Semester Examinations
CO 1	✓	✓		✓
CO 2	✓	✓	✓	✓
CO 3	✓	✓	✓	✓
CO 4	✓	✓	✓	✓

### Suggested Reading List:

Abrams, M. H., Geoffrey Galt Harpham. *A Glossary of Literary Terms*. Cengage India Private Limited. 2015

Prasad, B. *A Background to the Study of English Literature*. Laxmi Publications, 2016

Greenblatt, Stephen, editor. *The Norton Anthology of English Literature: The Victorian Age*. W. W. Norton & Company, 2006.

Kern, Stephen. *The Modernist Novel: A Critical Introduction*. Cambridge University Press, 2011.

Howarth, Peter. *The Cambridge Introduction to Modernist Poetry*. Cambridge University Press, 2011.

Judt, Tony. *Postwar: A History of Europe Since 1945*. Vintage, 2010.

Bentley, Nick. *Contemporary British Fiction*. Red Globe Press, 2018.

Course Title        **INTRODUCTION TO LINGUISTICS**

Type of Course    Major

Semester          VI

Academic Level   300 – 399

Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60

Pre-requisites    1. Familiarity with basic concepts of language

Course Summary   This course provides an overview of the fundamental concepts in linguistics, exploring the structure and function of language. Through theoretical discussions, hands-on activities, and practical applications, students will gain a foundational understanding of linguistic principles and their real-world implications.

### Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Identify the fundamentals of language, linguistics and their subfields.	R	F	Instructor-created exams / Quiz
CO2	Distinguish between various linguistic varieties and explain the basics of language, linguistics and various approaches to linguistic studies.	U	C	Assignment /  Written tests
CO3	Apply linguistic concepts in language use in a real-world context	Ap	P	Seminar Presentation / Group Tutorial Work
CO4	Analyse the phonological, morphological, syntactical, semantic and pragmatic components of English Language	An	C	Instructor-created exams / Home Assignments
CO5	Evaluate linguistic concepts assessing their contribution to various discourses	E	M	Seminar presentation  Written test
CO6	Create and perform activities to illustrate various linguistic principles	C	P	Observation of practical skills
<p>* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C)</p> <p># - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)</p>				

### Detailed Syllabus:

Module	Unit	Content	Hrs	Marks
I	Language and linguistics		10	15
	1	Language and Linguistics definitions and characteristics	2	
	2	Introduction to the levels of linguistic analysis: - Phonetics, phonology, morphology, syntax, semantics, and discourse	3	
	3	Approaches to the study of linguistics - synchronic & diachronic - descriptive & prescriptive - langue, parole, competence and performance, sign, signified and signifier	3	
	4	Language varieties: Idiolect – Dialect – Isogloss- Register – Pidgin-Creole - Bilingualism – Diglossia	2	
		Activities: Group presentations on the various aspects of language and linguistics. Identifying locally available language varieties such as Dialects, Pidgins and Creoles.		

		<p>References:</p> <p>Syal, Pushpinder. V. Jindal. <i>An Introduction to Linguistics Language, Grammar and Semantics</i>, second edition. Prentice-Hall of India Pvt. Ltd. 2013. (for module 1)</p> <p>What is Linguistics You Tube Link for module 1</p> <p><a href="https://www.youtube.com/watch?v=bzz1pFWAtMo&amp;t=371s">https://www.youtube.com/watch?v=bzz1pFWAtMo&amp;t=371s</a></p>		
II	Phonetics and Phonology		13	20
	5	Introduction to Phonetics and Phonology	2	
	6	Articulatory, acoustics and auditory phonetics	3	
	7	Branches of Phonology an overview- segmental phonology, suprasegmental phonology	3	
	8	Basic units of Phonology- Phonemes and allophones	2	
	9	Phonological processes and rules in languages	3	
		Activities: Speech production and perception exercises. Identifying phonological processes in your mother tongue.		
		<p>References:</p> <p>Phonetics and Phonology YouTube link (for unit 5)</p> <p><a href="https://www.youtube.com/watch?v=9l6n1Ma4TiI">https://www.youtube.com/watch?v=9l6n1Ma4TiI</a></p> <p>2) Cruttenden Alan. <i>Gimson's Pronunciation of English</i>. 7th ed 7th ed. Hodder Education.2008. pp 3&amp;4 pp 7-24 (for unit 6)</p> <p>3) V. Syamala. <i>A Textbook of English Phonetics and Structure for Indian Students</i>. Sharathganga Publications. 1992. pp 77-110 (for unit 7).</p> <p>4) Delahunty, Gerald P., &amp; James J. Garvey. <i>The English Language: From Sound to Sense</i>. The WAC Clearinghouse; Parlor Press. 2010. pp 107-116 (for units 8 and 9)</p>		
111		Morphology and Syntax	15	20

	10	Introduction to Morphology and Syntax	2	
	11	Word structure- root, stem, affixes, morphemes, allomorphs, free morphemes bound morphemes, derivational and inflectional morphemes on	3	
	12	Morphological operations of the world's languages: word formation	2	
	13	Major syntactic structures an overview - phrases, clauses, sentences	3	
	14	Introduction to Traditional Grammar, Structural Grammar, Phrase Structure Grammar and Transformative Generative Grammar	3	
	15	Introduction to IC Analysis	2	
		Activities: Morphological analysis exercises. Analysing sentence patterns. Group discussions on different types of grammar.		
		References:  V. Syamala. <i>A Textbook of English Phonetics and Structure for Indian Students</i> . Sharathganga Publications. 1992. pp 123-200		
IV		Semantics and Pragmatics	10	15
	16	Basics of Semantics-Understanding meaning in language	2	
	17	Pragmatics and Language Use	2	
	18	Difference between Semantics and Pragmatics	2	
	19	Lexical Relations: Synonymy, Antonymy, Polysemy, Homonymy, Hyponymy, Homophony	2	
	20	Exploring how context influences language use. Deixis: Person, Place, Time, Discourse and Culture	2	
		Activity: Semantic analysis exercises. Pragmatic analysis of conversational data. Role-playing scenarios to illustrate pragmatic and semantic principles	1	
		Yule, George. <i>The Study of Language</i> . 6th. Ed Cambridge:Cambridge University Press, 2017. pp 319- 340, 360- 378.	1	
V		Open Ended Module: Linguistics in Real life	12	
	1	Case studies, Student-led research of Regional Language Variants (research projects, preparation of dialect maps or linguistic atlases, analysis of language use in media)		

#### Core texts

Cruttenden Alan. *Gimson's Pronunciation of English*. 7th ed 7th ed. Hodder Education. 2008.

Delahunty, Gerald P., & James J. Garvey. *The English Language: From Sound to Sense*. The WAC Clearinghouse; Parlor Press. 2010.

Syal, Pushpinder. V. Jindal. *An Introduction to Linguistics Language, Grammar and Semantics*, second edition. Prentice-Hall of India Pvt. Ltd. 2013.

V. Syamala. *A Textbook of English Phonetics and Structure for Indian Students*. Sharathganga Publications. 1992.

Yule, George. *The Study of Language*. 6th. Ed Cambridge: Cambridge University Press, 2017.

#### Suggested Reading

Allan Keith, *The Routledge Handbook of Linguistics*, Routledge 2016.

Bloomfield, L. *Language*. Rinehart & Winston. 1933.

Carr Philip. *English Phonetics and Phonology: An Introduction*. Wiley Blackwell. 2006.

Chomsky Noam. *Syntactic Structures*, Mouton de Gruyter. 2002.

De Saussure, Ferdinand. (Edited by Charles Bally and Albert Sechehaye, Translated by Wade Baskin). *Course in General Linguistics*. McGraw-Hill Book Company. 1966.

Fasold, Ralph W., and Jeff Connor-Linton, editors. *An Introduction to Language and Linguistics*. 2nd ed. Cambridge: Cambridge University Press, 2014.

Fromkin Victoria et.al., *Linguistics: An Introduction to Linguistic Theory*.

Wiley. 2018

Halliday, M. A. K. *System and Function in Language: Selected Papers*. Oxford University Press, 1976.

Hurford James R. et al. *Semantics: A Coursebook*. Cambridge University Press. 2007.

Ladefoged Peter and Keith Johnson, *A Course in Phonetics*. Cengage Learning. 2011.



Note: The course is divided into five modules, with four having a total of 20 fixed units and one open-ended module with a variable number of units. There are a total of 48 instructional hours for the fixed modules and 12 hours for the open-ended ones. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). The final exam, however, covers only the 20 units from the fixed modules.

Mapping of COs with PSOs:

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO 6	PO 1	PO 2	PO3	PO4	PO5	PO6	PO7
CO 1	3	2	-	-	-	-	3	-	-	-	-	-	-
CO 2	3	2	-	-	-	-	3	-	-	-	-	-	-
CO 3	2	2	-	3	-	-	-	-	-	-	3	-	-
CO 4	2	2	3	-	-	-	-	-	-	-	-	-	-
CO 5	2	2	2	-	-	3	-	-	-	-	3	-	-
CO 6	2	3	-	-	1	-	-	-	-	-	3	-	-

Correlation Levels:

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

Assessment Rubrics:

Test paper/ Mid Semester Examination 10%

seminar/ viva/ quiz 10%

Assignment 10%

External: Written Exam 70%

Mapping of COs to Assessment Rubrics:

	Viva voce/ Written Exam	Seminar/Assignment	Observation of practical skills	End Semester Examinations
CO 1	✓			✓
CO 2	✓			✓
CO 3		✓		✓
CO 4		✓		✓
CO 5		✓		✓
CO 6			✓	

Course Title	<b>Divergent Narratives</b>				
Type of Course	Major				
Semester	VI				
Academic Level	300-399				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60
Pre-requisites	Basic understanding of literary interpretation and analysis.				
Course Summary	The course bridges the realms of identity, existentialism, and artistic expression, weaving together thought-provoking discussions on education, meaning, societal perspectives, and graphic novels. Culminating in interviews with local artists, the course provides a holistic exploration of how literature and philosophy shape and reflect the human experience, both historically and in our contemporary context.				

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Communicate effectively through well-structured and coherent written responses, participating thoughtfully in class discussions, and delivering clear presentations.	Ap	P	Assignment Seminar Presentation In-class discussion Written Test
CO2	Exhibit cultural competence by understanding and appreciating the diversity of literary expressions across different cultures and historical periods.	Ap	C	Assignment Seminar Presentation In-class discussion Written Test
CO3	Apply comparative analysis skills to identify commonalities and differences in literary works, recognizing the broader human experiences they represent.	Ap	P	Assignment Seminar Presentation In-class discussion Written Test
CO4	Demonstrate the ability to critically analyze and interpret literary texts, articulating insightful and well-supported arguments.	An	P	Assignment Seminar Presentation In-class discussion Written Test

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

# - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)

## Detailed Syllabus

Module	Unit	Content	Hrs	Marks
I	Literary Reflections on Identity and Education		13	20
	1	W.E.B. Du Bois' - "Of the Meaning of Progress" from <i>The Souls of Black Folk</i>	4	

	2	Vijayarajamallika - Neither Boy nor Girl	2	
	3	Langston Hughes - Theme for English B	3	
	4	Derek Walcott - Love After Love	2	
	5	Audre Lorde - A Litany for Survival	2	
		<p>Suggested Activities</p> <p>After studying works by Du Bois, Vijayarajamallika, Hughes, Walcott, and Lorde, students reflect on personal moments related to identity and self-expression. Students creatively express these reflections through writing, art, or storytelling. Sharing their creations with the class encourages discussion and empathy, exploring diverse perspectives.</p>		
II	Existence, Meaning, and Artistic Expression		12	20
	6	Viktor E. Frankl - "Views on Art" (from "Man's Search for Meaning" -p52)	4	
	7	Emily Dickinson - "I Dwell in Possibility"	2	
	8	Rosie King - 'How Autism freed me to be myself' - Tedmed Talk <a href="#">How autism freed me to be myself   Rosie King</a>	2	
	9	Mary Oliver - "The Summer Day"	2	
	10	Daniel Zvereff - 'Life is a Particle Time is a Wave'- Animated Short Film	2	
		Suggested Activity: Students select a creative medium to interpret and express themes of existence, identity, and perspective drawn from a curated selection of literary and artistic works including writings by Viktor E. Frankl and Emily Dickinson, Rosie King's TED Talk, Mary Oliver's poetry, and Daniel Zvereff's animated short film. Throughout the session, students work individually or collaboratively to produce their interpretations, followed by presentations to the class, fostering critical thinking, creativity, and discussion about the diverse ways in which complex ideas can be conveyed through different artistic mediums.		
III	Diverse Perspectives on Life and Society		13	15
	11	Seneca - "On the Shortness of Life " (Translated by C.D.N Costa, p1-5)	3	
	12	Kurt Vonnegut - "Harrison Bergeron"	4	
	13	Italo Calvino- "The Man who shouted Teresa"	2	
	14	Karel Capek "R.U.R" (Translated by David Willie) Act III	4	

		<p>Suggested Activities:</p> <ol style="list-style-type: none"> <li>1. Create a visual representation of Seneca's views on life's brevity, using mediums like posters, infographics, or short videos. Encourage modern interpretations to connect his philosophy with current perspectives.</li> <li>2. Facilitate a Socratic seminar where students analyze sections of Seneca's "On the Shortness of Life" in small groups. Encourage sharing of key themes and engaging discussions on diverse perspectives from the text.</li> <li>3. Students enact scenes from R.U.R. and discuss its relevance to contemporary AI advancements.</li> </ol>		
IV	Graphic Novels and Cross-Cultural Narratives		10	15
	15	Subhash Vyam Srividya Natarajan, S. Anand, Durgabai Vyam - "Bhimayana" - Graphic Novel on Ambedkar	4	
	16	P. K. Prakash - "Luminous White"	3	
	17	Roel Sterckx - "Dao" (Chinese Thought: From Confucius to Cook Ding)	3	
		<p>Suggested Activities:</p> <ol style="list-style-type: none"> <li>1. Compare "Bhimayana" with another graphic novel exploring cultural and social themes. Analyze narrative styles, artistic techniques, and cultural contexts. Discuss how graphic novels promote cross-cultural understanding.</li> <li>2. Encourage students to create their own graphic novel panel or short story inspired by "Bhimayana." Emphasize cross-cultural understanding and empathy. Facilitate sharing and discussion of creative responses to showcase diverse perspectives.</li> </ol>		
V	Open Ended Module:		12	
		Exploring the Intersection of Artistic Expression and Literary/Philosophical Themes: Interviews with Local Artists and Creation of Visual Artwork.	12	

Mapping of COs with PSOs and POs :

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	2	2	-	-	1	-	2	-	-	-	-	-	-
CO2	2	-	3	-	2	-	-	1	-	-	-	2	-
CO3	1	-	2	-	-	2	3	2	-	-	-	2	1
CO4	2	1	3	-	1	1	-	3	-	-	2	1	1

Correlation Levels:

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

Assessment Rubrics:

Components	Modules (I to IV) 20 marks	Module V (open) 10 marks
Written test	10	4
Listening Assignments	4	2
Seminar/quiz/Pronunciation tests	6	4

Quiz / Assignment/ Quiz/ Discussion / Seminar (30%)

Final Exam (70%)

Mapping of COs to Assessment Rubrics :

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

### Core Reading

1. W.E.B. Du Bois - The Souls of Black Folk
2. Langston Hughes - Theme for English B
3. Audre Lorde - A Litany for Survival
4. Viktor E. Frankl - Views on Art (from Man's Search for Meaning)
5. Emily Dickinson - I Dwell in Possibility
6. Kurt Vonnegut - Harrison Bergeron
7. Italo Calvino - The Man Who Shouted Teresa
8. Seneca - On the Shortness of Life (Translated by C.D.N Costa, p1-5)
9. Karel Capek - R.U.R (Translated by David Willie) Act III
10. Subhash Vyam Srividya Natarajan, S. Anand, Durgabai Vyam - Bhimayana: Experiences of Untouchability (Graphic Novel on Ambedkar)

### Suggested Reading

Title: Literature and Philosophy: A Guide to Contemporary Debates

Editors: Nigel Warburton and David Edmonds

Publisher: Routledge

Title: Race, Ethnicity, and Philosophy: Selected Readings

Editors: Naomi Zack

Publisher: Routledge

Correlation Levels:

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

Assessment Rubrics:

§ Quiz / Assignment/ Discussion / Seminar 10%

§ Internal Exam 10%

§ Assignments (10%)

§ Final Exam (70%)

Mapping of COs to Assessment Rubrics :



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

Course Title		ADVANCED ENGLISH LANGUAGE TEACHING				
Type of Course		Major				
Semester		VII				
Academic Level		400				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours	
	4	4	-	-	60	
Pre-requisites		Basics of ELT				
Course Summary		This advanced ELT course aims to refine participants' pedagogical skills in teaching English at an advanced level. It explores advanced theories, methodologies, and practical strategies for teaching English as a second language, emphasizing interactive and student-centred approaches tailored to the challenges of advanced learners. Through a combination of theoretical insights and practical applications, including ICT integration, educators will develop the expertise to nurture language proficiency, critical thinking, and effective communication in advanced language learners.				

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Comprehend the advanced theories in ELT	U	P	Assignment Seminar Presentation In-class discussion Written Test
CO2	implement innovative teaching methodologies	Ap	P	Assignment discussion Seminar Presentation
CO3	Demonstrate proficiency in varied digital and technological tools to transact the lessons	Ap.	P	Discussion Written Test Projects
CO4	Analyse various theories and approaches in ELT	An	C	Assignment In-class discussion Written Test
CO5	Design lesson plans & assessment tools for diverse learners.	C	M	Assignments Written test Practical
* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C)				
# - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)				

#### Detailed Syllabus:

Module	Unit	Content	Hrs	Marks
I		Advanced Theories and Approaches of Language Acquisition	19	24

	1	<p>Constructivist-Sociocultural and Cognitive Theories1</p> <p>Overview of Constructivist Theory</p> <p>Sociocultural Theory of Language Acquisition (Vygotsky)</p> <p>Activities: Discussion on key principles of constructivist, sociocultural, and cognitive theories.</p> <p>Group activities analysing case studies applying these theories to language learning contexts</p> <p>Reflective journaling and personal teaching practices in light of these theories.</p>	4	
	2	<p>Constructivist-Sociocultural and Cognitive Theories</p> <p>Cognitive Approach to Language Learning (Piaget)</p> <p>Implications of these theories for language teaching and learning</p> <p>Activities: Discussion on key principles of constructivist, sociocultural, and cognitive theories</p>	3	
	3	<p>Task-Based Language Teaching (TBLT)</p> <p>Activities: Workshop on designing task-based activities, Peer observation and feedback sessions on implementing TBLT , Analysis of authentic task-based materials, Group project to create lesson plan</p>	3	
	4	<p>Interactive Strategies for Advanced Language Acquisition</p> <p>Activities: Role-playing exercises simulating real-life communication situations. Peer-led discussions and debates on language-related topics. Collaborative projects requiring teamwork and communication.</p> <p>Hands-on practice using language learning apps and online platforms.</p>	3	

	5	Krashen's Monitor Model  Activities:Theoretical Discussions; Group discussions on key theories with a focus on practical applications  .	3	
	6	Cummins' theories on cognitive academic language proficiency (CALP) and basic interpersonal communicative skills (BICS)  Activities : Debate on theoretical approaches: Students argue for / Against assigned theories/Approach  Collaborative projects exploring real-world applications of these theories in language education contexts	3	
II	Language Pedagogy and Skills Development		8	18
	7	Teaching Prose &Poetry  Activities:Group work revising the ELT lesson plans and critically analysing how far the theories of teaching poetry and prose is successfully realised in these lesson plans .if there any problem found they have to refine their lesson plans accordingly and they have to come up the reason for the change.	3	
	8	Vocabulary Instruction in Advanced Language Education  Activities: Workshop on effective vocabulary instruction techniques  Group activities developing vocabulary teaching strategies and presentation. Collaborative lesson planning incorporating vocabulary instruction	2	
	9	Advanced Grammar Instruction and Effective Teaching Approaches  Activities:Interactive workshops on teaching advanced grammar structures .Students are asked to choose a theory or an approach and to make a lesson plan for a Grammar class and present it to their class  Peer-teaching and micro-teaching sessions for practical application	3	
III		Principles and Practices of Advanced Proficiency Assessments	6	15

	10	Principles underlying advanced proficiency assessments.  Activities:group discussion on principles of advanced proficiency assessments  Small group activities creating assessment instruments  Peer review and refinement of assessments	2	
	11	Formative and Summative Assessment  Activities: Group discussion or a debate on the effectiveness of formative/summative evaluation.	2	
	12	Strategies for formative and summative assessment  Activities: Group activities developing assessment strategies  Role-play scenarios administering and interpreting assessments.	2	
IV	Adaptive Teaching Strategies and Integrating Technology in Advanced ELT		15	13
	13	Psychology of Education : Diverse Learner Profiles  Activities: Workshop on Diverse Learners Profiles	1	
	14	Differentiated Instruction Techniques  Activities:Workshops on teaching methodologies for diverse learners  Small group activities developing differentiated lesson plans  Peer review and feedback on lesson plans	2	

	15	<p>Assessment and Feedback for diverse learners</p> <p>Activities: Workshops on assessment strategies for diverse learners</p> <p>Small group activities creating assessment tools.</p> <p>Role-play scenarios administering and interpreting assessments</p>	2	
	16	<p>Integrating Technology in Advanced ELT</p> <p>Introduction to the role of technology in advanced ELT</p> <p>Activities: demonstrative lesson with or without IT group discussion on the effectiveness of IT integrated learning, discussion on the importance of technology in ELT</p>	2	
	17	<p>Effective Integration of Technology</p> <p>Activities: Group activities analysing case studies of successful technology integration Demonstrative class with or without technology and ask them to find out the difference</p>	2	
	18	<p>Digital Tools and Resources 1</p> <p>Overview of digital tools and resources for language instruction Google Classroom, Duolingo ,Quizlet , Zoom, Pear deck, Edpuzzle, Kahoot!, ReadWorks etc.</p> <p>Activities:</p> <p>Exploration and hands-on practice with specific digital tools:</p> <p>Group Activity Students in Each group finding out the effective way to incorporate these tools in to their already made lesson plans of the previous classes</p>	2	

	19	Digital Tools and Resources 2  Insert learning, Google Scholar, Wikipedia etc.	1	
	20	Online and Blended Learning  Activities  Case studies analysis of successful online and blended learning programs  Group activities designing online and blended learning lesson plans	2	
	21  22	Implementation of Technology Tools in ELT  Practical training sessions on using Google Classroom, Zoom, Pear Deck, etc.  Activities: Training sessions on specific technology tools  Collaborative lesson planning integrating technology tools Group discussions on experiences with technology integration  Analysis of student engagement and learning outcomes in technology-enhanced lessons  Individual reflections on areas for improvement	1	
V	Open Ended Module		12	
	Consider offering the students the chance to create and lead virtual English language lessons or workshops using online platforms       I suggest coordinating a teaching internship at a local school to acquire practical, real-world experience.			

Mapping of COs with PSOs and POs :

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PO1	PO2	PO3	PO4	PO5	PO6	P07
CO 1	3	-	-	-	-	3	3	2		3	-		-
CO 2	-	3	2	3	-	-	2			-	2		-
CO 3	3	-	-		3	-	-	3		3	3		2
CO4	-	-	-	3	3	-	2			3		2	
CO5	3	3	2	2	2	3				3	3	2	2

#### Correlation Levels:

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

#### Assessment Rubrics:

Quiz / Assignment/ Quiz/ Discussion / Seminar 10%

Midterm Exam 10%

Teaching practice(10%)[ II&IV Modules]

Final Exam (70%)[ Theory]

#### Mapping of COs to Assessment Rubrics:



	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
CO 1	✓	✓		✓
CO 2	✓	✓	✓	✓
CO 3	✓	✓		✓
CO 4	✓	✓		✓
CO5	✓	✓	✓	✓

### References

Core texts1. Nagaraj, Geetha. English Language Teaching. Orient Blackswan: 2021. ISBN-13: 978-9354420788 ISBN-10: 9354420788

2. Sivarajan K. & P.P. John. The Methodology of Teaching English.

3 Nunan, David. Task-based languageteaching. Cambridge university press, 2004. Fu, Gail Schaefer.

4. "Teaching by principles: An Interactive approach to language pedagogy." Asian Journal of English L Fu, Gail Schaefer.

"Teaching by principles: An Interactive approach to language pedagogy." Asian Journal of English Language Teaching 8 (1998): 117-123. language Teaching 8 (1998): 117-123.

5. Richards JC, Rodgers TS. Major language trends in twentieth-century language teaching. In: Approaches and Methods in Language Teaching. Cambridge Language Teaching Library. Cambridge University Press; 2001:1-2.

### Suggested Readings

1. Har n, H. Douglas. Principles of Language Learning and Teaching. US: J. Carey, 1993. ISBN 0-13-191966-0

2. Tickoo M.L. Teaching and Learning English: A Sourcebook for Teachers and Teacher-Trainers. Bangalore: Orient Balckswan: 2009. ISBN 13 978 81 250 2307 4

3. Richards Jack C. & Theodore S. Rodgers. Approaches and Methods in Language Teaching. UK: Cambridge UP, 2010. ISBN 0 521 68325 4 (pbk)

4. Harmer, Jeremy. The Practice of English Language Teaching. New York: Longman, 1996. ISBN 0-582-74612-4

5. Scrivener, Jim. "The essential guide to English language teaching." (2010).

6 Richards, Jack C., and Theodore S. Rodgers. Approaches and methods in language teaching. Cambridge university press, 2014.

7. Russell, Victoria. Kathryn Murphy-Judy Teaching Language Online

8. Krashen, S. (1981). Second language acquisition and second language learning. Oxford: Pergamon Press.

9. Cummins, J. (2000). Language, power, and pedagogy: Bilingual children in the crossfire. Clevedon, UK: Multilingual Matters.

A Guide for Designing, Developing, and Delivering Online, Blended, and Flipped Language Courses

Suggested online courses;-

Coursera: Course: Teaching English: How to Plan a Great Lesson

edX: Course: TESOL Strategies: Supporting ESL Students in Mainstream Classrooms

Future Learn: Course: Teaching English: How to Make Language Lessons More Engaging

TESOL International Association:

Advanced Practitioner Certificate in TESOL; Online Teacher Training: Advanced Certificate

British Council: Course: Teaching for Success: Learning and Learners

University of Oregon (via Canvas Network):

Teaching English to Speakers of Other Languages (TESOL) Advanced Methods Cambridge University Press - Cambridge English Language Assessment

Suggested online courses;-

Coursera: Course: Teaching English: How to Plan a Great Lesson

edX: Course: TESOL Strategies: Supporting ESL Students in Mainstream Classrooms

Future Learn: Course: Teaching English: How to Make Language Lessons More Engaging

TESOL International Association:

Advanced Practitioner Certificate in TESOL; Online Teacher Training: Advanced Certificate

British Council: Course: Teaching for Success: Learning and Learners

University of Oregon (via Canvas Network):

Course Title	<b>Fundamentals of Aesthetics</b>				
Type of Course	Major				
Semester	VII				
Academic Level	400-499				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60
Pre-requisites	A basic understanding of literature and visual culture				
Course Summary	This course investigates the convergence of aesthetics, literature and visual culture with a particular emphasis on how aesthetic principles influence our comprehension and admiration of the visual and the literary. It offers an introductory exploration of the essential concepts and theories within the field of aesthetics and delves into the examination of the nature and appreciation of beauty, art, and the philosophical underpinnings of aesthetics. Students will actively interact with texts and artworks, fostering the cultivation of critical thinking abilities and the acquisition of diverse aesthetic viewpoints.				

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Demonstrate research skills in argument construction about aesthetic concepts	U	F	Assignment Seminar Presentation In-class discussion Written Test
CO2	Demonstrate a critical understanding of central topics in the philosophy of art	U	C	Assignment Seminar Presentation In-class discussion Written Test
CO3	Interpret texts independently from a variety of historical and contemporary sources	An	C	Assignment Seminar Presentation In-class discussion Written Test
CO4	Evaluate and compare complex aesthetic arguments and judgements	E	C	Assignment Seminar Presentation In-class discussion Written Test
<p>* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C)</p> <p># - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)</p>				

Detailed Syllabus:

Module	Unit	Content	Hrs	Marks
			(48 +12)	(70)
I	Introduction to Aesthetics		10	15
	1	Definition of aesthetics	3	
	2	Imitation, Representation	3	

	3	Inspiration and the Intention of the Artist	2	
	4	Formal Analysis	2	
		Activity-Review texts, music and images subjectively and try to derive objective consensus.		
	References:  “Art and the Aesthetic” by Marcia Muelder Eaton from <i>Blackwell Guide to Aesthetics</i> edited by Peter Kivy (2004)  Aesthetics- <a href="https://www.youtube.com/watch?v=8bMGStypFWY">https://www.youtube.com/watch?v=8bMGStypFWY</a>			
II	Philosophical Foundations		10	15
	5	What is art?	1	
	6	Plato and Aristotle on art and beauty	2	
	7	Art as Transaction of feeling (Tolstoy’s idea in <i>What is Art</i> )	2	
	8	Indian theories of Beauty	1	
	9	Rasa, Alankara	2	
	10	Aucitya, Dhvani	2	
		Activity- The class group to discuss philosophies prescribed		
	References:  <i>Poetics</i> by Aristotle  Rasa theory by SN Das Gupta  Chapter 1 of <i>What is Art</i> by Tolstoy <a href="https://www.gutenberg.org/files/64908/64908-h/64908-h.htm#chap01">https://www.gutenberg.org/files/64908/64908-h/64908-h.htm#chap01</a>			
III	The Contemporary in Aesthetics		20	25
	11	Modernism	5	
	12	Avant-garde Aesthetics	5	
	13	Adaptation and the aesthetics of intertextuality	5	
	14	Digital aesthetics	5	
		Activity- Beauty as a cultural construct--Preparing Social media stories/ posts and discussing their aesthetic choices		
	References:  “Avant-Garde”, “Postmodernism” and “Modernism” in <i>The A to Z of Aesthetics</i> by Dabney Townsend			
IV	Aesthetics and Audience		8	15
	15	Aesthetics and the mass media	2	
	16	Attitudes of the Audience	2	

	17	Art as an institution	2	
	18	Interpreting art	2	
		Activity- Adapt texts/parts of literary texts to mass media formats, interpret artforms		
	References:  Aesthetics- <a href="https://iep.utm.edu/aesthetics/">https://iep.utm.edu/aesthetics/</a>  Aesthetic Appreciation- <a href="https://www.youtube.com/watch?v=NZ5duzln2wI">https://www.youtube.com/watch?v=NZ5duzln2wI</a>			
V	Open Ended Module: Applied Aesthetics		12	
	1	The students may be encouraged to make short films that cater to different schools of aesthetics  Students with creative writing abilities may bring out collections of short stories or poems that have a specific aesthetic bend	12	

## Suggested Readings:

### Books:

Adorno, Theodor W. *Aesthetic Theory*. University of Minnesota Press, 1998.

Beardsley, Monroe. *Aesthetics from Classical Greece to the Present*.

Berger, John. *Ways of Seeing*. Mass Market, 2008.

Bourdieu, Pierre. *Distinction: A Social Critique of the Judgment of Taste*. Routledge, 2010.

Cahn, Steven M. and Aaron Meskin. *Aesthetics: A Comprehensive Anthology*. Blackwell, 2007.

Danto, Arthur C. *What Art is*. Yale University Press, 2014.

Danto, Arthur C. *The Transfiguration of the Commonplace: A Philosophy of Art*. Harvard University Press, 1983.

Eagleton, Terry. *The Ideology of the Aesthetic*. Wiley-Blackwell, 1991.

Gaut, Berys (Ed.) et al. *The Routledge Companion to Aesthetics*. Routledge, 2005

Goldblatt, David and Lee B. Brown. *Aesthetics: A Reader in Philosophy of the Arts*. Routledge, 2004.

Kivy, Peter. *The Blackwell Guide to Aesthetics*. Blackwell, 2004.

Kul-Want, Christopher. *Introducing Aesthetics: A Graphic Guide*. Icon Books, 2010.

Preziosi, Donald. *The Art of Art History: A Critical Anthology*. OUP, 2009.

Scruton, Roger. *Aesthetic Understanding: Essays in the Philosophy of Art and Culture*, St Augustine's Press 1998.

Townsend, Dabney. *An Introduction to Aesthetics: Classic and Contemporary Readings*. Wiley-Blackwell, 1997.

### Academic Journals:

*British Journal of Aesthetics*. <https://academic.oup.com/bjaesthetics>

*The Journal of Aesthetics and Art Criticism*. <https://academic.oup.com/jaac>

### Online Resources:

Internet Encyclopedia of Philosophy - Aesthetics (URL: <https://www.iep.utm.edu/aestheti/>)

Stanford Encyclopedia of Philosophy – Aesthetics, (URL: <https://plato.stanford.edu/entries/aesthetics/>)

Note: The course is divided into five modules, with four modules together having total 18 fixed units and one open-ended module with a variable number of units. There are total 48 instructional hours for the fixed modules and 12 hours for the open-ended one. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). The final exam, however, covers only the 18 units from the fixed modules. The 70 marks shown in the last column, distributed over the first four modules, is only for the external examination.

Mapping of COs with PSOs and POs :

	PS O1	PS O2	PS O3	PS O4	PS O5	PS O6	PO 1	PO 2	PO 3	PO 4	PO 5	PO6	PO7
CO 1	-	-	-	-	-	1	-	-	-	-	-	-	1
CO 2	2	-	-	-	-	-	-	-	-	-	2	-	-
CO 3	-	-	3	-	-	-	3	-	-	-	-	-	-
CO 4	-	-	-	-	4	-	-	4	-	-	-	-	-

Correlation Levels:

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

Assessment Rubrics: Internal

Test paper/ Mid Semester Examination 10%

Seminar/ Viva/ Quiz 10%

Assignment 10%

Final Exam (70%)



### Mapping of COs to Assessment Rubrics:

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

Course Title		Digital Humanities				
Type of Course		Major				
Semester		VII				
Academic Level		400-499				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours	
	4	4	-	-	60	
Pre-requisites		Basic understanding of humanities studies and familiarity with digital tools and technologies				
Course Summary		This course offers an introductory exploration of the field of Digital Humanities, focusing on the diverse ways in which technology can enhance academic investigation, analysis, and communication within the humanities. It will encourage students to engage in the investigation and analysis of digital tools, approaches, and critical perspectives. It aims to bring an understanding of the impact of technology on the examination and dissemination of the literary, the cultural and the historical.				

C course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Use Digitally-oriented research objectives, methodologies, and media in discipline-specific investigations.	Ap	C	Assignment Seminar Presentation In-class discussion Written Test
CO2	Analyse information and technology in a critical manner.	An	F	Assignment Seminar Presentation In-class discussion Written Test
CO3	Evaluate existing digital platforms that can be used for data creation, curation and analysis within different fields like literature, history, arts, and music.	E	C	Assignment Seminar Presentation In-class discussion Written Test
CO4	Formulate digital methods projects that have humanities questions at the core.	C	C	Assignment Seminar Presentation In-class discussion Written Test

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

# - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)

### Detailed Syllabus:

Module	Unit	Content	Hrs  (48 +12)	Marks  (70)
I	Understanding Digital Humanities		10	15
	1	Defining Humanism	2	
	2	Historical overview and development of Humanities	2	
	3	Evolution of digital technology	1	
	4	Defining Digital Humanities	2	
	5	New media experience	2	
	6	Artificial intelligence and machine learning	1	
		Activity- In groups, students use AI tools in the class for academic/research purposes. Group discussions may be arranged to share the experiences.		
		References:  What is Digital Humanities? -  <a href="https://www.youtube.com/watch?v=n9kwa71jvNs">https://www.youtube.com/watch?v=n9kwa71jvNs</a>  What is Digital Humanities? -  <a href="https://www.youtube.com/watch?v=zUy3Uq4AQI4">https://www.youtube.com/watch?v=zUy3Uq4AQI4</a>		
II	Culture and Technology		10	15
	7	Machine mediation and cultural production	4	
	8	Electronic Theatre	1	
	9	Attention Economy- Remix culture	2	
	10	Memory and the Digital Archives	3	
		Activity- Give performances incorporating digital possibilities		
		References:  “The Economics of Sharing” Extract from Chapter 5 “Culture” of <i>Cognitive Surplus</i> , Clay Shirky.  Shakespeare’s staging ( <a href="https://shakespeare.berkeley.edu/">https://shakespeare.berkeley.edu/</a> )		
III	Digital Reality		20	25
	11	Data surveillance- Dataism- Slacktivism – Hacktivism	6	
	12	Ideology and Nationalism in the context of digital humanities	3	
	13	Copyright and ethicality	5	
	14	Digital Humanities and Literary Studies	6	

		Activity- Analyse select digital games, archives and libraries		
		<p>References:</p> <p>“The Digital Humanities and Humanities Computing: an Introduction” from <i>A Companion to Digital Humanities</i>. Susan Schriebman, Ray Siemens, and John Unsworth Ed. <a href="https://companions.digitalhumanities.org/DH/">https://companions.digitalhumanities.org/DH/</a></p> <p>“Reading on Screen: The New Media Sphere” (Part III.10) from <i>A Companion to Digital Literary Studies</i>. Ray Siemens and Susan Schriebman Ed.</p> <p><a href="https://companions.digitalhumanities.org/DLS/?chapter=content/9781405148641_chapter_10.html">https://companions.digitalhumanities.org/DLS/?chapter=content/9781405148641_chapter_10.html</a></p>		
IV	Digital Data		8	15
	15	Cambridge Analytica Data Scandal	1	
	16	Data Privacy	2	
	17	Presenting data visually for humanities research	2	
	18	Fake news, Virality	3	
		Activity- In groups, students shall make memes using relevant apps. Discuss possibilities of virality in groups.		
		<p>References:</p> <p>“Databases” by Stephen Ramsay in <i>A Companion to Digital Humanities</i>. (Susan Schriebman, Ray Siemens, and John Unsworth Ed.) (<a href="https://companions.digitalhumanities.org/DH/?chapter=content/9781405103213_chapter_18.html">https://companions.digitalhumanities.org/DH/?chapter=content/9781405103213_chapter_18.html</a> )</p>		
V	Open Ended Module: Teaching Digital Humanities		12	
		Presentations on Book talk communities, Viral videos, Booktubers, Literary Websites, Social media book promotion	12	

## Suggested Readings:

### Books

Burdick, Anne, Johanna Drucker *et al.* *Digital Humanities*. MIT Press, 2016.

Drucker, Johanna. *The Digital Humanities Coursebook: An Introduction to Digital Methods for Research and Scholarship*. Routledge, 2021.

Drucker, Johanna. *Introduction to Digital Humanities: Concepts, Methods, and Tutorials for Students and Instructors*. 2014. <https://archive.org/details/IntroductionToDigitalHumanities>

Eve, Martin Paul. *The Digital Humanities and Literary Studies*. OUP, 2022.

Gold, Matthew K. ed. *Debates in the Digital Humanities*. University of Minnesota, 2012

Haraway, Donna J. *A Cyborg Manifesto*.

<https://monoskop.org/images/4/4c/>

Haraway\_Donna\_1985\_A\_Manifesto\_for\_Cyborgs\_Science\_Technology\_and\_Socialist\_Feminism\_in\_the\_1980s.pdf

Schreibman, Susan, Ray Siemens *et al.* *A New Companion to Digital Humanities*. Wiley-Blackwell, 2016.

Shirky, Clay. *Cognitive Surplus: How Technology Makes Consumers into Collaborators*. Penguin, 2011.

Wymer, Kathryn C. *Introduction to Digital Humanities*. Routledge, 2021.

### Journals:

*Digital Humanities Quarterly* <https://www.scimagojr.com/journalsearch.php?q=21100898016&tip=sid&clean=0>

*International Journal of Digital Humanities* <https://www.springer.com/journal/42803>

### Online Resources:

*Digital Humanities Now* <https://digitalhumanitiesnow.org/>

NYU Libraries ( <https://guides.nyu.edu/english-and-american-literature/open-access-digital>)

### Case Studies and Projects:

*Digital Harlem: Everyday Life, 1915-1930* <http://digitalharlem.org>

*Mapping the Republic of Letters* <http://republicofletters.stanford.edu/>

Note: The course is divided into five modules, with four modules together having a total of 18 fixed units and one open-ended module with a variable number of units. There is a total of 48 instructional hours for the fixed modules and 12 hours for the open-ended ones. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). The final exam, however, covers only the 18 units from the fixed modules. The 70 marks shown in the last column, distributed over the first four modules, are only for the external examination.

Mapping of COs with PSOs and POs:

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO7
C O 1	-	-	-	-	-	1	-	-	-	-	-	-	1
C O 2	-	-	2	-	2	-	2	-	-	-	-	-	-
C O 3	-	-	-	-	3	-	-	-	-	3	-	-	-
C O 4	-	-	3	-	-	-	-	-	-	-	3	-	-

Correlation Levels:

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

Assessment Rubrics:

Test paper/ Mid Semester Examination 10%

Seminar/ Viva/ Quiz 10%

Assignment 10%

Final Exam (70%)

External Viva: To be based on a project (done separately by each student) applying digital humanities methods

### Mapping of COs to Assessment Rubrics:

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

Course Title **Advanced Linguistics**

Type of Course Major

Semester VII

Academic Level 400-499

Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60

Pre-requisites Knowledge in basics of linguistics

**Course Summary** The program in Applied Linguistics aims to equip students with advanced knowledge and practical skills in applying linguistic theory to real-world language issues. The focus shifts from foundational knowledge to critical engagement, independent research, deeper appreciation for the diversity of languages and cultures in India and can also contribute to the preservation and promotion of Indian languages.

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Examine the language diversity, its impact on individuals and communities and its role in shaping social structures and cultural identities.	E	C	Assignment Seminar Presentation In-class discussion Written Test
CO2	Develop theoretical knowledge to solve real-world language-related problems in various contexts.	Ap	C	Assignment Seminar Presentation In-class discussion Written Test
CO3	Apply linguistic theories and methodologies to the analysis of spoken and written language in criminal and civil cases.	Ap	P	Assignment Seminar Presentation In-class
CO4	Contribute to the creation of language-based technological applications in the areas of translation, lexicography and Natural Language Processing (NLP).	C	P	Assignment Seminar Presentation In-class discussion Written Test
* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)				

Detailed Syllabus:

Module	Unit	Content	Hrs	Marks
I	Computational linguistics		12	12
	1	Introduction to Language and Computers	2	
	2	Natural language processing	2	
	4	Computational linguistics applications	1	
	5	Machine language learning	3	



	6	Machine Translation (MT)	4	
	Activities	<p>Read articles or watch videos about the applications of machine learning in different areas, such as healthcare, finance, and manufacturing.</p> <p>Compare the translations of the same text using different machine translation tools.</p> <p>Try translating a short text from your native language to another language using an MT tool and then compare it to a human translation.</p> <p>Create a simple chatbot using online tools or coding platforms. Define the chatbot's personality and purpose.</p>		
II	Neuro Linguistics		12	16
	7	Introduction to Neuro-Linguistics	2	
	8	Broca's Area and Wernicke's Area	2	
	9	Language Lateralization	2	
	10	Neural Networks and Neuroimaging Techniques	2	
	11	Music and language processing	2	
	12	Language and the Brain in Health and Disease	2	
	Activities	<p>Case studies of language disorders.</p> <p>Analyze a case study of a patient with aphasia caused by damage to either Broca's or Wernicke's area. Identify the specific language difficulties they face and explain how they relate to the damaged brain region.</p> <p>Design a simple experiment that explores lateralization differences. This could involve tasks like identifying faces or objects presented to either the left or right visual field.</p>		
III	Forensic Linguistics		14	21
	13	Introduction to Language and Law	2	
	14	Written Language Analysis	4	
	15	Online Communication	2	
	16	Spoken Language Analysis	4	
	17	Expert Witness Testimony	2	

	Activities	<p>Analyzing anonymous letters, comparing textual features, using plagiarism detection software.</p> <p>Transcribing interviews and recordings, identifying voice features, analyzing conversational strategies.</p> <p>Case studies, preparing mock court transcripts, researching relevant legal guidelines.</p> <p>Analyze audio recordings of unknown individuals using phonetic and sociolinguistic techniques. Consider factors like accent, dialect, vocabulary, and pronunciation to narrow down possible speakers.</p> <p>Analyze recorded conversations from legal settings, identifying power dynamics, conversational strategies, and potential manipulation tactics</p>		
IV	Sociolinguistics in Real and Multilingual Contexts		10	21
	18	Introduction	1	
	19	Language and identity	3	
	20	Language and power	2	
	21	Language and dominance	2	
	22	Multilingualism and the media representations	2	

	Activities	<p>Language use among social classes, genders, and regions, choosing a less-studied language in India and document its features through audio.</p> <p>Choose a cultural group and research how language plays a role in expressing their cultural identity. Consider traditional languages, dialects, slang, and cultural references used within the group.</p> <p>Compare non-verbal communication cues across different Indian cultures- analysing the diverse literary traditions of India, including poetry, drama, and folk tales</p> <p>Conduct a sociolinguistic analysis of language use in a specific context (e.g., educational setting, workplace, online communities</p> <p>Choose a novel or play with characters from different social background</p> <p>Analyze how the characters' language varies according to their age, gender, social class, and ethnicity</p> <p>Analyze the way different languages and cultures are represented in television shows, movies, or news articles</p> <p>Role-playing tasks: Role-playing scenarios can be used to assess conversational skills in specific contexts, such as job interviews, customer service interactions, or social gatherings.</p>		
V	Open Ended Module: Documentation of Endangered Languages		12	
	Suggestions	<p>Language Documentation Methods.</p> <p>An interactive exhibition showcasing the diverse sounds, cultures, and stories associated with endangered languages can be conducted.</p> <p>An online platform where students can learn basic phrases and greetings in these languages can be created.</p> <p>A text with cultural significance in an endangered language and a translation project can be prepared.</p>		

Mapping of COs with PSOs and POs :

	PSO1	PSO2	PSO3	PSO4	PSO 5	PSO 6	PO1	PO2	PO3	PO4	PO5	PO6	P07
CO 1	-	-	-	2	3	-	2	-	2	3	-	-	-
CO 2	2	1	-	-	-	3	2	-	-	-	2	-	-
CO 3	-	-	-	2	3	-	-	-	-	3	-	-	-
CO4	2	-	-	-	3	-	2	-	-	3	-	-	-

Correlation Levels:

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

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar (10%)
- Midterm Exam (10%)
- Programms Assignments (10%)
- Final Exam (70%)

Mapping of COs to Assessment Rubrics :

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

## References

### Core texts

Speech and Language Processing by Dan Jurafsky and James H. Martin

Machine Translation: A Theoretical and Practical Introduction" by Moses and Barker

"The Oxford Handbook of Neurolinguistics" edited by Miriam T. den Ouden and Andrew W. Ellis

Multilingualism: An Introduction by Francis, Li Wei, and Jones

The Handbook of Language and Society by Omoni and Gorter

"Forensic Linguistics: An Introduction" by Gerald McMenamin

### Suggested Readings

"The Routledge Handbook of Forensic Linguistics" edited by Malcolm Coulthard and John Gibbons

"Language & Evidence: An Introduction to Forensic Linguistics" by John Olsson

"Speech and Language Processing" by Jurafsky and Martin

"Neural Machine Translation" by Kyunghyun Cho et al.,

"Deep Learning for Natural Language Processing" by Yoav Goldberg

"Language in the Brain: From Neurons to Syntax" by David Poeppel and Andrew E. Thompson

"The Sociolinguistics of Language Contact" by Joshua A. Fishman

"Language and Social Identity" by John E. Joseph and Joshua A. Fishman

"Media and Language in the Global Age" by Robert Phillipson

"Language and Power" by Basil Bernstein

"Multilingualism: An Introduction" by Vivian Cook.

Course Title		Philosophy of Communication				
Type of Course		Major				
Semester		VII SEMESTER				
Academic Level		400-499				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours	
	4	4	-	-	60	
Pre-requisites		Foundational Understanding of Human Communication.				
Course Summary		The Course attempts to present the learner with a theoretical understanding of various philosophical approaches towards the process of communication in general. The objective is to enable the learner to sense and locate the pivotal role played by language and verbal communication in the creation and sustenance of the human social world. It aims to equip the learner with the ability to design and employ better verbal and non-verbal communication skills in light of the existential and logical underpinnings of the art of communication.				

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Infer the role of communication in promoting creativity and sociality among humans.	U	C	Oral Presentation In-class discussion Written Test
CO2	Acquire the skill to communicate more logically and creatively and thereby, enhance their social skills.	Ap	P	Listening and Speaking Tasks Presentation Role-playing Activity Assessment Written Test
CO3	Recognize the influence of the peculiarities of language and verbal communication in shaping a particular socio-cultural milieu.	An	F	Writing Assignments Seminar/Speech Presentation In-class discussion Peer Assessment
CO4	Critically analyze the discourses to ascertain the persuasive strategies inherent in them.	E	M	Interactive Tasks Debates and Discussion Written Test
* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)				

Detailed Syllabus

Module	Unit	Content	Hrs (48+12)	Marks (70)
I		Communicative use of language: Philosophical Perspectives	12	20
	1	Saussure's Sign Theory	3	
	2	C.S. Peirce's Triad theory	3	
	3	Pragmatism of John Dewey	3	

	4	Deconstruction of Communication- Jacques Derrida	3	
		<p>Suggested Activities</p> <p>1. Read and discuss <i>Saussure: A Guide for the Perplexed</i> by Paul Bouissac and <i>Semiotics: The Basics</i> by Daniel Chandler to get a concise idea on the topic</p> <p>2. Discussions on the popular idea of communication as the process of imparting or exchanging information by speaking, writing, or using some other medium.</p> <p>3. <i>Derrida For Beginners</i> by Jim Powell may be summarized by students to get a basic understanding of Derrida's philosophy.</p>		
II	Communication as a Socio-Cultural Phenomenon		14	20
	5	Language and Culture in Humboldt	5	
	6	Judith Butler on Excitable Speech	4	
	7	Foucault's theory on power and discourse	5	
		<p>Suggested Activities: 1. Assignments on communication concerning the press, cinema, radio, TV, advertising, propaganda</p> <p>2. Debates on mobile communication and social media, AI-based chatbots and robotics, public opinion, and business communication.</p> <p>3. Deliberations on Hate Speeches and their ethical and social implications.</p>		
III	Self and the Other in Communication		10	15
	8	Dialogical hermeneutics of H G Gadamer	5	
	9	Persuasive Communication	5	



		<p>Suggested Activities:</p> <ol style="list-style-type: none"> <li>1. Prepare presentations on intra-personal communication, interpersonal communication, and intercultural communication.</li> <li>2. Choose a text or cultural artifact of your interest, a literary work, a piece of art, a film, or any other cultural product, and apply the principles of dialogical hermeneutics to analyze your chosen text or artifact.</li> <li>3. Analyze a persuasive speech and identify the elements that make it persuasive.</li> </ol>		
IV	The Realm of Non- Verbal Communication		12	15
	10	Sign-Language	2	
	11	Para-Language	2	
	12	Body Language-	2	
	13	Kinesics	1	
	14	Proxemics	1	
	15	Chronemics	1	
	16	Haptics.	1	
	17	Non-verbal communication in the virtual world	2	
		<p>Suggested Activities:</p> <ol style="list-style-type: none"> <li>1. Analysis of body language in silent movies and writing scripts.</li> <li>2. Have students observe a recorded conversation, interview, or public speech without sound. Ask them to focus solely on the body language of the participants. Afterward, discuss their observations in small groups or as a class.</li> <li>3. Role-plays in different communication scenarios.</li> <li>4. Analysis of emoticons in virtual communication</li> </ol>		

V	Open Ended Module:		12	
		<p>The learners are expected to comprehend the basic concepts underlying human communication, apply their theoretical understanding to contemporary communication practices, and evaluate them. Topics for discussion may include but are not limited to</p> <p>Persuasive Communication versus Coercion.</p> <p>AI-based communication systems and self-other relations in communication</p> <p>Communication among nonhuman agents such as animals, chatbots, robots, etc.</p>	12	

Note: The course is divided into five modules, with four having total 17 fixed units and one open-ended module with a variable number of units. There are a total of 48 instructional hours for the fixed modules and 12 hours for the open-ended one. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). The final exam, however, covers only the 17 units from the fixed modules.

Mapping of COs with PSOs and POs:

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	-	3	-	-	-	-	-	2	-	-	-	-	-
CO2	-	-	-	-	2	-	-	1	-	-	1	2	-
CO3	2	-	2	-	-	-	3	-	-	2	-	-	-
CO4	-	-	2	-	-	3	-	3	-	-	-	-	-

Correlation Levels:

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

#### Assessment Rubrics:

Components	Modules (I to IV) 20 marks	Module V (open) 10 marks
Written test	10	4
Listening Assignments	4	2
Seminar/quiz/Pronunciation tests	6	4

#### Final Exam (70%)

#### Mapping of COs to Assessment Rubrics :

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

#### Core Reading

*Philosophical Approaches to Communication* by Claude Mangion, 2011

*Philosophy of Communication* by Giacomo Turbanti, Palgrave Philosophy Today, 2022

### Suggested Reading

*Context and Communication* by Herman Cappelen and Josh Dever

*The Philosophy of Communication* by Brian G. Chang

*Communication Ethics and Universal Values* by Kenneth E. Andersen and R. Glenn Albright

*The Dynamics of Persuasion: Communication and Attitudes in the 21st Century* by Richard M. Perloff

*The Power of Persuasion: How We are Bought and Sold* by Robert Levine, 2006.

*The Philosophy of Communication* by John Durham Peters

*Nonverbal Communication* By Judee K Burgoon, Valerie Manusov, Laura K. Guerrero

*The Definitive Book of Body Language* by Pease, Allan and Pease, Barbara. (2004)

*Introducing Semiotics: A Graphic Guide* by Paul Cobley and Litza Jansz

*Judith Butler: A Very Short Introduction* by Sara Salih:

*Introducing Foucault: A Graphic Guide* by Chris Horrocks and Zoran Jevtic:

*Michel Foucault: A Very Short Introduction* by Gary Gutting

Online Resources:

<https://plato.stanford.edu/entries/pragmatics/>

[Communication, Philosophy of | Encyclopedia.com](#)

[Philosophy Talk](#)

<https://academic.oup.com/ct>

Course Title		Philosophical Reflections on Language				
Type of Course		Major				
Semester		VIII SEMESTER				
Academic Level		400 -499				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours	
	4	4	-	-	60	
Pre-requisites		Analytic and critical thinking skills				
Course Summary		This course aims to introduce the learners to key thoughts of thinkers on language and familiarize them with the philosophical discussions on language. It will help the learner to develop a broader perspective on language as a sociocultural phenomenon, explore the ethical dimensions of language, and perceive the link between language and identity formation.				

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Acquire an overview of the conceptual underpinnings of language.	U	C	Task Completion Oral Presentation In-class discussion Written Test
CO2	Apply the theories of language to the real use of language in the world.	Ap	C	Listening and Reading Tasks Presentation Role-playing Activity Assessment Written Test
CO3	Analyze the social, cultural, and ethical dimensions of language.	An	P	Writing Assignments Seminar/Speech Presentation In-class discussion Peer Assessment
CO4	Evaluate the intersections of language and identity formation.	E	C	Interactive Tasks Debates and Discussion Written Test
* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C)  # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)				

### Detailed Syllabus

Module	Unit	Content	Hrs (48+12)	Marks (70)
I		Philosophical reflections on the physical act of speaking	10	15
	1	Pragmatic Approaches: Speech Act theory of J.L Austin.	3	
	2	John Searle's language theory.	2	
	3	H.P. Grice's Conversational Implicature.	2	
	4	Language Games and forms of life: the analysis of language according to later Wittgenstein	3	

		<p>Suggested Activities</p> <p>1. Group Mapping - create a visual map of the group's reflections and key takeaways. Connect individual insights to broader philosophical themes explored in the module.</p> <p>2. Role-plays acting out different speech acts such as requests, promises, and apologies. Discuss how the felicity conditions and performatives apply in different scenarios.</p> <p>3. Analysis of advertisements and commercials for implicit meaning and indirect communication. Discuss how advertisers use implicature to convey messages beyond the explicit content.</p> <p>4. Assignment on the different language games used in different contexts, eg., workplace, family, and online communities.</p>		
II	Philosophical reflections on meaning		15	25
	5	Philosophical reflections on language, truth, and knowledge in Plato	2	
	6	Aristotle's observations on language	2	
	7	Frege on Sense and Reference	3	
	8	Russell on Meaning and Denoting	2	
	9	Husserl's Phenomenological Stance on Meaning	3	
	10	Derrida's Criticism of Husserl	3	
		<p>Suggested Activities:</p> <p>1. Encourage students to create imaginary Socratic dialogues between Plato and Aristotle, Frege and Russell, Husserl and Derrida</p> <p>2. Select a literary or philosophical text. In groups, students deconstruct the text using Derridean principles, identifying binary oppositions and exploring how the text challenges traditional concepts of meaning.</p>		
III	Philosophical reflections on social implications.		15	20
	11	Marxist Views on Language	4	
	12	Jurgen Habermas's Communicative Action Theory	4	
	13	Feminist Philosophy of Language- French feminist perspective	4	
	14	Black feminist perspectives on Language	3	

		<p>Suggested Activities:</p> <p>Assign students to analyze a contemporary media piece (article, advertisement, movie) from a Marxist perspective to identify elements such as class representation, ideological messages, and power dynamics.</p> <p>Provide excerpts from literature written by French feminist thinkers (e.g., Simone de Beauvoir, Luce Irigaray) or Black feminist scholars (e.g., bell hooks, Audre Lorde) for discussion.</p> <p>Students choose a relevant social issue, engage in public deliberation, and analyze how communicative action and rational discourse can contribute to social change.</p>		
IV	Philosophical Reflections on Language Acquisition & Neurolinguistics		8	10
	16	Broca's and Wernicke's Neuro-Linguistic discoveries	2	
	17	Noam Chomsky's theory of innate grammar and I-language	2	
	18	The Role of Mirror- Neurons in Language Acquisition	2	
	19	Introduction to NLP, LLM, and Generative AI	2	
		<p>Suggested Activities:</p> <ol style="list-style-type: none"> <li>1. Case Study Analysis: Broca's Aphasia vs. Wernicke's Aphasia</li> <li>2. Show videos or animations explaining mirror neurons' role in imitating actions and language learning.</li> <li>3. Debate on the existence of linguistic universals.</li> </ol>		
V	Open Ended Module:		12	
		Integrating perspectives from philosophy, linguistics, and AI studies, delve into various dimensions of language, including semantic, pragmatic, social, and existential aspects.	12	

Mapping of COs with PSOs and POs:



	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	3	-	-	2	1	3	-	1	-	-	-	-
CO2	-	3	2	-	-	-	-	2	-	-	1	2	-
CO3	2	2	-	-	-	-	3	2	-	-	2	1	2
CO4	-	-	3	-	1	-	-	3	-	-	-	1	1

#### Correlation Levels:

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

#### Assessment Rubrics:

Components	Modules (I to IV) 20 marks	Module V (open) 10 marks
Written test	10	4
Listening Assignments	4	2
Seminar/quiz/Pronunciation tests	6	4

#### Final Exam (70 Marks)

Mapping of COs to ORubrics :

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

### Core Reading

*An Introductory Course to Philosophy of Language* By Ufuk Özen Baykent, Cambridge Scholars Publishing(2016)

### Suggested Reading

Siobhan Chapman, Christopher. Routledge - *Key Ideas in Linguistics and the Philosophy of Language*-Edinburgh University Press (2009)

William G. Lycan - *Philosophy of Language - A Contemporary Introduction*-Routledge, (Routledge Contemporary Introductions to Philosophy) (2008)

*The Oxford Handbook of Philosophy of Language*. Edited by Ernest Lepore and Barry C. Smith, OUP, 2008.

Colin M. Brown; Peter Hagoort, eds. *The Neurocognition of Language*. New York: Oxford University Press (1999)

V. S. Ramachandran- Chapter 6 of *The Tell-Tale Brain*, 2011

Kulas, J. (1988). *Philosophy and Natural-Language Processing*. In: Kulas, J., Fetzer, J.H., Rankin, T.L. (eds) *Philosophy, Language, and Artificial Intelligence. Studies in Cognitive Systems*, vol 2. Springer, Dordrecht. [https://doi.org/10.1007/978-94-009-2727-8\\_](https://doi.org/10.1007/978-94-009-2727-8_)

### Online Resources:

[Philosophy of Language](#)

[The Language of Thought Hypothesis \(Stanford Encyclopedia of Philosophy\)](#)

[philosophy bites](#)

[Introduction to Philosophy of Language](#)

[Wittgenstein's Private Language Argument](#)

[The Partially Examined Life](#)

[Knowledge & Language | Issue 114 | Philosophy Now](#)

[Philosophy of Language](#)

[Broca's Area, Wernicke's Area, and other Language Processing Areas in the Brain](#)

[Noam Chomsky - Ideas of Chomsky BBC Interview \(full\)](#)

[On Nature and Language](#)

[The Role of Mirror Neurons in Speech and Language Processing - PMC](#)

[What is NLP \(Natural Language Processing\)?](#)

Course Title	<b>Advanced Course in Translation</b>				
Type of Course	Major				
Semester	8				
Academic Level	400 – 499				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60
Pre-requisites	Knowledge of basic theories of translation				
Course Summary	This course prepares the learner to take up various professions related to translationby imparting well-rounded theoretical base in translation and practical training				

COs	CO statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Acquires familiarity with the major theories of translation	U	C	Instructor-created exams
CO2	Comprehends the relevance and role of the translator as cultural mediator	U	U	Assignments
CO3	Achieves skill enhancement and employability	Ap	P	Assignments
CO4	Develops practical experience in various kinds of translation-literary, media, business, scientific etc	Ap	P	Instructor-created exams and assignments
CO5	Gains proficiency in using language learning technologies, digital communication tools and multimedia trends that augment translation skills	Ap	P	Assignments and Internships
CO6	Cultivates language enrichment and multicultural experience through translation	Ap	M	Instructor-created exams and assignments

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

# - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P)

Metacognitive Knowledge(M)

Module	Unit	Content	Hrs (48 +12)	Marks (70)
I	Business and Technical Translation		10	15
	1	Translating business documents, letters	2	
	2	Legal translation, medical translation, scientific/technical translation	3	
	3	Different registers and staples of discourse	3	
	4	Issues particular to such translations	2	
		Activities: Practise the translation techniques and procedures prescribed for business, legal, medical, scientific/technical translations		
	Sections from References:  1. Legal Translation in Context: Professional Issues and Prospects: Annabel Borja Albi and Fernando Prieto (Ed), Peter Lang AG			
II	Digital Translation		10	15

	5	Computer aided translation	3	
	6	Algorithms, pre editing, post editing	3	
	7	Translation Memory	2	
	8	Online translation Platforms	2	
		Activities: Examining the efficacy and shortfalls of computer aided translation available in platforms like Google Translate		
	Sections from References:			
	1. Machine Translation: Its Scope and Limitations: Yorick Wilks			
III	Translation Theories		20	25
	9	The ancient debate between literal/close translation and free translation	2	
	10	Translation and meaning, theorizing translation under structuralism	3	
	11	James S Holmes theorization of translation	2	
	12	Skopos theory, Poly systems theory	2	
	13	The Rewriting-Culture school of Translation Studies	3	
	14	Postcolonial translation studies	2	
	15	Feminist Translation Studies	2	
	16	Translation and adaptation	2	
	17	Transcreation	2	
		Activities: Comparative study of the same work in the same TL by different translators to perceive the role played by gender, politics, religion etc. in translation		
	Sections from References:			
	1. The Translation Studies Reader: Lawrence Venuti			
	2. A Textbook of Translation: Peter Newmark			
	3. Mona Baker. The Routledge Encyclopedia of Translation			

IV	Media Translation		8	15
	18	Translation in the press (news, features)	2	
	19	Translation of Advertisements	2	
	20	Audio-visual translation, dubbing, subtitling, voice over	2	
	21	Audio descriptions for the visually challenged	1	
	22	Apps for audio visual translation	1	
		<p>Activities:</p> <p>1. Exercises in subtitling/dubbing, voice-over/audio description of films/video clips in mother-tongue/English (pay special attention to cultural untranslatability in these activities and the methods adopted to achieve maximum equivalence)</p> <p>2. Translate news reports, features, subtitle documentaries and public videos, advertisements from mother-tongue to English and vice versa</p>		
	<p>Sections from References:</p> <p>1. Audiovisual Translation: Jorge Diaz Cintas</p> <p>2. Translation Strategies in Global News: Claire Scammel</p>			
V	Open Ended Module		12	
		Mini projects, internships, consultancies and assignments based on the syllabus	12	
	Sections from References:			

#### Books and References:

1. The Translation Studies Reader: Lawrence Venuti
2. A Textbook of Translation: Peter Newmark
3. The Routledge Handbook of Translation History: Christopher Rundle
4. Audiovisual Translation: Jorge Diaz Cintas
5. An Introduction to Audio Description: A Practical Guide : Louise Fryer
6. Translation Strategies in Global News: Claire Scammel
7. Machine Translation: Its Scope and Limitations: Yorick Wilks

8. Legal Translation in Context: Professional Issues and Prospects: Annabel Borja Albi

and Fernando Prieto (Ed), Peter Lang AG, 2013.

9. Scientific and Technical Translation: Maeve Olan. Routledge, 2016.

10. Business and Institutional Translation: Eric Poilier and Daniel Gallego (Ed), Cambridge Scholars, 2018.

11. The Routledge Encyclopedia of Translation: Mona Baker

Mapping of COs with PSOs and POs :

	PSO 1	PSO 2	PSO 3	PSO4	PS O5	PSO 6	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO 1	2	-	-	-	-	-	3	-	-	-	-	-	-
CO 2	1	-	1	3	3	2	-	3	-	-	-	2	-
CO 3	1	2	-	3	3	2	1	1	3	2	-	1	1
CO 4	1	1	1	3	3	2	1	1	3	2	-	-	1
CO 5	1	-	-	2	3	2	2	1	3	3	-	-	1
CO 6	1	1	2	2	2	1	1	3	3	2	-	-	-

Correlation Levels:

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

Assessment Rubrics

Components of Internal Evaluation	4 Theory Modules (20)	Open ended Module (10)
Test Paper/Mid semester exam	10	4
Mini Project	6	4
Assignment	4	2

Mapping of COs to Assessment Rubrics :

	Internal Exam	Assignm ent	Project Evaluation	End Semester Examinations
CO 1	✓	✓		✓
CO 2		✓	✓	
CO 3	✓	✓	✓	✓
CO 4	✓			✓



CO 5		✓	✓	
CO 6	✓			✓

Course Title		Advanced Creative Writing				
Type of Course		Major				
Semester		VIII				
Academic Level		400-499				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours	
	4	4	-	-	60	
Pre-requisites		Good communication skills Basic knowledge of rhetorical devices				
Course Summary		This advanced course pushes the boundaries of creative expression, exploring diverse forms such as creative nonfiction, scriptwriting, and advanced development and revision techniques. Students will engage with complex literary concepts and refine their writing through the guidance of accomplished works.				

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Identify the complementarity of reading and writing, and the process of creative writing.	U	F, P	In-class discussion Written Test
CO2	Acquire the basic concepts and techniques employed in various genres	U	M	Assignment In-class discussion Written Test
CO3	Analyse excerpts of literature to identify the usage of the techniques so as to apply them in their own writing	An	C	Assignment In-class discussion Written Test
CO4	Evaluate the merits of literary peer writing to collaborate in improving the usage of these techniques	E	C	Assignment In-class discussion Written Test
CO5	Create literary pieces using the conceptual and procedural knowledge gained	C	P	Assignment In-class discussion Written Test
* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C)  # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)				

Detailed Syllabus:

Module	Unit	Content	Hrs	Marks
I	Introduction		10	15
	1	“Why I Write” by Terry Tempest Williams	1	
	2	“One Art” : Elizabeth Bishop – The Drafts	2	
	3	Writing (Burroway pg 2-3)	1	
	4	Reading as a Writer (Burroway pg3-4)  Activities: Read a piece of fiction or non-fiction paying attention to imagery, voice, atmosphere, language, pacing, characters, etc.	2	
	5	Workshop  Activity: Students can workshop peer writing (fiction or non-fiction)	4	

II	Creative Nonfiction		17	20
	6	The Essay and Creative Non-fiction (Burroway pg 226)  Activities: Activity 8.1 on Burroway pg 227	3	
	7	Memoir and the Personal Essay (Burroway pg 227-228)  Activities: Write a short memoir and/or a personal essay	3	
	8	Techniques of Creative Non-fiction I- Image & Voice, Scene, Character (Burroway pg 229-230)	3	
	9	Techniques of Creative Non-fiction II- Setting, Interpretation (Burroway pg 230- 232)	3	
	10	Techniques of Creative Non-fiction III- Research, Transition & Focus (Burroway pg 232-234)  Activities: At least two activities from pg 229-234	2	
	11	Fact and Truth (Burroway pg 234-236) )  Activities: Write a personal essay	2	
	12	Defamiliarization (Mills pg 13)	1	
III	Drama		11	20
	13	The Difference between Drama and Fiction (Burroway 329-331)  Activity: Compare a scene from any novel and its screen adaptation.	1	
	14	Sound: Verbal and Non-verbal (Burroway pg 335 -339)  Activities: Write a scene with stage directions and dialogue between two characters.	4	
	15	Structure: Making a Scene (Burroway pg 339-340)	1	
	16	Action Motifs (Mills pg 191-193)  Activities: Use either of the motif to write a scene	4	
	17	Popular Film Narratives (Mills pg 193-194)	1	
IV	Development and Revision		10	15
	18	Structuring (Burroway pg 199- 201)  Activities: At least one activity from the section	2	
	19	Research (Burroway pg 202)  Activities: Read a letter, journal entry, newspapers, magazines, or books from a historical period that you want to write about	2	
	20	Revision (Burroway pg 203-206)  Activity: Activity 7.8 on Burroway pg 204	2	

	21	Editing (Burroway pg 207-208)  Activity on Burroway pg 208	2
	22	Stephen King “On Writing” – Section 12 from the part ‘On Writing’	2
V	Open Ended Module		12
	1	Any other area or genre of contemporary relevance that uses the craft of creative writing can be discussed and practised	12

Note: The course is divided into five modules, with four having total 22 fixed units and one open-ended module with a variable number of units. There are total 48 instructional hours for the fixed modules and 12 hours for the open-ended one. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). The final exam, however, covers only the 22 units from the fixed modules and is out of 70 marks.

Mapping of COs with PSOs and POs :

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO 1	-	-	2	3	-	3	3	-	2	-	-	-	-
CO 2	3	-	3	-	-	1	3	-	-	-	-	-	-
CO 3	3	-	3	-	1	3	3	-	1	-	1	-	1
CO 4	3	3	1	3	-	3	3	3	2	-	-	-	2
CO5	3	3	-	3	1	1	3	-	3	1	1	-	1

Correlation Levels:

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

Assessment Rubrics: Final Exam- 70 marks

Internal Assessment- 30 marks

- Test paper
- Assignment
- Seminar

Mapping of COs to Assessment Rubrics :

	Test paper	Assignment	Seminar	End Semester Examination
CO1	●	●	●	●
CO2	●	●	●	●
CO3	●	●	●	●
CO4	●	●	●	●
CO5	●	●		●

#### Core Reading List:

Burroway, Janet. *Imaginative Writing: The Elements of the Craft* (4th Ed). Pearson, 2015.

Morley, David and Philip Nielson. *The Cambridge Companion to Creative Writing*. Cambridge UP, 2012.

Mills, Paul. *The Routledge Creative Writing Coursebook*. Routledge, 2009.

King, Stephen. *On Writing*. Scribner, 2000.

#### Suggested Reading

*New York Writers Workshop, The Portable MFA in Creative Writing*, Writer's Digest Books, Ohio 2006.

Truby, John. *The Anatomy of Story*. Farrar, Straus and Giro Truby, John. *The Giroux*, 2008.

LaPlante, Alice. *The Making of a Story: A Norton Guide to Creative Writing*. Norton, 2007.

Snyder, Blake. *Save the Cat!* Michael Wiese Productions, 2005.

Trottier, David. *The Screenwriter's Bible*. Silman-James Press, US, 2019.

#### Online Resources:

Bryan, Sharon. Drafts of Elizabeth Bishop's "One Art". <https://sharonbryanpoet.com/2018/10/23/drafts-of-elizabeth-bishops-one-art/>

[https://wrt101spring2019spencer.files.wordpress.com/2019/02/why\\_i\\_write.pdf](https://wrt101spring2019spencer.files.wordpress.com/2019/02/why_i_write.pdf)

## Discipline Specific Elective Courses with Specialization

Course Title	<b>English for Theatrical Performances</b>				
Type of Course	DSE				
Semester	V				
Academic Level	300-399.				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60
Pre-requisites	<p>Proficiency in English language communication at an intermediate level.</p> <p>Interest in theatrical performance and a willingness to engage actively in practical activities.</p>				
Course Summary	<p>This course is designed to enhance the ability of the students to communicate effectively in English while doing theatrical performances. Along with theoretical knowledge the students will be given exposure to different theatrical experiences and also will be equipped to produce plays on their own. During the production of plays the students will be able to think critically over different socio-political situations and creatively respond to them.</p>				

## Course Outcomes (CO):.

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Explain different concepts on acting	U	F	Assignment Seminar Presentation In-class discussion Written Test
CO2	Analyse various socio-political situations in different plays	An	C	Assignment Seminar Presentation In-class discussion Written Test
CO3	Create new scripts for plays	C	P	Assignment Seminar Presentation In-class discussion Written Test
CO4	Create and present new plays	C	P	Assignment Seminar Presentation In-class discussion Written Test
* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)				

## Detailed Syllabus:

Module	Unit	Content	Hours	Marks
I	Introduction to concepts on acting		12	18
	1	When Acting is an Art (Part I) -Constantin Stanislavski- Introduction	1	
	2	The art of living a part	2	
	3	Involvement of conscious and subconscious minds	2	
	4	The Dynamic Principles of Michael Chekhov- Lenard Petit	1	
	5	Energy, Imagination, Concentration, Incorporation, Radiation	2	
	6	Expansion, Space is dynamic, Direction is a force, Polarity, Quality	2	
	7	Thinking, feeling, willing, the Four Brothers	2	

		<p>Suggested Activities:</p> <ul style="list-style-type: none"> <li>• The students present the perspectives of Stanislavski and Chekhov on acting</li> <li>• The students share their own experiences while acting</li> <li>• Actor preparation exercises- Hot seat, Interview</li> <li>• Workshops can be conducted to give a first-hand experience to the students on actor training</li> <li>• A visit to a nearby theatre training centre can be organized</li> </ul>		
II	Speeches and Soliloquies		12	18
	8	Mark Antony's Funeral speech, Act III. Scene ii. ( <i>Julius Caesar</i> )	4	
	9	Final Speech ( <i>The Great Dictator</i> )	4	
	10	Lady Macbeth's soliloquy, Act I. Scene v ( <i>Macbeth</i> )	4	
		<p>Suggested Activities:</p> <ul style="list-style-type: none"> <li>• Role play, Rewrite the script in contemporary English</li> <li>• Prepare soliloquies of any Shakespearian character</li> <li>• Prepare and present speeches of any leaders from History</li> </ul>		
III	Theatre for Social Change		12	14
	11	<i>Thirst</i> by Eugene O'Neill. <a href="https://www.youtube.com/watch?v=jis5k6ljP2k">https://www.youtube.com/watch?v=jis5k6ljP2k</a>	4	
	12	<i>Mother of 1084</i> by Mahasweta Devi. <a href="https://www.youtube.com/watch?v=zri90KUfKRM&amp;t=536s">https://www.youtube.com/watch?v=zri90KUfKRM&amp;t=536s</a>	4	
	13	<i>Stolen</i> by Jane Harrison	4	
		<p>Suggested Activities:</p> <ul style="list-style-type: none"> <li>• Attempt to do lip-syncing while screening the plays <i>Thirst</i> and <i>Mother of 1084</i></li> <li>• Prepare subtitles while screening the plays <i>Thirst</i> and <i>Mother of 1084</i> Present the play <i>Stolen</i> as a radio drama, choral theatre</li> <li>• Write articles on the plays</li> <li>• Review writing of the plays</li> <li>• Rewriting of the scripts</li> <li>• Enact the plays</li> </ul>		
IV	Language in Theatre		12	20
	14	Language use in different theatrical forms- plays, musicals, opera	4	
	15	Ballet, mummery's plays, improvisational theatre, street plays, comedy	4	
	16	"The Language of Drama" by Conor A Farrington	4	
		<p>Suggested Activities:</p> <ul style="list-style-type: none"> <li>• Students present different theatrical forms in the class and discuss the difference in the usage of language</li> <li>• Workshops in different theatrical forms can be conducted to give a first-hand experience to the students</li> </ul>		



V	Open Ended Module		12	10
		Production of plays using different theatre styles Production of works in different theatrical forms (Production can be done through workshops)		

Mapping of COs with PSOs and POs :

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7
CO 1	2	-	-	-	-	-	-	-	-	-	-	-	-
CO 2	-	-	3	-	2	3	-	-	3	1	1	-	-
CO 3	-	-	-	-	-	-	-	-	-	-	-	-	3
CO 4	-	3	-	2	-	-	3	2	-	-	-	-	3

Correlation Levels:

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

Assessment Rubrics:

- Script submission/ Assignment/ Review writing/ Discussion / Seminar 20%
- Play presentation 10%
- Final Exam (70%)

Mapping of COs to Assessment Rubrics :

	Play presentation	Review writing	Script writing	End Semester Examinations
CO 1	✓		✓	✓
CO 2	✓	✓	✓	✓
CO 3	✓	✓	✓	✓
CO 4	✓	✓	✓	✓

#### Suggested Reading:

*The Michael Chekhov Handbook for the Actor*. Lenard Petit. Routledge 2010

*An Actor Prepares*. Constantin Stanislavski. Routledge 1989

*History of the Theatre*. Oscar G Brockett. Pearson 2008

*The Empty Space*. Peter Brook

*Theatre History Explained*. Neil Fraser. Crowood Press, 2004

*Drama from Ibsen to Brecht*. Williams Raymond. Penguin Books, 1968

Course Title	<b>Creative Writing</b>				
Type of Course	DSE				
Semester	V				
Academic Level	300-399				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60
Pre-requisites	Basic grammar and communication skills				
Course Summary	This foundational course explores the essence of creative writing, delving into the elements of craft across various genres. Through interactive sessions and inspirational activities, students will grasp the fundamental tools necessary for effective creative writing in various genres with special focus on poetry, fiction and life writing.				

#### Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Acquire the elements and process of creative writing that are pertinent to all language use	U	P	Assignment Seminar Presentation In-class discussion Written Test
CO2	Identify the tropes and other elements in various genres.	Ap	C	Assignment Seminar Presentation In-class discussion Written Test
CO3	Craft poetry using appropriate meter, rhyme, and poetic forms.	Ap	P	Assignment In-class discussion Written Test
CO4	Construct compelling narratives, incorporating scenes, summaries, character dynamics and other techniques in fiction and life-writing	C	P	Assignment In-class discussion Written Test
CO5	Employ the elements of creative writing to contemporary digital and other writing situations.	C	P	Assignment Seminar Presentation In-class discussion Written Test
* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)				

#### Detailed Syllabus:

Module	Unit	Content	Hrs	Marks
I	The Elements of Craft		14	20
	1	Introduction to Creative Writing (Morley pg -1,2); Discussions	1	
	2	Journals & Free Writing (Burroway pg 6-11)	1	
	3	Activities: Free writing exercises and discuss	2	
	4	Image and Imagination (Burroway pg 16-19)	2	

	5	Concrete, Significant Details (Burroway pg 20-23)  Activities: At least two from Burroway pg 16-24	3	
	6	Voice & Persona (Burroway pg 47-52)  Activities: At least one activity from the sections.	2	
	7	Workshop (Burroway pg 12-13)  Activity: Students can workshop either new peer writing or those from previous exercises	3	
II	Poetry		13	20
	8	Figures of Speech ( Burrowaypg 24- 27)  Activities: Identify the metaphor, simile, personification, etc from a prose passage and a poem given	3	
	9	Working with sound – Prosody (Burroway 302- 305; &pg 373-381)  Activities: Activity 10.4 on pg 304- 305 (Burroway)	4	
	10	The poetic line (Burroway 305- 306)  Activities: Take a few lines from any poem and try to break the lines differently. Read these new lines aloud, pausing at the end breaks. How has the meaning changed? Do the same with another poem.	2	
	11	Poetic Forms (Morley pg 76- 79)	2	
	12	Activities: Write poem/s in formal or free verse. Discuss in class	2	
III	Fiction		17	20
	13	Form – Flash fiction, Short story, Novella, Novel	1	
	14	Story and Plot (Burroway pg 260 -263)  Activities: List out events that can make a short story. Choose one event from the middle or towards the end and write a story beginning with that event/action/dialogue/emotion etc. Complete writing as home assignment and discuss in class.	4	
	15	Irony (Burroway pg 52- 53)	1	
	16	Character voice and Point of View (Burroway pg 53- 61)  Activities: At least two from the sections.	4	
	17	Setting – as the world (Burroway pg 135-140)  Activities: The students are shown a long shot of a place or they can think of place they have visited and paint a picture of the place in words. Use the senses of smells, tastes and textures to create the atmosphere.	2	

	18	Setting as mood and symbol (Burroway pg 144-146)  Activities: At least one activity from this section	2	
	19	Scene and Summary (Burroway pg 263-266)  Activities: Write a story using both the methods in it. Discuss in class	3	
IV	Life Writing		4	10
	20	Key concepts and strategies (Morley pg 133-135)	1	
	21	Fictional techniques (Morley pg 135- 137)	1	
	22	Forms of Life Writing: Auto/Biography, Memoir, Travelogue  Activity: Write a short narrative piece of life-writing.	2	
		Ref Morley Chapter 10		
V	Open Ended Module		12	
	1	Any other area or genre of contemporary relevance that uses the craft of creative writing can be discussed and practised	12	

Note: The course is divided into five modules, with four having total 22 fixed units and one open-ended module with a variable number of units. There are total 48 instructional hours for the fixed modules and 12 hours for the open-ended one. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). The final exam, however, covers only the 22 units from the fixed modules and is out of 70 marks.

Mapping of COs with PSOs and POs :

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	2	-	-	-	-	3	-	2	-	-	-	-
CO2	1	-	3	-	-	-	1	-	2	-	-	1	2
CO3	1	3	-	3	-	-	3	2	2	-	-	1	2
CO4	3	3	-	3	-	-	3	2	3	-	-	1	2
CO5	2	2	-	3	-	3	2	2	2	3	-	-	2

Correlation Levels:

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

Assessment Rubrics:

Final Exam- 70 marks

Internal Assessment- 30 marks

- Test paper
- Assignment
- Seminar

Mapping of COs to Assessment Rubrics :

	Test paper	Assignment	Seminar	End Semester Examination
CO1	●	●	●	●
CO2	●	●	●	●
CO3	●	●		●
CO4	●	●		●
CO5	●	●	●	●

### Core Reading List:

Burroway, Janet. *Imaginative Writing : The Elements of the Craft* (4th Ed). Pearson, 2015.

Morley, David and Philip Nielson. *The Cambridge Companion to Creative Writing*. Cambridge University Press, 2012.

### Suggested Reading

*The Cambridge Introduction to Creative Writing*, David Morley

*The Routledge Creative Writing Coursebook*, Paul Mills

*The Elements of Style*, Strunk and White

*On Writing Well*, William Zinsser

*Bird by Bird*, Anne Lamott

*The Art of Fiction*, John Gardner

Hensher, Philip (Ed.), *The Penguin Book of the British Short Story II: from P.G Wodehouse to Zadie Smith*, Penguin, London 2016.

### Online Resources:

Course Title	<b>FILM STUDIES</b>				
Type of Course	DSE				
Semester	VI				
Academic Level	300 – 399				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60
Pre-requisites					
Course Summary	This course serves as an engaging exploration into the world of film, offering students a comprehensive introduction to the art, history, and critical analysis of cinema. Through a combination of theoretical discussions, practical exercises, and film screenings, students will develop a nuanced understanding of the diverse elements that contribute to the creation and interpretation of cinematic works.				



Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Identifies the role of cinema in society and the cultural and political nuances of filmmaking and representation.	U	F	Instructor-created exams / Quiz
CO2	Comprehends the evolution of film as an art form and its impact on culture and society.	U	C	Practical Assignment / Observation of Practical Skills
CO3	Analyzes films using key concepts such as cinematography, editing, sound, and narrative structure.	Ap	P	Seminar Presentation / Group Tutorial Work
CO4	Engages in constructive discussions about films, supporting opinions with evidence and critical reasoning.	An	C	Instructor-created exams / Home Assignments
CO5	Evaluates the ways in which cinema influences and is influenced by broader cultural and social trends.	E	P	One Minute Reflection Writing assignments
CO6	Creates a screenplay	C	M	Viva Voce
<p>* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C)</p> <p># - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)</p>				

Detailed Syllabus:

Module	Unit	Content	Hrs (48 +12)	Marks (70)
I	Introduction to Film Studies and movements		16	20
	1	What is cinema?– Definition and scope of Film Studies	1	
	2	Overview of Terminologies of Film Making	2	

	3	Cinema as an art-form, Cinematic Subcultures, Cinema as a Capitalist Product	1	
	4	Text and Representation	2	
	5	Film movements -Silent, Classic Hollywood, New Hollywood, Italian, French, Indian, Malayalam, Soviet, Japanese, Iranian (Screen 2 or 3 movies in the classroom. Discuss representative movies of these movements in class - City Lights, Psycho, Inception, Bicycle Thieves, 400 Blows, Pather Panchali, Pokkuvayil, Battleship Potemkin, Rashomon, Children of Heaven)	10	
	Activities: <i>Use different scenes of film to explain the elements and terminologies. Or, Specific movies from individual movements can be screened in the classroom and students can deduce the traits of the movements. Or, assign each group a specific director from a particular movement and the group can do research and make presentations on the director's style and recurring themes.</i>			
	References: Cinema Studies by Susan Hayward (Representation and Movements only) Introducing Film Studies by N. M. Babu Beginning Film Studies by Andrew Dix			
II	Film Genres		12	15
	6	Film Genres and their origin	1	
	7	Posters, Iconography, Movie-based print culture and Music Industry	1	
	8	Documentary Studies  Text: An Inconvenient Truth	2	
	9	Narrative, Avant Garde, Action, Thriller, Horror, Animation, Western, Musical, Comedy, Tragedy, Melodrama. Mythologies, Biopic, Historical, Anime, Fantasy, Road movie, Film noir, GermanExpressionism (Use the scenes of representative movies to explain the concept)	6	
	10	Minority Cinema, Street Cinema, Crowd-funded cinema	2	

	Activities: <i>Explore different film genres by watching representative films from each. Students can analyze how conventions within genres are established and subverted. Or, Interactive quizzes like Kahoots on genres.</i>			
	References:  Cinema and Genres <a href="#">Mod-01 Lec-37 Cinema and Genres (contd...) - YouTube</a> Cinema Studies by Susan Hayward (Genres) Introducing Film Studies by N. M. Babu Film Genres - <a href="https://youtu.be/4KnJYtBVtNI">https://youtu.be/4KnJYtBVtNI</a>			
III	Theories		8	22
	11	Realism, Formalism and Structuralism	1	
	12	Film Theorists and their concepts  Eisenstein - Montage, Bazin - Auteur theory, Genre Theory, Apparatus Theory. Christian Metz - Semiotics, Laura Mulvey - Male Gaze	3	
	13	Film and Ideology - Psychoanalysis, Marxism, Feminist, Queer Cinema	2	
	14	Adaptation Studies, Audience Theory	1	
	15	Post-theory	1	
	Activities: <i>Paper presentation on application of theory to a film of your choice. Or Invite filmmakers, critics, or industry professionals to speak to the class. This provides students with real-world insights and networking opportunities. Or Present different ideologies in the classroom with the help of movies.</i>			
	References: Film Theory and Criticism edited by Leo Braudy and Marshall Cohen Film theories by J D Andrews Cinema Studies by Susan Heyward (Theories) <a href="https://youtu.be/9lBJXmq-NRc">https://youtu.be/9lBJXmq-NRc</a> “Encoding/Decoding” by Stuart Hall			
IV	Editing and Screenplay		12	13
	16	Shots, Angles and Cuts	2	

	17	Mise-en-scene – Components  Colour and Sound	2	
	18	Film and Censorship	1	
	19	Stardom: Star as Commodity, Star as Text, Star as ‘Object of Desire’, Star as Celebrity	1	
	20	Globalization and Films  Impact of screening platforms - OTT	2	
	21	Cinema in the age of computers, convergence and AI	1	
	22	Writing a screenplay	3	
	<p><i>Activities: Identify instances of editing techniques employed in popular cinema. Or, Ask students to select a scene from a film and recreate it either through a written description, storyboarding, or even filming a short reenactment. This helps them understand the intricacies of scene construction.</i></p> <p><i>Organize a mini film festival within the class. Or, Identify different shots, angles and cuts in the movies prescribed. Or,</i></p>			
	<p>References:</p> <p>Introducing Film Studies by N. M. Babu</p> <p>Colour - <a href="#">Mod-01 Lec-09 Colour : Theory &amp; Practice (youtube.com)</a></p> <p>Sound - <a href="https://youtu.be/jd0kQLD7JS8">https://youtu.be/jd0kQLD7JS8</a></p> <p>The Screenwriter’s Workbook by Syd Field</p> <p>Screenwriting - <a href="#">How to Write a Movie Script Like Professional Screenwriters (studiobinder.com)</a></p> <p>Introduction to “Streaming Cinema” by Wheeler Winston Dixon and Gwendolyn Audrey Foster</p>			
V	Open Ended Module:		12	

		<p>Case studies: <i>Assign students specific films from suggested viewing to watch and analyze critically. They can explore themes, cinematography, editing, sound design, and other elements.</i></p> <p><i>Field Visit, Group Assignment</i></p>	6	
			6	
	References:			
<p>Group Assignment: Make a Short film using a mobile camera in not more than 3 minutes. (groups of 5)</p> <p>Write a short Screenplay for a short film. (groups of 2)</p> <p>Field Visit:<i>Plan a field visit to a site of importance like film City, film festivals etc</i></p> <p>Books and References:</p> <p>Film Studies:An Introduction by Ed Sikov Film Genre: Theory &amp; Criticism by Barry Keith Gran How to Read a Film by James Monaco Film: A Critical Introduction by Maria Pramaggiore and Tom Wallis Visual Pleasure and Narrative Cinema by Laura Mulvey Evolution of language of cinema by Andre Bazin The Oxford History of World Cinema by Geoffrey Nowell-Smith Evolution of language of cinema by Andre Bazin</p> <p>Suggested viewing:</p> <p>Citizen Kane The Godfather Roma The Shawshank Redemption Coco Jai Bhim Suvarnarekha Boothakalam Anantharam Manichithrathazhe Neram Breathless Parasite Sholay Jigarthanda</p>				

Note: The course is divided into five modules, with four modules together having total 22 fixed units and one open-ended module with a variable number of units. There are total 48 instructional hours for the fixed modules and 12 hours for the open-ended one. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). The internal assessment can be based on seminar presentations from the fixed modules. The final exam, however, covers only the 22 units from the fixed modules. The 70 marks shown in the last column, distributed over the first four modules, is only for the external examination.

Mapping of COs with PSOs and POs :

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO 1	2	-	3	-	-	-	3	-	-	-	-	-	2
CO 2	-	-	1	-	-	-	2	-	-	-	-	-	1
CO 3	1	-	-	-	-	1	-	-	1	1	-	-	-
CO 4	-	-	2	-	2	3	2	-	-	-	-	-	3
CO 5	-	-	1	-	-	-	-	-	-	-	-	-	1
CO 6	1	1	-	3	-	-	-	-	2	-	-	-	1

Correlation Levels:

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

Assessment Rubrics:

Components	Modules (I to IV) 10 marks	Module V (open) 6 marks
Assignments	6	2
Seminar	4	4

Group Project (Short Film/ Screenplay) –14 marks

Written Exam – 70 marks

Mapping of COs to Assessment Rubrics:

	Internals	Assignment/ Seminar	Project Evaluation	End Semester Examinations
CO 1	✓	✓		✓
CO 2		✓		✓
CO 3	✓			✓
CO 4	✓			✓
CO 5	✓	✓		✓
CO 6			✓	

Course Title	<b>Introduction to Publishing</b>				
Type of Course	DSE				
Semester	6				
Academic Level	300-399				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60
Pre-requisites	Basic knowledge in English language and a general awareness in publishing industry				
Course Summary	This course aims to educate students about the publication industry in general, to make publication-ready content and to get it published.				



### Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Recognize the importance of publication as an essential part of the scientific research process	U	F	Assignments Quizzes
CO2	Comprehend the history, structure, and key players in publishing.	U	C	Internal Exam,Seminars
CO3	Identify the stages of the publishing process in sequential order, the professional roles involved in each stage, and publishing models.	U	C	Home Assignments Presentations
CO4	Develop critical skills for manuscript evaluation, editing, book design, production, and marketing principles.	Ap	P	Assignment
CO5	Comprehend the impact of technology on the publishing industry and how to write a book proposal.	An	P	Online research and presentation
CO6	Identify the publication outlets and requirements of various journals in your area of specialization to deal with the mechanics of the submission, review, revision, and publication processes.	An	P	Do a MOOC on publishing from a platform of the student's choice.
CO7	Publish work on digital platforms like blogs, Kindle Direct Publishing, and Audible.	C	P	Create a blogpost.
* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)				

### Detailed Syllabus:

Module	Unit	Content	Hrs	Marks
1		Introduction: A brief history and types of publishing.	18	21

	1	History of publishing: From Gutenberg to the digital age.	2	
	2	Current state and relevance of the publications and publishing industry.	2	
	3	Structure of the modern publishing industry: publishers, agents, printers, distributors, etc.	3	
	4	Traditional publishing.	2	
	5	Self-publishing.	2	
	6	Hybrid publishing.	2	
	7	Online/Digital Publishing.	2	
	8	Amazon KDP/ Audible and the rest	3	
	Activities:  1. Group-wise discussion on selected topics based on previous knowledge  2. Topic-wise preassigned presentations  3. Students could prepare a timeline of publishing history.  4. Sharing/Showing videos cherry-picked by relevance from YouTube.  E.g. <a href="#">COMPLETE Amazon KDP Tutorial for Beginners (2024) (youtube.com)</a> <a href="#">9 Steps to Self-Publishing a Book in 2022: A Beginners Guide to Writing &amp; Selling Books (youtube.com)</a>			
II	Key roles and stages of the publishing process		12	19
	9	Agents:Manuscript acquisition and evaluation.	2	
	10	Editors, Typography, and font selection.	2	
	11	Designers:Cover design and layout	2	
	12	Printers:Printing and binding options- Production	2	
	13	Publishers, distributors, distribution,	1	
	14	Social media hands and companion websites	2	
	15	Digital publishing considerations.	1	
	Activities:  <ul style="list-style-type: none"> <li>○ Students preparing a publishing project proposal.</li> <li>○ Sharing/Showing videos of publishing workshops by relevance from YouTube (Often posted by universities, book fares, and publishing firms)</li> <li>○ Suggest a few MOOCs for students to choose from and encourage them to complete at least one.</li> </ul>			
III	Legal and Financial Aspects of Publishing		10	18

	16	ISBN, Cataloguing  Legal issues: copyright, creative commons, libel, contracts.	2	
	17	Ethical considerations in publishing.	2	
	18	Sales channels: bookstores, online retailers, libraries.	2	
	19	Publicity.advertising/publicity/promotion, and PR work  Author marketing, book tours, author signing events.  Financial aspects of publishing: costs, revenue, royalties, taxation.	4	
	Activities:  <ul style="list-style-type: none"> <li>○ Instructors and students volunteer to research online and prepare and present a paper.</li> <li>○ Visit a publishing company.</li> <li>○ Invite a publisher to give an interactive session with students.</li> <li>○ Assignment and group-wise presentation.</li> </ul>			
IV	Future of publishing.		8	12
	20	The future of the book.	3	
	21	The impact of technology: e-books, audiobooks, self-publishing platforms.	2	
	22	Trends in the industry: mergers and acquisitions, digital disruption.	3	
	Activities:  <ul style="list-style-type: none"> <li>○ Guided discussions, Seminar, and Student's paper.</li> <li>○ Screen a few publishing-themed movies (Magic Beyond Words)</li> <li>○ Debate (e.g. printed books v/s eBooks')</li> <li>○ Guest Speaker: Inviting a professional from a publishing firm to speak about their career and insights.</li> </ul>			
V			12	
	Student Projects  -Students could work in teams to develop a publishing proposal for a new book.  -Students could author a publication-ready book for digital publication or Amazon KDP  -Launch a blog with content of at least three posts.			

Note: The course is divided into five modules, with 22 fixed units in the first four modules and one open-ended module with a few suggested activities. The selected modules require 48 instructional hours, while the open-ended module requires 12 hours. Internal assessments (30 marks) are split between the open-

ended module (10 marks) and the fixed modules (20 marks). However, the final exam covers only the 22 units from the selected modules.

Mapping of COs with PSOs and POs:

	PSO 1	PSO 2	PSO 3	PSO 4	PSO5	PSO6	PO 1	PO2	PO3	PO4	PO5	PO6	PO7
CO 1	-	2	-	-	-	3	2	-	-	-	1	-	-
CO 2	-	-	-	-	-	3	-	-	-	-	-	-	2
CO 3	-	2	-	1	-	-	-	-	1	-	-	-	-
CO 4	-	-	-	1	-	2	1	-	-	-	-	-	3
CO 5	2	1	-	3	-	-	-	1	-	-	-	-	2
CO 6	1	3	-	1	-	-	2		1	-	-	1	-
CO 7	-	1	-	-	2		1	-	-	-	-	-	1

Correlation Levels:

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

Assessment Rubrics:

Internal Assessment – 30 marks

- Test paper
  - Seminar/viva
  - Assignment
- Final Exam 70 marks

Mapping of COs to Assessment Rubrics:

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
CO 1		✓		✓
CO 2		✓		✓
CO 3	✓	✓		✓
CO 4		✓		✓
CO 5	✓	✓		✓
CO 6		✓		✓
CO 7		✓	✓	✓

## Core Texts

- “How to Write a Book Proposal: The Insider's Step-by-Step Guide to Proposals that Get You by Jody Rein and Michael Larsen.
- The Creative Penn: Your Guide to Publishing in a Digital Age by Joanna Penn.
- Digital Publishing for Beginners by Tom Corson-Knowles.
- <https://selfpublishingadvice.org/7-processes-of-publishing/>
- Publishing Perspectives: <https://publishingperspectives.com/>.
- Kindle Publishing Guidelines: [https://kdp.amazon.com/en\\_US/help/topic/GU72M65VRFP43L6](https://kdp.amazon.com/en_US/help/topic/GU72M65VRFP43L6)
- Book Wars: The Digital Revolution in Publishing by John Wiley
- [Managing Intellectual Property in the Book Publishing Industry](#)
- [The History of Publishing: A Journey Through Ages](#) by Zul M

Course Title	<b>PUBLIC RELATIONS</b>				
Type of Course	DSE				
Semester	V				
Academic Level	300-399				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60
Pre-requisites	The learner should:  (1) familiarise with the basic concepts and definitions related to Public Relations  (2) acquire basic English language skills				
Course Summary	This course introduces students to the principles, theories, and practices of public relations. Students will explore the role of PR in various industries, develop practical skills, and understand ethical considerations in the field.				

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Comprehend the key elements of public relations	Understand	F/C	Assignments
CO2	Develop a skill for writing press releases and social media content writing	Application	C/P	Content Writing Assignments
CO3	Develop an ability to plan and organize events using diverse PR strategies	Application	C/P	Organise a programme (group wise) applying different PR strategies that they have learned, while the other groups can identify, analyse the programme and present the strengths and weakness that they have identified based on the PR strategies that they have learned
CO4	Critically evaluate a crisis situation and plan a suitable PR strategy	An	C/P	PowerPoint Presentations Poster Presentations
<p>* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C)</p> <p># - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)</p>				

## Detailed Syllabus:

Module	Unit	Content	Hrs	Marks
I	PR Writing		10	15
	1	PR Writing Role and Responsibility	2	
	2	Ethical and Legal Responsibility of the PR Writer	2	
	3	Research for PR Writing	2	
	4	Public in Public Relation	2	
	5	House Journals and Crafting Persuasive Message	2	
		<p><i>Activities:</i></p> <p>1. Students may be encouraged to collect house journals from different organization in groups. A classroom presentation can be conducted on the elements that they find makes the house journal attractive</p> <p>2. Divide students into groups and assign them a fictional company, Ask students to create storyboards through which they can promote their company through visuals and persuasive captions</p>		
II	Media Relations		10	15
	6	Understanding the media landscape	2	
	7	Writing for different media outlets in PR	2	
	8	Crafting press releases	2	
	9	Crisis communication	2	
	10	Building and maintaining relationships	2	
		<p><i>Activities:</i></p> <p>1. Students, in groups, can be encouraged to collect press releases (Multinational companies or Government Public relation department). Ask them to analyze the press release, focusing on its content, structure, language, and overall effectiveness. Based on the key elements identified, students can be instructed to prepare a template and to present it in the class. Encourage feedback and discussion from the class regarding the effectiveness and usability of each template.</p> <p>2. A space for interaction between PR professionals from various media outlets and students can be arranged.</p>		



III	Digital PR and Social Media		16	25
	11	Writing for the Web	4	
	12	Blog, Micro blog and Vlog	4	
	13	The impact of social media on PR	2	
	14	The impact of written content on social media	2	
	15	Online reputation management	2	
	16	Social media strategy	2	
		<p>Activity:</p> <p><i>1. Divide students into groups, assigning each group one platform (vlog, blog, microblog, and website). Ask students to identify the differences in writing that they find in each platform. A classroom presentation of each group can be conducted. The instructor can provide additional information, if needed.</i></p> <p><i>2. The same group can be encouraged to create content for the platform they were assigned in the previous session. A classroom presentation of the content can be facilitated.</i></p>		
IV	Event Management in PR		12	15
	17	Planning events	2	
	18	Identifying stakeholders and understanding their expectations	2	
	19	Organizing events	2	
	20	Event promotion and coverage	2	
	21	Event Analysis	2	
	22	Post-event PR activities and follow-up strategies	2	
		<p>Activity:</p> <p><i>1. Role Play: Divide students to groups and assign them a fictional event to organize. Assign roles to each student in the group (like event organizer, PR coordinator, logistics manager, finance director etc). Ask them to present before class about the challenges that they have faced and the strategies that they have implemented to solve the crisis that they have undergone.</i></p> <p><i>2. Students, in groups, can be encouraged to conduct a programme. The teacher in charge can decide the nature of the programme. A report of the programme along with geotagged photos should be recorded.</i></p>		

V	Open Ended Module		12
		Advertising Campaign	
		Legal and regulatory considerations for ads	

Note: The course is divided into five modules, with four having total 22 fixed units and one open-ended module with a variable number of units. There are total 48 instructional hours for the fixed modules and 12 hours for the open-ended one. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). The final exam, however, covers only the 22 units from the fixed modules and is out of 70 marks.

Mapping of COs with PSOs and POs :

	P S O 1	P S O 2	P S O 3	P S O 4	P S O 5	P S O 6	P O 1	P O 2	P O 3	P O 4	P O 5	P O 6	P O 7
C O 1	3	-	-	-	-	-	3	-	-	-	-	-	-
C O 2	-	-	-	-	-	1	-	-	-	-	3	-	3
C O 3	-	3	-	3	-	-	-	2	-	-	-	-	-
C O 4	-	-	-	-	-	1	-	-	-	-	3	-	2

Correlation Levels:

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

#### Assessment Rubrics:

Final Exam- 70 marks

Internal Assessment- 30 marks

- Test paper
- Assignment
- Seminar

#### Mapping of COs to Assessment Rubrics:

	Test Paper	Assignment	Seminar	End Semester Examination
CO1	•			•
CO2	•			•
CO3	•	•	•	•
CO4	•	•	•	•

#### Core Texts

1. Public Relations: Strategies and Tactics by Dennis L. Wilcox and Glen T. Cameron
2. Public Relations Writing: The Essentials of Style and Format by Thomas H Bivins
2. This Is PR: The Realities of Public Relations by Doug Newsom, Judy VanSlyke Turk, and Dean Kruckeberg
3. Crisis Communications: A Casebook Approach by Kathleen Fearn-Banks
4. Social Media and Public Relations: Eight New Practices for the PR Professional by Deirdre K. Breakenridge
5. Measuring Public Relationships: The Data-Driven Communicator's Guide to Success by Katie Delahaye Paine

#### Suggested Reading

1. Influence: The Psychology of Persuasion by Robert B. Cialdini
2. Ethics in Public Relations: Responsible Advocacy by Kathy Fitzpatrick and Carolyn Bronstein
3. Event Planning: The Ultimate Guide to Successful Meetings, Corporate Events, Fundraising Galas, Conferences, Conventions, Incentives, and Other Special Events by Judy Allen
4. Start with Why: How Great Leaders Inspire Everyone to Take Action by Simon Sinek

Course Title	<b>Gender Theory and Practice</b>				
Type of Course	DSE				
Semester	V				
Academic Level	300-399				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60
Pre-requisites	A foundational understanding of the concepts related to gender				
Course Summary	<p>This course uses theoretical frameworks and real-world applications to investigate the relationship between gender, identity, and society. It aims to develop a critical understanding of gender, its intersectional nature and its effects on persons and communities, thus enabling students to actively engage in the analysis of foundational texts, contemporary social issues, and real-world situations.</p>				

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Explain the process of gender creation and the imperative for the subsequent reconstruction and deconstruction of gender.	U	C	Assignment Seminar Presentation In-class discussion Written Test
CO2	Interpret the interconnections between gender and other social constructs such as class, caste, sexual orientation, and culture.	Ap	C	Assignment Seminar Presentation In-class discussion Written Test
CO3	Analyse the socio-historical and contemporary power dynamics that exist within groups, social institutions, and systems of representation.	An	F	Assignment Seminar Presentation In-class discussion Written Test
CO4	Evaluate and critique the manifestations of oppression and marginalisation, as well as the systemic and institutional strategies employed to perpetuate exclusion and inclusion.	E	C	Assignment Seminar Presentation In-class discussion Written Test
* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)				

Detailed Syllabus:

Module	Unit	Content	Hrs (48 +12)	Marks (70)
I	Introduction to Gender Studies		10	15
	1	Definitions of Gender Differentiating Sex and gender	1	
	2	Gender-Biological Determinism and Social constructionism	2	
	3	Gender roles, Stereotyping	2	

	4	Construction of masculinity  Hegemonic/Toxic masculinity	3	
	5	Transgender: Gender equity	2	
		Activity- Perform dramatic scripts that use Gender-switching/ swapping of gender roles		
		<p>References:</p> <p>Theories of Gender-</p> <p><a href="https://www.youtube.com/watch?v=CquRz_cceH8">https://www.youtube.com/watch?v=CquRz_cceH8</a></p> <p><i>A Room of One's Own</i> by Virginia Woolf</p> <p><i>I Want a Wife</i> by Judy Brady</p> <p><a href="https://www.wsfc.k12.nc.us/cms/lib/NC01001395/Centricity/Domain/10659/I%20Want%20a%20Wife.pdf">extension://efaidnbmnnnibpcajpcglclefindmkaj/https://www.wsfc.k12.nc.us/cms/lib/NC01001395/Centricity/Domain/10659/I%20Want%20a%20Wife.pdf</a></p> <p>Extract from Chapter 1 “Childhood” from Part II of <i>Second Sex</i> by Simone de Beauvoir (page number 293 to 294, from the sentence “One is not born, but rather becomes, woman” to the sentence “He is already an autonomous subject transcending himself towards the world: but it is only in an alienated form that he will encounter himself,” of the Vintage edition (2011), translated by Constance Borde and Sheila Malovany-Chevalier)</p> <p>Feminism-Introduction-</p> <p><a href="https://www.youtube.com/watch?v=9RL1Ig4VPqs">https://www.youtube.com/watch?v=9RL1Ig4VPqs</a></p> <p>Feminism: Key Concepts-</p> <p><a href="https://www.youtube.com/watch?v=ex63OgP9rqs">https://www.youtube.com/watch?v=ex63OgP9rqs</a></p>		
II	Feminist Thought and Practice		10	15
	6	Feminist movements and their impact	3	
	7	Suffragette Movement-Women's Lib	2	
	8	Dalit Feminism, Black Feminism, Marxist Feminism	2	
	9	Post-feminism	2	
	10	#metoo, #yesallwomen	1	
		Activity- Identify policies that facilitate the assimilation of Gender minorities in our society		

		<p>References:</p> <p>Feminism: Concepts and Theories-</p> <p><a href="https://www.youtube.com/watch?v=CrNC4uffd1s">https://www.youtube.com/watch?v=CrNC4uffd1s</a></p> <p>We should all be feminists -<a href="https://www.youtube.com/watch?v=hg3umXU_qWc">https://www.youtube.com/watch?v=hg3umXU_qWc</a></p> <p>“Ain’t I a Woman?” by Sojourner Truth</p> <p>“He Replaces Poetry” by Meena Kandasamy</p> <p><a href="https://www.poemhunter.com/poem/he-replaces-poetry/">https://www.poemhunter.com/poem/he-replaces-poetry/</a></p> <p>Queer Theory-</p> <p><i>A Vindication of the Rights of Women</i>, by Mary Wollstonecraft (Introduction only)</p>		
III	Sexuality Studies		20	25
	11	Compulsory heterosexuality- Body politics	5	
	12	Countering heteronormativity	2	
	13	Heterosexism-Homophobia	3	
	14	LGBTQ+	5	
	15	Queer theory	5	
		Activity- Identify problem areas in embedding societies that can benefit from a feminist engagement		
		<p>References:</p> <p>Queer Theory-</p> <p><a href="https://www.youtube.com/watch?v=QO_GUENuXFM">https://www.youtube.com/watch?v=QO_GUENuXFM</a></p> <p><a href="https://www.youtube.com/watch?v=c_53t02ySCw">https://www.youtube.com/watch?v=c_53t02ySCw</a></p>		
IV	Gender and Technology		8	15
	16	Gender and technology studies	4	
	17	Sexual Identities and media-Gender Representation in Social Media	3	
	18	Gender stereotyping on social media	1	
		Activity- Have discussions on the way gender is stereotyped in social media		
		<p>References:</p> <p>Bray, Francesca. “Gender and Technology” in <i>Gender and Science</i>. Neelam Kumar (Ed.) Aakar, 2012. (20-37)</p>		
V	Open Ended Module: Gender in Reality		12	

	1	<ul style="list-style-type: none"> <li>Students may be encouraged to interact with the Women's Cell and ICC of the college to understand the gender-specific issues on campus</li> <li>Make classroom skits and presentations situating gender within various place-based contexts (the urban/rural, local/global, community, transnational etc.).</li> </ul>		
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#### Suggested Readings:

##### Books:

Balsamo, A. (1996) *Technologies of the Gendered Body: Reading Cyborg Women*. Durham: Duke University Press.

Butler, J. (1999) *Gender Trouble*, Routledge, 2nd edition.

Connell, R.W. (1987) *Gender and Power*. Polity.

Connell, R.W. (1995) *Masculinities*. Polity Press.

De Beauvoir, S. (1972) *The Second Sex*. Penguin Books.

Dines, Gail and Jean M. Humez. (2014) *Gender, Race, and Class in Media: A Critical Reader*. Sage.

Hooks, Bell. (2004) *The Will to Change: Men, Masculinity, and Love*. Washington Square Press

Jackson, Stevi and Sue Scott, ed. (2001) *Gender: A Sociological Reader*. Routledge.

Oakley, A. (1972) *Sex, Gender and Society*. Temple Smith.

Serano, Julia. (2016) *Whipping Girl: A Transsexual Woman on Sexism and the Scapegoating of Femininity*. Seal Press.

##### Academic Journals:

*Feminist Review* <https://journals.sagepub.com/home/fer>

*Gender & Society* <https://journals.sagepub.com/home/gas>

##### Online Resources:

Stanford Encyclopedia of Philosophy - Feminist Perspectives on Sex and Gender (URL: <https://plato.stanford.edu/entries/feminism-gender/>)

Note: The course is divided into five modules, with four modules together having total 18 fixed units and one open-ended module with a variable number of units. There are a total of 48 instructional hours for the fixed modules and 12 hours for the open-ended ones. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). The final exam, however, covers only the 18 units from the fixed modules. The 70 marks shown in the last column, distributed over the first four modules, are only for the external examination.



Mapping of COs with PSOs and POs :

	PS O1	PS O2	PS O3	PS O4	PS O5	PS O6	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7
CO 1	1	-	-	-	-	-	1	-	-	-	-	-	-
CO 2	-	-	2	-	-	-	-	2	-	-	-	2	-
CO 3	3	-	-	-	-	3	-	-	-	-	3	-	-
CO 4	-	-	-	-	4	4	-	-	-	-	-	-	4

Correlation Levels:

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

Assessment Rubrics: Internal 30  
test paper/ mid semester examination  
Seminar/ viva/ Quiz  
Assignment

External

Written examination 70

Mapping of COs to Assessment Rubrics :

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

Course Title	<b>ADVERTISING</b>				
Type of Course	DSE				
Semester	VI				
Academic Level	300-399				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60
Pre-requisites	<p>The learner should:</p> <p>(1) familiarise with the basic concepts and definitions related to Advertising</p> <p>(2) acquire basic English language skills</p>				
Course Summary	<p>This course provides an in-depth exploration of advertising principles and practices across various media platforms. Students will gain hands-on experience in creating effective advertisements for print, radio, TV, and online platforms.</p>				

## Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Comprehend diverse mediums of advertising	Understand	F/C	Assignment
CO2	Develop copywriting skills for print advertising	Application	P	Assign writing exercises
CO3	Write scripts for television and radio advertising	Application	P	Assign script writing exercises
CO4	Develop content writing skills for online advertising	Application	P	Assign content creation exercises
<p>* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C)</p> <p># - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)</p>				

## Detailed Syllabus:

Module	Unit	Content	Hrs	Marks
I		Introduction to Print Advertising	14	25
	1	Types of print media (newspapers, magazines)	2	
	2	Target audience identification for print ads	2	
	3	Elements of effective print ad design	3	
	4	Copywriting techniques for print advertising	4	
	5	Optimizing layout for attention and readability	3	

		<p><i>Activities:</i></p> <p><i>1. Ask students to collect the print advertisements of the product of their choice from different print media. A powerpoint presentation can be encouraged using the advertisements that they have collected. A discussion can be initiated on the elements of the particular advertisement that attracted the student towards choosing the product.</i></p> <p><i>2. Students can be encouraged to create a print advertisement for a fictional product of their choice.</i></p>	
II	Radio Advertising		10 15
	6	Characteristics of radio as an advertising medium	1
	7	Understanding radio audience demographics	2
	8	Writing for Radio Ads	4
	9	Current trends in radio advertising	2
	10	Integration of technology and digital platforms	1
		<p><i>Activities:</i></p> <p><i>1. Make students listen to different radio ads and initiate a discussion on the different elements that make the radio ad appealing to them. Divide students into groups for the second and third activity. The same group can be maintained for both the activities.</i></p> <p><i>2. Students (in groups) can be encouraged to change the print advertisement of the product that they have already written to radio advertisement. A discussion can be initiated on the differences between print and radio advertisements.</i></p> <p><i>3. Role Play: Each student in the group can be assigned different roles like director, voice actor etc. The scripts that one group has written can be given to the other group for performing. Instruct the voice actors to perform the script while the directors provide feedback on delivery, pacing, and emphasis. After each performance, facilitate feedback sessions that will make them aware about the areas of improvement.</i></p>	
III	TV Advertising		14 15
	11	Unique aspects of TV advertising	1
	12	Targeting diverse TV audience segments	2
	13	Understanding the impact of visuals and sound in television commercials	1
	14	The role of effective storytelling in TV ads	2
	15	Storyboarding and visualizing ad ideas	4

	16	Writing for TV Advertising	4
		<p>Activity:</p> <p><i>1. Some popular TV advertisements can be screened in the classroom. Students may be encouraged to take note of the unique aspects of each advertisement that they have watched such as use of visuals, sound, storytelling techniques, and brand integration. A classroom discussion can be initiated.</i></p> <p><i>2. Students, in groups, may be encouraged to choose a product or service and to advertise and write a script for a TV commercial based on the concepts taught.</i></p> <p><i>3. Students may be encouraged to create TV advertisements using their mobile phones and screen it before the class. A feedback session can be conducted after each presentation.</i></p>	
IV	Online Advertising		10      15
	17	Types of online advertising (display, search, social media)	2
	18	Writing for Different Online Advertising Formats	2
	19	Search Engine Marketing (SEM) and Search Engine Optimization (SEO)	2
	20	Targeting and Personalization in Online Ads	1
	21	Creative Elements in Online Advertising	2
	22	Social media advertising	1

		<p><i>Activity:</i></p> <p><i>1. Students can be divided into groups. Assign each group one of the advertising platforms: display, SEM, or social media. Ask them to research about the characteristics of advertisements that they have observed. A poster presentation of each group about their findings can be initiated. The poster should include key features, benefits, targeting options, and examples of ads for their assigned advertising platform. Facilitate a classroom discussion on the differences of advertisements in diverse platforms.</i></p> <p><i>2. Role Play: Create a fictional advertisement company in the classroom where students can be assigned the roles of advertiser, client, copy writer etc. Instruct each group to develop a creative pitch for an advertising campaign as per the requirements of the customer. Provide guidelines for the pitch, including target audience, campaign objectives, budget, and creative elements to be included. Ask each group to present their innovative ideas before the class, while the other groups can be asked to note down their feedback about each presentation. A classroom discussion can be initiated.</i></p> <p><i>3. Interaction with an industry expert is recommended.</i></p> <p><i>4. Encourage students to create their own online advertisement for a fictional product, considering the aspects that they have learned in the module.</i></p>	
V	Open Ended Module		12
		Advertising Campaign	
		Legal and regulatory considerations for ads	

Note: The course is divided into five modules, with four having a total 22 fixed units and one open-ended module with a variable number of units. There are a total of 48 instructional hours for the fixed modules and 12 hours for the open-ended one. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). The final exam, however, covers only the 22 units from the fixed modules and is out of 70 marks.

Mapping of COs with PSOs and POs :

	P S O 1	P S O 2	P S O 3	P S O 4	P S O 5	P S O 6	P O 1	P O 2	P O 3	P O 4	P O 5	P O 6	P O 7
C O 1	3	-	-	-	-	-	3	-	-	-	-	-	-
C O 2	-	3	3	-	-	-	-	-	-	-	-	-	-
C O 3	-	3	3	-	-	-	-	-	-	-	-	-	-
C O 4	-	3	3	-	-	-	-	-	-	2	-	-	-

Correlation Levels:

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

Assessment Rubrics:Assessment Rubrics:

Final Exam- 70 marks

Internal Assessment- 30 marks

- Test paper
- Assignment
- Seminar

Mapping of COs to Assessment Rubrics:

	Test paper	Assignment	Seminar	End Semester Examination
CO1	●			●
CO2	●	●		●
CO3	●	●	●	●
CO4	●	●	●	●

#### Core Reading

1. Advertising and Promotion: An Integrated Marketing Communications Perspective by George E. Belch and Michael A. Belch
2. Hey, Whipple, Squeeze This: The Classic Guide to Creating Great Ads by Luke Sullivan
3. Ogilvy on Advertising by David Ogilvy
4. The Copywriter's Handbook: A Step-By-Step Guide to Writing Copy That Sells by Robert W. Bly
5. The Art of SEO: Mastering Search Engine Optimization by Eric Enge, Stephan Spencer, and Jessie Stricchiola (relevant for online advertising)

#### Suggested Reading

1. Media Planning: A Practical Guide by Jim Surmanek and Jack Z. Sissors
2. The Media Handbook: A Complete Guide to Advertising Media Selection, Planning, Research, and Buying by Helen Katz
3. Confessions of an Advertising Man by David Ogilvy
4. Advertising Campaign Strategy: A Guide to Marketing Communication Plans by Donald Parente and Kirsten Strausbaugh-Hutchinson

Course Title	<b>POLITICS OF LANGUAGE</b>				
Type of Course	ELECTIVE				
Semester	VI				
Academic Level	300-399				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60



Pre-requisites	Basic skills to comprehend written and audiovisual content so as to understand the functions of language.
Course Summary	Language has to be conceptualised and understood not as a neutral system, but as a hierarchical network of power relations. Hence, it is necessary to be aware of hierarchies inbuilt in our language. This course intends to expose the learner to texts that uncover such political biases and aims at a critical discussion of this politics.

#### Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Identify the function of language, and create a spirit of enquiry about its politics.	U	C	Role plays Assignments
CO2	Develop critical thinking in the use and study of language.	U	C	Classroom debates
CO3	Analyse different texts with reference to the larger structures of language.	An	P	Seminar Presentation Reports
CO4	Interpret the cultural bias within texts.	E	P	Term Papers Audiovisual aided presentations
<p>* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C)</p> <p># - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)</p>				

## Detailed Syllabus:

Module	Unit	Content	Hrs 60	Marks (70)
I	Language in the Corporate Era		10	15
	1	The Function of Language- Chomsky (Youtubeinterview )	03	
	2	“The Poetic Torture- House of Language” – Slavoj Zizek	04	
	3	"Politics and the English Language"- George Orwell	03	
		<p><i>Activities:</i></p> <p>1. Create situations and engage in role play to demonstrate various contexts of language use and its varying potential.</p> <p>2. Analyse multimedia resources to understand the possibilities of language use in diverse contexts.</p> <p>3. Conduct a classroom discussion on the relationship between language and thought</p>		
II	Marginality in Language		14	20
	3	Robert Mugabe’s speech on Racism	02	
	4	“Naming the Group” from Simi Linton’s “Reassigning Meaning”	03	
	5	Why I am Not a Hindu- Kancha Ilaiyah( Chapter 1 pages 16-25)	03	
	7	“My English” – Aleena (poem published on Facebook)	02	
	8	Documentary: "13th" directed by Ava DuVernay	04	

		<p><i>Activities:</i></p> <ol style="list-style-type: none"> <li>1. Discuss in groups about the discriminatory use of colour in language, and each group can make a short presentation in the classroom.</li> <li>2. Listen to speeches of persuasive nature and examine how language is used in gaining control over social groups.</li> <li>3. Analyse select pieces of creative writing to study how various categories of identity intersect in language use.</li> </ol>		
III	Postcoloniality of Language		12	20
	9	Edward Said: <i>Orientalism</i> (Chapter 3 Part II, pages 226-229)	04	
	10	Raja Rao: “Foreword to <i>Kanthapura</i> ”	04	
	11	Gai Harrison: “A Postcolonial Perspective on Language and Difference in Social Work: Bilingual Practitioners working in Linguistic Borderlands”	04	
		<p><i>Activities:</i></p> <ol style="list-style-type: none"> <li>1. Compare the uses of language in colonial and postcolonial context and prepare a write-up.</li> <li>2. Discuss in groups on how postcolonial use of language resists othering.</li> </ol>		
IV	Gendered Language		12	15
	12	“Mohanaswamy”: Vasudhendra (translation of the story from Kannada by Rashmi Terdal)	05	
	13	‘I want to apologise to all women’ – Rupi Kaur (poem)	03	
	14	‘The Body of My Language’ – Juliette Tocino-smith (poem)	04	

		<p><i>Activities:</i></p> <p><i>1. Compare different news reports of violence against women and other sexual minorities and try to rewrite them in a gender neutral style and identify the biases at work.</i></p> <p><i>2. Collect articles on women's use of language in literature and conduct classroom discussions on them.</i></p>		
V	Open Ended Module		12	
		<p>Autonomy in Language Use</p> <p>Appropriating language to suit users' social context and purpose of communication.</p>		

Core Texts:

The Function of Language:

<https://www.youtube.com/watch?v=TzzuPMA8s7k>

<https://www.orwellfoundation.com/the-orwell-foundation/orwell/essays-and-other-works/politics-and-the-english-language/>

[disability history museum--Education: Essay: Disability History Museum \(disabilitymuseum.org\)](#)

<https://youtu.be/X5ZYhlZednE?si=12FIO0DN-8pxsi2O> (Mugabe's speech)

[Empowering Poems Every Woman Needs To Read | by Arielle | Medium](#)

Iliah, Kancha. *Why I am Not a Hindu: A Sudra Critique of Hindutva*, Philosophy, Culture and Political Economy. Sage, 2005.

My English. ————— | by GenderCC - Women for Climate Justice | Not Without Us! | Medium. <https://medium.com/notwithoutus/my-english-0de95c293560>

13th. <https://www.youtube.com/watch?v=krfcq5pF8u8>

Rao, Raja. *Kanthapura*. Penguin, 2014.

Said, Edward. *Orientalism: Western Conceptions of the Orient*. Penguin, 2016.

[Poem: The Body Of My Language \(outlookindia.com\)](#)

[The Poetic Torture-House of Language by Slavoj Žižek | Poetry Magazine \(poetryfoundation.org\)](#)

Vasudhendra. *Mohanaswamy*. Harper Collins, 2016.

[13TH | FULL FEATURE | Netflix \(youtube.com\)](#)

[A postcolonial perspective on language and difference in social work: bilingual practitioners working in the linguistic borderlands: European Journal of Social Work: Vol 10, No 1 \(tandfonline.com\)](#)

Suggested Reading:

“Politics and the English Language”: George Orwell

“Gendered Media: The Influence of Media on Views of Gender”: Julia T. Wood

*On Anarchism*: Noam Chomsky

“Language, Gender, and Politics: Putting “Women” and “Power” in the Same Sentence”: Robin Lakoff

“The Language of Othering”: Louisa Hadley

Note: The course is divided into five modules, with four having a total of 14 fixed units and one open-ended module with a variable number of units. There are a total of 48 instructional hours for the fixed modules and 12 hours for the open-ended one. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). The final exam, however, covers only the 14 units from the fixed modules.

	PS O 1	PS O 2	PS O 3	PS O 4	PS O 5	PS O 6	P O 1	P O 2	P O 3	P O 4	P O 5	P O 6	P O 7
C O 1	-	2	-	1	-	-	-	1	2	-	-	-	-
C O 2	-	-	-	-	-	-	1	-	3	1	-	-	1
C O 3	-	1	-	-	1	-	-	2	2	-	-	2	-
C O 4	-	3	-	-	-	-	-	2	1	-	2	-	-

Mapping of COs with PSOs and POs :

Correlation Levels:

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

Assessment Rubrics:

§ Discussion / Seminar/ Video presentations/ Reports 10%

§ Midterm Exam 10%

§ Assignments (10%)

§ Final Exam (70%)

§ Mapping of COs to Assessment Rubrics:

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

## ELECTIVE COURSES WITH NO SPECIALISATION

Course Title	<b>ADVANCED GRAMMAR</b>				
Type of Course	Major				
Semester	VIII				
Academic Level	400-499				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60
Pre-requisites	A strong foundation in basic concepts of grammar.				
Course Summary	<p>This advanced grammar course is designed to enhance students' proficiency in English grammar at an advanced level. Building upon foundational grammar concepts, this course delves into complex grammatical structures, nuances, and usage patterns, empowering students to communicate with precision and sophistication in both written and spoken English.</p>				



**Course Outcomes (CO):**

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Infer the nuances of advanced grammar rules and their application in context	U	C	Assignment Seminar Presentation In-class discussion Written Test
CO2	Construct grammatically accurate and coherent sentences.	Ap	P	Assignment Seminar Presentation In-class
CO3	Correlate errors in grammar usage and formulate corrections.	An	P	Assignment Seminar Presentation In-class discussion Written Test
CO4	Assess the effectiveness of advanced grammar usage in conveying meaning and enhancing clarity in writing.	E	P	Assignment Seminar Presentation In-class discussion Written Test
CO5	Generate original sentences and paragraphs to convey complex ideas with precision and sophistication.	C	M	Assignment Seminar Presentation In-class discussion Written Test
* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)				

**Detailed Syllabus:**

Module	Unit	Content	Hrs	Marks
I	Fundamental Concepts of Grammar		6	9
	1	What is Grammar?		
	2	Basic Principles of Grammar  Key words :syntax, morphology, Lexis, phrases, Clauses Function sound	2	

	3	Grammar Usages, Methodologies  Key words: usage and acceptability: Deterministic/probabilistic; Descriptive v/s Prescriptive: grammar as structure and grammar as Choice/ Grammar as discourse; Grammar and lexis.	3	
	4	Grammar and Corpus Data	1	
	Activities	<ul style="list-style-type: none"> <li>· Usage Analysis: analyse how the different grammatical elements contribute to the overall meaning and structure of the text.</li> <li>· Debate on the various aspects of prescriptive and descriptive forms of grammar</li> <li>· Deterministic vs. Probabilistic Analysis Exercise</li> <li>· Corpus Linguistics Exploration:</li> <li>· Grammar Quiz</li> </ul> <p>Core Text :Ronald Carter_ Michael McCarthy - Cambridge Grammar of English (p1-11)</p>		
II	Sentence and Clause Patterns		18	24
	5	Introduction to Sentences and Clauses	3	
	6	Verb Complementation	3	
	7	Clause Types	3	
	8	Clause Combinations	3	
	9	Adjuncts	2	
	10	Time (Present ,Past, Future)	4	

	Activities	<ul style="list-style-type: none"> <li>· Sentence Composition Workshop: Organize a workshop where students construct sentences using specific structures (simple, compound, complex, and compound-complex)</li> <li>· Verb Complementation Analysis: From a list of verbs followed by different types of complements (e.g., infinitives, gerunds, that-clauses). Students analyse how the meaning changes with different complementation patterns and present their findings. <ul style="list-style-type: none"> <li>· Clause Identification and Creation from given text</li> <li>· Rectify the errors in the mixed up clause combinations</li> <li>· Provide students with lengthy and complex sentences from academic papers or novels. Ask them to identify different types of adjuncts (manner, place, time, condition, reason) within these sentences. Then, challenge them to rewrite the sentence without losing its original meaning but by altering the adjuncts used.</li> <li>· Tense Transformation Exercises as group activity</li> <li>· Writing Challenges: Provide writing prompts that require the use of advanced grammar structures such as complex sentence constructions, subjunctive mood, or advanced punctuation. Encourage participants to write short stories, essays, or dialogue incorporating these structures.</li> </ul> </li> </ul> <p>Core Text : Ronald Carter_ Michael McCarthy - Cambridge Grammar of English (pp 269-376)</p>		
III	Notions and Functions		13	21
	11	Modality	2	21
	12	Speech Acts	1	
	13	Questions	2	
	14	Negation	2	
	15	Condition	2	
	16	Comparison	2	
	17	The Passive	2	

	Activities	<ul style="list-style-type: none"> <li>· Modal skit: Form small groups and select various modal verbs to create mini-dialogues or short stories and demonstrate the different nuances of modality (possibility, probability, obligation, etc.) through their dialogues or narratives.</li> <li>· Organize a role-play session where students must use specific speech acts (e.g., apologizing, requesting, promising, ordering) in a given scenario. Organize a role-play session where students must use specific speech acts (e.g., apologizing, requesting, promising, ordering) in a given scenario.</li> <li>· Ask them to write a short story or dialogue using as many forms of negation as possible without making the text feel unnatural</li> <li>· Creating conditional sentences of different degrees and ask them to find out the possible outcome of this condition</li> <li>· Ask the students to rewrite a short article or narrative, changing the focus by employing the passive voice.</li> </ul> <p>Core Text : Ronald Carter_ Michael McCarthy - Cambridge Grammar of English (pp 377-471)(476-487)</p>		
IV	Advanced Grammar <u>U</u> sage And Style		11	16
	18	Subject-verb agreement: Advanced rules and exceptions	2	24
	19	Pronoun usage: Reflexive pronouns, demonstrative pronouns, and indefinite pronoun	2	
	20	Sentence transformation: Techniques for transforming sentences to convey different meanings or styles	2	
	21	Stylistic devices: Employing rhetorical devices such as parallelism, anaphora, and chiasmus	2	
	22	Clarity and conciseness: Strategies for writing clear and concise sentences	2	
	23	Advanced punctuation: Proper use of semicolons, colons, and dashes	1	

	Activities	<ul style="list-style-type: none"> <li>· Present sentences that intentionally include tricky subject-verb agreement errors (involving intervening phrases, compound subjects, collective nouns, etc.). Ask students to identify and correct the errors, explaining the rule or exception that applies.</li> <li>· Pronoun Replacement Workshop</li> <li>· Ask the students to modify the given passages in style or meaning employing different sentence structures, vocabularies, and tones.</li> <li>· Provide lengthy and complex sentences from academic papers or reports. Students work to revise these sentences, aiming for clarity and conciseness while retaining the original meaning. Encourage the elimination of redundancy and the simplification of complex structures.</li> <li>· Critical Discourse Analysis; select a media text (e.g., news article, advertisement, political speech) and use CDA methods to analyse the text's grammatical choices and how they contribute to the text's meaning and potential ideological stance</li> <li>· Punctuation Makeover; ask students to insert or replace punctuation in a provided text, with a focus on semicolons, colons, and dashes. Include examples where multiple options are correct but change the nuance or clarity of the sentence.</li> <li>· Task students with writing a short story, essay, or script that requires the intentional use of the grammatical topics covered Core Text: "The Elements of Style" by William Strunk Jr. and E.B. White: :Ronald Carter_ Michael McCarthy - Cambridge Grammar of English (pp 269-376</li> </ul>		
V	Open Ended Module		12	

	1	<p>Ø The open-ended module shall be focused on advanced grammar at level 400, considering activities that challenge participants to apply complex grammatical concepts in practical and creative ways.</p> <p>Ø Consider implementing Grammar Projects, enabling participants to select a grammar-related project to pursue throughout the module. Projects could involve tasks such as analysing the grammar of a literary text, producing a grammar-focused podcast, or developing an instructional grammar video series.</p>		
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Mapping of COs with PSOs and POs :

	P S O 1	P S O 2	P S O 3	P S O 4	P S O 5	P S O 6	PO 1	P O 2	P O 3	PO 4	P O5	P O 6	P O 7
C O 1	3	2	-	-	-	-	3	3			1		-
C O 2	2	3	1	1	1	-	2	2	3				-
C O 3	3	-	3	-	3	-	2	3	2		2		
C O 4	3	2	2	-	2	-	3	2				-	2
C O 5	2		2		2	3	3	1					1

Correlation Levels:

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

Assessment Rubrics:

- Quiz / Assignment 10

#### Discussion / Seminar 10

- Midterm Exam10
- Formative Evaluation (30%)
- Final Exam (70%)

Mapping of COs to Assessment Rubrics :

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

#### References

##### Core texts

Ronald Carter\_ Michael McCarthy - Cambridge Grammar of English\_ A Comprehensive Guide\_ Spoken and Written English Grammar and Usage-Cambridge University Press (2006)

William Strunk Jr. and E.B. White:The Elements of Style

Geoff Barton - Grammar in Context Students' Book-OUP Oxford (1999)

Robin Torres- Gouzerh Intermediate English Grammar for ESL Learners Second Edition

##### Suggested Readings

Raymond Murphy. English Grammar in Use, Third Edition, Cambridge University Press,2004. Rinvolutri, Mario. Grammar Games. Cambridge University Press, 1991.

Rinvolutri, Mario, and Paul Davis. More Grammar Games Cognitive, Affective and Movement Activities for EFL Students. Cambridge University Press, 2010.

Azar, Betty Schramper, and Stacey A. Hagen. Understanding and Using English Grammar: With Answer Key. Pearson/Longman, 2009.

Hewings, Martin. Advanced Grammar in Use: A Self-Study Reference and Practice Book for Advanced Learners of English. Cambridge University Press, 2015.

Jones, Rodney H., and Graham Lock. Functional Grammar in the ESL Classroom: Noticing, Exploring and Practising. Palgrave Macmillan, 2011.



Zaorob, Maria Lucia, and Elizabeth Chin. Games for Grammar Practice: A Resource Book of Grammar Games and Interactive Activities. Cambridge Univ. Press, 2007.  
<https://learnenglish.britishcouncil.org/grammar>

<https://www.bbc.co.uk/learningenglish/>

LearnEnglish Teens

Duolingo

<https://learningenglish.voanews.com/>

ESL Lab

<https://breakingnewsenglish.com/>

Speaking | Learn English

<http://www.manythings.org/e/listening.html>

Course Title	<b>Research Article: Writing and Publication</b>				
Type of Course	DSE				
Semester	8				
Academic Level	400-499				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60
Pre-requisites	Foundational writing skills in English and an interest in research				
Course Summary	This course is designed to equip students with the essential skills needed to craft impactful research articles. In addition to familiarizing them with the various components of a research article and techniques for identifying research gaps, the curriculum delves into the intricate processes involved in writing and guides students on selecting the most appropriate journal for publication. Emphasizing the importance of language in effective communication, particular attention is devoted to refining linguistic proficiency throughout the writing process.				

## Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Recognise the need and significance of research articles.	U	An	Assignments
CO2	Analyse different elements and structure of a research article.	An	C	Internal Exam,Seminars
CO3	Write research articles in clear, precise and concise language.	C	Ap	Home Assignments Presentations
CO4	Publish research article in reputable journals, prioritizing academic integrity and ethical standards.	C	P	Assignments
* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)				

## Detailed Syllabus:

Module	Unit	Content	Hrs	Marks
			60	70
I	Introduction		13	18
	1	Definition and Purpose of Research Articles	1	
	2	Research Article: General Structure and Components: Abstract, Introduction, Methodology, Result, Discussion, Conclusion, References etc.	2	
	3	Importance of Title (Length, use of articles, prepositions, adjectives and punctuation while framing title, running title) , Keywords and Abstract (Definition, types, economy of words)	2	
	4	Beginning the Article: Steps in Manoeuvring from a Broad Topic to Research Problem	2	
	5	Sources: Primary and Secondary Sources, Locating sources in library and internet, Relevance and reliability of the sources	2	
	6	Crafting Research Argument: Evaluate the argument, Assembling reasons and evidence, Self-examination of the arguments	2	
	7	Review Process: Submission, Editor's Decision, Modification, Making corrections, Addition of proofs, References, Acceptance, Rejection, Handling revisions and rejections etc.	2	

		<p><i>Activities:</i></p> <ol style="list-style-type: none"> <li><i>1. Review the structure and components of sample research articles.</i></li> <li><i>2. Give students a sample abstract from a research article and ask them to revise it to improve clarity, conciseness, and adherence to journal-specific formatting guidelines.</i></li> <li><i>3. Critique the research problem addressed in the journal and analyse the author's arguments, sources, logical connections etc.</i></li> <li><i>4. Encourage students to develop a research article throughout the duration of the course, aligning its progress with the course content so that by the course's conclusion, they will have a completed research article.</i></li> </ol>		
II	Language in Research Articles		14	18
	8	General Guidelines: Benefits of Using Simple, Concrete and Direct Language	2	
	9	Use of Tenses, Active verses passive voice, Common characteristics of good writing	3	
	10	Avoiding Long Paragraphs and Sentences: Breaking up lengthy paragraphs and complex sentences	3	
	11	Being concise and avoiding Redundancy: Cutting redundant words adjectives, expressions, phrases etc. - Need for avoiding pedanticism, ambiguity, repetition and vague language	2	
	12	General guidelines on framing introduction, conclusion, quoting, paraphrasing and summarizing	2	
	13	When and How of Headings, Bullets, Tables, Figures	1	
	14	Need for Multiple Revisions: Ensuring suitable formal tone, readability, logical connection, consistency, avoid spelling mistakes etc.	1	
		<p><i>Activities:</i></p> <ol style="list-style-type: none"> <li><i>1. Give excerpts from research articles containing common language errors and ask students to identify and correct them.</i></li> <li><i>2. Provide students with research articles from different disciplines and encourage them to identify the differences in language style.</i></li> <li><i>3. Encourage students to choose a random research article of their preferred discipline, and analyse the structure of its components such as introduction, conclusion, quotes etc.</i></li> </ol>		
III	Choosing Appropriate Journal		11	16
	15	Criteria for choosing appropriate journals	3	
	16	Predatory Journals: Warning signals	3	
	17	Academic Integrity and Research Ethics	3	
	18	Plagiarism and Self-Plagiarism: Definition, Detection and Evasion	2	

		<p>Activities:</p> <ol style="list-style-type: none"> <li>1. Prepare a list of potential journals in a specific research topic and evaluate its credibility.</li> <li>2. Visit websites of UGC care list journals, Scopus etc. and analyse predatory journals list published by them.</li> <li>3. Motivate students to analyse subtle differences in requirements of different journals (scope, audience, editorial focus, citation styles etc.) despite belonging to the same discipline.</li> <li>4. Create a checklist for evaluating journals such as impact factor, publication frequency, open access policy, publication fee etc. and apply these criteria to assess and rank a list of journals from their research field. This could be done as a group activity.</li> </ol>		
IV	Drafting		10	18
	19	Importance of Citing Sources	3	
	20	Common Citation Styles	3	
	21	Dealing with Procrastination and Writer's Block	1	
	22	Using LaTeX for Writing Article	3	
		<p>Activities:</p> <ol style="list-style-type: none"> <li>1. Encourage students to write their research article using LaTeX.</li> <li>2. Format citation according to the journal requirement and do with the help of technology.</li> </ol>		
V	Open Ended Module:		12	
		<ul style="list-style-type: none"> <li>Encourage students to send the paper they have prepared through the duration of the course to journals and proceed with the ensuing process.</li> </ul> <p style="text-align: center;">Or</p> <ul style="list-style-type: none"> <li>Introduce learners to other software assisted article writing techniques such as,               <ol style="list-style-type: none"> <li>Zotero and Mendeley (Citation Management Softwares)</li> <li>Collaborative writing platforms</li> <li>Plagiarism Detection Tools</li> <li>Language Correction software (Grammarly )</li> </ol> </li> </ul>		

Note: The course is divided into five modules, with four having total 22 fixed units and one open-ended module with a variable number of units. There are 48 instructional hours for the fixed modules and 12 hours for the open-ended module. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). The final exam, however, covers only the 22 units from the fixed modules.

### Mapping of COs with PSOs and POs :

	PSO 1	PSO 2	PSO 3	PSO 4	PSO5	PSO6	PO 1	PO2	PO3	PO4	PO5	PO6	PO7
CO 1	-	2	-	-	-	3	2	-	-	-	-	-	-
CO 2	-	1	-	-	-	3	1	-	-	-	-	-	2
CO 3	-	2	-	1	-	1	-	-	1	-	-	-	3
CO 4	-	-	-	1	-	2	1	-	-	-	-	-	3

### Correlation Levels:

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

### Assessment Rubrics:

Internal Assessment – 30 marks

- Test paper
- Seminar/viva
- Assignment

Final Exam – 70 marks

### Mapping of COs to Assessment Rubrics:

	Internal Exam	Assignme nt	Project Evaluation	End Semester Examinations
CO 1		✓		✓
CO 2		✓		✓
CO 3	✓	✓		✓
CO 4		✓		✓

## Core Texts

Belcher, Wendy Laura. Writing Your Journal Article in Twelve Weeks: A Guide to Academic Publishing Success. India, SAGE Publications, 2009.

Writing and Publishing a Scientific Research Paper. Singapore, Springer Nature Singapore, 2017. (Purpose, Structure, Importance of Title and Abstract, How to Choose a Journal)

Wallwork, Adrian. English for Writing Research Papers. Germany, Springer International Publishing.

"Think Check Submit: Choosing the Right Journal for Your Research" (Online resource)

Academic Integrity and research Quality, UGC (downloaded)

Avoiding Plagiarism, Self-plagiarism, and Other Questionable Writing Practices: A Guide to Ethical Writing" by Miguel Roig ( <https://ori.hhs.gov/sites/default/files/plagiarism.pdf> )

Day, Robert A., and Gastel, Barbara. How to Write and Publish a Scientific Paper. United Kingdom, Cambridge University Press, 2012.

Booth, Wayne C., et al. The Craft of Research, Third Edition. Ukraine, University of Chicago Press, 2008.

Kottwitz, Stefan. LaTeX Beginner's Guide. United Kingdom, Packt Pub., 2011.

Zotero Online Tutorial:

1. <https://academicguides.waldenu.edu/library/zotero>
2. [https://www.zotero.org/support/quick\\_start\\_guide](https://www.zotero.org/support/quick_start_guide)

Mendeley Online Tutorial

1. <https://www.mendeley.com/guides/mendeley-reference-manager/>

Course Title	<b>Methodology of Research in Humanities</b>				
Type of Course	DSE				
Semester	VIII				
Academic Level	400-499				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60
Pre-requisites	Familiarity with Humanities Studies, critical theory and interdisciplinary approaches				
Course Summary	The course aims to provide a transition towards the realm of research, wherein students acquire the skills necessary to engage in scholarly research at the college level. It incorporates theoretical knowledge with practical applications in real-world settings. Students engage in active research and familiarize themselves with the emerging conventions and trends in research.				

#### Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Explains the features of a comprehensive research proposal that include a clear research question, literature review, research design, and ethical considerations.	U	F	Assignment Seminar Presentation In-class discussion Written Test
CO2	Uses suitable methodologies, tools, and procedures.	Ap	C	Assignment Seminar Presentation In-class discussion Written Test

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO3	Connects ethical considerations into research practice and decision-making.	An	C	Assignment  Seminar Presentation  In-class discussion  Written Test
CO4	Writes the study findings in a concise, logical, and captivating manner.	C	F	Assignment  Seminar Presentation  In-class discussion  Written Test
<p>* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C)</p> <p># - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)</p>				

#### Detailed Syllabus:

Module	Unit	Content	Hrs (48 +12)	Marks (70)
I	Understanding Research		10	15
	1	Methods, Hypothesis, Variables and Research Process in Humanities	4	
	2	Writing thesis statement	2	
	3	Types of Research Qualities of a Good Researcher	2	
	4	Relationship between Research in other Disciplines and Humanities	2	
		Activity- Write trial thesis statements and hypotheses on a select area of research		



		<p>References:</p> <p>“Introduction to Research in Humanities” (pp167-187) from Jain, Surbhi. <i>Research Methodology in Arts, Science and Humanities</i>. Society, 2019.</p>		
II	Research Methods		10	15
	5	<p>Oral History as a Research Method</p> <p>Visual Methods</p>	3	
	6	Conceptual Analysis Process	2	
	7	Use of Ethnographic Methods	2	
	8	AI and Virtual Research	2	
	9	Interviewing-Observation-Survey	1	
		<p>Activity- Apply any of the prescribed methods to write a paragraph on a select area of research.</p> <p>Use an alternate method for the same area.</p>		
		<p>References:</p> <p>“Memory Issues,” “Validity and Representativeness” and “Interview Dynamics,” (pp 48-59) of Penny Summerfield’s essay “Oral History as a Research Method” from the collection Griffin, Gabrielle (Ed.). <i>Research Methods for English Studies</i>. Edinburgh University Press, 2005.</p> <p>“New media” and “Primary Source studies” (pp 220-223) of Marilyn Deegan’s essay “English Research Methods and the Digital Humanities” from the collection Griffin, Gabrielle (Ed.) <i>Research Methods for English Studies</i>. Edinburgh University Press, 2005.</p>		
III	Writing a Research Proposal and Dissertation		20	25
	10	a) Research Proposal: Selection of a topic, preparing an outline or abstract, aims and objectives of the study, hypothesis, review of literature, research methodology	5	
	11	b) Research Proposal: Chapter scheme, scope and limitations, conclusion, keywords-structure of a thesis-conventions of thesis writing	5	
	12	a) Structuring a Dissertation: Steps to be followed for writing a dissertation; the drafting, editing and revision process; Key Issues and Arguments	5	

	13	b) Structuring a Dissertation: Discussions of the findings and conclusions drawn; Contribution of the project to the existing body of research; Direction for future research	5	
		Activity- Prepare a 3000-word dissertation in consultation with the course instructor		
		References:  Part 1 (pp 15-34) of Allison, B. <i>The Students' Guide to Preparing Dissertations and Thesis</i> . Kogan Page, 1997.		
IV	Compiling, Documentation and Referencing for Research		8	15
	14	a) Mechanics of Writing: Citing Sources in the text: Intext citation, parenthetical citation, run-in quotation	2	
	15	b) Mechanics of Writing: Citing print, web, film and archival sources; Footnotes/Endnotes; Works Cited/Bibliography	1	
	16	c) Mechanics of Writing: Spelling and punctuation; ellipses, note taking, indent, margins, font, spacing, text formatting, title, running head and page number, internal headings and subheadings, placement of the list of Works Cited, tables and illustrations, and proof correction.	2	
	17	a) Tools, Language and Research Ethics: Digital tools- Collection of data-Validity and reliability of data- Research language	1	
	18	b) Tools, Language and Research Ethics: Social Media and Public Engagement-Using social media for research and outreach-Online communities and collaboration-	1	
	19	c) Tools, Language and Research Ethics: Ethical considerations in research-Documenting Sources-Avoiding plagiarism-Giving Credit: paraphrasing and quoting-Intellectual Property Rights	1	
		Activity- Create a research archive on any accessible LMS		
		References:  Part III (pp 63-95) of Allison, B. & Phil, Race. <i>The Students' Guide to Preparing Dissertations and Thesis</i> . Routledge, 2004.  <i>MLA Handbook for Writers of Research Papers</i> . Modern Language Association, 9 <sup>th</sup> Edn, 2021.		
V	Open Ended Module: Research in Practice		12	
		Identification of a research problem (relevant to the real world) and preparing a multimedia presentation (area opted may be from visual culture, literature, art, philosophy, psychology, history, performance, music, cinema etc. of the student's choice)	12	

		<p>References:</p> <p>Allison, B. <i>The Students' Guide to Preparing Dissertations and Thesis</i>. Kogan Page, 1997.</p> <p>Altick, Richard D. and John J. Fenstermaker. <i>The Art of Literary Research</i>. Norton, 1993.</p> <p>Research Methodology in English-<a href="https://www.youtube.com/watch?v=nt2D3QtiYUo&amp;list=PLM_HTC9WQ3sUpB6ONGsNl8KcScspa414">https://www.youtube.com/watch?v=nt2D3QtiYUo&amp;list=PLM_HTC9WQ3sUpB6ONGsNl8KcScspa414</a></p> <p>Interdisciplinary Research in English Literature-</p> <p><a href="https://www.youtube.com/watch?v=RPR4h4IAQOI">https://www.youtube.com/watch?v=RPR4h4IAQOI</a></p>		
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### Suggested Reading:

#### Books:

Allison, B. *The Students' Guide to Preparing Dissertations and Thesis*. Kogan Page, 1997.

Altick, Richard D. and John J. Fenstermaker. *The Art of Literary Research*. Norton, 1993.

Deshpande, H.V. *Research in Literature and Language: Philosophy, Areas and Methodology*. Notion Press, 2018.

Griffin, G. *Research Methods for English Studies*. Edinburgh University Press, 2013.

Guerin, Wilfred L. (et al). (Eds.) *A Handbook of Critical Approaches to Literature*. OUP, 2010.

Harris R. Steven and Kathleen A. Johnson. Eds. *Teaching Literary Research: Challenges in a Changing Environment*. Association of College and Research Libraries, 2009.

Klarer, Mario. *An Introduction to Literary Studies*. Routledge, 2004.

Kothari, C.R. *Research Methodology: Methods and Techniques*. NewAge, 2009.

Nunan, D. *Research Methods in Language Learning*. CUP, 1992.

Oliver, Paul. *The Student's Guide to Research Ethics*. Open University Press (McGraw-Hill), 2003.

Pickering, Michael (Ed.), *Research Methods for Cultural Studies*. Edinburgh University Press, 2008.

Silverman, David (Ed.). *Qualitative Research*. SAGE, 2016.

Williams, Kate and Jude Carroll. *Referencing and Understanding Plagiarism*. Palgrave, Macmillan, 2009.

#### Online Resources:

[https://www.youtube.com/watch?](https://www.youtube.com/watch?v=nt2D3QtiYUo&list=PLM_HTC9WQ3sUpB6ONGsNI8KcScspa414-)

[v=nt2D3QtiYUo&list=PLM\\_HTC9WQ3sUpB6ONGsNI8KcScspa414-](https://www.youtube.com/watch?v=nt2D3QtiYUo&list=PLM_HTC9WQ3sUpB6ONGsNI8KcScspa414-)

Interdisciplinary Research in English Literature-<https://www.youtube.com/watch?v=RPR4h4IAQOI>

Note: The course is divided into five modules, with four modules together having total 19 fixed units and one open-ended module with a variable number of units. There are total 48 instructional hours for the fixed modules and 12 hours for the open-ended one. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). The final exam, however, covers only the 19 units from the fixed modules. The 70 marks shown in the last column, distributed over the first four modules, is only for the external examination.

Mapping of COs with PSOs and POs :

	P S O 1	P S O 2	P S O 3	P S O 4	P S O 5	P S O 6	P O 1	P O 2	P O 3	P O 4	P O 5	PO 6	PO7
CO 1	1	-	-	-	-	-	1	-	-	-	-	-	1
CO 2	-	2	-	-	-	-	-	-	2	-	-	-	-
CO 3	-	-	3	3	-	-	-	-	-	-	-	3	-
CO 4	-	-	-	4	4	4	-	4	-	-	-	-	-

Correlation Levels:

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

Assessment Rubrics:

Internal Assessment 30%

§ Assignment/ Seminar

§ Midterm Exam

§ Dissertation

§ Final Exam (70%)

Mapping of COs to Assessment Rubrics

QQ1Q:

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

## MINOR COURSES

The learners from Functional English discipline can choose minor courses from the two groups of Minor courses offered in the syllabus and the title of the minor for Major with minor pathway will be Cultural Studies. For learners from Functional English in other pathways, the name of the respective groups from which they choose the minor courses will be the title of the minor. If the learners from disciplines other than Functional English, choose minor courses from Functional English, the title of their minor (Major with Minor Pathway) shall be Minor in Functional English. For other pathways the title of the groups from which the learner choose their minor courses will be the title of the minor.

### GROUP 1: ENGLISH LANGUAGE PRAXIS & DIVERSE LITERATURE

Course Title **Grammar Foundation**

Type of Course Minor

Semester I

Academic Level 100-199

Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60

Pre-requisites

Course Summary

The Grammar Foundation course is designed to provide students a comprehensive understanding of the fundamental concepts of English grammar. Through a series of engaging modules, students will learn about the basic components of sentences, including parts of speech, sentence structure, verb tenses, punctuation, and capitalization. By the end of the course, students will have developed essential skills in grammar, enabling them to communicate effectively in both written and spoken English.

### Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Understand the basic structure of language	U	C	Task Completion Oral Presentation In-class discussion Written Test
CO2	Apply knowledge of grammar concepts to construct grammatically correct sentences	Ap	P	Listening and Reading Tasks Presentation Role-playing / Activity Assessment Written Test
CO3	Analyse the structure of sentences to understand their components	An	P	Writing Assignments Seminar Presentation In-class discussion Peer Assessment
CO4	Evaluate written work for grammar, punctuation, and capitalization errors	E	P	Interactive Tasks Debates and discussion Written Test
* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)				

### Detailed Syllabus

Module	Unit	Content	Hrs	Mark
I		Module 1: Parts of Speech	11	15
	1	Nouns and Pronouns	3	
	2	Verbs and Adjectives	3	

	3	Adverbs and Prepositions	2	
	4	Conjunctions and Interjections	2	
	5	Articles	1	
		<p>Suggested Activities</p> <ul style="list-style-type: none"> <li>Identify and classify nouns and pronouns in sentences provided</li> <li>Group activity: Create sentences using different types of nouns and pronouns</li> <li>Pronoun Personas: Each student selects a fictional character or historical figure. They write a short paragraph describing their chosen character using pronouns instead of their name. Classmates guess the character based on the description:</li> <li>Preposition Hunt: Students are given a list of prepositions and must find objects in the classroom that match each preposition</li> <li>In groups, students take turns adding sentences to create a collaborative story. Each sentence must be connected using a conjunction</li> <li>Grammar Olympics: Students compete in teams to complete a series of grammar challenges, including identifying parts of speech, correcting sentences, and creating grammatically correct sentences under time constraints.</li> <li>Article identification ,sorting and Quiz- peer evaluation</li> </ul> <p>Core TextRaymond Murphy English Grammar Essentials English Language and Communication Skills by Sanjay Kumar and Pushp Lata Oxford University Press 2013 Raymond Murphy English Grammar Essentials</p>		
II	Sentence Structure and Types		8	15
	5	Sentence Patterns	2	
	6	Sentence Varieties (Based on Sense)	2	
	7	Sentence Varieties (Based on Structure)	3	
	8	Sentence Mastery( Conversion)	2	
		<ul style="list-style-type: none"> <li>Sentence Sort: Students are given a mix of sentences and must categorize them into the four types. They then discuss their categorizations as a class.</li> <li>Identify Sentence Types</li> <li>Sentence Construction Challenge: Students are given prompts and must construct sentences of different types and structures. They then share their sentences with the class and explain their choices</li> </ul> <p>Core reading:English Language and Communication Skills by Sanjay Kumar and Pushp Lata Oxford University Press 2013Raymond Murphy English Grammar Essentials</p>		
III	Verb: Tenses and Agreement		16	20
	9	Irregular and regular forms of the Verbs	1	



	10	Present Tense (Simple &Continuous)	2	
	11	Present Tense(Perfect &Perfect Continuous)	2	
	12	Past Tense (Simple &Continuous)	2	
	13	Past Tense(Perfect &Perfect Continuous)	2	
	14	Future time Expressions	2	
	15	Subject verb Agreement	2	
	16	Tag Questions	1	
	17	Passive and active voice	2	
		<p>Suggested Activities:</p> <ul style="list-style-type: none"> <li>• Tense Identification - Students are given sentences and must identify the tense of the verb in each sentence. They then discuss their answers in pairs or small groups</li> <li>• Verb Tense Timeline - Students create a timeline on the board or on paper representing different points in time (past, present, future). They then write example sentences for each tense on the timeline.</li> <li>• Sentence Completion Students complete sentences using tense forms based on given prompts or situations.</li> <li>• Story Writing - In pairs or small groups, students create short stories using past tense/Past Perfect Tense forms of verbs. They then share their stories with the class.</li> <li>• Future Tense Prediction Game - Students predict what will happen in the future based on given scenarios. They then write sentences using future tense verbs to describe their predictions</li> <li>• Verb Tense Challenge - Students work individually or in pairs to complete a set of challenging exercises that include sentences with mixed verb tenses. They then check their answers and discuss any discrepancies as a class.</li> </ul> <p>Core reading:</p> <p>Raymond Murphy English Grammar Essentials</p> <p>English Language and Communication Skills by Sanjay Kumar and Pushp Lata Oxford University Press 2013</p>		
IV		Mastering Grammar in Practice	13	20
	17	Direct and Indirect Speech	3	
	18	Phrasal Verbs and Idioms	3	
	19	Common Grammatical Errors	2	
	20	Punctuation Mastery	2	

21	Understanding Clauses	3	
	<ul style="list-style-type: none"> <li>• Dialogue Rewrites: Provide learners with short dialogues in direct speech and ask them to rewrite them in indirect speech. Start with simple conversations and gradually increase the complexity.</li> <li>• Dialogue Rewrites: Provide learners with short dialogues in direct speech and ask them to rewrite them in indirect speech. Start with simple conversations and gradually increase the complexity.</li> <li>• Writing Exercises: Assign writing tasks where students create their own dialogues or narratives using both direct and indirect speech. Encourage creativity while emphasizing correct grammar and punctuation.</li> <li>• Punctuation Practice Worksheets: Provide worksheets with sentences missing appropriate punctuation marks. Ask students to identify and correctly punctuate the sentences. Start with basic punctuation marks such as periods, commas, question marks, and exclamation points, and gradually introduce more complex punctuation like semicolons, colons, and quotation marks.</li> <li>• Editing Practice: Give students passages or paragraphs containing punctuation errors and ask them to correct the mistakes. This activity encourages careful proofreading and attention to detail.</li> <li>• Punctuation Story: Provide students with a short passage or story without any punctuation</li> <li>• Group Activity: Identifying ,sorting, combining, creating and converting Clauses</li> <li>• Group Activity: Finding out the phrasal verbs /idioms from given piece of writing</li> <li>• Finding out the meaning using a dictionary</li> <li>• Phrasal Verb &amp; Idiom Match-Up</li> <li>• Making short stories using phrasal verbs/idioms</li> </ul> <p>Core reading:</p> <p>Raymond Murphy English Grammar Essentials English Language and Communication Skills by Sanjay Kumar and Pushp Lata Oxford University Press 2013</p>		
V	Open Ended Module:	12	
	Suggestions : More opportunities can be given to the students practice grammar and sentence Structures	12	

Mapping of COs with PSOs and POs:

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PO 1	PO 2	PO 3	PO 4	PO5	PO 6	PO7
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CO 1	3	2	-	2	-	-	3	2	1	-	-	-	-
CO 2	2	3	1	1	-	-	-	-		-2	3	-	
CO 3	2		2	-	3	3		-	3	-	-	-	-
CO 4	-	-	3		2	-	-	-	3	-	-	-	-

#### Correlation Levels:

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

#### Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar (10%)
- Midterm Exam (10%)
- Programming Assignments (10%)
- Final Exam (70%)

#### Mapping of COs to Assessment Rubrics :

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

CO 4	✓	✓		✓
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### Core Reading

Sanjay Kumar and Pushp Lata English Language and Communication Skills ,Oxford University Press  
2013

Raymond Murphy English Grammar Essentials

Raymond Murphy. English Grammar in Use, Third Edition, Cambridge University Press,2004

\_ Spoken and Written English Grammar and Usage-Cambridge University Press (2006)

### Suggested Reading

Geoff Barton - Grammar in Context Students' Book-OUP Oxford (1999)

Robin Torres- Gouzerh *Intermediate English Grammar for ESL Learners* Second Edition

Leech, G. and Svartvick, Jan. *A Communicative Grammar of English*. Routledge,2013.

Accompanied by: (Woods, Edward and Copieters, R. *The Communicative Grammar of English Workbook*).

Rinvoluceri, Mario. *Grammar Games*. Cambridge University Press, 1991

Ronald Carter\_ Michael McCarthy - Cambridge Grammar of English\_ A Comprehensive Guide.

Rinvoluceri, Mario, and Paul Davis. *More Grammar Games Cognitive, Affective and Movement Activities for EFL Students*. Cambridge University Press, 2010.

Azar, Betty Schramper, and Stacey A. Hagen. *Understanding and Using English Grammar: With Answer Key*. Pearson/Longman, 2009.

Hewings, Martin. *Advanced Grammar in Use: A Self-Study Reference and Practice Book for Advanced Learners of English*. Cambridge University Press, 2015.

Jones, Rodney H., and Graham Lock. *Functional Grammar in the ESL Classroom: Noticing,*

*Exploring and Practising*. Palgrave Macmillan, 2011.

Zaorob, Maria Lucia, and Elizabeth Chin. *Games for Grammar Practice: A Resource Book of Grammar Games and Interactive Activities*. Cambridge Univ. Press, 2007.

Online Resources:

<https://learnenglish.britishcouncil.org/grammar>

<https://www.bbc.co.uk/learningenglish/>

[LearnEnglish Teens](#)

[Duolingo](#)

<https://learningenglish.voanews.com/>

[ESL Lab](#)

<https://breakingnewsenglish.com/>

[Speaking | Learn English](#)

<http://www.manythings.org/e/listening.html>

Course Title	<b>Children's Literature</b>				
Type of Course	Minor				
Semester	2				
Academic Level	100-199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60
Pre-requisites	A genuine interest in children's literature and an openness to exploring diverse narratives and perspectives.				
Course Summary	This course offers an in-depth exploration of children's literature, examining oral narratives, film adaptations, and critical perspectives. Through a multi-disciplinary approach, students will delve into the rich world of children's stories, analyzing their cultural significance and literary merit.				

Course Outcomes (CO): -

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Demonstrate a comprehensive understanding of the various forms of children's literature	U	F	Assignment Seminar Presentation In-class discussion Written Test
CO2	Critically analyse Children's Literature	An	C	Assignment Seminar Presentation In-class discussion Written Test
CO3	Compile local oral narratives, stories for children	C	P	Assignment Seminar Presentation In-class discussion Written Test
CO4	Appreciate film adaptations of Children's literature	An	P	Assignment Seminar Presentation In-class discussion Written Test
* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)				

#### Detailed Syllabus:

Module	Unit	Content	Hours	Marks
I	Folk Tales/ Oral Narratives		12	15
	1	"The Magical Bird" by Ramendra Kumar	3	
	2	"Baba Yaga" by Verra de Blumenthal	3	
	3	"How Mushrooms First Grew" by W.H. Barker and Cecilia Sinclair	2	
	4	"The Blue Umbrella" by Ruskin Bond	2	
		Suggested activities: <ul style="list-style-type: none"> <li>The students present oral narratives/folk tales</li> <li>Practice the art of story telling in groups</li> <li>Compile oral narratives/folk tales from the locality</li> </ul>		
II	Fiction		12	20
	5	<i>Alice's Adventures in Wonderland</i> by Lewis Carroll	3	

	6	<i>Totto-chan: the Little Girl at the Window</i> by Tetsuko Kurayanagi	3	
	7	<i>Swami and Friends</i> by R K Narayan	2	
	8	<i>Mae Among the Stars</i> by Roda Ahmed	2	
		Suggested activities: <ul style="list-style-type: none"> <li>• Role plays of the characters</li> <li>• Group discussion on the literary aspects of the texts</li> <li>• Write similar stories, Rewriting of the storyline</li> </ul>		
III	Film adaptations		12	15
	9	<i>Harry Potter and the Philosopher's Stone</i> by Chris Columbus	3	
	10	<i>The Secret Garden</i> by Marc Munden	3	
	11	<i>The Water Babies</i> by Lionel Jeffries	2	
	12	<i>Little Women</i> by Greta Gerwig	2	
		Suggested activities: <ul style="list-style-type: none"> <li>• prepare subtitles for different scenes</li> <li>• Write an article comparing the two mediums of representation of the same story</li> <li>• Conduct an opinion survey regarding the effectiveness of film adaptations of literary works</li> </ul>		
IV	Criticism		12	20
	13	"Children's Literature in Kerala: Traces and Trajectories" by Robin D'Cruz	3	
	14	"Indian Children's Literature in English." By Nandini Nayar	3	
	15	"Multiethnic Literature Holding Fast to Dreams" by Kathryn Meyer Reimer	2	
	16	"Come and Listen to a Story about a Girl Named Rex: Using Children's Literature to Debunk Gender Stereotypes" by Lisen C. Roberts and Heather T. Hill	2	
		Suggested activities: <ul style="list-style-type: none"> <li>• Debate on the various arguments presented in the essays</li> <li>• Do paper presentations on the essays</li> <li>• Attempt analytical reading of different works, prepare book reviews</li> </ul>		
V	Open Ended Module		12	10
		Write children's stories on given themes  Interview an author of Children's literature  (The experiences and opinion of the author interviewed can be recorded)		

Mapping of COs with PSOs and POs :

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PO 1	PO 2	PO 3	PO 4	PO 5	P O 6	P O 7
C O 1	2	-	-	-	-	-	-	-	-	-	-	-	-
C O 2	-	-	3	-	2	3	-	-	3	1	1	1	-
C O 3	-	-	3	-	-	3	-	-	3	-	-	-	-
C O 4	-	3	-	2	-	-	3	2	-	-	-	-	3

Correlation Levels:

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

Assessment Rubrics:

Internal Assessment 30%

- Script submission/ Assignment/ Review writing/ Discussion / Seminar
- Play presentation
- Final Exam (70%)

Mapping of COs to Assessment Rubrics :

	Play presentation	Review writing	Script writing	End Semester Examinations
CO 1	✓		✓	✓
CO 2	✓	✓	✓	✓
CO 3	✓	✓	✓	✓
CO 4	✓	✓	✓	✓

Suggested Reading:

*Indian Tales and Folk Tales*. Ed. Navin Menon. Children's Book Trust 2003

*West African Folk-Tales*. Cd. W.H. Barker and Cecilia Sinclair .George G. Harrap and Company



*Alice's Adventures in Wonderland.* Lewis Carroll. Macmillan Children's Books 2015

*The Secret Garden.* Frances Hodgson Burnett. Vintage Classics 2012

*Totto-chan: the Little Girl at the Window.* Tetsuko Kurayanagi. Kodansha America Inc 2012

*Swami and Friends.* R K Narayan. Indian Thought 2001

*Mae Among the Stars.* Roda Ahmed. Harper Collins

Course Title	<b>Translation Theory and Practice</b>				
Type of Course	Minor				
Semester	3				
Academic Level	200-299				
Course Details	Credit	Lecture per week	-	-	Total Hours
	4	4	-	-	60
Course Details	4	4	-	-	60
	4	4	-	-	60
Pre-requisites	1. Proficiency in English and at least one more language				
Course Summary	This course serves to improve the bilingual proficiency of the learners by introducing them to the basic theoretical concepts of translation along with emphasis on practical exercises. The learners also acquire an overview of the various technological aids in the field.				

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO 1	Comprehend the basic terminologies and concepts of translation theory	U	C	Instructor-created exams / Quiz
CO 2	Comprehend the relevance of translation in the global context	U	P	Practical Assignment / Observation of Practical Skills
CO 3	Gain ability and experience in translation skills	Ap	C	Practical Assignment
CO 4	Acquire enhanced communication competence across languages	Ap	C	Instructor-created exams / Home Assignments
CO 5	Acquire proficiency in using language learning technologies and digital communication tools that augment translation skills	Ap	P	Practical Assignments
CO 6	Familiarised with translated works	Ap	M	Reading assignments
<p>* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C)</p> <p># - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)</p>				

Detailed Syllabus:

Module	Unit	Content	Hrs (48 +12 )	Marks (70)
I	Overview of the Evolution of Translation		10	15
	1	Definition of translation	1	
	2	Brief overview of its evolution	1	
	3	Cultural aspects of translation	1	
	4	Untranslatability	2	
	5	Equivalence	3	
	6	Translation of idioms and phrases	2	
		Activities: Translating idioms and phrases to comprehend issues in translation		
	References:  1. Translation Studies: Susan Bassnett 2. Encyclopedia of Translation: Mona Baker (Ed.)			
II	Types of Translation		10	15
	7	Translation types- interlingual, intralingual, inter-semiotic, rank, scale, full, partial, literal, phonological, graphological, reverse translation, transcreation	4	
	8	Technical translation	2	
	9	Translating business and legal documents	2	
	10	Translating media	2	
		Activities: Translating samples of business letters, legal documents, news reports, magazine articles		

	References:			
	1. Translation Studies: Susan Bassnett			
	2. Encyclopedia of Translation: Mona Baker (Ed.)			
	3. Eric Poirier, Daniel Gallego-Hernandez. (Ed.) Business and Institutional Translation			
III	Literary Translation		20	25
	11	Translation as rewriting	4	
	12	Translation of poetry	4	
	13	Translation of prose	4	
	14	Translation of drama	4	
	15	Strategies employed to deal with issues in translation	4	
		Activities: Translating samples of poems, prose and drama		
	References:			
	1. Translation Studies: Susan Bassnett			
	2. Encyclopedia of Translation: Mona Baker (Ed.)			
IV	Interpretation and Real-time Translation		8	15
	16	Interpreting and other forms of real-life translation	2	
	17	Issues faced in real-life/real-time translation	2	
	18	Technological aids for translation	2	
	19	Dubbing, Subtitling	1	
	20	An overview of the various career opportunities available in translation	1	
		Activities: Translating live speech, dialogues with and without the help of technological aids		

	Sections from References:			
	1.The Interpreter’s Resource: Mary Phelan			
V	Open Ended Module		12	
	1	Translation activities from English to mother tongue and vice versa  Choose any translated work (one sample) and discuss the techniques of translation used in it by comparing with the SL work	12	
	References:			

Books and References:

1. A Linguistic Theory of Translation: J C Catford
2. Translation Studies: Susan Bassnett
3. A Textbook of Translation: Peter Newmark
4. Encyclopedia of Translation: Mona Baker (Ed.)
5. How to become a good translator: Douglas Robinson
6. Essay on the Principles of Translation: Alexander Fraser Tytler
7. The Interpreter’s Resource: Mary Phelan
8. James S Holmes. “The Name and Nature of Translation Studies”
9. Eric Poirier, Daniel Gallego-Hernandez. (Ed.) Business and Institutional Translation

Mapping of COs with PSOs and POs :

	PSO 1	PSO 2	PSO 3	PSO4	PS O5	PSO 6	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO 1	3	-	-	-	-	-	2	-	-	-	-	-	-
CO 2	1	2	1	-	1	-	-	2	-	-	-	-	-
CO 3	2	-	-	3	2	-	2	-	3	1	-	-	-
CO 4	2	-	1	3	3	1	1	3	1	-	-	-	-
CO 5	2	-	-	2	3	2	2	2	2	3	-	-	1
CO 6	1	-	3	1	1	-	2	-	-	-	-	-	-

Correlation Levels:

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

## Assessment Rubrics

Components of Internal Evaluation	4 Theory Modules (20)	Open ended Module (10)
Test Paper/Mid semester exam	10	4
Seminar/Viva	6	2
Assignment	4	4

Mapping of COs to Assessment Rubrics :

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

Course Title	<b>GREEN LITERATURE</b>				
Type of Course	MINOR				
Semester	VIII				
Academic Level	300-399				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60
Pre requisites	Language proficiency Literary appreciation Environmental ethics				
Course Summary	This course offers a study of the selected regional and world literatures in English translation, the cultural politics within translation, and the socio-cultural, historical and political significance of the texts in translation.				



Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Identify and explain the theoretical concerns in Environmental Studies	R	C	Group Discussion/ Quiz
CO2	Evolve an ecologically sensitive critical perspective on literary texts across the globe	U	F&C	Discussion notes
CO3	Explain the socio-political and historical aspects of the major environmental movements in India from life narratives and develop an ethical consciousness to preserve our environment	Ap	C&M	Roleplay/Assignment
CO4	Analyse the role of tribal and peasant communities in the conservation of environment	An	P	Prepare a critical note
CO5	Assess the effectiveness of sustainable development	E	P	Oral/written test/Seminars/Debate
CO6	Create new ecosystems	C	P&M	Project
<p>* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C)</p> <p># - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)</p>				

Detailed Syllabus:

Module	Unit	Content	Hrs	Marks
I	Theoretical Concepts		16	25
	1	Anthropocentrism, Anthropomorphism & Biocentrism	1	
	2	Deep Ecology, Ecocentrism& Ecocriticism	2	
	3	Ecofeminism, Ecology & Environmentalism	2	
	4	Environmental Justice & Social Ecology	1	
	5	Sustainable Development & Wilderness	1	

	6	“Environmentalism at the Crossroads”- MadhavGadgil	3
	7	“The Discovery of Sustainability: The Genealogy of a Term”- Ulrich Grober	3
	8	Adam Higginbotham <i>Midnight in Chernobyl: The Untold Story of the World's Greatest Nuclear Disaster</i> (Prologue and Part 2-“Cloud”)	3
Activity	Discuss the real-life environmental disasters happened globally and locally and their after effects in groups. Prepare a discussion note based on that.		
Core Reading	<p>1. <a href="https://bpb-us-e1.wpmucdn.com/blogs.uoregon.edu/dist/e/267/files/2012/07/Buell-Glossary-of-Selected-Terms-10hl4kp.pdf">https://bpb-us-e1.wpmucdn.com/blogs.uoregon.edu/dist/e/267/files/2012/07/Buell-Glossary-of-Selected-Terms-10hl4kp.pdf</a></p> <p>2. Gadgil, Madhav. “Environmentalism at the Crossroads”. <i>Ecological Journeys: The Science and Politics of Conservation in India</i>. Permanent Black. 2001. pp.121-135.</p> <p>3. Judith Christine Enders, and Moritz Remig. <i>Theories of Sustainable Development</i>. Routledge, 2015.</p> <p>4. Adam Higginbotham <i>Midnight in Chernobyl: The Untold Story of the World's Greatest Nuclear Disaster</i>. Random House, 2019. (Prologue and Part 2- “Cloud”)</p>		
II	Life Narratives		12 15
	9	Salim Ali. “Special Providence” (from <i>The Fall of a Sparrow</i> , OUP, 1985. Pp 1-11)	3
	10	Wangari Maathai - <i>Unbowed</i> (Extract– Beginnings 3-11)	3
	11	The Life of a Tribal Eco-Warrior - Mayilamma (Autoiography – Chapter 1)	3
	12	The Struggle for Narmada: An Oral History of the Narmada BachaoAndolan, by Adivasi Leaders Keshavbhau and Kevalsingh Vasave -Nandini Oza - (Extract) A Conversation with Keshavbhau Vasave and Kevalsingh Vasave	3
Activity	<p>Prepare a critical note on the role of tribal community to preserve the environment from the texts prescribed.</p> <p>Enacttherole-play ofdifferentenvironmentalists</p>		

Core Reading		1. Ali, Salim. <i>The Fall of a Sparrow</i> . Oxford, Univ. Press, 1988. Pp1-11  2. Wangari Maathai. <i>Unbowed: My Autobiography</i> . London, Arrow, 2008.pp 3-11  3. Mayilamma, <i>The Life of a Tribal Eco-Warrior</i> . Trans. Swarnalatha Rangarajan and Sreejith Varma.Orient Black Swan, 2018.  4. Oza, Nandini. <i>The Struggle for Narmada</i> . Orient Black Swan, 2022.	
III	Poetry		1115
	13	Water - Ralph Waldo Emerson	1
	14	Landscapes - John Burnside	2
	15	The Negro Speaks of Rivers - Langston Hughes	2
	16	A Bonda Song – (page154-155, Painted Words: An Anthology of Tribal Literature. Ed. G.N. Devy)	2
	17	Death of a Naturalist - Seamus Heaney	2
	18	To Ashes - W S Merwin	1
	19	Bird Song for Two Voices – Alice Oswald	1
Activity		Analyse the relationship between Man and Environment through ages in the prescribed poems and prepare a critical essay.	

Core Reading		1. <a href="https://www.poetryfoundation.org/poems/52342/water-56d230b9c3194">https://www.poetryfoundation.org/poems/52342/water-56d230b9c3194</a> 2. <a href="https://www.poemhunter.com/poem/carpe-diem-36/">https://www.poemhunter.com/poem/carpe-diem-36/</a> 3. <a href="https://www.poetryfoundation.org/poetrymagazine/poems/42032/the-sun-56d2206f0be40">https://www.poetryfoundation.org/poetrymagazine/poems/42032/the-sun-56d2206f0be40</a> 4. <a href="https://www.poemhunter.com/poem/landscapes-10/">https://www.poemhunter.com/poem/landscapes-10/</a> 5. <a href="https://www.poetryfoundation.org/poems/44428/the-negro-speaks-of-rivers">https://www.poetryfoundation.org/poems/44428/the-negro-speaks-of-rivers</a> 6.Devy, G. N. <i>Painted words: An Anthology of Tribal literature</i> . Penguin, 2002. Pp. 154-155 7. <a href="https://www.poetryfoundation.org/poems/57040/death-of-a-naturalist">https://www.poetryfoundation.org/poems/57040/death-of-a-naturalist</a> 8. <a href="https://voetica.com/poem/6567">https://voetica.com/poem/6567</a> 9. <a href="https://natureandfaithpoetry.wordpress.com/2019/12/09/day-356-birdsong-for-two-voices-alice-oswald/">https://natureandfaithpoetry.wordpress.com/2019/12/09/day-356-birdsong-for-two-voices-alice-oswald/</a>		
IV	Fiction and Documentary		9	15
	20	“Calcutta” from Gun Island - Amitav Ghosh	3	
	21	Budhini – Sara Joseph Chapter1,3,4	4	
	22	Kokoly - Docu movie	2	
Activity		A Debate on Modernization, Development and Sustainability		
Core Reading		1. Amitav Ghosh, <i>Gun Island</i> . Penguin Hamish Hamilton, 2019. 2. Joseph, Sarah. <i>Budhini</i> . Trans. Sangeetha Sreenivasan. Penguin, 2021.Chapter1,3,4 3. <a href="https://kokolyfilm.com/">https://kokolyfilm.com/</a>		
V	Open Ended Module:		12	

	1	<p>A field visit to bio-diversity areas to cultivate a mind to see all living and non-living forms as life forms</p> <p>A visit to eco-sensitive areas to make students aware of the danger of natural exploitation by humans</p> <p>Interviews with Environmental Activists</p> <p>Engage in the activities for a Green Campus</p> <p>Plan an E-Waste recycling Drive at the Campus</p> <p>Start a Campus Community Garden</p>	12
Suggested Reading		<p>1. Grasso, Maria and Marco Giugni Eds. <i>The Routledge Hand Book of Environment Movements</i>. Routledge, 2022.</p> <p>2. Gadgil, Madhav, and Ramachandra Guha. <i>This Fissured Land: An Ecological History of India</i>. OUP, 1992.</p> <p>3. Gerrard, Greg. <i>Ecocriticism</i>. 2<sup>nd</sup> ed. Routledge, 2012.</p> <p>4. Pathak, Shekhar. <i>The Chipko Movement: A People's History</i>. Permanent Black. 2020</p>	

Note: The course is divided into five modules, with four having total 22 fixed units and one open-ended module with a variable number of units. There are total 48 instructional hours for the fixed modules and 12 hours for the open-ended one. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). The final exam, however, covers only the 22 units from the fixed modules and is out of 70 marks.

Mapping of COs with PSOs and POs :

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO 1	3	-	2	1	1	1	3	-	-	-	1	1	1
CO 2	1	-	3	-	-	1	3	-	1	-	2	2	1
CO 3	-	1	2	-	-	1	3	-	1	-	1	1	1
CO 4	-	1	3	-	-	1	2	1	-	-	2	2	1
CO 5	1		2	1	-	1	2	-	1	-	3	2	1
CO 6	-	1	-	-	1	1	-	-	1	-	1	3	1

Correlation Levels:

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

Assessment Rubrics

Assessment Rubrics:

Final Exam- 70 marks

Internal Assessment- 30 marks

- Test paper
- Assignment
- Seminar

### Mapping of COs to Assessment Rubrics :

	Test paper	Assignment	Seminar	End Semester Examination
CO1	●	●	●	●
CO2	●	●	●	●
CO3	●	●	●	●
CO4	●	●	●	●
CO5	●	●	●	●
CO6		●	●	

### MINOR

#### GROUP 2 : CULTURAL STUDIES

Course Title	<b>Understanding Culture</b>				
Type of Course	MINOR				
Semester	I				
Academic Level	100-199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60
Pre-requisites	An interest in exploring different cultural perspectives may be helpful.				
Course Summary	This course offers a comprehensive exploration of culture, covering its tangible and intangible aspects as the hardware and software of society. Through focused analysis of characteristics, components, and societal implications, students delve into how culture shapes identity and representation, addressing caste, gender, race, and stereotypes. Additionally, the course investigates culture's complexities and its influence on individuals and societies through myths, and folklore and explores the intricate relationship between culture and nation.				

### Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Identify how culture shapes identity, representation, and societal norms, considering factors like caste, gender, and race.	U	C	Debate and Presentations In-class Discussion Assignments
CO2	Critique discussions surrounding nationalism, diaspora, and transnationalism, considering their impact on cultural identity and social cohesion.	Ap	P	Debate and Discussion Presentation Writing Assignments Written Test
CO3	Analyze cultural narratives, myths, and folklore, discerning their significance in shaping collective beliefs and traditions.	An	P	Writing Assignments Seminar Presentation In-class discussion Peer Assessment
CO4	Evaluate how globalization influences cultural diversity, consumption patterns, and the formation of identity, engaging in a critical examination of its complexities.	E	M	Interactive Tasks Debates and Discussion Written Test Seminars
* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)				



Module	Unit	Content	Hrs (48+ 12)	Marks (70)
I	What is Culture?		10	10
	1.	Society and Culture: Hardware and Software of Our Social World. Culture: The Hardware (pp.181-202)	3	
	2.	Culture: The Software (pp.203-207)	2	
	3.	Characteristics of Culture (pp.208-209)	1	
	4.	Components of Culture: Things and Thoughts (pp.215 - 229)	2	
	5	Society, Culture, and Our Social World (pp.230 - 243)	2	
		Core Text: <i>Our Social World</i> (6th Edition) Jeanne H. Ballantine, Keith A. Roberts & Kathleen Odell Korgen		
		Suggested Activities Students form groups to create multimedia presentations on different aspects of culture as outlined in the specified readings. Through these presentations, students explore core concepts and engage in critical discussions, deepening their understanding of the complex relationship between culture and society.		
II	Identity and Representation		12	20
	6	Caste– CHANDRUDU by John Sreedar <a href="#">CHANDRUDU   Award Winning Short Film   by John Sreedar</a>	3	
	7	Gender-Speech <i>Ain't I A Woman?</i> by Sojourner Truth	2	
	8	<i>Dear Ijeawele, or a Feminist Manifesto in Fifteen Suggestions</i> by Chimamanda Ngozi Adichie	3	
	9	The poem <i>Identity Card</i> by S. Joseph	1	
	10	Race- "We Wear the Mask" by Paul Laurence Dunbar <a href="https://www.poetryfoundation.org/poems/44203/we-wear-the-mask">https://www.poetryfoundation.org/poems/44203/we-wear-the-mask</a>	1	
	11	The Real Thing - Short Film by Brandon Kelley <a href="#">The Real Thing - Transgender Short Film</a>	2	

		<p>Suggested Activities</p> <ol style="list-style-type: none"> <li>1. Students engage in an analysis of representations in media and literature, delving into themes of caste, gender, race, and identity.</li> <li>2. Through guided discussions and reflective analysis, students explore how identity is portrayed, challenged, and represented in various forms of media and literature, fostering critical thinking and self-reflection on personal experiences with identity and representation.</li> </ol>		
III	Myths and Folklores		10	20
	12	Roland Barthes - Toys ( from Mythologies )	2	
	13	Martha C. Sims - What is folklore? (Living Folklore: An Introduction to the Study of People and Their Traditions pp.1-8)	2	
	14	Myth - <a href="https://www.britannica.com/topic/myth">https://www.britannica.com/topic/myth</a>	2	
	15	THEYYAM - A Heroic Cult -Short Documentary by Akshay Sunil Jay <a href="#">THEYYAM - A Heroic Cult   Short Documentary   Fajjowski Studios</a>	2	
	16	The Aztec myth of the unlikeliest sun god - Kay Almere Read <a href="#">The Aztec myth of the unlikeliest sun god - Kay Almere Read</a>	2	
		<p>Suggested Activities:</p> <ol style="list-style-type: none"> <li>1. Students explore myths and folklores across cultures using assigned resources like Barthes' "Toys," Sims' "What is Folklore?" and documentaries and texts provided. After analyzing themes and cultural elements, groups present their findings, fostering discussion on the cultural significance and symbolic meanings.</li> <li>2. Working in small groups, students select and interpret myths and folktales from diverse cultures, creating visual displays and informative materials to accompany each exhibit. Also,</li> <li>3. Students can organize exhibitions for other members of the institution, engaging visitors in discussions about the cultural significance and symbolic meanings of the showcased narratives.</li> </ol>		
IV	Culture and Nation		16	20
	17	Nationalism- “Introduction” of <i>Imagined Communities</i> by Benedict Andersen (pp.1-8)	3	
	18	Frantz Fanon- National Consciousness	3	
	19	Diaspora	3	
	20	Transnationalism	2	
	21	The Poem <i>From Exile</i> – R. Parthasarathy	2	

	22	The film <i>Monsoon Wedding</i> by Mira Nair	3	
		<p>Suggested Activities:</p> <p>Students pair up and are provided with discussion prompts related to nationalism, diaspora, transnationalism, and cultural identity. They take turns sharing their perspectives, experiences, and insights on these topics, while actively listening to their partner's responses.</p> <p>Read the poem "A Country without a Postoffice" by Agha Shahid Ali and conduct a discussion. Facilitators guide the discussions, encouraging a deeper exploration of cultural complexities and facilitating respectful dialogue.</p>		
V		<p>Open Module</p> <p>Micro research and documentation of the culture of a local community through observation, interviews, and a study of their cultural practices, rituals, and other cultural dynamics.</p>	12	

Mapping of COs with PSOs and POs :

	PSO1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PO1	PO 2	PO 3	PO 4	PO5	PO6	PO7
CO 1	2	-	2	-	-	-	2	-	-	-	-	-	1
CO 2	2	-	3	-	2	2	-	1	-	-	-	2	-
CO 3	1	2	2	-	5	-	3	2	-	-	-	2	1
CO 4	2	1	3	-	1	1	-	3	-	-	2	1	1

Correlation Levels:

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

#### Assessment Rubrics:

Components of Internal Evaluation	4 Modules (20)	Open ended Module (10)
Field visit & Report	10	4
Seminar/Viva/Debate/Role-play	6	4
Assignment	4	2

- Final Exam (70%)

#### Mapping of COs to Assessment Rubrics :

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

#### Core Reading

*Our Social World* (6th Edition) Jeanne H. Ballantine, Keith A. Roberts & Kathleen Odell Korgen

Living Folklore: An Introduction to the Study of People and Their Traditions-Martha C. Sims

## Suggested Reading

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

Sardar, Ziauddin, and Borin Van Loon. *Introducing Cultural Studies*. Edited by Richard Appignanesi, Icon Books, 2004

Hitchcock, Louise A. *Theory for Classics: A Student's Guide*. Routledge Taylor and Francis Group, 2008.

Sim, Stuart, and Borin Van Loon. *Introducing Critical Theory*. Edited by Richard Appignanesi, Icon Books, 2004.

Simons, Jon, editor. *Contemporary Critical Theorists: From Lacan to Said*. 2004. Edinburgh UP / Atlantic Publishers, 2005.

Eagleton, Terry. *The significance of Theory*. Basil Blackwell, 1990.

Barry, Peter. *Beginning Theory: An Introduction to Literary and Cultural Theory*. Manchester UP, 2006.

Nayar, Pramod K. *An Introduction to Cultural Studies*. Viva Books, 2016

---. *Postcolonial Literature: An Introduction*. Pearson, 2008.

*New Keywords: A Revised Vocabulary of Culture and Society*(2005) eds. Tony Bennet et al.

Course Title	<b>Graphic Narratives</b>				
Type of Course	Minor				
Semester	II				
Academic Level	100-199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60
Pre-requisites	A basic understanding and appreciation of visual storytelling.				
Course Summary	<p>This course introduces students to the rich and diverse world of graphic narratives, encompassing historical milestones and recent developments. Through a global lens, students will explore the evolution of graphic storytelling, analyze various narrative techniques, and engage with a range of texts representing different cultural, social, and artistic perspectives. Emphasizing multimodal literacy, the course will foster critical thinking skills and an appreciation for the unique storytelling potential of graphic narratives.</p>				

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Develop an understanding of the historical evolution and cultural significance of graphic narratives.	U	C	Oral Presentation In-class discussion Assignments
CO2	Explore diverse voices and perspectives in graphic storytelling from around the world.	Ap	P	Writing Assignments Seminar/Speech Presentation In-class discussion Peer Assessment
CO3	Analyze the formal elements, narrative techniques, and visual storytelling strategies in graphic narratives.	An	P	Listening and Speaking Tasks Presentation Scriptwriting
CO4	Cultivate critical thinking skills and multimodal literacy through the analysis and creation of graphic narratives.	E	M	Interactive Tasks Debates and discussion Storyboard Evaluation Mini-projects (group work)
* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)				

### Detailed Syllabus

Module	Unit	Content	Hrs (48+ 12)	Marks (70)
I	Foundations of Graphic Narratives		15	20
	1	<i>Comics and Sequential Art</i> by Will Eisner  Chapter 1- Comics as a Form of Reading (pp. 7-12)	3	
	2	Chapter 2 - Imagery (pp. 13-24)	3	
	3	Chapter 3 - Timing (pp. 25-37)	3	

	4	<i>Understanding Comics: The Invisible Art</i> by Scott McCloud Chapter 2 -The Vocabulary of Comics (pp. 24-59)	3	
	5	Chapter 3- Blood in the Gutter (pp 60-93)	3	
		Suggested Activities 1. Read <i>A Contract With God</i> by Will Eisner and explore the narrative techniques used. 2. Read- <i>Frame as a narrative device</i> from Comics and Sequential Art (46 - 50) and analyze frames in popular comics.		
II	Perspectives in Graphic Storytelling		15	20
	6	Abbott, H. Porter. <i>The Cambridge Introduction to Narrative</i> , 2008. Chapter 1- Narrative and Life (pp.1-11)	2	
	7	Chapter 2- Defining Narrative (pp.12-22)	2	
	8	Chapter 3- The Borders of Narrative (pp. 25-31)	2	
	9	Graphic Memoir: <i>Persepolis: The Story of a Childhood</i> by Marjane Satrapi. Translated by Matthias Ripa.	3	
	10	Graphic Fiction: The Four Encounters from <i>Buddha</i> Series by Osamu Tezuka	3	
	11	Graphic Non-fiction : <i>Maus: A Survivor's Tale</i> : 1. My Father Bleeds History.	3	
		NOTE: Students are expected to read the graphic novels before the class and be prepared to participate in classroom discussions.  Suggested Activities:  1. Watch the animated film adaptation of Persepolis and compare it with the graphic novel.  2. Arrange classroom discussion on the use of narrative techniques in Maus.  3. Prepare a presentation on “The Four Encounters” based on McCloud’s <i>Understanding Comics</i> .  4. Assignments on the various themes and issues raised in the narratives.		
III	Contemporary Trends and Innovations		10	15
	12	<i>Spirited Away</i> (2001) film by Hayao Miyasaki	3	
	13	Graphic Reportage- <i>The Fixer: A Story from Sarajevo</i> by Joe Sacco.	3	

	14	Graphic Non-fiction: Martin Luther King and the Montgomery Story	3	
	15	Graphic Poetry: Naoko Fujimoto's "Protest Against" <a href="#">Naoko Fujimoto reads "Protest Against" (from GLYPH)</a>	1	
		NOTE: Students are expected to watch the anime, read the selected texts before the class, and be prepared to participate in classroom discussions.  Suggested Activities:  1. Discuss how artists use symbols, exaggeration, irony, and symbols to create cartoons. 2. Create graphic poetry on various themes. 3. Make a presentation on the prospects of Graphic Reportage.		
IV	Graphic Narratives of India		8	15
	16	A Gardener in the Wasteland: Jotiba Phule's Fight for Liberty - Srividya Natarajan, Aparajita Ninan.	3	
	17	"Cartoons Age Dangerously" from <i>R.K. Laxman: Back with a Punch</i> by E.P.Unny (pp. 90-100). (Students may be familiarized with the political cartoons of RK Laxman)	3	
	18	Bobanum Moliyum - Toms -(translated)- <a href="#">Bobanum Molliyum Classics Vol 19   PDF</a>	2	
		Suggested Activities: 1. Create a storyboard for a comic strip. 2. Create an album of popular cartoons. 3. A brief study on the cartoonscape of Kerala. 4. Interactions with Cartoonists.		
V	Open Ended Module:		12	
		Create a graphic narrative (cartoon/ comic strip/ anime ) based on a short story, poem, film, etc. This can be done as pair/ group work. Encourage the students to use digital and AI-based tools to try out different genres.	12	

Mapping of COs with PSOs and POs:



	PSO1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PO1	PO 2	PO 3	PO 4	PO5	PO6	PO7
CO 1	-	3	-	-	-	-	-	2	-	-	-	-	-
CO 2	-	-	-	-	2	-	-	1	-	-	1	2	-
CO 3	2	-	2	-	-	-	3	-	-	2	-	-	-
CO 4	-	-	2	-	-	3	-	3	-	-	-	-	-

#### Correlation Levels:

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

#### Assessment Rubrics:

- Assignment/ Quiz/ Discussion / Seminar (10%)
- Creation & Evaluation of Graphic Narrative (20%)
- Final Exam (70%)

#### Mapping of COs to Assessment Rubrics :

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

## Core Reading

*Comics and Sequential Art* by Will Eisner, Poorhouse Press, 1985.

*Understanding Comics: The Invisible Art.* by Scott McCloud, Ed. Mark Martin, Paradox Pr. 2000.

## Suggested Reading

*Embroideries* by Marjane Satrapi

*Chicken with Plums* by Marjane Satrapi

*Message to Adolf* by Osamu Tezuka

*Buddha series* by Osamu Tezuka

*Hostage* by Guy Delisle

*Pashmina* by Nidhi Chanani

*Santa and the Scribes: The Making of Fort Kochi* by E P Unny

Eisner, Will. *Expressive Anatomy for Comics and Narratives*

Gravett, Paul. *Graphic Novels: Everything You Need to Know*, Collins, 2005.

Robbins, Trina. *From Girls to Grrrlz: A History of Comics from Teens to Zines*, Chronicle Books, 1999.

Weiner, Stephen. *Faster than a speeding Bullet: The Rise of the Graphic Novel*, 2003.

Rothschild D. Aviva. *Graphic Novels: A Bibliographic Guide to Book Length Comics*, Englewood, 1995.

Gonick Larry. *The Cartoon History of the Universe*, Vol:1-7, Broadway Books, 1990.

Petersen, S. Robert. *Comics, Manga, and Graphic Novels: A History of Graphic Narrative*, 2011.

Sabin, Roger. *Comics, Comix and Graphic Novels: A History of Comic Art*, Phaidon Pr., 1996.

Prince, Gerald. *A Dictionary of Narratology*, 2003.

## Journals

Booklist, Chicago, ALA, 1905-

The Comics Journal, Seattle, 1977-

Library Journal, New York.

Kirkus Reviews.

## Online Resources:

[Graphic India](#)

<https://noflyingnotights.com/>

<https://www.naokofujimoto.com/gallery-of-graphic-poems.html>

[http://fdjpkc.fudan.edu.cn/\\_upload/article/files/a7/fc/a02b49ac4485ac0109d7f9167289/0cef85a3-0b78-4bf8-8fa2-f2e8e57f5092.pdf](http://fdjpkc.fudan.edu.cn/_upload/article/files/a7/fc/a02b49ac4485ac0109d7f9167289/0cef85a3-0b78-4bf8-8fa2-f2e8e57f5092.pdf)

Course Title	<b>Introduction to Cultural Studies</b>				
Type of Course	Minor				
Semester	III				
Academic Level	200-299				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60
Pre-requisites	Basic language proficiency and critical thinking skills.Familiarity with Cultural Concepts.				
Course Summary	This course provides an overview of Cultural Studies, covering foundational texts, key concepts, and case studies. Through readings and activities, students explore the evolution of Cultural Studies, analyze key concepts like Body and Globalization, examine Culture Industries, and also delve into Cultural Studies in South Asia. By the end of the course, students gain analytical skills to understand and critique cultural phenomena in diverse contexts.				

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Interpret the intricacies of daily life shaped by diverse cultural practices.	U	C	Task Completion  Debates Discussion  In-class Discussion  Written Test
CO2	Foster critical reasoning skills and social/cultural awareness to their fullest extent.	Ap	P	Debates Discussion  Presentation  Writing Assignments  Written Test
CO3	Cultivate a critical mindset to analyse entrenched cultural phenomena like nationality, class, gender, ideology, ethnicity, etc.	An	P	Writing Assignments  Seminar/Speech Presentation  In-class discussion  Peer Assessment
CO4	Evaluate societal frameworks by questioning differing ideological stances.	E	M	Interactive Tasks  Debates Discussion  Written Test Seminars
* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)				

## Detailed Syllabus

Mod ule	Un it	Content	H rs	Mar ks
I	Introduction to Cultural Studies		8	10
	1.	<i>Introducing Cultural Studies</i> by Ziauddin Sardar, and Borin Van Loon. pp-( 3-24)	4	
	2	Colin Sparks- The Evolution of Cultural Studies (pp. 14-30) from <i>What is Cultural Studies? : A Reader</i> Edited by John Storey	4	
		<p>Suggested Activities:</p> <p>Instruct students to create a conceptual map or diagram illustrating the central themes, key concepts, and historical developments discussed in their assigned readings. Provide time for groups to collaborate and construct their visual representations. Then, have each group present their conceptual map to the class, explaining the connections between different ideas and the evolution of cultural studies as outlined in the text. Encourage discussion and critical reflection on the presented concepts and their implications for understanding culture and society.</p>		
II	Key Concepts		20	20
	3	Body	2	
	4	Consumption	2	
	5	Discourse	2	
	6	Fundamentalism	2	
	7	Ideology	2	
	8	Resistance	2	

	9	Indigenous	2	
	10	Multiculturalism	2	
	11	Postcolonialism	2	
	12	Globalization	2	
		Core text: <i>New Keywords: A Revised Vocabulary of Culture and Society</i> (2005) eds. Tony Bennet et al.		
		<p>NOTE: These concepts must be taken as starting points for discussions on various social and cultural issues familiar to the students.</p> <p>Suggested Activities:</p> <p>Provide excerpts from cultural texts or media and ask students to analyze them for underlying themes, values, or ideologies.</p> <p>Create a comparative analysis activity where students examine how different cultures approach similar concepts (e.g., family structure, gender roles) and identify similarities and differences.</p>		
III	Culture Industries		8	20
	13	<p>Media/ New Media</p> <p><a href="#">Beware online "filter bubbles"   Eli Pariser</a></p>	1	
	14	<p>Science &amp; Technology - Case Study: “Robots, Minds and Society”</p> <p>from <i>Science, Technology and Society: A Sociological Approach</i>-Wenda K. Bauchspies et al (pp. 107-110)</p>	2	
	15	<p>”Introducing Cyber-Culture” by Mona Baker</p> <p>from Web. studies: <i>Rewiring Media Studies for the Digital Age</i>, edited by David Gauntlett (OUP, 2000): 19-30.</p> <p><a href="https://www.monabaker.org/2014/12/17/introducing-cyberculture/">https://www.monabaker.org/2014/12/17/introducing-cyberculture/</a></p>	2	

	16	Art Forms -  “The Politics and Poetics of Porattukali” by Haritha Vijayakumaran  <a href="https://www.ijmra.us/project%20doc/2019/IJRSS_MAY2019/IJRSS%20May19%20Special%20issue.pdf">https://www.ijmra.us/project%20doc/2019/IJRSS_MAY2019/IJRSS%20May19%20Special%20issue.pdf</a>	1	
	17	Thiruvathirakkali / Kaikottikali, Traditional Kerala Dance Form(Natyasutra)  <a href="#">Thiruvathirakkali / Kaikottikali, Traditional Kerala Dance Form   Performed During Onam Thiruvathira</a>	1	
	18	Places of Consumption- McDonalldization by George Ritzer  <a href="https://www.oxfordreference.com/display/10.1093/oi/authority.20110803100143883">https://www.oxfordreference.com/display/10.1093/oi/authority.20110803100143883</a>	1	
		Suggested Activities:  Watch <a href="https://youtu.be/gDyvR1cO8-8?feature=shared">https://youtu.be/gDyvR1cO8-8?feature=shared</a> and write on the evolution of cyberculture.  Discussions on video games and the avatars as culture at play.  Collect details of High art and Low art and compare both.		
IV		Culture Studies In South Asia	12	20
	19	Homi K. Bhabha- Third Space & Mimicry	4	
	20	Edward Said- Orientalism	2	
	T 21	Short Story <i>The Wedding Suit</i> by Ismat Chughtai	3	
	22	Satyajit Ray – <i>Two</i>  <a href="https://youtu.be/zACGLjd9JNY?si=rM0ZcVLqwZGcVj1S">https://youtu.be/zACGLjd9JNY?si=rM0ZcVLqwZGcVj1S</a>	3	

		<p>Core text:</p> <p>Peter Brooker - <i>A Glossary of Cultural Theory</i></p> <p>Suggested Activities :</p> <ol style="list-style-type: none"> <li>1. Discuss how these concepts manifest in contemporary Indian society and culture, providing examples from literature, film, and everyday life.</li> <li>2. Encourage students to draw connections between Bhabha's and Said's theories and colonial/postcolonial experiences in India.</li> <li>3. Facilitate a screening of Ray's film followed by a discussion on the representation of cultural diversity, exploring how characters navigate their dual identities and negotiate belonging in a multicultural society.</li> </ol>		
V		<p>Open Module</p> <p>Multimedia assignment - Students explore contemporary cultural phenomena using concepts from the syllabus such as ideology, globalization, and resistance. Through research and analysis, they create engaging presentations that convey their findings creatively.</p>	12	10



Mapping of COs with PSOs and POs :

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	-	-	3	-	2	1	-	-	-	-	2	1	-
CO2	2	-	3	-	-	1	-	1	-	-	-	2	-
CO3	1	1	2	-	-	2	3	-	-	-	-	-	2
CO4	3	-	3	-	2	3	2	3	-	-	1	3	1

Correlation Levels:

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

Assessment Rubrics:

- Quiz / Assignment// Discussion / Seminar/Presentation (20%)
- Written Test (10%)
- Final Exam (70%)

Mapping of COs to Assessment Rubrics :

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

### Core Reading

*What is Cultural Studies? : A Reader* Edited by John Storey

*New Keywords: A Revised Vocabulary of Culture and Society*(2005) eds. Tony Bennet et al.

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

Sardar, Ziauddin, and Borin Van Loon. *Introducing Cultural Studies*. Edited by Richard Appignanesi, Icon Books,2004

### Suggested Reading

Hitchcock, Louise A. *Theory for Classics: A Student's Guide*. Routledge Taylor and Francis Group, 2008.

Sim, Stuart, and Borin Van Loon. *Introducing Critical Theory*. Edited by Richard Appignanesi, Icon Books, 2004.

Simons, Jon, editor. *Contemporary Critical Theorists: From Lacan to Said*. 2004. Edinburgh UP / Atlantic Publishers, 2005.

Eagleton, Terry. *The significance of Theory*. Basil Blackwell, 1990.

Barry, Peter. *Beginning Theory: An Introduction to Literary and Cultural Theory*. Manchester UP, 2006.

Nayar, Pramod K. *An Introduction to Cultural Studies*. Viva Books, 2016

---. *Postcolonial Literature: An Introduction*. Pearson, 2008.

*Essential Essays, Volume 1: Foundations of Cultural Studies*- Stuart Hall

*Culture and Society*- Raymond Williams

Course Title	<b>Introduction to Local Research Culture</b>				
Type of Course	Minor				
Semester	VIII Semester				
Academic Level	300-399				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60
Pre-requisites	Basic understanding of research methods and cultural studies				
Course Summary	The research culture within a particular local setting is examined in this course. It provides an overview of the research culture within a specific local context and investigates the procedures, ethics, and practices that are involved in carrying out research within a specific community or region. Students will develop a foundation for subsequent academic or applied work within their community by gaining insights into the unique problems and opportunities that are associated with local research.				

Course Outcomes (CO):

C O	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
C O1	Discuss research problems within a local context.	U	F	Assignment  Seminar Presentation/case studies  In-class discussion  Written Test
C O2	Apply theoretical concepts to practical experiences in the local research context.	Ap	C	Assignment  Seminar Presentation  In-class discussion  Written Test
C O3	Analyse and incorporate ethical considerations into research practice and decision-making.	An	C	Assignment  Seminar Presentation  In-class discussion  Written Test
C O4	Assess the interdependence between research, ethics, and community participation.	E	F	Assignment  Seminar Presentation  Case studies  In-class discussion  Written Test
<p>* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C)</p> <p># - Factual Knowledge (F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)</p>				

## Detailed Syllabus:

Module	Unit	Content	Hrs (48 +12 )	M ar ks (7 0)
I	Framework for Local Research		10	15
	1	Local Research in the context of global knowledge production	2	
	2	Understanding the translation of critical jargon	2	
	3	Ethnographic contexts and local literature--Cultural Vectors	3	
	4	The history and evolution of research practices within an ethnic context	3	
		Activity- Identify a text from regional literature and analyse/interpret the research findings within the cultural framework of the local community.		
	<p>Reference:</p> <p>Alsop, Rachel. "The Uses of Ethnographic Methods in English Studies." <i>Research Methods for English Studies</i>. (Ed.) Griffin, Gabrielle. Edinburgh University Press, 2005.</p>			
II	Research Methods in Local Context		10	15
	5	Qualitative and quantitative research methods	2	
	6	Historical Methodology	2	
	7	Field research and challenges	1	
	8	Cultural sensitivity and reflexivity in research	1	
	9	Interpreting data within the local cultural framework	2	
	10	Role of caste, class and gender contexts of local culture	2	
		Activity- The class group identifies case studies illustrating successful applications of local research methodologies in different fields and discusses community collaboration in research		

	<p>References:</p> <p><a href="https://www.gcu.edu/blog/doctoral-journey/qualitative-vs-quantitative-research-whats-difference">https://www.gcu.edu/blog/doctoral-journey/qualitative-vs-quantitative-research-whats-difference</a></p> <p><a href="https://openoregon.pressbooks.pub/soceveryday/chapter/3-4-social-science-research-methods/">https://openoregon.pressbooks.pub/soceveryday/chapter/3-4-social-science-research-methods/</a></p> <p>“Historical Methodology” (pp191-202) from Jain, Surbhi. <i>Research Methodology in Arts, Science and Humanities</i>. Society, 2019.</p> <p>Pambirikunn, Pradeepan. “Nationalism, Modernity, Keralanness: A Subaltern Critique” in <i>No Alphabet in Sight: New Dalit Writing from South India—Dossier 1</i>, Tamil and Malayalam, eds K. Satyanarayana and Susie Tharu (New Delhi: Penguin India, 2011), pp557–69.</p>		
III	Approaches to Local Research	20	25
	11 Community engagement and collaboration-- Identifying key stakeholders within the local community and understanding their roles in the research process	5	
	12 Strategies for fostering meaningful partnerships and collaborations with local organizations, institutions, and community members	5	
	13 Communication and error correction	5	
	14 Examining available data from local sources	5	
	Activity- Identify key stakeholders and create an instance of effective community engagement		
	<p>References:</p> <p>“Examining the Evidence” (pp 35-49) from Altick, Richard D. and John J. Fenstermaker. <i>The Art of Literary Research</i>. Norton, 1993.</p>		
IV	Ethical Considerations	8	15
	15 Ethical considerations specific to local research	2	
	16 Ideas of: cultural sensitivity, power dynamics, and informed consent	2	
	17 Auto/biography as a research method	2	
	18 Case studies highlighting examples of successful knowledge mobilization and research uptake within the local context	1	
	Activity- Analyse a case study and make a presentation of it highlighting the local in it	1	

	<p>References:</p> <p>Foucault, Mitchell. “Two Lectures”</p> <p>chrome-extension://efaidnbmninnibpcapjpcglclefindmkaj/https://monoskop.org/images/5/5d/Foucault_Michel_Power_Knowledge_Selected_Interviews_and_Other_Writings_1972-1977.pdf</p> <p>“Auto/biography as a Research Method” by Mary Evans collected in: <i>Research Methods for English Studies</i>.(Ed.) Griffin, Gabrielle. Edinburgh University Press, 2005.</p>			
V	Open Ended Module: Dissemination of Local Research		12	
		<ol style="list-style-type: none"> <li>1. Identify a problem and address community needs through research. Prepare a multimedia presentation (area opted may be from visual culture, literature, art, philosophy, psychology,</li> <li>2. Interactive and interdisciplinary sessions may be arranged to ensure cross disciplinary transactions.</li> </ol>		
		<p>References:</p> <p>Introduction <i>from the thesis</i> Radhakrishnan, Ratheesh. “Masculinity and the Structuring of the Public Domain in Kerala.”</p> <p>Rowena, Jenny. “Karutha Sreeniyum VeluthaLokavum”</p>		

Suggested Readings:

Books:

Boal, Augusto. *Theatre of the Oppressed*, Pluto Press, 2008.

Foucault, Mitchell. *Power/Knowledge*. Pantheon Books, 1977.

Guha, Ranajit. "On Some Aspects of the Historiography of Colonial India"

[chrome-extension://efaidnbmnnnibpcajpcgclefindmkaj/https://pages.ucsd.edu/~rfrank/class\\_web/ES-200C/Articles/Guha.pdf](chrome-extension://efaidnbmnnnibpcajpcgclefindmkaj/https://pages.ucsd.edu/~rfrank/class_web/ES-200C/Articles/Guha.pdf)

Hua, Zhu (Ed.). *Research Methods in Intercultural Communication: A Practical Guide*. John Wiley & Sons Inc, 2016.

Jeffrey, Robin. *The Decline of Nair Dominance Society and Politics in Travancore 1847-1908*. Manohar

Publishers, 2023.

Radhakrishnan, Ratheesh. "Masculinity and the Structuring of the Public Domain in Kerala." (Introduction from the thesis)

<http://cscs.res.in/dataarchive/textfiles/masculinity-and-the-structuring-of-the-public-domain-in-kerala-a-history-of-the-contemporary/view>

Saukko, Paula. *Doing Research in Cultural Studies: An Introduction to Classical and New Methodological Approaches*. Loughborough University, 2003.

Note: The course is divided into five modules, with four modules together having a total of 18 fixed units and one open-ended module with a variable number of units. There are 48 instructional hours for the fixed modules and 12 hours for the open-ended ones. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). The final exam, however, covers only the 18 units from the fixed modules. The 70 marks shown in the last column, distributed over the first four modules, are only for the external examination.



Mapping of COs with PSOs and POs :

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PO 1	PO 2	PO 3	PO 4	PO 5	PO6	PO7
CO 1	1	-	1	-	-	-	1	-	-	-	1	-	-
CO 2	-	-	2	-	-	2	-	-	-	-	-	2	-
CO 3	-	-	-	-	-	3	-	-	-	-	-	-	3
CO 4	-	-	-	-	-	4	-	-	-	-	-	4	4

Correlation Levels:

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

Assessment Rubrics:

- Assignment/ / Seminar 10%
- Midterm Exam 10%
- Quiz/ Discussion 10%
- Final Exam (70%)

Mapping of COs to Assessment Rubrics :

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

## VOCATIONAL MINOR COURSES

### GROUP 1- PROFESSIONAL ENGLISH

Course Title	<b>English for Digital Communication</b>				
Type of Course	Vocational Minor				
Semester	I				
Academic Level	100-199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-		60
Pre-requisites	1. Basic knowledge of technology 2. Basic communication skills				
Course Summary	This course purports to cater to the requirements of technology-mediated education to be acquired by the learner. The augmentation of digital learning apps in the teaching-learning process is also introduced to the learners. The various activities within each module are directed toward employing and enhancing what the learner has learned through practice sessions.				

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Explore the significance of English language learning and proficiency in a global context	U	C	Instructor-created written exam
CO2	Demonstrate an understanding of the techniques of language learning and digital communication	U	C	Written assignments
CO3	Acquire an enhanced level of LSRW skills with the help of digital learning tools	Ap	P	Practical assignment
CO4	Implement the use of digital tools in language learning	Ap	P	Seminar/Peer teaching using digital tools
CO5	Able to teach communicative skills by identifying the level of the learners	An	M	Practical Assignments
CO6	Improvise their methods of effective language learning using the latest trends in digital technology	C	C	Seminar/Peer teaching and peer evaluation
* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)				

Detailed Syllabus:

Module	Unit	Content	Hrs (48+ 12 )	Mark s (70)
Module	Unit		10	20
I	Module 1			
	1	English in the Age of Globalization	1	
	2	ICT, CALL, MALL, CMC	2	
	3	Human Language Translation ( HLT)	1	
	4	Applied Linguistics and Technology	2	
	5	Machine Translation	2	
	6	Open-Source Resources	2	
<p>Learning activities:            Fix a page from a book ( EPUB) and the teacher can make comprehension questions. Students can submit using online methods.</p>				

II	Module II		13	20
	7	Language of e-correspondence, Email – email addressing, mailbox, saving emails, sending same mail to various users, webinars, Net Speak, digitized texts, blogs, privacy, netiquette	3	
	8	Document handling – sending soft copy as an attachment, enclosures to email, sending a portion of the document as email virtual libraries	3	
	9	Webinars- how to conduct webinars	2	
	10	Net Speak, Digitized Texts	1	
	11	Blog writing, how to create a blog page	2	
	12	Privacy and netiquette	2	
		<p>Learning Activities</p> <p>The teacher can create a sample business email and Students are asked to edit the text (correct the spelling, add contractions, etc) in PDF format.</p>		

III	Module 3	15	15
13	Digital Learning, Virtual Classrooms, Google Classrooms, SWAYAM	4	
14	MOOC	3	
15	E-Pathshala, Project Guttenberg	3	
16	Smartphones as potential educational tool, Use of e-learning apps	3	
17	Podcasts, Voice boards, Canva, Electronic spellchecks (wordscapes), Translation websites, Digital game-based learning, Blended Learning	2	
Learning activities: Students are asked to create a digital poster using Canva			

IV	Module 4		10	15
	18	Digital Humanism	2	
	19	Artificial intelligence and language tools	2	
	20	Chat GPT, Talk Pal	2	
	21	Soofy, GPTionary	2	
	22	Natural Language Processing (NLP)	2	
	Learning activities: The teacher checks for difficult words ( six, seven letter words) via ChatGPT. These words can be used to create sentences via Google Classroom/ MS Teams. The teacher can check each submission.			

V	Open Module : Practical Applications and Case Study	12
	Post learning activities can be assigned putting into practice the various aspects of digital learning tools.	

### Suggested Texts

1. Crystal David. The Language and the Internet. CUP: 2004.
2. Ranandya, W.A.(et al.) (Eds.) English Language Teaching Today. Springer International Pub. 2016.
3. Pengrum Mark. From Blogs to Bombs: The Future of Digital Technologies in Education, UWA Publishers,

### Texts for reference:

Chapelle, C. (2002). “Computer-assisted Language Learning”. In R.Kaplan (ed.), The Oxford handbook of applied linguistics (pp. 498-505). Oxford : Oxford University Press.

Campbell.(2003).Weblogs for Use With ESL Classes. Retrieved from <http://iteslj.org/Techniques/Campbell-Weblogs.html>.

O'Donnell, M. (2006). Blogging as Pedagogic Practice :Artefact and Ecology. Asia Pacific Media Educator , 15-19

Levin, T.R. & Vedmany, R. (2008). Teacher's views on factors affecting integration of information technology in the classroom. Developmental Scenery.

Sreerekha, R. (2009). Teacher attitude towards the use of ICT in English language Teaching, International Educators, 20(1), 40-43

Swami, N.M.(1991). Enrichment of vocabulary of Std.VI students through video. In Fifty Survey of Educational Research Vol.1 NCERT.

Krishnaswamy and Sriram. (2009). Creative English Communication. Macmillan, India.

Hedge, T (2003) Key Concepts in English Language Teaching : Learner Training .ELT Journal 92-93

Starbuck, David (2008) Creative Teaching : Getting it Right , P (55). Chennai , Viva books.

Tapscott, D. (1988). Growing Up Digital : The Rise of the Net Generation , New York : Mcgraw-Hill.

Computer assisted language learning CALL [www.monografias.com](http://www.monografias.com)

Dudeney, Gavin and Nicky Hockly. 2007 .How to Teach English with Technology. Edinburgh Gate Harlow Essex : Pearson Education Limited

Singhal, M. (1997). The internet and foreign language education : Benefits and challenges, the Internet TESL Journal, Vol. 111, No.6, <http://iteslj.org/>

Mapping of COs with PSOs and POs :

	PSO1	PSO 2	PSO3	PSO4	PS O5	PSO 6	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO 1	-	3	-		-	-	2	-	-	-	-	-	-
CO 2	-	2	-	3	-	-	2	-	1	-	-	-	-
CO 3	-	-	-	-	3	-	2	-	-	3	-	-	-
CO 4	-	-	-	-	2	3	-	-	-	2	3	-	-
CO 5	2	-	-	-	-	-	3	-	-	-	2	-	-
CO 6	-	-	-	-	1	-	1	-	-	-	3	3	-

Correlation Levels:

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

Assessment Rubrics:

- Written Assignments/ Teaching Assignments/ Seminar (20%)
- Midterm Exam (10%)
- Final Exam (70%)

Mapping of COs to Assessment Rubrics :

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

Course Title	AI and English Language Learning				
Type of Course	Vocational Minor				
Semester	II				
Academic Level	100-199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-		60
Pre-requisites	1. Basic knowledge of the English language – basic grammar, pronunciation 2. Basic communicative skills in LSRW				
Course Summary	The course aims to introduce learners to AI. With AI as an ever evolving field, learners are introduced to its application in the teaching and learning processes. The learners are made aware of its dynamic nature. The learners are also equipped to use the various apps and tools in the teaching and learning processes.				

Course Outcomes (CO):



CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Demonstrate ability to effectively use AI tools in language learning and teaching through practical projects.	Ap	M	Practical assignment
CO2	Present a language lesson incorporating AI tools, demonstrating practical application.	Ap	P	Practical Assignment
CO3	Actively engage in discussions and reflections on the ethical considerations of using AI in academic settings.	An	M	Group discussion/ JAM sessions
CO4	Assess the dynamics and ethics of using AI for academic purposes.	E	F	Instructor created written exam
CO5	Implement the use of AI tools for employability	Ap	P	Seminar/ Written assignment
CO6	Create a piece of writing with the assistance of AI tools, showcasing the integration of AI in creative processes	C	P	Practical assignment
* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)				

#### Detailed Syllabus:

Module		Content	Hrs (60)	Marks (70)
Module I	Unit		Hrs 9	15
	Introduction to AI			
	1	Introduction to AI tools for English language learning (AI mobile apps, Grammarly, Duolingo for learning a foreign language)	2	
	2	History and evolution	1	
	3	Emerging trends in AI	1	
	4	AI in personalized learning and intelligent tutoring systems	2	

	5	AI in language learning	2	
	6	AI for early intervention in learning disabilities	1	
<p>Activity</p> <p>Explore Grammarly by typing sentences with intentional grammatical errors. Observe how Grammarly provides suggestions for corrections and explanations for each suggestion. Engage students in a creative activity related to the language they are learning. This could include writing a short story, creating a dialogue, or even drawing illustrations to represent vocabulary. Encourage the use of the language they have learned during the activity.</p>				
<p>Suggested Reading</p> <p>AI &amp; ELE - Website containing notes by Dr Premanand M E, <a href="http://www.englishskillsone.in">www.englishskillsone.in</a></p> <p>Introduction to AI</p> <p>Conversations Across Continents: Forging Education for the AI Age <a href="https://www.linkedin.com/pulse/conversations-across-continents-forging-education-for-the-ai-age">Conversations Across Continents: Forging Education for the AI Age (linkedin.com)</a></p> <p>“Grammarly” as AI-powered English Writing Assistant: Students’ Alternative for English Writing <a href="https://www.researchgate.net/publication/352207965_Grammarly_as_AI-powered_English_Writing_Assistant_Students'_Alternative_for_English_Writing">https://www.researchgate.net/publication/352207965_Grammarly_as_AI-powered_English_Writing_Assistant_Students'_Alternative_for_English_Writing</a></p> <p>AI in the Foreign Language Classroom: A Pedagogical Overview of Automated Writing Assistance Tools. <a href="https://www.hindawi.com/journals/edri/2023/4253331/">https://www.hindawi.com/journals/edri/2023/4253331/</a></p>				
II	AI for academic purpose ( Use of Quillbolt Designing/creating an Image using AI tools (Dall.E, Microsoft Designer)		14	20
	7	AI in academic writing	3	
	8	Summarizing using AI tools (Quillbotetc).	3	
	9	Paraphrasing using AI tools	1	
	10	Creating an image using free AI tools (Dall.E, Microsoft Designer)	3	
	11	Impact of AI in literary analysis	2	
	12	Impact of AI on Interpretation and translation	2	

<p>Suggested learning activities:</p> <p>Engage in a class discussion about the challenges and benefits of using AI tools for summarising and paraphrasing.</p> <p>Discuss the importance of understanding the context and purpose of the text when using AI tools.</p> <p>Instruct students to generate images using DALL·E based on specific prompts or themes provided by the instructor. (If DALL·E, allow direct image creation, guide students to use Microsoft Designer or a similar tool to design an image related to a given topic or concept. Have students showcase their AI-generated images to the class. Encourage a discussion on the creative process, challenges faced, and the uniqueness of AI-generated images.</p>			
<p>Suggested reading</p> <p>AI &amp; ELE - Website containing notes by Dr Premanand M E, <a href="http://www.englishskillsone.in">www.englishskillsone.in</a>, Introduction to AI  <a href="https://www.englishskillsone.in/#h.4axsv6dr9df5">https://www.englishskillsone.in/#h.4axsv6dr9df5</a>          Harnessing AI Power: A Look at the Top 10 Tools for Education Professionals  <a href="https://youtu.be/Yp0KdkZpaVU?si=n2e6-3aYkgPZ_58w">https://youtu.be/Yp0KdkZpaVU?si=n2e6-3aYkgPZ_58w</a></p> <p>The Brilliance And Weirdness Of ChatGPT.  <a href="https://www.nytimes.com/2022/12/05/technology/chatgpt-ai-twitter.html">https://www.nytimes.com/2022/12/05/technology/chatgpt-ai-twitter.html</a></p>			
III	Prose and poetry using AI Generative tools (ChatGPT, Google Bard)	15	20
	13 Different types of writing (Descriptive, Expository, Persuasive)	3	
	14 Types of poetry (Sonnets, Haiku, and Free verse with examples)	3	
	15 Writing poetry using Generative AI	3	
	16 Writing prose using Generative AI	3	
	17 Podcasts – creation, usefulness and practical application – (create a podcast and refine it using AI)	3	
	<p>Suggested learning activities:</p> <p>Instruct students to input a descriptive prompt or scene into ChatGPT and observe the prose it generates. Encourage them to refine and edit the generated text to enhance descriptive elements.</p> <p>Assign a topic for an expository essay and have students use ChatGPT to generate the main points and structure of the essay. Provide a persuasive writing prompt and guide students in using ChatGPT to develop persuasive arguments.</p> <p>Instruct students to experiment with generating sonnets, haiku, and free verse poems using the AI poetry generator. Encourage creativity in adapting traditional poetic forms or creating entirely new structures.</p>		

	<p>Suggested reading</p> <p>AI &amp; ELE - Website containing notes by Dr Premanand M E,  <a href="http://www.englishskillsone.in">www.englishskillsone.in</a>          Introduction to AI  <a href="https://www.englishskillsone.in/#h.4axsv6dr9df5">https://www.englishskillsone.in/#h.4axsv6dr9df5</a>          Education in the Era of Generative Artificial Intelligence (AI): Understanding the Potential Benefits of ChatGPT in Promoting Teaching and Learning  <a href="https://papers.ssrn.com/sol3/papers.cfm?abstract_id=4337484">https://papers.ssrn.com/sol3/papers.cfm?abstract_id=4337484</a>          Generative AI is here: How tools like ChatGPT could change your business  <a href="https://opexsociety.org/body-of-knowledge/generative-ai-is-here-how-tools-like-chatgpt-could-change-your-business/">https://opexsociety.org/body-of-knowledge/generative-ai-is-here-how-tools-like-chatgpt-could-change-your-business/</a></p>			
IV	Ethics and privacy concerns		10	15
	18	Ethical implications of AI	2	
	19	Privacy concerns – best practices for ensuring privacy in AI systems	3	
	20	Algorithmic Biases in AI	2	
	21	Job displacement and workforce impact	1	
	22	Best practices for integrating AI in education	2	
	<p>Suggested learning activities:</p> <p>Identify potential risks, challenges, and ethical considerations related to data collection, storage, and usage in AI.          Discuss the importance of transparency, user consent, and data anonymization.          Conduct group discussions or JAM sessions for the following:          How can ethical considerations and privacy practices be integrated into AI development and deployment?          Different ways society can prepare for changes in the job market and support affected workers.</p>			

	<p>Suggested reading</p> <p>AI &amp; ELE - Website containing notes by Dr Premanand M E,  <a href="http://www.englishskillsone.in">www.englishskillsone.in</a>          Introduction to AI  <a href="https://www.englishskillsone.in/#h.4axsv6dr9df5">https://www.englishskillsone.in/#h.4axsv6dr9df5</a>          The Ethical Implications of Artificial Intelligence (AI) For Meaningful Work.  <a href="https://typeset.io/questions/what-are-the-ethical-implications-of-artificial-intelligence-o19wa3wspf">https://typeset.io/questions/what-are-the-ethical-implications-of-artificial-intelligence-o19wa3wspf</a></p> <p>Artificial Intelligence in Education: A Review  <a href="https://ieeexplore.ieee.org/document/9069875">https://ieeexplore.ieee.org/document/9069875</a></p>		
V	Practical Applications and case study	12	
	1 The learners can be encouraged to do hands-on projects incorporating AI components into English Language learning		

Mapping of COs with PSOs and POs :

	PSO 1	PSO 2	PSO 3	PSO4	PS O5	PSO 6	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO 1	-	-	-	-	3	-	3	-	-	3	-	-	-
CO 2	1	-	-	1	3	-	-	-	-	3	-	-	-
CO 3	-	1	-	1	-	2	-	-	-	2	-	3	-
CO 4	-	2	-	1		3	3	-	-	-	2	3	-
CO 5	2	-	-	-	3	-	-	-	3	-	2	-	2
CO 6	-	2	-	2	3	-	2	-	2	3	-	-	-

Correlation Levels:

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

Assessment Rubrics:

- Group Discussion (10 %)
- Written Assignments/ Teaching Assignments/ Seminar (10%)
- Midterm Exam (10%)
- Final Exam (70%)

Mapping of COs to Assessment Rubrics :

	Group Discussion	Assignment	Project Evaluation	End Semester Examinations
CO 1		✓		✓
CO 2		✓		✓
CO 3	✓			✓
CO 4	✓			✓
CO 5		✓		✓
CO 6		✓		

Course Title	<b>WRITING FOR MEDIA</b>				
Type of Course	VOCATIONAL MINOR				
Semester	III				
Academic Level	200-299				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60
Pre-requisites	Basic writing skills				
Course Summary	Writing for Media is an introductory level course designed to enable students to develop writing skills for various media platforms. Students will learn the basics of media writing and the application of language and style that suit diverse media types. They will also be introduced to styles of writing for traditional and new media platforms.				

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Acquire foundational knowledge to enhance the skills for writing for various media.	U	C	<ul style="list-style-type: none"> <li>• Assignments</li> <li>• Seminar presentations</li> </ul>
CO2	Develop familiarity with different platforms of media and the writing styles suitable for each.	Ap	P	<ul style="list-style-type: none"> <li>• Home Assignments</li> <li>• Portfolio</li> </ul>
CO3	Develop critical skills to produce media communication.	Ap	P	<ul style="list-style-type: none"> <li>• Assignments</li> <li>• Self-evaluation</li> </ul>
CO4	Acquire advanced writing skills necessary for various media platforms	Ap	P	<ul style="list-style-type: none"> <li>• Seminar presentation</li> <li>• Peer-evaluation</li> </ul>
CO5	Demonstrate flexibility in adopting different styles according to the type of media	E	P	<ul style="list-style-type: none"> <li>• Portfolio</li> <li>• Written tests</li> </ul>
CO6	Adapt to work as a part of a team in media production	Ap	P	<ul style="list-style-type: none"> <li>• Podcasts</li> </ul>
* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)				

#### Detailed Syllabus:

Module	Unit	Content	Hrs	Marks (70)
I	Basics of Media Writing		10	15
	1	Conventions of language in media	02	
	2	Stylistic devices	02	
	3	News reporting- Inverted pyramid style	02	
	4	Scriptwriting for different visual/online media	02	
	5	Mass media, Accuracy, clarity in communication	02	
		<i>Activities:</i> <ol style="list-style-type: none"> <li>1. Prepare a portfolio for different kinds of media, print and visual media</li> <li>2. Analyse various types of media writing with the help of the given samples</li> </ol>		
II	Types of Media Writing		14	20
	6	News writing, Newsletters, press releases, editorial, script, screenwriting, radio script, narrative journalism	03	
	7	Writing for new media, online publishing, PR writing, Memes, Hashtags	03	
	8	Freelance writing, Vlogging Video Publishers/ Digital News Platforms/Alternate media	03	
	9	Advertising, Copywriting	02	

	10	Substack/Podcasts	03	
		<i>Activities:</i> <ol style="list-style-type: none"> <li>1. Prepare a podcast about any contemporary social issue or an issue in your campus</li> <li>2. With the help of various advertisements ask students to write ads of similar products, events, institutions</li> </ol>		
III	Mechanics of Media Writing		14	20
	11	Strategies of writing according to different media	03	
	12	Editing, Proofreading	02	
	13	AP style	02	
	14	Data Journalism	02	
	15	Subtitling	02	
	16	Scripting interview	03	
		<i>Activities:</i> <ol style="list-style-type: none"> <li>1. Peer activity- edit your peers' features or news reports or scripts and compare the first and the final versions and analyse the changes</li> <li>2. Analyse different pieces of writing from different media and discuss the features and work in groups to create similar write ups.</li> </ol>		
IV	Ethics of Writing for Media		10	15
	17	Censorship, Privacy	01	
	18	Code of ethics, Defamation, Plagiarism	01	
	19	Objectivity and integrity in writing	02	
	20	Language sensitivity, misgendering	02	
	21	Post Truth	02	
	22	Media and Democracy	02	
		<i>Activities:</i> <ol style="list-style-type: none"> <li>1. Choose media content of any type ( news article/ video/ image) and in groups discuss <ol style="list-style-type: none"> <li>a) its relevance in the post truth scenario.</li> <li>b) any bias in the language</li> </ol> </li> </ol>		
V	Open Ended Module		12	
		Writing in the new era of AI tools and post truth.		



Note: The course is divided into five modules, with four having total 22 fixed units and one open-ended module with a variable number of units. There are total 48 instructional hours for the fixed modules and 12 hours for the open-ended one. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). The final exam, however, covers only the 22 units from the fixed modules.

Mapping of COs with PSOs and POs:

	PSO 1	PSO 2	PSO 3	PSO4	PS O5	PSO 6	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO 1	2	2	-	1	-	-	2	1	2	-	-	-	-
CO 2	-	-	-	2	-	-	1	-	3	1	-	-	-
CO 3	-	1	2-	3	1	-	-	2	2	2-	-	-	-
CO 4	-	3	-	3	2-	-	-	2	1	2-	-	-	-
CO 5	-	-	-	2	2	-	-	-	-	2	-	-	-
CO 6	-	-	-	2	1	1	-	3	2	-	1	-	2

Correlation Levels:

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

Assessment Rubrics:

- Seminar/Assignment (5%)
  - Portfolio (5%)
  - Group Assignment: Prepare a video feature about any contemporary issue and submit a written report including the script. (20%)
  - Final Exam (70%)
- 
- Mapping of COs to Assessment Rubrics:

	Seminar	Assignment	Video Feature Submission	End Semester Examinations
CO 1	✓	✓		✓
CO 2	✓	✓	✓	✓
CO 3	✓	✓	✓	✓
CO 4	✓	✓	✓	✓
CO 5	✓		✓	✓
CO 6			✓	✓

## Core Texts

*Writing for the Media:* Usha Raman

*The Oxford Essential Guide to Writing:* Thomas S Kane

*Whole Numbers and Half Truths: What Data can and Cannot Tell Us About Modern India:* Rukmini S

Jerry Lanson and Mitchell Stephens, *Writing and Reporting the News*, New York: Oxford University Press, 2008.

Nyiro Andras. *21 Century Journalism'-A Practical Guide* .

Tim Felle, John Mair and Damian Radcliffe, *Data Journalism:Inside the Global Future*, Abrams, 2015.

## Reference

1. Denis McQuail. *McQuail's Mass Communication Theory*, 6th edition. New Delhi: Sage Publications Ltd. 2010

2. John Vivian. *The Media of Mass Communication*.12th edition, London: Pearson. 2016

3. Keval J. Kumar, *Mass Communication in India*. 4th edition, Ahmedabad: Jaico Publishing House.2011

4. Margaret H. DeFleur and Melvin Defleur. *Mass Communication Theories:Explaining Origins, Processes, and Effects*, New York: Routledge. 2009

5. Marshall McLuhan. *Understanding Media: The Extensions of Man*, New york: Routledge.1994.

Course Title	<b>International Proficiency Tests in English</b>				
Type of Course	Vocational Minor				
Semester	8				
Academic Level	300-399				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60
Pre-requisites	Basic awareness about competitive exams in English				
Course Summary	<p>This course is designed to prepare undergraduate students for various international English language proficiency tests. The focus will be on developing the necessary skills in reading, writing, listening, and speaking to succeed in tests such as IELTS, TOEFL, PTE, OET etc. Students will also become familiar with the test formats, question types, and scoring criteria. The course aims to enhance overall English language proficiency and test-taking strategies .</p>				

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Demonstrate a deep understanding of the format, structure, and scoring system of popular international proficiency tests like IELTS, TOEFL, PTE , OET etc.	U	An	Assignments
CO2	Identify and apply relevant test-taking strategies and techniques for all the four English language skills.	E	Ap	Internal Exam,Seminars
CO3	Recognise the diverse resources and materials to support continued self-study and language development.	C	Ap	Home Assignments Presentations
CO4	Demonstrate good command over the active and passive skills of English detrimental to getting the desired score.	C	An	Assignments
CO5	Manage time effectively during the test and utilize test-taking strategies to achieve their target score on the test.	P	AP	Practice Writing
* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)				

#### Detailed Syllabus:

Module	Unit	Content	Hrs	Marks
I	International Proficiency Tests		10	16
	1	Introduction to international proficiency tests	2	
	2	Overview of IELTS, TOEFL, OET, PTE and Cambridge English exams	2	
	3	Understanding test formats and sections.	2	
	4	Scoring criteria and assessment rubrics.	2	
			2	
		Activity:  Make a comparative table of various proficiency tests , their structures, question types, scoring mechanism and assessment patterns.		
II	Reading and Writing		16	21

	5	Reading Skills	2	
	6	Reading comprehension strategies	2	
	7	Vocabulary building for academic tests	2	
	8	Practice exercises	2	
	9	Writing Skills	2	
	10	Essay structure and organization	2	
	11	Developing coherent and cohesive paragraphs	2	
	12	Grammar and vocabulary for effective writing	1	
	13	Practice exercises	1	
		Activity:  Collect the reading and writing segments of IELTS/PTE and answer the questions. Swap your answer sheets with other classmates and do the marking. Discuss answers each other and find the pros and cons of each		
III	Listening and Speaking		11	17
	14	Listening Skills	2	
	15	Active listening techniques	2	
	16	Note-taking strategies	2	
	17	Exposure to various English accents through listening exercises	2	
	18	Speaking Skills	1	
	19	Fluency and pronunciation	1	
	20	Mock speaking tests and peer evaluations	1	
		Activity: <ul style="list-style-type: none"> <li>• Collect the listening and speaking segments of any two tests and answer the questions.</li> <li>• Swap your answer sheets with other classmates and do the marking.</li> <li>• Discuss answers each other and find the pros and cons of each.</li> </ul>		
IV	Test Taking Strategies		11	16
	21	Grammar and Vocabulary	3	
	22	Review and reinforcement of essential grammar rules	2	
	23	Building academic vocabulary	3	
	24	Test-Taking Strategies	2	

	25	Time management skills	1	
		<i>Activities:</i> <ul style="list-style-type: none"> <li>Listen to some videos on taking IELTS/TOEFL/PTE tests and list the strategies discussed.</li> <li>Make a list of the frequent grammatical mistakes in IELTS writing tasks.</li> </ul>		
V	Open Ended Module:		12	
		<ul style="list-style-type: none"> <li>Download one set of previous question papers for the following tests discussed, write answers and review them.</li> <li>Peer review the answers and grade them based on the rubrics used for the tests above.</li> <li>Answer a second set of previous question papers and compare the performance.</li> <li>Make a list of frequently used vocabulary in the reading texts and listening scripts for these tests.</li> </ul>		

Note: The course is divided into five modules, four fixed and one open-ended module with a variable number of units. There are 48 instructional hours for the selected modules and 12 hours for the open-ended one. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). The final exam, however, covers only the 25 units from the selected modules.

Mapping of COs with PSOs and POs:

Correlation Levels	PSO 1	PSO 2	PSO 3	PSO 4							PO5	PO6	PO7
CO 1	-	-	2	-	-	3	2	-	-	-	1	-	-
CO 2	-	1	-	-	-	3	-	-	-	-	-	-	2
CO 3	-	2	-	1	-	-	-	-	1	-	-	-	-
CO 4	-	-	-	1	-	2	1	-	-	-	-	-	3
CO 5	1	-	-	3	-	2	1	-	-	-	-	-	3

Correlation Level

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

#### Assessment Rubrics:

Internal Assessment – 30 marks

- Test paper
- Seminar/viva
- Assignment

Final Exam – 70 marks

#### Mapping of COs to Assessment Rubrics:

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

#### Required Reading

Official websites of testing organizations:

IELTS: <https://takeielts.britishcouncil.org/>

TOEFL: <https://www.ets.org/toefl.html>

PTE Academic: <https://www.pearsonpte.com/>

Official test preparation guides:

The Official Cambridge Guide to IELTS

The Official Guide to the TOEFL iBT® Test

The Official Guide to the PTE Academic Test

#### Suggested Reading

Vocabulary in Use series by Cambridge University Press

Reading Strategies for the TOEFL iBT Test by Kaplan Test Prep

The Complete Guide to IELTS Reading & Vocabulary Development by Magoosh

Writing for the TOEFL iBT® Test by Kaplan Test Prep

Listening Strategies for the TOEFL iBT Test by Kaplan Test Prep

Speaking Strategies for the TOEFL iBT Test by Kaplan Test Prep

British Council LearnEnglish website: <https://learnenglish.britishcouncil.org/>

TOEFL® TV: <https://www.youtube.com/user/toefltv>

PTE Practice Portal:<https://www.pearsonpte.com/preparation>

Magoosh Test Prep:<https://magoosh.com/>

Kaplan Test Prep:<https://www.kaptest.com/>

The Princeton Review:<https://www.princetonreview.com/>

## GROUP 2- ENGLISH FOR CAREER

Course Title	<b>English for Business Communication</b>				
Type of Course	Vocational Minor				
Semester	I				
Academic Level	100-199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60
Pre-requisites	Basic communication skills				
Course Summary	This course is designed to enhance the language proficiency by focusing on business communication skills. Students will develop their written and oral communication skills for professional settings, acquire business vocabulary, and explore various aspects of business communication, including writing reports, emails, and delivering presentations.				

Course Outcomes (CO):



CO	CO Statement	Cognitive Level*	Knowledge Category	Evaluation Tools used
CO1	Explain the structure and components of various business documents.	U	F	Assignment Seminar Presentation In-class discussion Written Test
CO2	Demonstrate language skills in drafting various business documents and other necessary communications in the business context	Ap	C	Assignment Written Test
CO3	Simulate planned and extempore enactments of various business situations	Ap	C	Discussions Role Plays Mock interviews Presentations
CO4	Create and deliver effective presentations using visual aids.	C	C	Multimodal Presentations
* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)				

#### Detailed Syllabus:

Module	Unit	Content	Hrs (48 +12)	Marks (70)
I	English for Business Communication		8	28
	1	Overview of Business English and its significance in professional setting	2	
	2	Patterns of Business Communication	1	
	3	Goals of Business Communication	1	
	4	Principles of Business Communication	2	
	5	Introduction to business vocabulary and terminology	2	
		<i>Activity- The teacher presents business vocabulary and terminology related to marketing and sales and students identify and define each term.</i>  <i>Prepare a glossary or visual representation highlighting business vocabulary and terminology related to marketing and sales.</i>		

		<p>References:</p> <p>1. Krizan, A.C., et al. <i>Business Communication</i>. 7th ed., South-Western College Publishers, 2007.</p> <p>2. Mascull Bill. <i>Business Vocabulary in Use</i>. Cambridge University Press, 2011.</p>		
II	Effective business writing		15	27
	6	Business letters- Types, Structure and Layout	4	
	7	Memos, circulars- Purpose, Format	2	
	8	Business reports – Types, Characteristics, Structure	3	
	9	Preparation of CV and Resume	2	
	10	Drafting emails- Features, e-mail etiquettes	2	
	11	Preparation of notice, minutes and agenda for meetings	2	
		<i>Activity- To enhance the writing skills, learners must be provided with assignments and classroom activities based on the above units- activities may include comparison of business letters, writing minutes, notices, memos etc.</i>		
		<p>References:</p> <p>Kaul, Asha. <i>Business Communication</i>. Prentice Hall of India, 2015.</p>		
III	Effective speaking skills for business contexts		15	18
	12	Meetings, Types of meeting, Procedure for conducting a meeting	2	
	13	Presentation skills	3	
	14	Negotiation skills	1	
	15	Interview preparation and techniques	2	
	16	Group Discussions	3	
	17	Conducting mock interviews	3	
	18	Press Conference	1	
		<i>Activity- Students can be engaged in real-world simulations, business scenarios, and role-playing exercises based on the above units. Mock business meetings and interviews must be conducted.</i>		

		<p><i>References:</i></p> <p>Bisen, Vikram, and Priya. <i>Business Communication</i>. New Age International Ltd., 2009.</p> <p>Sweeny, Simon. <i>Communicating in Business</i>. CUP, 2004.</p>		
IV	Technology for business communication		10	25
	19	Creating Digital Presentations- tools like Microsoft PowerPoint, Google Slides for creating digital presentations	4	
	20	Online Collaboration tools- Microsoft teams, Google workspace etc.	2	
	21	Virtual Meetings and Video Conferencing: tools and platforms for virtual meetings and video conferencing, such as Zoom, Microsoft Teams or Google Meet.	2	
	22	Social media in business communication- for networking, branding, customer engagement, and content marketing.	2	
		Activity- Students should deliver effective presentations by designing visually appealing slides.		
		<p><i>References:</i></p> <p>Gupta, N., and K. Jain. <i>Information Technology and Business Communication</i>. Sahitya Bhawan Publication, 2022.</p> <p><a href="https://ebooks.inflibnet.ac.in/mgmt05/chapter/technology-and-communication/">https://ebooks.inflibnet.ac.in/mgmt05/chapter/technology-and-communication/</a></p>		
V	Open Ended Module		12	
	1	<ul style="list-style-type: none"> <li>Students must be asked to navigate virtual meetings professionally and interact productively with remote attendees.</li> <li>The importance of professional online presence, networking, and etiquette on professional platforms can be emphasized and workshops can be conducted in guiding them to create and optimize their profiles on online platforms like LinkedIn.</li> </ul>	12	

		<p>Suggested Readings</p> <ul style="list-style-type: none"> <li>• Kaul, Asha. <i>Business Communication</i>. Prentice Hall of India, 2015.</li> <li>• Locker, Kitty O and Stephen Kyo Kaczmarek. <i>Business Communication: Building Critical Skill. 6<sup>th</sup>edn</i>. Mc Graw Hill, 2014.</li> <li>• McLean Scot. <i>Business Communication for Success</i>. Flatworld Publisher, 2010.</li> <li>• Nawal, Mallika. <i>Business Communication</i>. Cengage Learning India Pvt Ltd, 2013.</li> <li>• RC, Bhatia. <i>Business Communication</i>. ANE Books, 2008.</li> <li>• Sharma R.C. <i>Business Correspondence and Report Writing</i>. McGraw Hill Education (India) Private limited, 2014.</li> </ul> <p>Online Resources</p> <ul style="list-style-type: none"> <li>• <a href="https://learnenglish.britishcouncil.org/business-english">https://learnenglish.britishcouncil.org/business-english</a></li> <li>• <a href="https://www.englishclub.com/business-english/vocabulary">https://www.englishclub.com/business-english/vocabulary</a></li> </ul>		
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Note: The course is divided into five modules, with four having total 22 fixed units and one open-ended module with a variable number of units. There are total 48 instructional hours for the fixed modules and 12 hours for the open-ended one. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). The final exam, however, covers only the 22 units from the fixed modules.

Mapping of COs with PSOs and POs :

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7
CO 1	3	-	-	-	-	-	3	-	-	-	-	-	-
CO 2	-	-	-	3	-	-	-	-	1	-	-	-	-
CO 3	-	3	-	-	-	-	-	-	1	-	-	-	-
CO 4	-	-	-	-	3	-	-	-	-	2	-	-	-

Correlation Levels:

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

## Assessment

- Assignment
- Presentations - Role playing exercises and simulations, mock job interviews
- Multimodal Projects- creating infographics or video presentations

Mapping of COs to Assessment Rubrics:

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

Course Title	<b>Professional English for Career Advancement</b>				
Type of Course	Vocational Minor				
Semester	II				
Academic Level	100-199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60
Pre-requisites					
Course Summary	This is a comprehensive course designed to enhance learners' language proficiency and communication skills in a professional context. Through a combination of theoretical lessons, practical exercises, and real-world simulations, students will develop the linguistic competence and confidence necessary to excel in their careers. The course will cover various aspects of professional communication, including writing, speaking, listening, and interpersonal skills, tailored to meet the demands of contemporary workplace environments.				

## COURSE OUTCOME

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	To develop advanced proficiency in written communication for professional purposes	U	C	Writing Assignments- emails, reports  Seminar Presentation  Written Test
CO2	Enhance and describe oral communication skills for effective workplace interactions	An	P	Role Plays  Oral Presentation  In-class discussion  Written Test
CO3	Evaluate listening comprehension skills and critical thinking abilities to accurately understand and respond to spoken communication in professional settings.	E	C	Listening comprehension tasks  Mock Interviews  Peer Group Presentations
CO4	Develop confidence and professionalism in all aspects of professional English communication	C	P	Assignment  Seminar Presentation  Role Plays  Written Test
<p>* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C)</p> <p># - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)</p>				

Detailed Syllabus:

Module	Unit	Content	Hours	Marks
I	Written Communication Skills		10	15
	1	Principles of effective business writing	2	
	2	Crafting professional emails	2	
	3	Writing reports and proposals	2	
	4	Application Letter- Resume- Covering Letter	2	
	5	Business correspondence and etiquette	2	
	<p>ACTIVITY: Divide students into groups and assign each group a different business scenario. Ask them to craft professional emails and reports.</p> <p>Learners may be asked to prepare a resume, cover letter and job application.</p>			
II	Oral Communication Skills		10	15
	6	Presentation skills: planning and delivery	2	
	7	Presentation skills: visual aids	2	
	8	Participating in meetings and discussions	2	
	9	Negotiation and persuasion techniques	2	
	10	Handling challenging conversations and conflicts	2	
	<p>ACTIVITY: Have learners prepare and deliver short presentations on topics relevant to their field of study or interests using audio-visual aids.</p> <p>Organize simulated meetings or discussions where students take on different roles.</p>			
III	Listening Comprehension and Critical Thinking in the Workplace		16	20
	11	Active listening strategies	3	
	12	Understanding spoken instructions and presentations	3	
	13	Extracting key information from meetings and discussions	2	
	14	Responding appropriately to verbal communication	2	
	15	Analyzing and evaluating information	2	
	16	Creative thinking techniques for innovation	2	
	17	Applying critical thinking to real-world workplace scenarios	2	

	<p>ACTIVITY: Conduct listening exercises where students listen to audio recordings or live presentations and summarize the key points.</p> <p>Facilitate group discussions or meetings and instruct students to extract important information or action items.</p> <p>Provide students with case studies, reports, or data sets. Instruct them to analyse the information critically.</p>				
IV	Career Advancement Strategies			12	20
	18	Networking skills: building professional connections and relationships		3	
	19	Job search techniques		2	
	20	Interview preparation		3	
	21	Professional development and lifelong learning		2	
	22	Personal branding and self-promotion		2	
	<p>ACTIVITY: Interview tips from an industry expert can be provided.</p> <p>Conduct mock interviews with students playing the role of both interviewer and interviewee.</p> <p>Invite guest speakers or alumni to share their experiences and insights on career development and lifelong learning.</p> <p>Have students create personal branding portfolios or online profiles showcasing their skills, achievements, and career aspirations.</p>				
V	Open Ended Module: Intercultural Communication			12	10
	1	<ul style="list-style-type: none"><li>Understanding cultural differences in communication styles</li><li>Adapting communication strategies for diverse audiences</li><li>Overcoming cultural barriers in the workplace</li><li>Building cross-cultural relationships and collaboration</li></ul> <p>Open-Ended Exploration and Assessment:</p> <ul style="list-style-type: none"><li>Written assignments (e.g., emails, reports)</li><li>Oral presentations and role-plays</li><li>Listening comprehension tasks (e.g., summarizing spoken content)</li><li>Critical thinking exercises (e.g., analyzing case studies)</li><li>Participation in discussions and simulations</li></ul>			

Note: The course is divided into five modules, with four having total 22 fixed units and one open-ended module with a variable number of units. There are a total of 48 instructional hours for the fixed modules and 12 hours for the open-ended one. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). The final exam, however, covers only the 22 units from the fixed modules.



Mapping of COs with PSOs and POs :

	PS O1	PS O2	PS O3	PS O4	PSO 5	PS O6	P O 1	P O 2	P O 3	PO 4	PO 5	PO6	PO7
CO 1	-	3	-	-	-	-	1	2	-	-	-	-	-
CO 2	2	3	-	-	-	-	1	2	-	-	-	-	-
CO 3	-	3	-	-	-	-	-	-	3	-	-	-	-
CO 4	-	3	-	3	-	-	-	2	3	-	-	-	-

Correlation Levels:

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

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar 10%
- Midterm Exam 10%
- Programing Assignments (10%)
- Final Exam (70%)

Mapping of COs to Assessment Rubrics :

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

## Core Texts

### MODULE 1

"Writing That Works: How to Communicate Effectively In Business" by Kenneth Roman and Joel Raphaelson

<https://www.studocu.com/in/document/university-of-mumbai/bachelors-of-mass-media-bmm/writing-that-works-how-to-communicate-effectively-in-business-e-mail-letters-memos-presentations-plans-reports-proposals-resumes-speeches-pdfdrive/31535529>

### MODULE 2

Dr M. Farook. *English for Communication*, Emerald Publishers, 2015

### MODULE 3

Lynch, Tony. *Study Listening*. New Delhi: CUP, 2008.

Kenneth, Anderson, Tony Lynch, Joan MacLean. *Study Speaking*. New Delhi: CUP, 2008

### MODULE 4

Jay. *Effective Presentation*. New Delhi: Pearson, 2009.

## References

Boucher, Jane. *Email Writing Skills: Essential Guide to Effective Communication*. Kogan Page, 2017.

Chatfield, Tom. *Critical Thinking: Your Guide to Effective Argument, Successful Analysis and Independent Study*. SAGE Publications Ltd, 2017.

Hoppe, Michael H. *Active Listening: Improve Your Ability to Listen and Lead*. American Management Association, 2017.

Murphy, Herta A., Herbert W. Hildebrandt, and Jane P. Thomas. *Effective Business Communication*. McGraw-Hill Education, 2016.

Patterson, Kerry, et al. *Crucial Conversations: Tools for Talking When Stakes Are High*. McGraw-Hill Education, 2011.

Roman, Kenneth, and Joel Raphaelson. *Writing That Works: How to Communicate Effectively In Business*. Harper Business, 2010.

### Online Resources:

<https://www.sciencedirect.com/journal/english-for-specific-purposes>

<https://www.usingenglish.com/teachers/articles/teaching-english-for-specific-purposes-esp.html>

<https://onlinelibrary.wiley.com/journal/15457249>

<https://www.baleap.org/>

Course Outcomes (CO):

Course Title	<b>TRADE LANGUAGE I</b>				
Type of Course	Vocational Minor				
Semester	III				
Academic Level	200-299				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60
Pre-requisites	It is recommended that students have a basic understanding of English language fundamentals and a willingness to engage in critical thinking and analysis. Additionally, familiarity with basic mathematical concepts such as percentages and simple calculations may be beneficial but is not mandatory.				
Course Summary	This course is designed for students who wish to acquire basic knowledge and language skills related to the share market. Through this course, students will develop an understanding of key concepts, terminology, and communication skills necessary to navigate the share market effectively. Emphasis will be placed on building vocabulary, comprehension, and communication skills specific to the context of the share market. This interdisciplinary course explores the dynamic relationship between language, linguistics, and financial markets.				

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Use essential financial terminology and jargon accurately.	U	C	Group-discussion Assignments
CO2	Acquire and Comprehend the basic functions and significance of the share market language	U	P	Assignment  In-class discussion  Written Test
CO4	Apply financial jargons to analyse news reports and financial charts	Ap	P	Assignment  Seminar Presentation
CO3	Interpret financial texts, including news, reports, and statements, using linguistic tools.	An	C	Seminar Presentation  In-class discussion  Debate
CO 5	Evaluate the various financial news reports and market sentiments	E	M	Written test  Seminar discussion      Presentations
* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)				

#### Detailed Syllabus:

Module	Unit	Content	Hrs	Marks
I	Foundations of Financial Markets and Linguistic Analysis		12	20
	1	Introduction to Stock Market Terminology	2	
	1	The Language of Market Structure Key Words: Bull market, bear market, IPO, market cap	2	
	2	Linguistic Principles in Financial Communication	2	
	3	Decoding Financial Terminology	3	
	4	The Structure of Financial Narratives	3	

		<p>Suggested Activities:</p> <ul style="list-style-type: none"> <li>Analyse excerpts from financial news to identify and discuss key terms and their meanings.</li> <li>Students form groups to research and present the language used by different market participants.</li> <li>Financial literacy quiz : a quiz or game with questions related to personal finance covered in class, savings ,investing, insurance, and retirement planning so as to reinforce the key concepts</li> <li>Vocabulary Log - Students maintain a log of new financial and linguistic terms encountered in each unit, adding definitions and example sentences.</li> </ul> <p>Core Text: "The Language of Global Finance: Stocks, Bonds, and Investments" by Michael J Deffosse</p>		
II		Financial Terminology and Financial News	12	20
	5	Fundamentals of Financial Terminology	2	
	6	TheLanguage of Financial Reports and Statements	3	
	7	Financial News and Journalism	2	
	8	Investor Communications and Shareholder Reports	2	
	9	Digital Financial Communication: Social Media and Blogs	3	
		<p>Suggested Activities :</p> <ul style="list-style-type: none"> <li>News Review: Students critique financial news articles for language, bias, and impact.</li> <li>Glossary Creation: Students compile a glossary of financial terms from different source</li> <li>Quiz: Test on basic financial terms and concepts to solidify understanding.</li> <li>Case Study Analysis: Evaluate the effectiveness of different investor communications.</li> <li>Social Media Audit: Analyse the content and impact of financial influencers on platforms like Twitter and Instagram</li> </ul> <p>Suggested Core Text for 2:</p> <ul style="list-style-type: none"> <li>Financial Reporting, Financial Statement Analysis, and Valuation: A Strategic Perspective" by James M. Wahlen, Stephen P. Baginski, and Mark Bradshaw.</li> </ul>		
III		Stock Market Analysis (the Narrative Behind the Numbers)	15	15
	10	Introduction to Financial Narrative Analysis	1	
	11	LinguisticAspects in Financial Reporting Analysis	2	
	12	Linguistic Insights into Fundamental and Technical Analysis	2	
	13	Language-Centric Financial Analysis	2	
	14	Linguistic Decoding of Financial Charts and Market Pattern	2	
	15	Understanding Linguistic Signifiers of Market Trends	2	
	16	Market Sentiment and Trading Psychology	2	
	17	The Impact of News on Stock Prices	2	

		<p>Suggested Activities:</p> <ul style="list-style-type: none"> <li>• Create a glossary of key financial terms and concepts</li> <li>• Watch introductory videos or read articles explaining the basics of financial statements (balance sheet, income statement, cash flow statement).</li> <li>• Divide students into groups to discuss and analyse the case studies, encouraging debate and critical thinking about different approaches.</li> <li>• Organize debates on controversial topics in finance, such as the efficient market hypothesis or the role of central banks in influencing stock prices.</li> <li>• Glossary Creation: Students compile a glossary of financial terms from different sources.</li> <li>• Report Analysis: Students dissect real financial reports to identify key terms and their implications.</li> </ul> <p>Core Text: Introduction to Financial Analysis</p> <p>Kenneth S. Bigel, New York City, New York 2022</p>		
IV	Portfolio Management and Investment Strategies		9	15
	18	Key Terms Related to Portfolio Management	3	
	19	Investment Objectives and Risk Assessment	2	
	20	Building a Diversified Portfolio	2	
	21	Ethical Investing	1	
	22	Regulatory Environment	1	
		<p>Suggested Activities;</p> <ul style="list-style-type: none"> <li>• Provide case studies featuring different investment objectives and risk profiles, such as retirement planning, wealth preservation, or growth-oriented strategies analysis and discussion based on the hand outs</li> <li>• Divide students into groups to analyse the cases, identify investment options, assess risks, and propose diversified portfolios to meet the objectives.</li> <li>• Provide them with different portfolios available in the internet and ask them to analyse it</li> <li>• Assign portfolio construction projects where students must design diversified investment portfolios based on specified criteria (e.g., risk tolerance, time horizon, investment preferences). Conduct portfolio simulation exercises using virtual trading platforms or spread sheet-based models. Provide case studies or scenarios for students to analyse, highlighting ethical dilemmas and compliance challenges faced by investment professionals.</li> <li>• Organize debates or panel discussions on ethical investing topics, such as environmental, social, and governance (ESG) considerations or socially responsible investing (SRI) strategies. "Investments: Analysis and Management" by Charles P. Jones.</li> </ul>		

V	<p>( Open ended) give them opportunity to read and analyse different articles of the financial magazines and ask them to make a report and suggestions for investments</p> <p>Invite guest speakers from the finance industry, including portfolio managers, financial advisors, or compliance officers, to share their expertise on portfolio management practices and regulatory compliance.</p> <p>Organize Q&amp;A sessions to facilitate discussions between students and the guest speakers</p> <p>These are suggestions but each tutor can provide suitable follow-up activities which can help them to give a real life experience of the topic.</p>	12	

Mapping of COs with PSOs and POs :

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO 1	3	2					3						
CO 2		2			2						3	2	3
CO 3		3	3			2		3	3	2	2		
CO4		2		3		2		2	2	3	2		
CO5	3					3							2

Correlation Levels:

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

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar /Debate(10%)
- Midterm Exam(10%)
- Mini Project/Open Ended Module (10%)
- Final Exam (70%)

Mapping of COs to Assessment Rubrics:

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

#### Core texts

Graham, Benjamin, and Bill McGowan. *The intelligent investor*. New York: Harper Collins, 2017

Michael J Deffosse *The Language of Global Finance: Stocks, Bonds, and Investments*"

Kenneth S. Bigel, *Introduction to Financial Analysis* New York City, New York 2022 (available in Open Text Book Library)

Press, Tycho. *Stock Market Investing for Beginners: Essentials to Start Investing Successfully*.

James M. Wahlen, Stephen P. Baginski, and Mark Bradshaw. • *Financial Reporting, Financial Statement Analysis, and Valuation: A Strategic Perspective*

Machiraju, H. R. *Indian financial system*. Vikas Publishing House, 2010. Sourcebooks, Inc., 2013.

Paul, Prasenjit. *How to Avoid Loss and Earn Consistently in the Stock Market: An Easy-To-Understand and Practical Guide for Every Investor*. Partridge Publishing, 2015.

#### Suggested reading:-

Jitendra, Gala. "Guide to Indian Stock Market." (2007).

Hiremath, Gourishankar S. *Indian stock market: An empirical analysis of informational efficiency*. Springer India, 2014.

Fisher, Philip A. *Common stocks and uncommon profits and other writings*. Vol. 40. John Wiley & Sons, 2003.

Alexander, Gordon J. "Reminiscences of a Stock Operator." (1995): 1777-1780.

Schwager, Jack D. *Market wizards, updated: Interviews with top traders*. John Wiley & Sons, 2012.

Hull, John C., and Sankarshan Basu. *Options, futures, and other derivatives*. Pearson education india, 2016.

Bulkowski, Thomas N. *Encyclopedia of chart patterns*. John Wiley & Sons, 2021. A

<https://doi.org/10.1109/SMC.2014.6974028>

#### Online courses available

Investopedia Academy: Investopedia provides an extensive collection of articles and tutorials on various stock market terms.



Khan Academy: Introduction to the Stock Market

Demy: Stock Market from Scratch for Complete Beginners

Skillshare: Stock Market Investing for Beginners

Coursera: Financial Markets

EdX: Introduction to Financial Market

YouTube: Many financial education channels on YouTube, such as "Investopedia," "The Plain Bagel," or "Khan Academy," offer free video tutorials on stock market terms and concepts

Course Title	<b>TRADE LANGUAGE II</b>				
Type of Course	Vocational Minor				
Semester	VIII				
Academic Level	300-399				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60
Pre-requisites	It is recommended that students have a basic understanding of English language fundamentals and a willingness to engage in critical thinking and analysis. Additionally, familiarity with basic mathematical concepts such as percentages and simple calculations may be beneficial but is not mandatory.				
Course Summary	This advanced course integrates the disciplines of stock market analysis and financial journalism with a focus on language and linguistics. Students will explore the intricate relationship between language use, market dynamics, and journalistic practices in financial reporting. Through in-depth analysis, case studies, and practical exercises, students will develop advanced skills in linguistic analysis, stock market analysis, and ethical journalism, equipping them to navigate the complexities of the financial landscape with linguistic insight.				

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	<p>Acquire and Comprehend the functions and significance of the share market language</p> <p>Explain the role of language and linguistics in shaping financial narratives and market dynamics</p>	U	C	<p>Assignment</p> <p>Seminar Presentation</p> <p>In-class discussion</p> <p>Written Test</p>
CO2	<p>Apply investment ideas, investment proposals and reports Presentations.</p> <p>Utilize stock market analysis methods to evaluate investment opportunities and predict market trends.</p>	Ap	P	<p>Assignment</p> <p>Seminar Presentation</p> <p>In-class</p>
CO3	<p>Assess the investment opportunities and risks.</p> <p>Analyses techniques in deciphering financial texts and predicting market behaviour</p> <p>Assess the reliability and ethical implication of financial news and reports.:</p> <p>Interpret stock market data and trends to make informed decisions</p>	An	P	<p>Assignment</p> <p>Seminar Presentation</p> <p>In-class discussion</p> <p>Written Test</p>
CO4	Appraise the effectiveness of communication in conveying financial information.	E	P	<p>Assignment</p> <p>Debates</p> <p>In-class discussion</p> <p>Written Test</p>
CO5	Develop effective communication strategies for presenting investment ideas.	C	M	<p>Discussion</p> <p>Written Test</p> <p>Projects</p>
<p>* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C)</p> <p># - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)</p>				

#### Detailed Syllabus:

Module	Unit	Content	Hrs.	Marks
I		Introduction to Financial Journalism and Stock Market Analysis	12	18

	1	Financial journalism and its significance stock market analysis and its role in financial reporting	2	
	2	Financial Markets Terminologies  Equity Instruments Understanding Shares, Dividends, and Stock Splits. Exploring Bonds, Debentures, and the Concept of Yield Curves.	2	
	3	Lexicon Based Study of Trading (Derivatives)  Introduction to Futures, Options, and Swaps. Hedging.	2	
	4	Linguistic Study of Analysis Techniques Fundamental vs. Technical vs. Quantitative Analysis. Fundamental Analysis, Technical Analysis, Quantitative Analysis, Financial Ratios.. .	2	
	5	Terms like Market Indicators and Indexes  Contents: Introduction to market indicators and indexes, how they are calculated, and what they indicate about the overall market health. Dow Jones, S&P 500, NASDAQ Composite, Sensex (Sensitive Index), Nifty 50, BSE Midcap and Smallcap Indices. :	2	
	6	: Interpretation of Financial Market News  financial news articles, identifying biases and implications	2	
		Suggested Activities: <ul style="list-style-type: none"> <li>• Watch documentaries or interviews featuring financial journalists discussing their approach to reporting</li> <li>• Discuss case studies of impactful financial journalism pieces and their effects on market dynamics.</li> <li>• Group activity Assign the students with a specific financial market segment to discuss in group and present in the class (e.g., equity markets or bond markets)</li> <li>• Workshops on chart analysis and using financial ratios for equity valuation.</li> <li>• Analyses various data to identify trends and patterns in financial market movements.</li> <li>• Group Discussion on Financial News</li> <li>• Analyse case studies of ethical breaches in financial journalism and propose solutions to prevent similar incidents</li> <li>• Vocabulary Quizzes, Case Studies &amp; Interactive Sessions.</li> <li>• Making a glossary of the financial terms they have studied.</li> </ul>		
II	Financial Communication and Reporting		9	22
	7	Effective Presentation Skills  Presentation skills, data visualization ,	3	
	8	Writing Financial Reports Financial reports including earnings reports and investment recommendations.	3	

	9	Interviewing Skills for Financial Professionals Developing interviewing skills for financial journalists and analysts, including conducting effective interviews with industry experts.	3	
		Suggested Activities:		
		<ul style="list-style-type: none"> <li>GD-analysis of sample financial reports.</li> <li>Workshop on Writing Reports, analysing sample financial reports.</li> <li>Workshop on questionnaire preparation, Role-playing interview scenarios, conducting mock interviews</li> </ul>		
		Market Analysis and Forecasting	16	15
	10	.Market Indicators Economic Indicators, Market Sentiment, and Technical Indicators, Market Analysis. .	2	
III	11	Terminologies Used in Forecasting Techniques  Exploring Trend Analysis, Econometric Models, Forecasting, Trend Analysis, Econometric Models, Trend Analysis. Technical Analysis Fundamental Analysis Quantitative Models Sentiment Analysis Econometric Models Behavioural Finance , Market Momentum and Moving Averages . ,Seasonality, Cyclical Patterns, Time Series Analysis Regression Analysis, Moving Average, Exponential Smoothing, ARIMA (Autoregressive Integrated Moving Average) , Machine Learning Algorithms .	4	
	12	Terminologies Used in Forecasting Techniques  Monte Carlo Simulation Predictive Analytics Quantitative Forecasting, Qualitative Forecasting Econometric Models Leading IndicatorsLagging Indicators, Random Walk Theory	4	
	13	Behavioural Finance  Contents: Investigating Investor Psychology and Market Anomalies.  Activities:.	3	
	14	The Impact of News on Stock Prices Contents News Analysis, Economic Indicators, Earnings Reports How news, economic indicators, and earnings reports affect stock prices; strategies for trading based on news	3	

		<p>Suggested Activities:</p> <ul style="list-style-type: none"> <li>Analyse recent market events and their indicators to predict market movement</li> <li>Group project on creating a market forecast using different techniques and comparing their accuracies</li> <li>Identifying and analysing patterns or trends in data over time to predict future movements</li> <li>Workshops on how psychological biases affect investment decisions and market outcomes</li> <li>Group Discussion</li> <li>Case study analysis of stock price reactions to different types of news;</li> <li>Simulation exercise on making trading decisions based on hypothetical news releases.</li> </ul>		
IV		Ethics, Compliance, and Communication in Stock Market Operations	13	15
	15	<p>Ethics in Finance</p> <p>Contents: Discussing Insider Trading, Market Manipulation, and Corporate Governance.</p> <p>Ethics, Insider Trading</p>	2	
	16	<p>Regulatory Framework Regulatory Framework</p> <p>Contents: Overview of SEC, FINRA, SEBI, NSE, BSE and Compliance Requirements.</p>	2	
	17	<p>Contents: Standards for Reporting, Investor Relations, and Financial Journalism.</p> <p>Financial Communication, Reporting Standards, Investor Relations, Financial Journalism.</p>	2	
	18	<p>Specialized Financial Terminology</p> <p>Options and Futures</p> <p>Call Options, Put Options, Option Premium, Expiration Date, Strike Price, In-the-Money (ITM), At-the-Money (ATM), Out-of-the-Money (OTM):Covered Calls-Protective Puts-traddles</p> <p>Spreads (e.g., Bull Call Spread, Bear Put Spread)Iron Condors</p> <p>Implied Volatility</p>	3	
	19	<p>Futures Trading:</p> <p>Futures ContractsMargin and Leverage:ContractSpecificationsMark-to-MarketSpeculation:Hedging:Futures Exchanges: Chicago Mercantile Exchange (CME Group) Intercontinental Exchange (ICE): Eurex: Hong Kong Futures Exchange (HKEX): (NCDEX Multi Commodity Exchange of India (MCX) Bombay Stock Exchange (BSE) National Stock Exchange (NSE):</p>	2	
	20	<p>Ethical and Legal Considerations in Financial Journalism</p> <p>Ethical principles in financial journalism: accuracy, objectivity, fairness, and accountability</p> <p>Legal frameworks governing financial journalism: defamation, insider trading, and privacy laws</p>	2	

		<p>Suggested Activities:</p> <ul style="list-style-type: none"> <li>• Role-playing on ethical dilemmas faced by finance professionals.</li> <li>• Workshop on navigating regulatory compliance for financial firms.</li> <li>• Develop and present a financial report or press release, incorporating complex stock market language effectively,</li> <li>• Interactive session analysing different investment strategies and identifying scenarios where each strategy is most effective'.Interactive Lecture</li> <li>• GD &amp;making a glossary of share market linguisticsInteractive session GD, Interactive session</li> </ul>		
V	( Open ended) Investigative Journalism Project Make small project on market trends and write a report.		12	

#### Mapping of COs with PSOs and POs

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO 1	3	-	-	-	-	3	3	2		3	-		-
CO 2	-	3	2	3	-	-	2			-	2		-
CO 3	3	-	-		3	-	-	3		3	3		2
CO4	-	-	-	3	3	-	2			3		2	
CO5		3		3		3				3	3	2	2
CO6	3	2			3			3	3		2		

### Correlation Levels:

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

### Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar 10%
- Midterm Exam 10%
- Open Module & Formative Assessment 10%
- Final Exam (70%)

### Mapping of COs to Assessment Rubrics :

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
CO 1	✓	✓		✓
CO 2	✓	✓	✓	✓
CO 3	✓	✓		✓
CO 4	✓	✓		✓
CO5	✓	✓	✓	✓
CO6	✓	✓	✓	✓

### Core texts

Graham, Benjamin, and Bill McGowan. *The intelligent investor*. New York: Harper Collins, 2017  
Press, Tycho. *Stock Market Investing for Beginners: Essentials to Start Investing Successfully*.  
Machiraju, H. R. *Indian financial system*. Vikas Publishing House, 2010. Sourcebooks, Inc., 2013.

Paul, Prasenjit. *How to Avoid Loss and Earn Consistently in the Stock Market: An Easy-To-Understand and Practical Guide for Every Investor*. Partridge Publishing, 2015.

Suggested reading:-

Jitendra, Gala. "Guide to Indian Stock Market." (2007).

Hiremath, Gourishankar S. Indian stock market: An empirical analysis of informational efficiency. Springer India, 2014.

Fisher, Philip A. Common stocks and uncommon profits and other writings. Vol. 40. John Wiley & Sons, 2003.

Alexander, Gordon J. "Reminiscences of a Stock Operator." (1995): 1777-1780.

Schwager, Jack D. Market wizards, updated: Interviews with top traders. John Wiley & Sons, 2012.

Hull, John C., and Sankarshan Basu. Options, futures, and other derivatives. Pearson education india, 2016.

Bulkowski, Thomas N. Encyclopedia of chart patterns. John Wiley & Sons, 2021.

Investopedia Academy: Investopedia

provides an extensive collection of articles and tutorials on various stock market terms.

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edX: Introduction to Financial Marke

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## FOUNDATION COURSES IN FUNCTIONAL ENGLISH

Course Title	<b>Vocabulary in Use</b>				
Type of Course	MDC				
Semester	I				
Academic Level	100-199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	3	3	-	-	45
Pre-requisites	Basic understanding of grammar and syntax of English language.				
Course Summary	<p>This multi-disciplinary course is designed to enhance the vocabulary skills of undergraduate students. The course focuses on practical and functional aspects of vocabulary, emphasizing its application in real-life contexts such as academic writing, professional communication, and everyday conversation. Through a variety of activities, students will develop a rich and nuanced vocabulary that will contribute to their overall language proficiency.</p>				

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category	Evaluation Tools used
CO1	Identify new words and phrases	U	F	Vocabulary quizzes
CO2	Use newly acquired vocabulary appropriately in various contexts.	Ap	P	Assignment Written Test
CO3	Use various resources such as dictionaries, online tools, and authentic materials to expand their vocabulary.	Ap	P	Vocabulary Quizzes and games
CO4	Infer the meaning of words based on context clues, including surrounding words, phrases, and sentences.	An	C	Vocabulary quizzes Reading comprehension assessments Written Test
CO5	Analyze the morphological structure of words, facilitating deeper comprehension and retention of vocabulary.	An	C	Word breakdown exercises Written Test
* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)				

### Detailed Syllabus:

Module	Unit	Content	Hrs (36 +9)	Marks (50)
I	Foundations of Vocabulary Development		12	12
	1	Importance of vocabulary in language proficiency	2	
	2	Techniques for effective vocabulary acquisition- contextual learning, mnemonic devices, and vocabulary mapping	2	
	3	Introduction to word families and root words, high frequency words	2	
	4	Prefixes and Suffixes	3	
	5	Collocations	3	
		Activity <ul style="list-style-type: none"> <li>Students may be asked to compile lists of words with common prefixes and suffixes, along with their meanings and example sentences.</li> <li>Students may be provided with sentences/phrases with missing words and a list of matching collocations.</li> </ul>		

		<p>References:</p> <p>McCarthy, Michael and Felicity O' Dell. <i>English Vocabulary in Use Intermediate</i>. Cambridge, 1994.</p> <p><a href="https://www.oxfordlearnersdictionaries.com/about/oxford3000">https://www.oxfordlearnersdictionaries.com/about/oxford3000</a></p> <p><a href="https://www.wordreference.com/englishcollocations/">https://www.wordreference.com/englishcollocations/</a></p> <p><a href="https://www.english-grammar.at/online_exercises/prefixes-suffixes/">https://www.english-grammar.at/online_exercises/prefixes-suffixes/</a></p>		
II	Expressions and Fluency		10	14
	6	Descriptive Vocabulary- describing people, places, objects, and emotions using adjectives and adverbs.	2	
	7	Vocabulary in context through materials such as articles, podcasts, and videos.	3	
	8	Active and passive vocabulary	1	
	9	Homonyms, Homophones and Homographs	1	
	10	Onomatopoeic words	1	
	11	Compound words, Portmanteau words	2	
		<p><i>Activity</i></p> <ul style="list-style-type: none"> <li>• <i>Vocabulary quiz based on contextual understanding</i></li> <li>• <i>Articles from newspapers can be analysed for new vocabulary.</i></li> <li>• <i>Maintain a vocabulary journal documenting new words/phrases encountered in articles, podcasts, and videos and lists of words from unit 8-11</i></li> </ul>		
		<p><i>References</i></p> <p><a href="https://www.vocabulary.com/">https://www.vocabulary.com/</a></p> <p><a href="https://learnenglishteens.britishcouncil.org/vocabulary/a1-a2-vocabulary/">https://learnenglishteens.britishcouncil.org/vocabulary/a1-a2-vocabulary/</a></p>		
III	Vocabulary Proficiency		7	28
	13	Synonyms and Antonyms	3	
	14	Idioms and Phrasal verbs	3	
	15	Using a Thesaurus and a Dictionary	1	

		<p><i>Activity</i></p> <ul style="list-style-type: none"> <li>• <i>Provide comprehension passages and worksheets with questions related to synonyms, antonyms, idioms and phrasal verbs within the passages.</i></li> <li>• <i>Brainstorming of synonyms, synonym matching exercises can be done.</i></li> <li>• <i>Students should navigate a dictionary effectively and extract relevant information about words, their etymology, including synonyms and antonyms.</i></li> <li>• <i>Students should refer a thesaurus to find synonyms and antonyms for atleast 10 words.</i></li> </ul>		
		<p><i>References</i></p> <p>Oxford English Dictionary, Oxford University Press, 2020.</p> <p>Roget, Peter Mark. <i>Roget's International Thesaurus</i>, HarperCollins, 2019.</p> <p><a href="https://www.wordhippo.com/">https://www.wordhippo.com/</a></p> <p><a href="https://www.vocabulary.com/">https://www.vocabulary.com/</a></p> <p><a href="https://www.englishclub.com/vocabulary/">https://www.englishclub.com/vocabulary/</a></p>		
IV	Vocabulary Expansion in the Digital Age		7	16
	16	Introduction to online dictionaries, thesauruses, and vocabulary-building apps	2	
	17	Multimedia resources -videos, podcasts, infographics- for vocabulary enhancement	2	
	18	Automated vocabulary quizzes and self-assessment tools	2	
	19	Digital reading platforms for vocabulary development	1	
		<p><i>Activity</i></p> <p><i>The students need to use the links provided below and practice exercises.</i></p> <p><a href="https://www.youtube.com/watch?v=PgQoYNBKtII">https://www.youtube.com/watch?v=PgQoYNBKtII</a></p> <p><a href="https://www.ldoceonline.com/quiz/">https://www.ldoceonline.com/quiz/</a></p> <p><a href="https://www.oxfordonlineenglish.com/english-level-test/vocabulary">https://www.oxfordonlineenglish.com/english-level-test/vocabulary</a></p>		

		<p><i>References:</i></p> <p><a href="https://www.bbc.co.uk/programmes/p02pc9xz/episodes">https://www.bbc.co.uk/programmes/p02pc9xz/episodes</a></p> <p><a href="https://www.oxfordlearnersdictionaries.com/">https://www.oxfordlearnersdictionaries.com/</a></p> <p><a href="https://www.thesaurus.com/">https://www.thesaurus.com/</a></p>		
V	Open Ended Module		9	
	1	<ul style="list-style-type: none"> <li>Students may be encouraged to take part in spell bee competitions</li> <li>Preparation of a vocabulary book including new words collected from daily newspapers.</li> </ul>		
		<p>Suggested Readings</p> <p>Carnog, Mary W. <i>Merriam-Webster's Vocabulary Builder</i>. Merriam-Webster Mass Market, 2010.</p> <p>Lele Chris. <i>Vocabulary Builder Workbook</i>. Zephyros Pr, 2018.</p> <p>Sethi, J. Standard English and Indian Usage: <i>Vocabulary and Grammar</i>. PHI Learning Pvt. Ltd., 2011.</p> <p>Vennakkadan, Abdul. <i>Rich Vocabulary: Through Motivational Stories</i>. Book Plus, 2024.</p>		

Note: The course is divided into five modules, with four having total 19 fixed units and one open-ended module with a variable number of units. There are total 36 instructional hours for the fixed modules and 9 hours for the open-ended one. Internal assessments (25 marks) are split between the open-ended module (5 marks) and the fixed modules (20 marks). The final exam, however, covers only the 19 units from the fixed modules.

Mapping of COs with PSOs and POs :

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO7
CO 1	2	-	-	-	-	-	3	-	-	-	-	-	-
CO 2	-	2	-	-	-	-	2	-	-	-	-	-	-
CO 3	-	-	-	-	2	-	-	-	-	1	-	-	-
CO 4	2	-	-	-	-	-	2	-	-	-	-	-	-
CO5	3	-	-	-	-	-	2	-	-	-	-	-	-

#### Correlation Levels:

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

#### Assessment Rubrics:

##### Internal Assessment- 25 Marks

- Written Test 10
- Worksheets 5
- Presentations 5
- Vocabulary Games 5

#### Mapping of COs to Assessment Rubrics :

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

Course Title	<b>Public Speaking and Debating Skills</b>				
Type of Course	MDC				
Semester	II				
Academic Level	100-199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	3	3	-	-	45
Pre-requisites	1. Familiarity with basic concepts of communication				
Course Summary	This course enhances students' public speaking and debating skills, providing them with the knowledge and practical experience needed to communicate effectively in various settings. Through a combination of theoretical understanding, hands-on activities, and real-world applications, students will develop the confidence and competence required for successful public speaking and debating.				

### Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Recognise the basic concepts of effective communication.	R	F	Instructor-created exams / Quiz
CO2	Explain Public Speaking Techniques and Fundamentals of Debate	U	C	Assignment / Written tests
CO3	Demonstrate proficiency in Public Speaking and Debating	Ap	P	Oral presentations/ Group Tutorial Work
CO4	Analyse different speech and debate formats gaining insights into selecting the most appropriate format for specific communication goals	An	C	Instructor-created exams / Practical Assignments
CO5	Evaluate diverse perspectives and communication styles	E	C	In-class discussions/Written tests/Self and peer Assessments
CO6	Create compelling and persuasive arguments and effectively deliver them in public speaking and debating settings.	C	P	Observation of practical skills
* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)				

### Detailed Syllabus:

Module	Unit	Content	Hrs	Marks
I	Foundations of Effective Communication		6	5
	1	Introduction to Communication- Meaning, concept and process of communication	2	
	2	Characteristics of effective communication	2	
	3	Verbal, non-verbal and visual communication basics	1	
		Activities:  Conduct communication skill workshops focussing on effective communication through interactive activities, group discussions and feedback sessions.		



		<p>References:</p> <ol style="list-style-type: none"> <li>1. Kumar, Sanjay, and Lata, Pushp. <i>Communication Skills</i>. Oxford University Press, 2015. pp (1-3, 10-11).</li> <li>2. Lucas, Stephen E. <i>The Art of Public Speaking</i>. McGraw Hill. 2020. pp (17-21).</li> </ol>		
II	Communication Barriers		5	5
	4	Common communication barriers	1	
	5	Overcoming Communication Barriers	2	
	6	Communication Techniques	1	
	7	Adapting to different audiences.	1	
		<p>Activities:</p> <p>Communication barrier case studies. Analyse the cases and propose strategies for overcoming the specific communication challenges presented.</p> <p>Assertion and confidence-building workshops</p>		
		<p>References:</p> <ol style="list-style-type: none"> <li>1. Kumar, Sanjay, and Lata, Pushp. <i>Communication Skills</i>. Oxford University Press, 2015. pp (13-17).</li> <li>2. Lucas, Stephen E. <i>The Art of Public Speaking</i>. McGraw Hill. 2020. pp (94-110).</li> <li>3. Communication barriers: <a href="https://www.youtube.com/watch?v=jsl468Hwr4o">https://www.youtube.com/watch?v=jsl468Hwr4o</a></li> <li>4. Communication techniques: Overcoming Communication Barriers <a href="https://www.youtube.com/watch?v=HAnw168huqA">https://www.youtube.com/watch?v=HAnw168huqA</a></li> </ol>		
III	Mastering Public Speaking Techniques		15	20
	8	Introduction to Public Speaking	2	
	9	Ethics in Public Speaking	2	
	10	Speeches: Informative, persuasive, and online speeches	3	
	11	Speaking on Special Occasions	3	
	12	Organising and outlining	2	
	13	Delivering the speech	3	

		<p>Activities:</p> <p>Analysing famous speeches based on the topics discussed in the module.</p> <p>Crafting and delivering short speeches. Reflection on speaking experiences can also be given by peers.</p>		
		<p>References:</p> <ol style="list-style-type: none"> <li>1. Lucas, Stephen E. <i>The Art of Public Speaking</i>. McGraw Hill.2020.</li> <li>2. Public speaking: <a href="https://www.youtube.com/watch?v=i5mYphUoOCs">https://www.youtube.com/watch?v=i5mYphUoOCs</a></li> <li>3. I Have a Dream <a href="https://www.youtube.com/watch?v=vP4iY1TtS3s">https://www.youtube.com/watch?v=vP4iY1TtS3s</a></li> <li>4. Emma Watson on gender equality <a href="https://www.youtube.com/watch?v=nIwU-9ZTTJc">https://www.youtube.com/watch?v=nIwU-9ZTTJc</a></li> </ol>		
IV	Debating Skills and Logical Reasoning		10	20
	14	Introduction to Debate	1	
	15	The Debate Process- Resolution/Proposition, Affirmatives and Negatives	2	
	16	Organising the speeches	3	
	17	Speakers' duties	2	
	18	Language and delivery	2	
		<p>Activities:</p> <p>In-depth analysis of a debate video. Participation in a mini-debating tournament</p>		
		<p>References:</p> <ol style="list-style-type: none"> <li>1. Luckett W. Joseph. "Basic Concepts for Teaching and Learning Debate".March 2006. <a href="https://www.scribd.com/document/573325830/228567016">https://www.scribd.com/document/573325830/228567016</a></li> <li>2. Jon M. Ericson, James J. Murphy, and Raymond Bud Zeuschner<i>The Debater's Guide</i> Third Edition Southern Illinois University Press Carbondale. pp (87-112).</li> <li>3. Debating skills: link to the sample video to be analysed<a href="https://www.youtube.com/watch?v=J8-hqlvdU_E">https://www.youtube.com/watch?v=J8-hqlvdU_E</a></li> </ol>		
V	Open Ended Module: Applied Oratory and Debate		9	

	1	Debate Portfolio, debating and public speaking clubs, role-playing scenarios, peer evaluation system of performances, workshops or training programs		
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Note: The course is divided into five modules, with four having a total of 18 fixed units and one open-ended module with a variable number of units. There are a total of 36 instructional hours for the fixed modules and 9 hours for the open-ended ones. Internal assessments (25 marks) are split between the open-ended module (5 marks) and the fixed modules (20 marks). The final exam, however, covers only the 18 units from the fixed modules.

#### Core Reading

1. Kumar, Sanjay, and Lata, Pushp. *Communication Skills*. Oxford University Press, 2015.
2. Lucas, Stephen E. *The Art of Public Speaking*. McGraw Hill. 2020.
3. Luckett W. Joseph. "Basic Concepts for Teaching and Learning Debate". March 2006.  
<https://www.scribd.com/document/573325830/228567016>
4. Jon M. Ericson, James J. Murphy, and Raymond Bud Zeuschner. *The Debater's Guide*. Third Edition Southern Illinois University Press Carbondale.

#### Suggested Reading

1. Rainbolt, George W. *Critical Thinking: The Art of Argument*. Oxford University Press, 2015.
2. Hanson, J. *NTC's Dictionary of Debate*. National Text Book Company. 1990.
3. Lubetsky, M., Le Beau, C & Harrington, D. *Discover Debate*. Language Solutions, Inc. 2000.
4. Swargiary Khritish, and Kavita Roy. *Communication and Public Speaking*. Lap Lambert Academic Publishing. 2022.

Mapping of COs with PSOs:

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO 1	2	-	-	-	-	-	3	-	-	-	-	-	-
CO 2	3	-	-	-	-	-	3	-	-	-	-	-	-
CO 3	-	3	3	-	-	3	-	-	3	-	-	-	-
CO 4	3	-	-	-	-	-	-	-	-	-	3	-	-
CO 5	-	-	-	-	3	-	-	-	-	-	2	-	-
CO 6	-	-	3	-	-	-	-	3	-	-	-	-	-

Correlation Levels:

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

Assessment Rubrics:

- Speech presentation 5
- Debate participation 5
- Seminar/ Assignment 5
- Midterm Exam 10
- Final Exam 50

Mapping of COs to Assessment Rubrics:

	Viva voce/ Written Exam	Seminar/ Assignment	Observation of practical skills	End Semester Examinations
CO 1	✓			✓
CO 2	✓			✓
CO 3		✓	✓	
CO 4		✓		✓
CO 5		✓		✓
CO 6			✓	

Course Title	<b>LITERATURES IN TRANSLATION</b>				
Type of Course	VAC				
Semester	III				
Academic Level	100-199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	3	3	-	-	45
Pre requisites	Language Proficiency Literary Appreciation				
Course Summary	This course offers a study of the selected regional and world literatures in English translation, the cultural politics within translation, and the socio-cultural, historical and political significance of the texts in translation.				

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Identify the great linguistic and literary diversity across the globe	R	C	Group Discussion
CO2	Define and discuss the unique cultural experience in translation	U	C	Prepare an Anthology
CO3	Understand the socio-cultural, political and historical context of the texts in translation	Ap	C&M	Prepare a Glossary
CO4	Critically analyze the strategies used in translations	An	P	Assignments Drama Performance
CO5	Assess the effectiveness of translations	E	P	Oral/written test/Seminars
CO6	Compare different translations of the same text	E	P&M	Interview/workshops
* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)				

### Detailed Syllabus:

Module	Unit	Content	Hrs	Marks
			45	50
I	Short Stories		14	18
	1	The Roc Flew Over Shahraban - Samira Azzam translated by Ranya Abdelrahman (Palestinian)	2	
	2	A Christmas Tree and a Wedding - Fyodor Dostoyevsky (Russian)	3	
	3	A Strange Encounter - Mo Yan (Chinese)	2	
	4	The Elephant Vanishes – Murakami Haruki(Japanese)	3	
	5	Cock Fight - Amin Kamil translated by Neerja Maitra (Kashmiri)	2	
	6	Steps Astray - Rania Mamoun translated by Elisabeth Jaquette (Sudanese)	2	
Activity		Discuss the socio-political and historical and cultural significance of the given texts for study in groups and prepare a note and present it in class.		

Core Reading	1. <a href="https://www.thecommononline.org/the-roc-flew-over-shahraban/">https://www.thecommononline.org/the-roc-flew-over-shahraban/</a> 2. <a href="https://www.gutenberg.org/files/13437/13437-h/13437-h.htm#link2H_4_0006">https://www.gutenberg.org/files/13437/13437-h/13437-h.htm#link2H_4_0006</a> 3. <a href="https://www.chinese-stories-english.com/strange-encounter.html">https://www.chinese-stories-english.com/strange-encounter.html</a> 4. <a href="https://archive.org/details/the-oxford-book-of-japanese-short-stories-2002-edition/page/n432/mode/1up">https://archive.org/details/the-oxford-book-of-japanese-short-stories-2002-edition/page/n432/mode/1up</a> 5. <a href="http://kamil.neabinternational.org/cockfight.htm">http://kamil.neabinternational.org/cockfight.htm</a> 6. <a href="https://pen.org/thirteen-months-sunrise/">https://pen.org/thirteen-months-sunrise/</a>		
II	Poetry		11 12
	7	The Land of The Half-Humans - Thangjam Ibopishak Singh (Manipuri)	2
	8	Ambalavan Pokkanai Street, May 2009 – Nillanthan (Sreelankan)	2
	9	Bhagavathykunjamma's Bharatanatyam (Malayalam) - K. Ayappa Paniker	1
	10	An Ode to the Freedom – Shamsur Rahman translated by Syed M. Islam (Bangla)	2
	11	Mother Africa – Ribka Sibhatu (African) translated by André Naffis-Sahely	1
	12	Letter to al-Mutanabbi – Sinan Antoon (Arab)	1
	13	The Red Poster - Louis Aragon (French) translated by A. S. Kline	1
	14	Street Dog - Amrita Pritam (Punjabi)	1
Activity	Identity cultural nuances in the poems selected for study and find out more poems from regional and world literatures in translation and prepare an anthology of poems.		
Core Reading	1 <a href="https://www.poetryinternational.com/en/poets-poems/poems/poem/103-6318_THE-LAND-OF-THE-HALF-HUMANS">https://www.poetryinternational.com/en/poets-poems/poems/poem/103-6318_THE-LAND-OF-THE-HALF-HUMANS</a> 2 <a href="https://www.poetrytranslation.org/poems/ambalavan-pokkanai-street-may-2009">https://www.poetrytranslation.org/poems/ambalavan-pokkanai-street-may-2009</a> 3 <a href="https://www.poetrynook.com/poem/bhagavathykunjammas-bharatanatyam">https://www.poetrynook.com/poem/bhagavathykunjammas-bharatanatyam</a> 4 <a href="https://www.poemhunter.com/shamsur-rahman/ebooks/?ebook=0&amp;filename=shamsur_rahman_2012_8.pdf">https://www.poemhunter.com/shamsur-rahman/ebooks/?ebook=0&amp;filename=shamsur_rahman_2012_8.pdf</a> 5 Sahely <a href="https://www.poetrytranslation.org/poems/mother-africa">https://www.poetrytranslation.org/poems/mother-africa</a> 6 <a href="https://poets.org/poem/letter-al-mutanabbi">https://poets.org/poem/letter-al-mutanabbi</a> 7 <a href="https://www.poetsofmodernity.xyz/POMBR/French/SelectedFrenchPoems">https://www.poetsofmodernity.xyz/POMBR/French/SelectedFrenchPoems</a> of the Twentieth Century.php 8 <a href="https://www.poetryfoundation.org/poetrymagazine/poems/49799/street-dog">https://www.poetryfoundation.org/poetrymagazine/poems/49799/street-dog</a>		
III	Fiction		6 10

	15	Those Days - Sunil Gangopadhyay (Bengali) translated by Aruna Chakravorty–An Overview of socio-political and historical context of 19 <sup>th</sup> Century Bengal	2
	16	Vanmam (Vendetta)- Bama Translated by Malini Seshadri–Discuss the caste discrimination, language, gender and Dalit identity	2
	17	Pathumma's Goat - Vaikom Muhammed Basheer translated by R. E. Asher–Language, Culture, and autobiographical elements	2
Activity		Prepare a glossary of culturally specific terms identified in translation	
Core Reading		1. <a href="#">Gangopadhyay</a> , Sunil. <i>Those Days</i> . Trans. Aruna Chakravorty. Penguin Random House, 2000.  2. Bama. <i>Vanmam (Vendetta)</i> . Trans. Malini Seshadri. OUP, 2008.  3. Basheer, Vaikkam Muhammed. <i>Pathumma's Goat</i> . translated by R. E. Asher, Edinburgh U P, 1980.	
IV	Drama		5 10
	18	Accidental Death of an Anarchist - Dario Fo(Act 1) Italian	3
	19	Beyond the Land of Hattamala - Badal SarkarTranslated by Suchanda Sarkar (Bengali)- Third Theatre,the play as a satire on contemporary society	2
Activity		Enact selected scenes from the plays and discuss the playability of the texts in translation	
Core Reading		1. Fo, Dario. <i>Accidental Death of an Anarchist</i> . Translated by Ed Emery, Methuen, 1988.  2. Sarkar, Badal. <i>Beyond the Land of Hattamala</i> . Translated by Suchanda Sarkar, Seagull Books, 2003.	
V	Open Ended Module:		9
	1	Conduct Translation Workshops and compare different translations of the same text and evaluate  Interview with a translator	9

Note: The course is divided into five modules, with four having total 19 fixed units and one open-ended module with a variable number of units. There are total 36 instructional hours for the fixed modules and 9 hours for the open-ended one. Internal assessments (25 marks) are split between the open-ended module (5 marks) and the fixed modules (20 marks). The final exam, however, covers only the 19 units from the fixed modules and is out of 50 marks.



Mapping of COs with PSOs and POs :

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	1	1	3	-	-	2	2	-	2	-	1	1	-
CO2	1	1	3	-	-	1	3	1	1	-	-	1	-
CO3	-	-	3	-	-	1	3	-	-	-	-	1	-
CO4	2	-	3	-	-	1	3	1	1	-	-	1	-
CO5	-	1	2	-	-	1	2	1	1	1	1	1	-
CO6	2	1	1	-	-	2	2	-	1	-	1	1	-

Correlation Levels:

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

Assessment Rubrics: Final Exam- 50 marks

Internal Assessment- 25 marks

- Test paper
- Assignment
- Seminar

Mapping of COs to Assessment Rubrics :

	Test paper	Assignment	Seminar	End Semester Examination
CO1	●	●	●	●
CO2	●	●	●	●
CO3	●	●	●	●
CO4	●	●	●	●
CO5	●	●	●	●
CO6		●	●	

Course Title	<b>Dalit Women's Writing</b>				
Type of Course	VAC				
Semester	4				
Academic Level	100-199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	3	3	-	-	45
Pre-requisites					
Course Summary	<p>This course explores the rich and complex world of Dalit women's writing in India. Through novels, short stories, poetry, and autobiographies, students will engage with the voices and experiences of Dalit women who navigate the intersections of caste, gender, and class in Indian society. The course aims to provide an in-depth understanding of Dalit feminism, the socio-political contexts of Dalit women's lives, and the resistance and resilience manifested in their writings. By examining these works, students will gain insights into the struggles, triumphs, and everyday realities of Dalit women, contributing to a broader understanding of social justice, equality, and human rights. The course encourages critical thinking, empathy, and a deeper understanding of marginalized voices in Indian literature</p>				

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO 1	Familiarize students with key texts in Dalit women's writing in India.	U	F	Assignments
CO 2	Identify the socio-political and cultural contexts that shape the lives of Dalit women.	U	P	Internal Exam, Seminars
CO 3	Engage critically with the literary techniques and strategies employed by Dalit women writers.	An	C	Home Assignments Presentations
CO 4	Develop a comprehensive understanding of the role of literature in advocating for social change and justice	C	M	Assignments
* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)				

#### Detailed Syllabus:

Module	Unit	Content	Hrs (45)	Marks (50)
I	Introduction to Dalit Literature and Dalit Feminism		9	15
	1	Historical and Cultural Background of Dalit Literature	2	
	3	The emergence of Dalit literature as a genre	2	
	4	Foundations of Dalit Feminism	2	
	5	Key concepts and theories	2	
	6	Intersectionality of caste, gender, and class.	1	
		<i>Activities:</i> 1. Group discussion about the key concepts of Dalit feminism 2. Debate on the topics of intersectionality of caste and gender 3. Presentations by students on lives and works of Dalit feminist writers.		
II	Prose		8	10
	7	Gopal Guru : “Dalit Women Talk Differently”	2	
	8	Susie Tharu : “The Dalit Women Question”	3	
	9	Uma Chakravarti : “Gendering Caste through a Feminist Lens”	3	
		<i>Activities:</i> 1. Presentation on the role of prose in advancing Dalit women's issues with reference to the given texts. 2. Group discussion of dalit women's issues in your surroundings.		
III	Autobiographies and Memoirs		11	15
	10	Sharmila Rege : “Dalit Women's Autobiographies”	2	
	11	Bama : Karukku (Preface and Translator's Note)	3	
	12	Baby Halder : A Life Less Ordinary (Chapters 1-3)	3	

	13	Sujatha Gidla : Ants Among Elephants (Chapters 1-3)	3	
		Activities: 1. <i>Presentations of personal narratives and discussing Dalit women's experiences.</i> 2. <i>Discussion on the role of autobiography in Dalit feminist discourse.</i>		
IV	Fiction and Poetry by Dalit Women		8	10
	14	P. Sivakami : Grip of Change	2	
	15	M. M. Vinodini : Parable of the Lost Daughter	2	
	16	Gogu Syamala : Raw Wound	2	
	17	Sukritharani : "Body Speaks"	1	
	18	Daya Pawar : "The Day I Became a Woman"	1	
		Activities: 1. <i>Discussion on exploring Identity and Resistance through Fiction</i> 2. <i>Group work analyzing the depiction of caste and gender in a selected work of fiction</i>		
V	Open Ended Module:		9	
		Activity on contemporary writers. Discussion on: 1. The role of social media and digital platforms in amplifying Dalit women's voices. 2. The future of Dalit women's literature and activism		

Note: The course is divided into five modules, four totaling 18 fixed units and one open-ended module with a variable number of units. There are 36 instructional hours for the selected modules and 9 hours for the open-ended one. Internal assessments (25 marks) are split between the open-ended module (5 marks) and the fixed modules (20 marks). The final exam, however, covers only the 18 units from the selected modules.

Mapping of COs with PSOs and POs:

	PS O1	PSO 2	PS O3	PSO 4	PSO 5	PSO 6	PO 1	PO 2	PO3	PO4	PO5	PO6	PO7
CO 1	-	2	-	-	-	3	2	-	-	-	1	-	-
CO 2	-	-	-	-	-	3	-	-	-	-	-	-	2
CO 3	-	2	-	1	-	-	-	-	1	-	-	-	-
CO 4	-	-	-	1	-	2	1	-	-	-	-	-	3

Correlation Levels:

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

#### Assessment Rubrics:

- Active participation in class discussions and online forums. 5 marks
- An interview with a contemporary dalit woman writer (offline or online)- group activity- submit the written report. 5 marks
- A group presentation focusing on a specific aspect of Dalit women's fiction. 5 marks
- A reflective essay on the autobiographies studied, focusing on their contribution to Dalit women's literature and activism. 5 marks
- Midterm exam 5 marks

#### Mapping of COs to Assessment Rubrics:

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

#### Core text

Arya, Sunaina and Aakash Singh Rathore. *Dalit Feminist Theory: A Reader*. Routledge 2020

Bama, *Karukku* Translated by Lakshmi Holmstorm, Navayana, 2000

Dasan, M., et al, editors. *The Oxford India Anthology Of Malayalam Dalit Writing*. 1st ed., Oxford University Press, 2012.

Limbale, Sharankumar. *Towards an Aesthetic of Dalit Literature: History, Controversies and Considerations*. Translated by Alok Mukharjee, Orient BlackSwan, 2014.

Rege, Sharmila, *Writing Caste, Writing Gender*. Zubaan, 2006.

Satyanarayana, K, and Susie Tharu, editors. *No Alphabet In Sight: New Dalit Writing from South India*. Vol. 1, Penguin Books, 2011.

Satyanarayana, K, and Susie Tharu, editors. *Steel Nibs Are Sprouting*. HarperCollins, 2013.

Satyanarayana, K, and Susie Tharu, editors. *The Exercise of Freedom: An Introduction to Dalit Writing*. Navayana, 2013.

## References

Ahmad, Imtiaz, and Shashi Bhushan Upadhyay, editors. *Dalit Assertion in Society, Literature and History*. Orient Black Swan, 2012.

Azhagarasan, R, and Ravikumar, editors. *The Oxford India Anthology of Tamil Dalit Writing*. 1st ed., Oxford University Press, 2012.

Dasan, M, and Rajesh Karankal, editors. *Counter Cultural Discourse and Dalit Literature in India*. ABD Publishers, 2014.

Kumar, Raj. *Dalit Personal Narratives: Reading Caste, Nation and Identity*. Orient Black Swan, 2011.

Purushotham, K, et al., editors. *The Oxford India Anthology of Telugu Dalit Writing*. Oxford University Press, 2016.

Sharmila, Rege. *Writing Caste/Writing Gender: Narrating Dalit Women's Testimonios*. Zubaan, 2006.

Ambedkar, B R. *Annihilation of Caste*. Crawley, W.A.: UWA Publishing, 2015.

Gilda, Sujatha. *Ants Among Elephants: An Untouchable Family and the Making of Modern India*.

Guru, Gopal, and Sundar Sarukkai. *The Cracked Mirror*, Oxford University Press, 2012.

Gunasekharan, K. A. *The Scar*. Orient Blackswan, 2009.

Jadhav, Narendra. *Outcaste: A Memoir*, New Delhi, Viking, 2003.

Jaaware, Aniket. *Practicing Caste: On Touching and Not Touching*, Orient Blackswan, 2019

Ilaiah, Kancha. *From a Shepherd Boy to an Intellectual : My Memoirs*. Sage Publications, 2019.

Moon, Vasant. *Growing up Untouchable in India. A Dalit Autobiography*

Nagaraj, D.R. *The Flaming Feet and Other Essays*. Permanent Black, 2012.

Omvedt, Gail. *Dalits and the Democratic Revolution*. Sage Publications, 1994.

Rawat, Ramnarayan S., and K. Satyanarayana. *Dalit Studies: New Perspectives on Indian History and Society*. Duke University Press, 2016.

Rege, Sharmila. *Against the Madness of Manu: B. R. Ambedkar's Writings on Brahmanical Patriarchy*. 2013.

Roy, Arundhati. *The Doctor and the Saint*. Haymarket Books, 2017.

Uma Alladi, K Suneetha Rani and D Murali Manohar. *English in the Dalit Context*. Orient Blackswan.

Course Title	<b>INTERVIEW SKILLS</b>				
Type of Course	SEC				
Semester	V				
Academic Level	100-199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	3	3	-	-	45
Pre-requisites	Basic communication skills with emphasis to spoken and written communication.				
Course Summary	This course is designed to provide learners with vital skills to help them face interviews confidently. By analysing theoretical concepts and through interactive sessions, the learners will develop effective communication, positive body language and proper etiquette while attending interviews.				

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Acquire professional techniques to face an interview successfully, irrespective of their subject of specialization, and identify its role in career advancement.	U	C	<ul style="list-style-type: none"> <li>• Assignments</li> </ul>
CO2	Analyse the different types and modes of interviews in diverse fields.	An	C	<ul style="list-style-type: none"> <li>• Home Assignments</li> <li>• Electronic Resume Preparation</li> </ul>
CO3	Master different components of interview process and its application through mock interviews	Ap	C	<ul style="list-style-type: none"> <li>• Seminar Presentation</li> <li>• Mock interview with peers and self-evaluation</li> </ul>
CO4	Develop Verbal and Non-verbal skills related to interviews and its application	C	Ap	<ul style="list-style-type: none"> <li>• Seminar presentation</li> <li>• Writing and speaking assignments</li> </ul>
* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)				

#### Detailed Syllabus:

Module	Unit	Content	Hrs	Marks
I	Introduction to Interviews		10	12
	1	Introduction: Understanding the Purpose & Importance of Interview Skills	02	
	2	Different Types and Modes of Interviews	02	
	3	Group Discussion: Types, Roles and Components	02	
	4	Selection and Research of the Company/Organisation	02	
	5	Preparing a Competent Resume	02	
		<i>Activities:</i> <ol style="list-style-type: none"> <li>1. Each student introduces oneself to the whole class.</li> <li>2. Analyse multiple resumes in the student's field of choice and submit an assignment on characteristics of a compelling resume.</li> <li>3. Prepare an electronic resume and make a list of potential companies (according to the student's choice of field) to whom it could be sent.</li> <li>4. Conduct a group discussion in the class on any topic.</li> </ol>		
II	Effective Communication Skills		08	14
	6	Verbal and Non-verbal Communication : Barriers to Communication	01	
	7	Interview Language: Vocabulary, phrases and idioms commonly used in interview contexts	02	
	8	Active Listening Techniques	01	



	9	Building a Great First Impression	02	
	10	Role of Practice in Stress Management	02	
		<p><i>Activities:</i></p> <ol style="list-style-type: none"> <li><i>1. Analysis of video interviews to critically analyse the interviewee's use of the following components:</i> <ol style="list-style-type: none"> <li><i>a) verbal and non-verbal language</i></li> <li><i>b) stress management techniques</i></li> <li><i>c) interview-specific language</i></li> </ol> </li> <li><i>2. The following video links may be used for the aforementioned purpose. Other videos could also be used, if found suitable by the teacher.</i></li> </ol> <p><i>Example 1 - <a href="https://www.youtube.com/watch?v=WAm-3jNPDlc">https://www.youtube.com/watch?v=WAm-3jNPDlc</a></i></p> <p><i>Example 2, Part 1 - <a href="https://www.youtube.com/watch?v=yBtMwyQFXwA">https://www.youtube.com/watch?v=yBtMwyQFXwA</a></i></p> <p><i>Example 2, Part 2 - <a href="https://www.youtube.com/watch?v=iZQnhUYEPoY">https://www.youtube.com/watch?v=iZQnhUYEPoY</a></i></p> <p><i>Example 2, Part 3 - <a href="https://www.youtube.com/watch?v=3xywXO-VHCg">https://www.youtube.com/watch?v=3xywXO-VHCg</a></i></p> <p><i>Example 2, Part 4 - <a href="https://www.youtube.com/watch?v=To4IJuHYt94">https://www.youtube.com/watch?v=To4IJuHYt94</a></i></p> <p><i>Example 2, Part 5 - <a href="https://www.youtube.com/watch?v=OTdFPiXfFj4">https://www.youtube.com/watch?v=OTdFPiXfFj4</a></i></p> <p><i>Example 3 - <a href="https://www.youtube.com/watch?v=0MprWWQILbc">https://www.youtube.com/watch?v=0MprWWQILbc</a></i></p> <p><i>Example 4 - <a href="https://www.youtube.com/watch?v=8TBsZBX9GWw">https://www.youtube.com/watch?v=8TBsZBX9GWw</a></i></p> <p><i>Example 5 - <a href="https://www.youtube.com/watch?v=KEK5errYpBE">https://www.youtube.com/watch?v=KEK5errYpBE</a></i></p> <p><i>Example 6 - <a href="https://www.youtube.com/watch?v=HG68Ymazo18">https://www.youtube.com/watch?v=HG68Ymazo18</a></i></p>		
III	Interview Etiquette		10	14
	11	Use of positive Body Language: Posture, Eye Contact, Handshake etc.	02	
	12	Choosing Culturally Appropriate Language & Phrases	02	
	13	Importance of Grooming :The right attire	01	
	14	General Strategies for Answering FAQs	02	
	15	Presentation :Tips, Dos and Don'ts, use of visual aids	02	
	16	Ending the Interview on a positive note	01	

		<p>Activities:</p> <ol style="list-style-type: none"> <li>1. Watch You Tube videos and observe how various aspects described in this module reflect in them.</li> <li>2. Students may participate in mock interviews between classmates where they switch roles as interviewer and interviewee.</li> <li>3. Students form into groups of five. Each one has a resume. Every student takes turns to be the interviewee. The other 4 students form the interview board and will ask the questions already prepared. Each board member can allot marks according to criteria like attitude, aptitude, domain knowledge, values, communication, technical and problem solving skills.</li> <li>4. The video recording of the same may be done and given to the students for self-examination.</li> </ol>		
IV	Understanding Yourself		08	10
	17	Understanding Behavioural Questions :Common Behavioural Questions and Responses	02	
	18	Analysis of Common Behavioural Questions – Developing positive mindset, affinity towards teamwork and willingness to take up challenges.	02	
	19	SWOT Analysis :Managing weak spots and highlighting strengths, Post-interview tips :Learning from Experience and the Need to Follow up)	04	
		<p>Activities:</p> <ol style="list-style-type: none"> <li>1. Each student can brainstorm and prepare a list of behavioural questions related to their chosen field. After completion, the questions must be exchanged between groups and the groups can refine these and make changes, if necessary. Afterwards, the class must reassemble and each group must present their revised questions and explain the rationale behind the changes made.</li> <li>2. Divide the class into small groups and perform role plays based on the list of behavioural questions provided for them. Each group can be assigned the role of interviewer and interviewee. The rest of the class can watch this and give their feedback and suggestions for improvement.</li> <li>3. Divide the class into small groups and provide each group with a hypothetical job position and related industry. Each group may conduct a SWOT analysis for the given job position and industry. After completing the SWOT analysis, groups will present their findings to the class and discuss on how to manage weak spots and highlight strengths during an interview.</li> </ol>		
V	Open Ended Module: Practical Session in Handling Interviews		09	

		Mock Interviews		
		Group Discussion practice		
		Feedback and Tips for Improvement		

Note: The course is divided into five modules, with four having total 19 fixed units and one open-ended module with a variable number of units. There are total 36 instructional hours for the fixed modules and 9 hours for the open-ended one. Internal assessments (25 marks) are split between the open-ended module and the fixed module. The final exam, however, covers only the 19 units from the fixed modules and is out of 50 marks.

#### Mapping of COs with PSOs and POs

	PSO 1	PSO 2	PSO 3	PSO4	PSO5	PSO 6	PO1	PO2	PO3	PO4	PO5	PO6	PO 7
CO 1	-	2	-	2	-	-	-	1	2	-	-	-	-
CO 2	-	-	-	-	-	-	1	-	3	1	-	-	-
CO 3	-	-	-	2	-	-	-	2	2	-	-	-	-
CO 4	-	3	-	-	-	-	-	2	1	-	-	-	-

#### Correlation Levels:

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

#### Assessment Rubrics:

##### Internal Assessment – 25 marks

- Test paper
- Seminar/viva
- Assignment

##### Final Exam – 50 marks

## Mapping of COs to Assessment Rubrics:

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

## Core Texts

Corfield, Rebecca. *Successful Interview Skills: How to Prepare, Answer Tough Questions and Get Your Ideal Job*. Kogan Page Publishers, 2009.

Vijay Kumar Sharma,(2023).*Interview Skills and Group Discussion* , Book Conclave

Jayaprakash,Sajitha.*Interview Skills: Presenting Yourself with Confidence*. India, Himalaya Publishing House,2010.

Prasad, Hari Mohan, and Rajnish Mohan. *How to Prepare for Group Discussion and Interview*. McGraw Hill Education, 2012.

Varshney, Tuhina Anukul. *I'm Not Afraid of GDPI: Group Discussion and Personal Interview*. Pearson, 2013.

Spiropoulos, Michael. *Interview Skills that Win the Job: Simple Techniques for Answering All the Tough Questions*. Allen & Unwin, 2005.

Winter, Sean. *Job Interview Preparation and Conversation Skills 2-in-1 Book: Learn How to Crush Your Next Job Interview and Develop A Magnetic Charisma to Enhance Your Communication Skills*. Native Publisher, 2020.

Gigby, Guipson. *Interview Skills: In Just 24 Hours, Learn How to Score Big on Any Interview - Complete Guide to Mastering Interview Questions and Answers*. CreateSpace Independent Publishing Platform, 2017.

Emperor, Fallon. *Boost Your Job Interview Skills: Your Complete Guide To A Successful Job Interview: Tips To Pass Job Interview*. Independently Published, 2021.

Course Title	<b>Translation for Visual Media</b>				
Type of Course	SEC				
Semester	VI				
Academic Level	100- 199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	3	3	-	-	45
Pre-requisites	Basic communication skills in English and any other native language.				
Course Summary	This course is designed to equip learners with subtitling, captioning and dubbing skills introducing them to the burgeoning field of audio-visual translation. With the right mix of theory, interactive and practical sessions, this course will enable students to undertake professional subtitling projects.				

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Identify the fundamentals of subtitling	U	C	Instructor-created exams / Home Assignments
CO2	Develop the translation skills necessary for various media	Ap	P	Instructor-created exams / Quiz
CO3	Develop different types of audio visual content	Ap	P	Practical Assignment / Observation of Practical Skills
CO4	Explore the various techniques in Visual Translation	Ap	P	Seminar Presentation / Group Tutorial Work
<p>* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C)</p> <p># - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)</p>				

#### Detailed Syllabus:

Module	Unit	Content	Hrs (45)	Marks (50)
I	Introduction to Visual Translation		10	10
	1	Types of audio-visual content: Film, documentary	2	
	2	Audio Visual Translating and Subtitling	2	
	3	Basics of Subtitling	2	

	4	Subtitling as a profession	1	
	5	The Purpose, audience and context	1	
	6	Image description	2	
	<p>Activity:</p> <ul style="list-style-type: none"> <li>• Divide the class into pairs or small groups. Provide each group with a different scene from the video to translate into the target language. Instruct the students to pay close attention to how they convey the meaning of the visual elements effectively in their translations.</li> <li>• Prepare a glossary or visual representation highlighting key vocabulary and terminology in Audiovisual Translation.</li> </ul>			
II	Software and Tools		8	10
	7	Introduction to Subtitling software (Subtitle Edit, Subtitle Workshop),	2	
	8	Video editing software	2	
	9	Introduction to dubbing softwares	1	
	10	Hands-on practice on tools and functions	2	
	11	Time code synchronisation, Typography, Positioning	1	

	<p>Activity:</p> <ul style="list-style-type: none"> <li>Film clips will be shown to sensitise students to various genres of films and stimulate their constructive thinking. And students will be asked to create individual subtitles for the clips.</li> <li>Demonstrate how to use one of the subtitling software installed in the computer lab. Show students how to import video files, create subtitles, synchronise subtitles with the video, and export the final output.</li> <li>Provide students with a video clip and instruct them to create a dubbed version in the target language using the dubbing software. Students can record their voices and synchronise them with the video to create a seamless dubbing experience.</li> </ul>			
III	Language for Subtitles		10	15
	12	The thumb rules of Language in Subtitle: Conciseness, Clarity and Readability	2	
	13	Caption and Subtitle	2	
	14	Dubbing, Voice Over and Subtitling	2	
	15	Translating slangs, idioms and humour	2	
	16	Video Localisation	2	
	<p>Activity:</p> <ul style="list-style-type: none"> <li>Film clips in different slangs / idioms will be shown to sensitise students to various linguistics aspects in subtitling and stimulate their constructive thinking.</li> <li>Divide the class into small groups and provide them with examples of subtitles, captions, dubbing and localised videos. Instruct the groups to analyse the language used in each example and discuss how well it adheres to the thumb rules presented. Encourage the students to identify the strengths and weaknesses in each example and propose improvements to the class.</li> </ul>			
IV	Semiotics of Subtitling		8	10



	18	Types of subtitles	2	
	19	Teaching Subtitling: Viewing, Spotting/Timing/Cueing, Translating, Editing	2	
	20	Intertitles	2	
	21	Fansubs	2	
	Activity: <ul style="list-style-type: none"> <li>• Divide students into groups. Assign each group a stage of the subtitling process, provide them with a short video clip and instruct them to perform their assigned task: Viewing, Spotting, Translating and editing. Encourage collaboration and discussion within each group and present their findings to the class.</li> <li>• A group project to practise dubbing skills learned: The group will be tasked to translate a part of an untranslated movie or a television clip, and produce a 5-minute video clip dubbed in their mother tongue. Each group gives an oral presentation of their group project.</li> </ul>			
V	Open Ended Module		9	
	1	This module may contain exercises subtitling practice  Outcome :Utilise the audiovisual translation skills in the real world beyond the classroom setting.	9	

Note: The course is divided into five modules, with four having total 21 fixed units and one open-ended module with a variable number of units. There are total 36 instructional hours for the fixed modules and 9 hours for the open-ended one. Internal assessments (25 marks) are split between the open-ended module (5 marks) and the fixed modules (20 marks). The final exam, however, covers only the 21 units from the fixed modules.

	PS O 1	PS O 2	PS O 3	PS O 4	PS O 5	PS O 6	P O 1	P O 2	P O 3	P O 4	P O 5	P O 6	P O 7
C O 1	-	2	-	-	-	3	2	-	-	-	1	-	-
C O 2	-	-	-	-	-	3	-	-	-	-	-	-	2
C O 3	-	2	-	1	-	-	-	-	1	-	-	-	-
C O 4	-	-	-	1	-	2	1	-	-	-	-	-	3

Mapping of COs with PSOs and POs:

Correlation Levels:

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

Assessment Rubrics:

Internal Assessment- 25 Marks

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Subtitling Assignments
- Final Exam (50marks)

### Mapping of COs to Assessment Rubrics:

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

### Core Texts:

Bartrina, Francesca and Eva Espasa. “Audiovisual Translation”. *Training for the New Millenium*. University of Vic. 2005. Pp 83-100.

Oreo, Pilar. Ed. “Topics in Audiovisual Translation.” John Benjamins, 2004.

Cintas, J. D. and Remael, A. Eds. *Audiovisual Translation: Subtitling*. Routledge Taylor and Francis Group, London and New York. 2014.

### Suggested Readings:

1. Cintas, J. D . and Anderman, G. (Editors) (2009). *Audiovisual Translation: Language Transfer on Screen*. PALGRAVE MACMILLAN.
2. Pérez-González, L. (editor) (2019). *The Routledge Handbook of Audiovisual Translation*. Routledge Taylor and Francis Group, London and New York.
3. Audio Visual Translation: Taking Stock. Eds Jorge Diaz Cintas and Joselia Neves.
4. The Didactics of Audio Visual Translation. Eds. Jorge Diaz Cintas 2008.
5. Audio Visual Translation Applied Linguistics. Eds. Laura Incalcaterra, McLoughlin.
6. Voice Over Translation : An Overview. Eds. Eliana Franco and Anna Mattamala.
7. Audio Visual Translation : Dubbing. Ed. Frederic Chaume.
8. Audio Visual Translation : Subtitles and Subtitling. Eds. Laura Incalcaterra, McLoughlin, Marie Biscio.
9. Topics in AudioVisual Translation. By Pilar Orero. 2004.



**I Semester B.A. Functional English Honours Degree Examinations**

**FEN1CJ101 /FEN1MN100 - INTRODUCTION TO FUNCTIONAL ENGLISH- I**

**(credits: 4)**

**Maximum Time: 2 hours**

**Maximum Marks: 70**

**Section A**

**Answer all Each question carries 3 marks (Ceiling: 24 Marks)**

1. People can communicate with each other non-verbally. What are those non-verbal channels?
2. Differentiate interpersonal and intrapersonal forms of communication.
3. She dances well. Identify the tense in this sentence. Rewrite it with past tense.
4. What are the features of a Shakespearean Sonnet?
5. Identify the vowels or diphthongs in the following words:  
Bat   Sun   Fast   late   Car   Sure
6. What does the title “Still I Rise” signify?
7. Give examples for conjunction and interjection. Write at least one sentence each.
8. How did Sir Mohan Lal feel when he saw two Englishmen coming towards him?
9. Wow, Harry and Sarah really surprised their parents with a beautiful gift. Identify the parts of speech in this sentence.
10. How can you make an advertisement attractive?

**Section B**

**Answer All. Each question carries 6 marks**

**(Ceiling: 36 Marks )**

11. Imagine you met your favourite film star. Attempt an interview with that film star.
12. A cricket match was held yesterday at your locality. Write a report of this match to publish in a newspaper.
13. You are working in a cosmetic company. Prepare a presentation on the introduction of a new product by your company.
14. Attempt an editorial on the topic “Impact of social media on society”.

15. Write any 10 consonant sounds with examples and their transcription.
16. How does *Thenvarikka* present the loss of habitat and way of living of the tribal community?
17. Vowels are part of speech sounds. Explain its division with examples.
18. List and explain five fundamental principles of communication

### **Section C**

**Answer any one. Each question carries 10 marks (1x10=10marks)**

19. How does Maya Angelou celebrate the resilience of human spirit in the face of oppression and discrimination?
20. You went for a trip from your college as a part of your college tour. Write a travel blog in the online platform explaining your experience.

**II Semester B.A. Functional English Honours Degree Examinations**

**FEN2CJ101/FEN2MN100 - INTRODUCTION TO FUNCTIONAL ENGLISH- II**

**(credits: 4)**

**Maximum Time: 2 hours**

**Maximum Marks: 70**

**Section A**

**Answer all. Each question carries 3 marks**

**(Ceiling: 24 Marks)**

- 1. What are the different techniques to read a text?**
- 2. Mention four online etiquettes needed in a digital communication platform.**
- 3. *Hayavadana* is a play that depicts Indian culture. Give two examples to validate this statement.**
- 4. “That is your Africa springing up anew.  
springing up patiently, obstinately  
Whose fruit bit by bit acquires  
The bitter taste of liberty.” Identify the postcolonial elements in the given lines.**
- 5. “Even though there are some arguments on both sides, here are the solid reasons why the smoking ban is essential. First of all, smoking, even outside, can cause many health problems, such as bronchial infections and asthmatic attacks even in non-smokers.” This is an excerpt from an essay on “Effects of Smoking”. Identify the type of essay.**
- 6. Suggest different kinds of creative writing that one can attempt.**
- 7. “The Elephant Whisperers” was awarded the best documentary short film by Oscar Academy. What is its main theme?**
- 8. Give some examples for social media writing.**
- 9. "Hello team, My name is [name], and I'm the new [role] here at [company]. Among my previous job experiences, I've worked at [companies, roles, and responsibilities you've had in the past]. My goal is to [tasks and responsibilities], and I look forward to collaborating with each one of you to find better ways to perform my duties...." The speaker is new to the company. What is he doing in the meeting?**

10. Unlike other theories, which theory focuses on the reader and their literary experience? Define it.

**Section B**

**Answer all. Each question carries 6 marks**

**(Ceiling: 36 Marks )**

11. As an employee, Ms. May Thompson was always reliable and resourceful. During her time in my team, she managed to build a strong sales team from scratch. Her team exceeded our annual goals on closed deals for three consecutive years. May also conducted high-impact customer research and made a number of key recommendations for our product positioning strategies.

This is a part of the letter written for Ms. May Thompson by her present employer. Identify the kind of letter, its tone and relevance.

12. “Culture is Ordinary”. How does Raymond Williams substantiate this statement?
13. One of your friends is planning to write a book. He needs to know the basics of writing. Explain the basics to him.
14. Attempt a feministic reading of “An Introduction” by Kamala Das.
15. Analyse “The Road Not Taken” using formalist theory.
16. Attempt to write a review blog on any of the films prescribed in the syllabus.
17. How does the film “Hidden Figures” depict the societal and cultural context of the 1960s, particularly in relation to civil rights and gender equality?
18. *Subject: Reminder: Deadline for Project Submission*

*Dear Team,*

*I hope this email finds you well. As we approach the final stages of our project, I want to take a moment to remind everyone of the upcoming deadline for project submission.*

- a) This is an introduction to an email sent by a team manager to team members. Complete the mail according to the subject line given.



**Or**

**b) Explain the different components of an email. (Answer either a or b)**

**Section C**

**Answer any one. Each question carries 10 marks (1x10=10marks)**

- 19. You are the staff secretary of your company. You had a meeting to discuss on annual staff meeting and discussion on next year's business plans. Write the minutes of that meeting.**
- 20. Identify and elaborate the man- nature relationship depicted in *Elephant Whisperers*.**

**III Semester B.A.Functional English Honours Degree Examinations**

**FEN3CJ201 British Literature from Chaucer to Romantics**

**(credits: 4)**

**Maximum Time: 2 hours**

**Maximum Marks: 70**

**Section A**

**Answer All. Each question carries 3 marks (Ceiling: 24 Marks)**

1. What is the difference noticed in the fifth and sixth stage of life according to Shakespeare?
2. What pleases a happy man most according to Pope?
3. What were some typical plot devices used in Restoration comedies?
4. What is a heroic couplet?
5. What role does the concept of “antiquity” play in Lamb’s “Old China”?
6. How does Keats personify autumn in “To Autumn”?
7. Explain the expression “late and soon” in “The World is Too Much with us”?
8. What were Addison’s thoughts about ladies’ hair dressing?
9. What does Eve ponder regarding the serpent's ability to eat the fruit and live?
10. What does “mock-heroic” mean in the context of “Mac Flecknoe”?

**Section B**

**Answer All. Each question carries 6 marks (Ceiling: 36 Marks )**

11. Elaborate on the key features of Romanticism with reference to the poems prescribed in your syllabus
12. How does Chaucer describe the month of the pilgrimage in Prologue to Canterbury Tales
13. How does Satan employ cunning persuasion to tempt Eve?
14. Explain how Marlowe’s exploration of themes reflect broader Renaissance ideas about love, destiny and human condition?
15. How did the neoclassical era redefine literary forms and genres in contrast to the preceding Renaissance period?
16. How did Mystery plays contribute to the religious and cultural life of medieval communities?
17. Assess Blake as a transitional poet using “The Tyger” as a reference.

18. What does the Act one of Congreve's play reveals about the social norms and expectations of the time period in which the play is set?

**Section C Honours**

**Answer any one. Each question carries 10 marks (1x10=10marks )**

19. Evaluate the impact of political and social satire in Jonathan Swift's *Gulliver's Travels*, considering the historical context in which the work was written.
20. Discuss how Lamb uses the motif of old china to evoke a sense of memory, continuity and emotional connection?

**Question paper mapping with course outcome:**

Question number	Course Outcome
1	CO 1
2	CO 2
3	CO 1
4	CO 1
5	CO 2
6	CO 3
7	CO 3
8	CO 2
9	CO 2
10	CO 2
11	CO 2
12	CO 2
13	CO 2
14	CO 4
15	CO 1
16	CO 4

17	CO 3
18	CO 1
19	CO 4
20	CO 3

### Question Paper Model

#### III Semester BA Functional English Honours (FYUGP) Degree Examinations

#### FEN3CJ202/FEN3MN200- ENGLISH PRAXIS

**Time: 2 hours**

**Max:70 marks**

#### Section A

(Answer All. Each question carries 3 marks) (Ceiling:24 Marks)

1). A. Yesterday, I \_\_\_\_\_ a fascinating article online. The author \_\_\_\_\_ some thought-provoking ideas about the impact of technology on society."

- a) came across / brought up
- b) looked up / came across
- c) cared for / came across
- d) came up with / looked into

B. List three examples of determiners.

C. In the sentence "My friend, the talented artist, painted the mural.", "the talented artist" is an example of-----

2) .A. "I love cooking, and my sister enjoys baking." This sentence is an example of -----

B. Identify the prepositional phrase In the sentence "During the storm, the children played board games in the cozy living room."

C )If you \_\_\_\_\_(tell) me earlier, I could have helped you with the project.

3) Which sentence uses a phrasal verb?

- A. She danced gracefully.
- B. He looked up the information.
- C. They quickly finished the race.

4) Fill in the blanks with the correct form of the verb in the most suitable tense.

- a. I usually \_\_\_\_\_(wake up) at 7:00 am, but this morning I \_\_\_\_\_(wake up) late.
- b. When we \_\_\_\_\_(arrive) at the airport, our friends \_\_\_\_\_(wait) for us.
- c. By the time you \_\_\_\_\_(read) this, I \_\_\_\_\_(already/leave).

5) Identify these sentence varieties and justify your answer.

The book that I am reading is fascinating.

- b) If it rains tomorrow, the picnic will be canceled.
- c) It was the cat that knocked over the vase.

6) Identify the head, pre-modifier, and post-modifier in each of the following noun phrases:

- a) The tall, ancient tower
- b) Three delicious chocolate cookies
- c) A mysterious, old book on the shelf

7) Transform these sentences as directed

- a) The novel was read by Mary. ( change the voice)
- b) Although he studied hard, he didn't pass the exam.( complex to simple)
- c) The children heard a loud noise while playing( simple to complex)

8) Rectify grammatical errors in the following sentences, if any.

I have passed M.A. in 1990

The house is belonging to me

He is living in Paris since 2010.

9) Complete the sentences using phrasal/prepositional verbs:

She decided to \_\_\_\_\_ the meeting due to unforeseen circumstances.

He always looks forward to \_\_\_\_\_ new challenges

The manager insisted on \_\_\_\_\_ the project ahead of schedule

10) What distinguishes a complex sentence from a simple sentence, and how does it enhance the structure of a sentence? Explain with the help of examples.

### **Section B**

(Answer All. Each question carries 6 marks) (Ceiling: 36 Marks)

11) Examine the following sentence from a literary text: "The protagonist had been tirelessly working on his novel for months, hoping to craft a masterpiece that would captivate readers." Identify the main verb phrase and its components. How does the structure of the verb phrase contribute to the overall meaning and nuance of the sentence?

12) Compare and contrast the use of noun phrases in these two sentences: "The painting depicted a serene landscape," and "The artwork showcased the tranquility of the scenery." Evaluate how the structure of noun phrases influences the overall tone and purpose of descriptive and informative writing.

13). Dissect the following sentence from a scientific article: "The groundbreaking discovery, a new species of marine bacteria thriving in extreme depths, astonished researchers." Identify the noun phrases within the sentence and explain how their structure contributes to the specificity and clarity of the information presented.

14). \*Assess the effectiveness of using passive voice in conveying formality and objectivity in a news report. Provide examples to support your evaluation and discuss situations where passive voice might be preferable.

15). Develop a dialogue between a mentor and a mentee discussing future career paths. Use modal verbs to express possibilities, expectations, and potential outcomes in the mentee's decision-making process.

16) Explain the concept of a compound sentence and provide examples. How does using compound sentences contribute to effective communication in writing?

17) Comment on the differences, if any, in the meaning between the sentences in each of the following pairs.

You can leave when you like.

You may leave when you like.

If you work hard, you will get a good grade.

If you worked hard, you would get a good grade.

He looked down.

He looked down on everyone.

18) Illustrate the use of linking adverbials with examples.

### **Section C**

(Answer any One Each question carries 10 marks) (1x10=10Marks)

1. Imagine you are writing an informative article about the impact of technology on modern society. Your task is to incorporate discourse markers to enhance the coherence and organization of your text. Choose a minimum of five discourse markers from the list below and use them effectively in your article:

List of Discourse Markers: (Firstly, Moreover, However, In addition, On the other hand, Therefore, Nevertheless, Consequently, Furthermore, In conclusion)

2. You are a journalist reporting on a recent environmental issue in your community. Your task is to write a news article that includes both complex and compound sentences to convey information effectively. Use the given facts and incorporate appropriate conjunctions and subordinating conjunctions to create complex and compound sentences.

Given Facts: Increase in pollution levels due to industrial activities- community efforts to address the issue, such as tree planting campaigns-Government initiatives to regulate emissions from factories.

3. Imagine you are a participant in a short story competition. Your task is to write a captivating short story using a mix of past, present, and future tenses to convey the events and emotions effectively. The story should revolve around the theme of "unexpected adventures during a journey."



**Question Paper Model**

**IV Sem B.A Functional English Honours (FYUGP) Degree Examinations**

**FEN4CJ203-Introduction to Phonetics**

**Time: 2 hours**

**Maximum Marks: 70**

**Section A**

Answer all questions. Each question carries 3 marks. (Ceiling 24 marks)

1. Explain the production of a vowel sound.
2. Briefly describe the pulmonic airstream mechanism.
3. Define 'juncture'.
4. Demonstrate how English is an unphonetic language.
5. Differentiate between a voiced and a voiceless sound.
6. Identify and transcribe the vowel sound in the given words:

Munch (b) shake

7. Examine the components of linguistics.
8. Transcribe the given words and mark primary stress:

(a) canteen (b) examine

9. Identify the syllables in the given words and write down the syllable structure:

(a) orange (b) cucumber

10. Illustrate the difference between British and American vocabulary with three examples.

### **Section B**

Answer all. Each question carries 6 marks (Ceiling 36 marks)

11. Demonstrate the articulation of the front vowels in RP with the help of the vowel diagram.

12. Explain word accent with examples.

13. Estimate the importance of phonetics in English language teaching and learning.

14. Discuss the importance of weak forms.

15. Explain 'progressive' and 'regressive' assimilation with examples.

16. Illustrate the organs of speech with the help of a diagram.

17. Classify consonants according to place of articulation.

18. Transcribe the given passage phonemically and mark primary stress:

It was a glorious morning in early June; the dew still hung heavy on each grass blade and leaf, making rainbow tapestries that defy description, as the waking sunbeams stole into the heart of each round drop and nestled there; the fresh, cool air was sweet with the breath of a thousand flowers, and a beautiful bird chorus filled the earth with riotous melody.

### Section C

Answer any one. Each question carries 10 marks. (1\*10=10 marks)

19. Discuss the criteria for describing a consonant sound.
20. Elaborate the areas of difference between British and American English.

### Mapping of Questions with Course Outcomes

Section	Questions	Course Outcomes
A	1	CO1
	2	CO1
	3	CO1
	4	CO2
	5	CO1
	6	CO2
	7	CO1
	8	CO2
	9	CO1

	10	CO4
B	11	CO1
	12	CO1
	13	CO3
	14	CO1
	15	CO1
	16	CO1
	17	CO1
	18	CO2
C	19	CO1
	20	CO4

**IV Semester BA Functional English (FYUGP) Degree Examination**

**FEN4CJ204: Writing for Academic Purpose**

**(Credits: 4)**

**Maximum Time: 2 hours**

**Maximum Marks: 70**

**Section A** [Answer all. Each question carries three marks] (Ceiling: 24 marks)

1. Write an appropriate topic sentence for a paragraph on *drug abuse*.
2. Identify transition words used in the given sentence.

On the other hand, the reform was widely accepted.

3. Which of the given sentences has more features of academic writing. Why

*Her face looks confused.*

*The expressions on her face say that she is confused.*

4. Circle the linker used in the sentence given below.

*They are unhappy besides being bewildered.*

5. Change the given sentence to a compound sentence using appropriate connectors.

*They are natives. They are not given any rights.*

6. Punctuate the given sentences correctly

*she said I don't know any thing about him. why do you aske me*

7. Paraphrase the given sentence without changing the main idea

*One of the reasons why he likes to listen to music is known to all.*

8. Edit the following sentence.

*He have work from morning to evening every day.*

9. Make sentences using the given connectors. *Although, Whereas*
10. Construct sentences using the given transition phrases. *While , however*

### Section B

[Answer all. Each question carries six marks] (Ceiling: 36 marks)

11. Study the given list of books, authors and publications and prepare a reference/citation list.
12. Write four distinctive features of academic writing with examples.
13. Write about the role and functions of plagiarism check softwares.
14. Describe types of plagiarism.
15. Write a paragraph with a topic sentence and support details on any one of the topics

*Internet neutrality or Digital literacy*

16. Write a compare and contrast essay on any one of the given topics

*City versus village life or College life versus School life*

17. Use the given linkers in your own sentences. *Although, Whereas, But, Either....or, and Since*

18. Identify the type of the given sentence and convert them into the other two types (simple, compound, complex)

*I don't know the place of his residence.*

*She was rich but miserly.*

*I helped them because they were very poor.*

### Section C

[Answer all. Each question carries ten marks] (Ceiling: 10 marks)

19. Write an essay on any one of the given topic with proper coherence and cohesion.

*Privatizing education will lead to decline in the quality of education. Justify your stand.*

*Or*

*Is global warming a growing threat to humanity? Why and how far?*

20. Rewrite the given paragraph using proper vocabulary and stylistic features of academic writing.

While the economic feasibility of colonizing Mars is a hot debated topic, the potential social impacts, often get pushed to the sidelines. A major concern, is the possibility of cultural friction arising between the existing Martian society, if one exist, and the incoming wave of Earth colonists. These tensions could stem from differences in language, customs and even political ideologies. Imagine a world where greetings on Earth involve a handshake, while Martian's, perhaps due to limited resources, have adopted a more utilitarian head-bump. Communication itself, could be a hurdle, with years if not decades needed to establish a common tongue. Further complicating matters, are potential political differences. The colonists likely arrive with their own set of governance structures, clashing with any existing Martian system. However, a recent study by Dr. Jones throws a rather unorthodox curveball into the mix. Her research, published in a fringe academic journal, extravagantly suggests that the humble harmonica, a peculiar Earth instrument, could act as a universal language, fostering instant Martian-Earthling camaraderie. the scientific merit of this claim is dubious, it highlights the desperate need for solutions to bridge the cultural divide a Martian colonization project would inevitable create.

**IV Semester BA Functional English Honours (FYUGP) Degree Examination**

**FEN2CJ102 /FEN1CJ102 /FEN4CJ205: INTRODUCTION TO JOURNALISM  
(credits: 4)**

**Maximum Time: 2 hours**

**Maximum Marks: 70**

**Section A**

[Answer All. Each question carries 3 marks] (Ceiling: 24 Marks)

1. How does sequencing of shots in a video affect the news story?
2. How will you verify the source of a news draft you were asked to edit?
3. Proofread the following draft. (Provide a sample draft)
4. How does the given picture in the magazine page add appeal to the article? (Provide an article with a picture)
5. What kind of graphics are used in editing for video journalism?
6. Provide an example of a news headline that effectively captures the essence of a news article.
7. Give an example of how misinformation and propaganda can be fake news.
8. How does an effective voiceover become very essential in video journalism?
9. What editing techniques will you employ for the style, tone and immediacy of the story-centric approach preferred for digital news production and distribution.
10. As a freelance journalist, how will you choose content that is relevant and relatable?



## **Section B**

[Answer All. Each question carries 6 marks] (Ceiling: 36 Marks)

11. Describe a situation where you had to subtitle a video that had simultaneous voices speaking, with lots of cultural markers. What were the challenges that you faced and how did you overcome it?
12. Choose a news story and recreate it as a narrative news and a feature.
13. You are going to write an open-ed on a contemporary issue. What are the steps you will follow before writing the piece?
14. You are asked to interview a victim of a traumatic incident. How would you go about it?
15. Choose a photojournalistic story that made an impact. Discuss why that photo created such an impact.
16. You are asked to arrange the front page of a newspaper. How will you effectively do it to bring maximum appeal and impact?
17. How much tampering with quotations - grammatically correcting a quote or substituting colloquialisms - can journalists ethically do?
18. How do you ensure that the tone and style of a piece remain consistent throughout the editing process?

## **Section C**

[Answer any one. Each question carries 10 marks] (1x10=10 marks)

19. 'The best writers construct text for their audience and tailor every single line and sentence to their eyes'- analyse.
20. Imagine you are covering a local event in your neighbourhood. Write a newspaper article about the event.

**V Semester B.A. Functional English Honours (FYUGP) Degree Examinations**

**FEN5CJ301: CONTENT WRITING: PRINCIPLES AND PRACTICE**

**Maximum Time: 2 hours**

**Maximum Marks: 70**

**Section A**

Answer All. Each question carries 3 marks. (Ceiling: 24 Marks)

1. As a content manager for a publishing company, you receive a manuscript submission that shows strong similarities to another book published by a different author. What steps would you take to investigate the potential plagiarism in the manuscript, and how would you address the issue with the author?
2. Provide two examples of popular blogging platforms and briefly describe one key feature of each platform that makes it suitable for content creation.
3. Proofread the passage and make the necessary changes.

The sun was shining bright the morning, casting long shadows on the pavement. Sarah walked briskly down the street, her mind filled with thoughts of the day ahead. Suddenly she spotted a old friend across the road and waved enthusiastically. They exchanged greetings and they decided to grab a coffee together at the nearby café. As they sipped their drinks, they reminisced their shared adventures from years past.

4. You're managing the social media accounts for a food delivery service. How would you leverage user-generated content to enhance engagement and build community on platforms like Twitter and Facebook?
5. Describe how you would utilize Instagram Stories' interactive features, such as polls, quizzes, and question stickers, to engage with followers and increase audience participation for a fashion brand. Provide specific examples of how each feature could be used effectively to encourage interaction and foster a sense of community among the brand's followers.
6. Compare and contrast two factors that influence content creation for film and radio.

7. Provide examples of successful AI-driven content campaigns and their impact on audience engagement and brand perception.
8. Explain how memes can be used in content marketing to enhance brand awareness and engagement.
9. What are the emerging trends and future of AI tools?
10. Imagine you're supervising a group project where students are tasked with developing a product or solution. How would you educate your students about the importance of respecting intellectual property rights, such as patents and trademarks, when conducting research or designing prototypes? Encourage students to consider how their ideas could be protected and acknowledge any existing intellectual property that may influence their work.

## **Section B**

Answer All. Each question carries 6 marks. (Ceiling: 36 Marks)

11. Describe three strategies to optimize the social media marketing campaign for a new product launch for maximum engagement, considering factors such as timing, content format, and audience targeting.
12. Describe how to integrate AI tools into the content creation process to personalize content for a fashion brand targeting millennials.
13. Discuss the rationale behind the redesigning of the logo. Describe the key elements of the new design like colour scheme, typography and symbols and how these changes influence brand's identity, value and target audience.



14. Evaluate the role of language adaptation for different target audiences in content creation with examples and discuss its significance in enhancing content relevance and audience connection.
15. Write a marketing email to promote a new fitness app targeted for young adults and seniors.

16. Analyze the effectiveness of content writing strategies for e-commerce sites considering their impact on audience engagement and conversion rates. Provide examples.

17. Design a poster for a musical festival. Consider aspects such as simplicity, colour scheme, typography and scalability. Discuss the design principles used to create a visually captivating and informative poster.

18. Critically assess the ethical considerations surrounding AI integration in content creation discussing potential challenges, biases, and implications for content quality and user trust.

### **Section C**

Answer any one. Each question carries 10 marks. (1x10=10 marks)

19. Discuss the types of content you would create to engage and educate the target audience about the benefits of organic skincare. Provide examples of blog posts, social media content, videos, and other formats you would use to showcase the products and establish the brand as a trusted authority in the industry.

20. Evaluate the significance of intellectual property rights (IPR) in content writing and digital publishing. Discuss common IPR issues faced by content creators and propose strategies for protecting and respecting intellectual property rights in content creation processes.

### **V Semester B.A. Functional English Honours (FYUGP) Degree Examinations**

#### **FEN5CJ302: English Language Teaching(ELT)**

Maximum Time: 2 hours

Maximum Marks: 70

### **Section A**

Answer All. Each question carries 3 marks.

(Ceiling: 24 Marks)

1. Describe cloze items.

2. How can mother tongue influence learning another language?

3. Indicate the importance of role plays in enhancing communicative skills?

4. Explain two spelling games?

5. Identify and explain a linguistic context where English is used as a second language and as a foreign language.
6. Outline the difference between skimming and scanning in reading?
7. Illustrate the use of the Bilingual method in English language teaching.
8. What is IELTS and TOEFL
9. Distinguish between American and British English using differences in vocabulary
10. How does micro teaching help in language teaching?

### **Section B**

Answer All. Each question carries 6 marks.

(Ceiling: 36 Marks)

11. Elucidate how task based language teaching can increase the communicative competence of a learner.
12. Examine how colonization has led to the spread of the English language.
13. Discuss the implications of peer teaching in ELT..
14. Prepare a lesson plan for a poem of your choice using a teaching method you have learned.
15. How does learning of grammar and vocabulary contribute to the enhancement of productive skills?
16. Suggest and analyse in detail the uses of any three language learning apps that you have identified?
17. Explain the uses of a language lab in language teaching?
18. Illustrate the uses of lexical and pronunciation dictionaries in learning a language?

### **Section C**

Answer any one. Each question carries 10 marks.

(1x10=10 marks)

19. What are the implications of behaviorism and cognitivism in ELT?

20. Identify the various types of tests and testing items that can be used for effective evaluation of the English language learning process.

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**V Semester BA Functional English Honours (FYUGP) Degree Examination**  
**FEN5CJ303 – Literary Criticism and Theory**

**Maximum Time: 2 hours**

**Maximum Marks: 70**

**Section A [Answer all. Each question carries three marks]**

**(Ceiling: 24 marks)**

- 1. Explain the purpose of literary theory.**
- 2. What are the main principles of Classicism in literature?**
- 3. How did Classicism influence literary genres such as poetry, drama, and prose?**
- 4. What are the main characteristics of Neo-Classical literature?**
- 5. In what ways did Neo-Classical poetry prioritize clarity, restraint, and adherence to classical forms?**
- 6. What role did nature play in Romantic literature, and how did it reflect broader cultural shifts?**
- 7. How did Modernists experiment with form and style?**
- 8. What are the key concepts of structuralism and semiotics?**
- 9. What are the main principles of Marxist literary criticism?**
- 10. What is the focus of queer theory in literary analysis?**

## **Section B**

**[Answer all. Each question carries six marks]**

**(Ceiling: 36 marks)**

- 11. Explain Plato's theory of Mimesis.**
- 12. How did the Romantic movement challenge the conventions of Neo-Classical literature, particularly in terms of subject matter and style?**
- 13. How did Romantic poets like Wordsworth and Coleridge emphasize individualism and subjectivity in their work?**
- 14. What societal and cultural shifts influenced the emergence of Modernism?**
- 15. How does cultural studies contribute to understanding literature within its socio-political context?**
- 16. What is ecocriticism, and how does it explore the relationship between literature and the environment?**
- 17. Discuss the concept of cultural appropriation within the context of globalization**
- 18. Evaluate the role of language in perpetuating colonial power structures in post-colonial societies**

## **Section C**

**[Answer all. Each question carries ten marks]**

**(Ceiling: 10 marks)**

- 17. How did Modernist literature pave the way for later literary movements and experimental writing styles?**

**Or**

- 18. How does the experience of pity and fear in tragedy contribute to the purification of the audience's emotions?**

**VI Semester B.A. Functional English Honours (FYUGP) Functional English Degree  
Examinations**

**FEN6CJ304 /FEN8MN304 British Literature from 19<sup>th</sup> Century to the Present  
(credits: 4)**

**Maximum Time: 2 hours**

**Maximum Marks: 70**

**Section A**

**Answer All. Each question carries 3 marks (Ceiling: 24 Marks)**

1. How does Aadam examine Naseem? Why?
2. What does text symbolise in Carol Ann Duffy's poem?
3. Explain stream of consciousness
4. Why is April referred to as the cruellest month in "The Waste Land"?
5. How does Owen use the imagery of war to convey the theme of loss and futility in "Anthem for Doomed Youth"?
6. What is the significance of the word "dunt" in the context of Oswald's poem?
7. How does Armitage use the concept of waiting as a metaphor in "Thank You for Waiting"?
8. Differentiate pastiche and parody
9. How does Yeats use imagery to depict a sense of chaos and disorder in the poem "The Second Coming"?
10. What is Comedy of Menace?

**Section B**

**Answer All. Each question carries 6 marks (Ceiling: 36 Marks )**

1. Comment on alienation as a Modernist and Postmodern technique



2. Explain how the poem “Dover Beach” captures the mood of the Victorian era.
3. Comment on the use of irony in “Conversations about home (at the Deportation Centre)”
4. Discuss the use of colour in Angela Carter’s “The Snow Child”
5. Discuss Stanley -Lulu interaction in Act I of *The Birthday Party*
6. What insights does the encounter between Oliver and the parish authorities provide about the power dynamics and corruption in Victorian society?
7. Elaborate on the theme of self-sacrifice in *Children*
8. Explore the significance of food and dining etiquette in Act 1 of *The Importance of Being Ernest*. What do these reveal about the characters and their values?

### Section C

**Answer any one. Each question carries 10 marks (1x10=10marks )**

1. Analyse the portrayal of education and intellectualism in *The Sense of an Ending*
2. Examine Woolf's use of descriptive language and imagery in "The Mark on the Wall". How does she evoke a sense of introspective reverie and contemplation through her writing style?

### Question paper mapping with course outcome:

Question number	Course Outcome
1	CO2
2	CO3
3	CO1
4	CO2
5	CO3
6	CO2

7	CO3
8	CO1
9	CO3
10	CO1
11	CO1
12	CO3
13	CO3
14	CO3
15	CO2
16	CO4
17	CO2
18	CO3
19	CO4
20	CO3

**VI Semester BA Functional English Honours (FYUGP) Degree Examinations**

**FEN6CJ305/FEN8MN305 INTRODUCTION TO LINGUISTICS**

**(credits: 4)**

**Maximum Time: 2 hours**

**Maximum Marks: 70**

**Section A**

**[Answer All. Each question carries 3 marks]**

**(Ceiling: 24 Marks)**

1. Compare and contrast phonetics and phonology. Provide examples to demonstrate their distinct focuses within the study of language.
2. Define phonemes and allophones. Provide examples of minimal pairs
3. Give examples of linguistic phenomena that can be better understood using synchronic and diachronic approaches.
4. Differentiate between competence and performance in language.

5. Provide examples to illustrate how semantic meaning and pragmatic meaning may differ in context.
6. Break down the word 'unsurprisingly' into its morphemes and identify the morphological processes involved.
7. How do pidgin languages facilitate communication between speakers of different linguistic backgrounds?
8. Provide examples of sentences demonstrating metonymy, homography, and ambiguity.
9. What are the physiological features that affect speech?
10. Write three advantages of phrase structure grammar.

### **Section B**

**[Answer All. Each question carries 6 marks] (Ceiling: 36 Marks )**

11. Consider how morphological and syntactic differences between languages affect the translation process. Provide examples
12. How does the study of acoustics contribute to our understanding of speech production and perception?
13. Discuss the concept of allomorphs, providing examples of how morphemes can have different forms in different linguistic contexts.
14. Explore the different morphological operations used in word formation.
15. Discuss the role of sign, signified, and signifier in the process of linguistic communication, using real-world examples to illustrate your points.
16. Explore the relationship between language varieties, such as dialects and registers, and social identity.
17. Discuss the role of semantics and pragmatics in cross-cultural communication and negotiation. How can misunderstandings be minimized or avoided?
18. Explore the role of semiology in analysing cultural artefacts such as advertisements, films, or political speeches.

### **Section C**

**[Answer anyone. Each question carries 10 marks] (1x10=10marks )**

**19.** Discuss some common phonological processes and rules found in languages.

**20.** Explain how cultural, social and contextual aspects influence language use.

### **Question Paper Model**

**VI Semester BA Functional English Honours (FYUGP) Degree Examinations**

**FEN6CJ306/FEN8MN306 - Divergent Narratives**

**Time: 2 hours**

**Max:70 marks**

#### **Section A**

(Answer All. Each question carries 3 marks) (Ceiling:24 Marks)

- 1 . Recall the title of Du Bois' essay about revisiting the school where he once taught.
2. Identify the central conflict in "The Man Who Shouted Teresa"?
3. Describe the subject the speaker is writing about in Langston Hughes' "Theme for English B."
4. Recognize the author of the poem "Love After Love."
5. Name the title of Audre Lorde's poem that addresses survival.

6. How does Viktor E. Frankl explore the significance of art concerning human experience in his essay "Views on Art"?
7. State the central message conveyed in Emily Dickinson's "I Dwell in Possibility."
8. Recall the personal experience Rosie King discusses in her TEDMED talk.
9. Identify the aspect of nature Mary Oliver contemplates in "The Summer Day."
10. Name the title of Daniel Zvereff's animated short film.

### **Section B**

(Answer All. Each question carries 6 marks)

(Ceiling: 36 Marks)

11. What insights can be drawn from Langston Hughes' "Theme for English B" regarding the intersection of education and identity, and how might these insights inform contemporary discussions and challenges in these areas?
12. What actions can individuals take to embody the resilience and strength depicted in Audre Lorde's "A Litany for Survival"?
13. Apply Viktor E. Frankl's philosophy on art to analyze a piece of contemporary artwork.
14. How can the message of Mary Oliver's "The Summer Day" be applied to one's daily life and mindset?
15. How might the concept of handicaps in "Harrison Bergeron" relate to contemporary discussions on equality and individuality?
16. Develop strategies to promote acceptance and support for individuals exploring gender identity, inspired by Vijayarajamallika's poem "Neither Boy nor Girl."

17. Apply the themes of self-discovery and acceptance from Derek Walcott's "Love After Love" to personal experiences or societal contexts.

18. Create a piece of art inspired by the themes explored in Daniel Zvereff's animated short film "Life is a Particle Time is a Wave."

### **Section C**

(Answer any One. Each question carries 10 marks) (1x10=10 Marks)

19. Discuss how Capek explores the themes of technology, humanity, and the ethics of artificial intelligence through the characters and events.

20. Assess the cultural relevance and impact of Daniel Zvereff's animated short film "Life is a Particle Time is a Wave."

## Mapping of Questions with COs

Section	Question No.	Course Outcome
A	1	CO3
	2	CO3
	3	CO4
	4	CO3
	5	CO1
	6	CO3
	7	CO2
	8	CO1
	9	CO2
	10	CO4
B	11	CO3
	12	CO4
	13	CO4
	14	CO3
	15	CO3
	16	CO1
	17	CO3

	18	CO2
C	19	CO3&CO4
	20	CO2&CO4
	21	CO1&CO4

**VII SEMESTER B.A Functional English Honours DEGREE EXAMINATION**

**FEN7CJ401 Core Course Major – Advanced English Language Teaching**

**Credits-4**

**Maximum Time: 2 hours**

**Max. 70 marks**

**Section A**

**I Answer the Following. Each question carries 3 marks**

**(8x3=24)**

- 1. Design a task-based activity for your grammar class and plan it based on Sociocultural Theory of Learning.**
- 2. Analyse the effectiveness of Communicative Language Teaching (CLT) in Your classroom**



3. Design interactive activities to provide an experience of Piaget's theory of cognitive development to the assimilation level.
4. Evaluate the effectiveness of collaborative learning strategies in promoting language acquisition among diverse student populations.
5. Provide examples of digital tools and resources that can facilitate differentiated instruction for diverse learners in advanced ELT settings.
6. Evaluate the importance of vocabulary development in advancing language skills.
7. Develop a formative assessment activity targeting advanced language skills.
8. Discuss the role of formative assessment in supporting adaptive teaching practices
9. Provide examples of how platforms like Zoom and Google Classroom can be used effectively in advanced ELT.
10. Analyse the benefits and challenges of online and blended learning environments in language education.

## **Section B**

**II. (Answer All. Each question carries 6 marks)**

**(Ceiling-36 Marks)**

11. Describe the socio-cultural and cognitive theories of language acquisition and their implications for advanced language learning. Provide examples to illustrate how these theories can be applied in language instruction.
12. Critically evaluate Krashen's Monitor Model and Cummins' Interdependence Hypothesis in the context of advanced language learning. Discuss their implications for language instruction.
13. Propose strategies to address the challenges faced by teachers when teaching complex grammar structures
14. Provide examples of digital tools and resources that can support language instruction in advanced language classrooms.
15. How can peer-teaching and peer-review activities be integrated into the language curriculum to promote student engagement and learning?
16. Explain the significance of integrating technology in advanced ELT and its impact on language learning experiences.
17. Design a series of grammar tasks based on the structural approach, focusing on any two of the following grammar topics : complex sentences, passive voice, reported speech, and conditionals.
18. Describe the impact of technology on educational innovations

## **Section C**

**III. Answer any one. Each question carries 10 marks**

**(10x1=10)**

**19. Design a comprehensive lesson plan for teaching speaking skill to learners, should incorporate principles of communicative language teaching, task-based learning, or other relevant ELT theories into your lesson plan.**

**20. What are the key principles of differentiated instruction? How can teachers apply these principles to support diverse learners in the language classroom?**

**CO Mapping of Question paper**

<b>Qn. No</b>	<b>CO</b>	<b>Qn. No</b>	<b>CO</b>	<b>Qn. No</b>	<b>CO</b>	<b>Qn. No</b>	<b>CO</b>
<b>1</b>	<b>CO5</b>	<b>6</b>	<b>CO4</b>	<b>11</b>	<b>CO1</b>	<b>16</b>	<b>CO5</b>
<b>2</b>	<b>CO4</b>	<b>7</b>	<b>CO2</b>	<b>12</b>	<b>CO4</b>	<b>17</b>	<b>CO5</b>
<b>3</b>	<b>CO5</b>	<b>8</b>	<b>CO1</b>	<b>13</b>	<b>CO2</b>	<b>18</b>	<b>CO1</b>
<b>4</b>	<b>CO4</b>	<b>9</b>	<b>CO1</b>	<b>14</b>	<b>CO2</b>	<b>19</b>	<b>CO5</b>
<b>5</b>	<b>CO3</b>	<b>10</b>	<b>CO4</b>	<b>15</b>	<b>CO3</b>	<b>20</b>	<b>CO3</b>

**VII Semester BA Functional English Honours (FYUGP) Degree Examinations FEN7CJ402:**

**Fundamentals of Aesthetics**

**(credits: 4)**

**Maximum Time: 2 hours**

**Maximum Marks: 70**

**Section A**

[Answer All. Each question carries 3 marks] (Ceiling: 24 Marks)

1. Give an example each for objective and subjective judgments
2. What are the necessary conditions for *rasa-nishpatti*?
3. Define the term aesthetics
4. Imitation and Representation
5. What is meant by sensory perception?
6. Comment on the use of light and sound as aesthetic elements in media
7. Define avant garde
8. What is meant by vibhava and anubhava?
9. Define digital aesthetics
10. What is adaptation?

### Section B

[Answer All. Each question carries 6 marks]

(Ceiling: 36 Marks)

11. How according to you does an artwork differ from an everyday object? Clarify with an example.
12. Elucidate with instances of your choice the differentiation between aesthetic judgement and a subjective response
13. What is meant by an aesthetic experience? How is it related to artistic expression?
14. Comment on the influence of cultural and historical settings on the formation of aesthetic preferences.
15. Language as a medium for aesthetic expression
16. *Her lips were red, her looks were free,/ Her locks were yellow as gold;/ Her skin was as white as leprosy,/ The Night-mare LIFE-IN-DEATH was she,/ Who thickens man's blood with cold*—Identify the Rasa and analyse the emotion.
17. Comment on the aesthetics associated with computer-based interactive art.

18. Identify and critique a public space, and give suggestions to make it more aesthetically pleasing

### **Section C**

[Answer anyone. Each question carries 10 marks]

(1x10=10 marks)

19. Identify a situation and lay down the principles of design you would use to convey a particular mood or emotion.

20. Make an aesthetic evaluation of the landscape given here focusing on sustainability. Analyse the structure's functional possibilities too:



## **VII Semester BA Functional English Honours (FYUGP) Degree Examinations**

### **FEN7CJ403: Digital Humanities**

**(credits: 4)**

**Maximum Time: 2 hours**

**Maximum Marks: 70**

### **Section A**

**[Answer All. Each question carries 3 marks]**

**(Ceiling: 24 Marks)**

1. Define AI
2. Give four examples of digital resources
3. What is meant by Remix culture
4. What is meant by Digital archiving?
5. What is meant by Data curation?
6. What do you mean by machine mediation?
7. What is meant by New Media?
8. Performance and technology
9. What is copyright?
10. What is Aliteracy?

### **Section B**

**[Answer All. Each question carries 6 marks]**

**(Ceiling: 36 Marks )**

11. Analyse the emergence of Digital Humanities as an interdisciplinary field
12. Identify and explain a socially/historically relevant digitization project
13. Identify an instance and substantiate, the ethical considerations involved in digitizing and making artefacts available online.
14. Analyse and highlight the distinguishing features of two distinct types of digital ecosystems--1) social networking platforms and 2) gaming platforms. (or any two of your choice)
15. Examine the influence of digital technology on the understanding of Theatre and performance.
16. Critically assess the limitations of Digital tools and humanities research
17. Identify a familiar literary text and detail the tools and methods you would use for digitising it.

18. Provide two examples of digital platforms and explain their significance.

### **Section C**

**[Answer anyone. Each question carries 10 marks]**

**(1x10=10marks )**

19. Critically examine and comment on the dominant digital representations of migrants.

20. Create a comprehensive strategy for a digital archive initiative with the following:

1) the criteria for content selection, 2) methods for digitisation, and 3) factors to be taken into account for the preservation of the resources in it.

## **VII SEMESTER BA Functional English Honours DEGREE EXAMINATION**

### **FEN7CJ404 Advanced Linguistics**

**Credits-4**

**Maximum Time: 2 hours**

**Max. 70 marks**

### **Section A**

**I Answer the Following. Each question carries 3 marks  
Marks)**

**(Ceiling: 24**

1. Describe one technique used to study brain activity during language tasks.
2. What are the two different methods used for authorship attribution?
3. What are Hearsay rules?
4. What is language dominance?
5. Provide an example of a case where the Daubert standard was applied to linguistic profiling evidence.
6. What is Wernicke's area's main function in language comprehension?
7. Give an example of negative media representation affecting a community
8. What type of neural network model is most commonly used to represent language processing?
9. Differentiate supervised learning and unsupervised learning
10. Any two challenges faced in End-to-End Speech Translation

### **Section B**

**II. (Answer All. Each question carries 6 marks)**

**(Ceiling-36 Marks)**

11. Choose a political speech or advertisement and analyze how specific language choices construct power dynamics and influence public opinion. Identify persuasive techniques and potential ethical concerns.
12. An old audio recording of a witness interview is discovered. How does a forensic linguist analyze the speaker's voice to identify potential deception or inconsistencies?
13. A customer service chatbot struggles to understand complex customer inquiries and provide helpful responses. How can NLP techniques be used to improve the chatbot's ability to interpret natural language and engage in meaningful conversations?
14. Choose a recent news article or political speech. Identify how language is used to construct power dynamics between speaker and audience.
15. Evaluate the strengths and weaknesses of using a linguist as an expert witness in a case involving hate speech. What specific linguistic features might be relevant?
16. What are the ethical challenges and implications of using neuroimaging to study language and brain function in healthy and diseased individuals?
17. You're developing a speech translation system for travellers. What are the key challenges in processing spoken language, handling accents, and ensuring natural-sounding translations?
18. Provide an example of a film, book, or other media representation that has sparked discussions about identity and representation.

### Section C

#### III. Answer any one. Each question carries 10 marks

(10x1=10)

19. Choose a movie, TV show, or song that portrays multilingualism. Analyze how it represents different languages and cultures, and discuss potential stereotypes or biases.
20. How do neuroimaging studies reveal similarities and differences in the neural networks involved in processing music and language? Discuss potential implications for theories of human communication

### QUESTION PAPER MAPPING WITH COURSE OUTCOME

QUESTION NUMBER	COURSE OUTCOME
1.	CO1
2.	CO4
3.	CO4
4.	CO3
5.	CO4

6.	CO1
7.	CO3
8.	CO1
9.	CO2
10.	CO1
11.	CO3
12.	CO4
13.	CO1
14.	CO3
15.	CO4
16.	CO2
17.	CO1
18.	CO3
19.	CO3
20.	CO1

### **Question Paper Model**

**VII Semester BA Functional English Honours (FYUGP) Degree Examinations**

**FEN7CJ405- Philosophy of Communication**

**Time: 2 hours**

**Max:70 marks**

### **Section A**



(Answer All. Each question carries 3 marks) (Ceiling:24 Marks)

1. Define John Dewey's pragmatism in the context of communication.
2. Summarize Jacques Derrida's deconstruction of communication.
3. Identify the central concept in Humboldt's perspective on language and culture.
4. Describe Judith Butler's contribution to the understanding of excitable speech.
5. Briefly explain Michel Foucault's theory on power and discourse.
6. Describe H.G. Gadamer's dialogical hermeneutics.
7. Explain the key components of C.S. Peirce's Triad theory.
8. Explain Saussure's theory of Signs.
9. Define Haptics
10. Outline the aspects of Paralanguage.

### **Section B**

(Answer All. Each question carries 6 marks) (Ceiling: 36 Marks)

11. Discuss the socio-cultural dimensions of communication, focusing on its diverse forms such as press, cinema, and social media.
12. Analyze the significance of persuasive communication and its ethical implications in contemporary society.
13. Explore the role of non-verbal communication in the virtual world, considering aspects like kinesics and proxemics.

14. How does the theory of power and discourse, as proposed by Foucault, impact our understanding of communication?
15. Reflect on the interplay between self and others in communication, drawing insights from dialogical hermeneutics and persuasive communication.
16. Examine the ethical dimensions of excitable speech, as Judith Butler theorizes, and its implications for freedom of expression.
17. Explore the diverse aspects of non-verbal communication, including sign language, para-language, and body language. How do these elements contribute to effective communication in various contexts?
18. Analyze the dialogical hermeneutics of H.G. Gadamer, emphasizing its significance in interpersonal and intercultural communication

### **Section C**

(Answer any One Each question carries 10 marks)

(1x10=10 Marks).

19. Explore the nuanced relationship between persuasive communication and coercion in the context of present-day developments in social media and AI-based communication systems. Analyze the ethical implications of these communication strategies, considering their impact on freedom of expression and societal dynamics.

20 In light of the current advancements in social media and AI-based communication, critically reflect on the evolving nature of the self-other relationship in communication. Discuss the implications of these technologies on interpersonal connections, identity formation, and the broader socio-cultural fabric, drawing insights from philosophical perspectives on communication.:

**Question Paper Model**

**VIII Semester BA Functional English Honours (FYUGP) Degree  
Examinations**

**FEN8CJ406/FEN8MN406- Philosophical Reflections on Language**

**Time: 2 hours**

**Max:70 marks**

**Section A**

(Answer All. Each question carries 3 marks) (Ceiling:24 Marks)

- 1.Explain one key concept from Austin's pragmatic approach to language.
- 2.Define Frege's notion of Sense and Reference.
3. List two neuro-linguistic discoveries made by Paul Broca.
4. Briefly describe the critical approach of Marxism in the context of language.

5. Identify a key aspect of Noam Chomsky's theory of innate grammar.
6. Estimate the contribution of feminism to language philosophy.
7. Discuss the role of mirror neurons in language acquisition and its significance.
8. Explain Russell's idea of Denoting.
9. Assess Wittgenstein's analysis of language through language games and forms of life.
10. Evaluate Deconstruction as an ample literary tool.

### **Section B**

(Answer All. Each question carries 6 marks) (Ceiling: 36 Marks)

11. For Husserl, meaning is not simply a matter of linguistic conventions but is rooted in subjective experiences. Imagine a dialogue between Husserl and Derrida.
12. Evaluate the contributions of Carl Wernicke and Paul Broca to neuro-linguistics and their impact on our understanding of language.
13. Discuss the philosophical reflections on the physical act of speaking through the pragmatic approaches of Austin, Searle, and Grice.
14. Examine the intersection of language and identity formation, drawing insights from the suggested readings in the philosophy of language.
15. Analyze the feminist perspectives on language from both French and Black feminist philosophies.
16. Compare and contrast the philosophical reflections on language, truth, and knowledge in Plato and Aristotle.
17. Examine the social implications of language acquisition discussed by Jurgen Habermas.
18. Noam Chomsky argues for an innate, universal grammar underlying human language acquisition. If you were Wittgenstein, what would be your response?

### **Section C**

(Answer any One Each question carries 10 marks) (1x10=10 Marks)

19. Explore and analyze the evolution of linguistic philosophy from ancient thinkers like Plato and Aristotle to contemporary perspectives such as Derrida's criticisms and Habermas's critical approach. Discuss how these philosophical reflections on language have shaped our understanding of meaning, truth, and social implications.

20. Investigate the intersection of philosophy and neuroscience in understanding language acquisition. Examine the contributions of figures like Broca, Wernicke, and Chomsky, and discuss how their neuro-linguistic discoveries align with or challenge philosophical perspectives on language and cognition.

**VIII Semester BA Functional English Honours Degree Examinations October 2024**  
**FEN8CJ407/FEN8MN407: Advanced Course in Translation**

**credits 4)**

**Maximum Time: 2 hours**

**Maximum Marks:70**

**Section A**

[Answer all. Each question carries 3 marks]

( Ceiling: 24

Marks)

1. "The wind whispers secrets through the trees,  
Leaves dance in its wake,  
A symphony of nature's melody,  
Serenading the silent night." - From a poem by Emily Dickinson.  
Translate the given lines examining how the translators might preserve or adapt the poetic nuances while adhering to Douglas Robinson's theories on translation as interpretation
2. "The sun dipped below the horizon, casting long shadows across the deserted street. Maria's heart raced as she took hesitant steps forward, the weight of her decision heavy on her shoulders." - From a short story by Gabriel Garcia Marquez.  
How would a translation of this passage reflect Lawrence Venuti's concept of foreignization, and what cultural elements might a translator prioritize to preserve the original atmosphere of the text?
3. "The woods are lovely, dark and deep,  
But I have promises to keep,  
And miles to go before I sleep,  
And miles to go before I sleep." - From "Stopping by Woods on a Snowy Evening" by Robert Frost.  
Applying Douglas Robinson's concept of translation as interpretation, discuss how a translator might convey the symbolic meaning and emotional depth of this poem in a different language while maintaining its poetic integrity.
4. "In the era of digital transformation, businesses are increasingly turning to artificial intelligence and machine learning to streamline operations and enhance productivity. However, concerns about data privacy and algorithmic bias continue to raise ethical questions about the use of AI technologies in various sectors."

Analyze how a translator might navigate the technical terminology and complex concepts in this article, drawing from Peter Newmark's semantic translation approach to ensure accurate transfer of information while adapting the language for a different cultural context.

5. "The recent surge in global temperatures has reignited debates about climate change and its implications for future generations. While scientists advocate for urgent action to mitigate the effects of greenhouse gas emissions, policymakers face challenges in implementing effective environmental policies amidst geopolitical tensions and economic constraints."

Using Yorick Wilks' perspective on machine translation, assess the potential challenges and limitations of automated translation systems in accurately conveying the scientific data and nuanced arguments presented in this article while maintaining journalistic integrity and clarity.

6. Computer aided translation

7. The impact of cross-cultural translations of advertisements

8. The relevance of audio-visual translations

9. Skopos theory of translation

10. Transcreation

## **Section B**

[Answer all questions. Each question carries 5 marks]

( Ceiling:

36 Marks)

11. "The moon hung low in the sky, its silvery glow casting eerie shadows across the desolate landscape. Sarah shivered as she wrapped her coat tighter around her, her footsteps echoing in the empty streets." - From a dystopian novel by Margaret Atwood.

Applying Claire Scammell's feminist translation theory, discuss how a translator might approach the portrayal of gender dynamics and power structures in this passage, and what linguistic choices could be made to challenge or reinforce traditional gender roles in the target language.

12. "The old man sat by the window, gazing out at the rain-soaked streets below. Memories of his youth flooded back as he watched the droplets cascade down the glass, each one a reminder of the passage of time." - From a novel by Haruki Murakami.

How might a translator balance fidelity to the author's style and tone with the need to convey the emotional resonance of this passage to readers in a different cultural context, drawing from Douglas Robinson's perspective on translation as interpretation?

13. "I wandered lonely as a cloud  
That floats on high o'er vales and hills,  
When all at once I saw a crowd,  
A host, of golden daffodils." - From "I Wandered Lonely as a Cloud" by William Wordsworth.  
Analyze how a translator might convey the imagery and emotional impact of this poem in another language while maintaining the rhythmic flow and rhyming scheme characteristic of the original, considering Lawrence Venuti's concept of domestication and foreignization.
14. Passage: "The city sprawled before her, a labyrinth of towering skyscrapers and bustling streets. She felt a surge of exhilaration mingled with apprehension as she navigated the maze of unfamiliar sights and sounds, each corner holding the promise of adventure and uncertainty." - From a contemporary novel by Chimamanda Ngozi Adichie.  
Question: Applying Claire Scammel's feminist translation theory, discuss how a translator might approach the portrayal of the protagonist's agency and autonomy in this passage, and what linguistic strategies could be employed to challenge or reinforce gender stereotypes in the target language.
15. Passage: "The rapid spread of misinformation and fake news on social media platforms has prompted calls for increased regulation and fact-checking measures to combat the proliferation of false narratives. However, concerns about censorship and freedom of expression have sparked debates about the appropriate balance between content moderation and user autonomy." - From a news article on online misinformation.  
Question: Drawing from Yorick Wilks' insights on machine translation, evaluate the potential implications of automated content moderation systems for addressing the challenges of misinformation while respecting principles of free speech and user privacy.
16. Online translation platforms
17. Issues encountered in translation of business and legal documents
18. Translation and adaptation

### **Section C**

[ Answer any ONE question. Each question carries 10 marks]

(1x10=10 Marks)

19. Explore Yorick Wilk's views on machine translation and its potential impact on human translators, considering both the opportunities and challenges it presents for the profession



20. Passage 1: "The moon hung low in the sky, casting a silvery glow over the quiet village. The streets were empty, save for a stray cat darting between shadows, its eyes gleaming in the darkness." - From a novel by Kazuo Ishiguro.

Passage 2: "The moonlight bathed the village in an ethereal glow, illuminating the cobblestone streets and ancient buildings. Not a soul stirred in the tranquil night, the only sound the gentle rustle of leaves in the breeze." - From a novel by Isabel Allende.

Translate the two passages and do a comparative analysis of how each passage uses descriptive language and imagery to evoke the atmosphere of a nighttime scene, considering Lawrence Venuti's concept of domestication and foreignization.

## Question Paper Model

### VIII Semester BA Functional English Honours (FYUGP) Degree Examinations

#### FEN8CJ408/FEN8MN408 – ADVANCED CREATIVE WRITING

**Maximum Time: 2 hours**

**Maximum Marks: 70**

#### Section A

[Answer All. Each question carries 3 marks] (Ceiling: 24 Marks)

1. Give two examples each of diegetic sound and nondiegetic sound.
2. Quasimodo tries to protect Esmeralda from the gypsies, whom he believes are coming to harm her. In reality, as the audience understands, they are coming to save her.

What is this kind of irony called?

3. How is the voice in creative non-fiction different from that of an academic essay?
4. What is a beat in drama?
5. Line edit the following line:

It's clear that these three eleven year olds are teetering on the edge of puberty. Now they are giggling over the angelfood skirt of the birthday-cake doll, now checking the cleavage in Self Magazine.

6. How is outlining different from quilting while structuring a written draft?
7. Write the setting for a personal essay.
8. Think of the abstract idea 'fresh' and use concrete images to evoke it.
9. Describe an example of a theme for a personal essay that focuses on transition.
10. Pick out generalizations, abstractions and cliches if any from the following passage:

The flickering neon sign outside the diner cast a harsh red glow on rain-slicked asphalt. Inside, a lone waitress, a woman with tired eyes and a permanent frown permanently etched on her face, refilled a cup of lukewarm coffee. Sarah stirred the murky brown liquid, a sigh escaping her lips. It felt like every truck stop, every greasy spoon across the country looked exactly the same – a haven for lost souls and weary travelers like herself. All she wanted was a decent meal and a phone call, but even those simple things seemed out of reach in this desolate corner of the world.

## Section B

[Answer All. Each question carries 6 marks] (Ceiling: 36 Marks )

11. Differentiate between memoir and personal essay.

One day his mother, Ramona, came to get him and I walked out to stand at the curb and watch as he got into her white Volvo. We always tried to talk as long as possible while our mothers said hello, so I got in and sat next to him on the leather seats. The car smelled like smoke, just like the Volvo my grandmother drove in Germany.

“Does your mother have a little rack for her pipes on the dashboard?” I asked.

“No, she smokes cigarettes.”

Any culture tells you how to live your one and only life: to wit, as everyone else does.

Probably most cultures prize, as ours rightly does, making a contribution by working hard at work that you love; being in the know, and intelligent; gathering a surplus; and loving your family above all, and your dog, your cat; bird-watching. Beyond those things our culture may place a special focus on money, on celebrity, on physical beauty. These are not universal.

12. Analyse the persona, language, etc in the following passage:

We need to do something about this national tendency to try to make new things look like they are old.

First off, we should enact an “e” tax. Government agents would roam the country looking for stores whose names contained any word that ended in an unnecessary “e,” such as “shoppe” or “olde,” and the owners of these stores would be taxed at a flat rate of \$50,000 per year per “e.” We should also consider an additional \$50,000 “ye” tax, so that the owner of a store called “Ye Olde Shoppe” would have to fork over \$150,000 a year. In extreme cases, such as “Ye Olde Barne Shoppe,” the owner would simply be taken outside and shot.

13. Consider a situation where one character is angry with another character for breaking the rules in some way. Write out a scene in the form of dialogue in which the characters “fight” each other with words.

14. Write a memoir piece on rising up early.

15. Write a soliloquy revealing the thought of a character in a crisis.

16. Revise the following paragraph for brevity and clarity:

In the realm of human existence, there are certain individuals who possess an innate proclivity for the pursuit of knowledge and understanding. These individuals, often referred to as scholars or intellectuals, are driven by an insatiable curiosity that propels them to explore the vast and intricate tapestry of human experience. Their quest for knowledge is not merely a superficial endeavor; rather, it is a profound and deeply personal journey that transcends the boundaries of conventional wisdom and societal expectations.

For these individuals, the pursuit of knowledge is not simply an academic exercise; it is a way of life. They are constantly seeking new insights and perspectives, and they are never content to rest on their laurels. Their thirst for knowledge is insatiable, and they are always eager to learn more about the world around them.

This relentless pursuit of knowledge often leads scholars and intellectuals to make significant contributions to society. Their discoveries and insights have helped to advance human understanding in a wide range of fields, from science and technology to philosophy and the arts. They have also played a vital role in shaping the course of human history, and their work continues to inspire and enlighten future generations.

In conclusion, the pursuit of knowledge is a noble and worthwhile endeavor. It is a journey that can lead to personal growth, intellectual enrichment, and societal progress. Scholars and intellectuals are the torchbearers of knowledge, and they play a vital role in shaping the future of our world.

17. Elaborate on defamiliarization.

18. Adapt the following passage as a scene for a play:

“You are religious, no doubt?” I asked him.

“Yes, I’m a Presbyterian. My conscience is clear. I am reasonably sure of not having cheated the native when I gave him the Word of God in exchange for his devilish book.”

I assured him that he had nothing to reproach himself for, and I asked if he were just passing through this part of the world. He replied that he planned to return to his country in a few days. It was then that I learned that he was a Scot from the Orkney Islands. I told him I had a great personal affection for Scotland, through my love of Stevenson and Hume.

“You mean Stevenson and Robbie Burns,” he corrected.

While we spoke, I kept exploring the infinite book. With feigned indifference, I asked, “Do you intend to offer this curiosity to the British Museum?”

### Section C

[Answer any one. Each question carries 10 marks] (1x10 = 10 marks)

19. Write a personal essay that involves a disease.

20. Write a dramatic scene in which a family has to move and the little son cannot take his dog along.

### CO - Question Paper Mapping

Question No.	CO
1	2
2	3
3	2
4	2
5	4
6	1
7	3
8	2
9	1
10	4
11	1
12	3
13	5

14	5
15	5
16	4
17	2
18	1
19	5
20	5

**ELECTIVE COURSES IN Functional English Honours**

**GROUP 1 ENGLISH IN MEDIA**

**V Semester BA Functional English Honours Degree Examination**

**FEN5EJ301(1): Public Relations**

**(Credit:4)**

**Maximum Time: 2 hours**

**Maximum Marks: 70**

**[Answer All. Each question carries 3 marks] (Ceiling: 24 Marks)**

1. Describe the primary role of a PR writer in a communication strategy and explain how it contributes to an organization's overall success
2. Describe the purpose of house journals in PR.
3. Explain the importance of research in PR writing. How can thorough research enhance the effectiveness of a PR campaign?
4. Define the term "Public" in Public Relations. How does understanding the target audience influence PR writing?
5. Explore the importance of search engine optimization (SEO) in web writing and discuss three strategies that writers can employ to optimize their content for better online visibility.
6. Evaluate the evolving trends in the consumption of vlog content. Discuss how PR writers can adapt their approaches to align with changing audience preferences.
7. Discuss the ethical considerations that PR writers must keep in mind when crafting messages for public consumption, highlighting the potential consequences of ethical lapses.
8. Provide examples of successful strategies for maintaining positive relationships with journalists over time, highlighting the benefits of mutual trust and cooperation.
9. Discuss the principles of crisis communication in PR.
10. In what ways can a PR writer act as a bridge between an organization and its stakeholders, and how does this role contribute to building and maintaining positive relationships?

**Section B:**

**[Answer All. Each question carries 6 marks] (Ceiling: 36 Marks)**

11. Imagine you are conducting a national seminar on climate change, how will you prepare media outlets for newspaper and social media platforms?
12. Craft a sample press release for a fictional event of your choice. Highlight the essential components that make a press release effective.
13. Your business firm is listed as declining growth rate in a business magazine, how will you boost the morale and credibility of your customers through social media communication as a PR officer?
14. You are working in a hospital as a public relations officer what would be the steps you can contribute to relationship-building with key stakeholders?

15. Your institution is celebrating its Golden Jubilee. Outline the key stages and discuss the importance of a well-defined timeline and coordination among various teams in the planning process.

16. Discuss three innovative strategies for promoting events in the digital age. Highlight how these strategies can enhance attendance and engagement.

17. Explain the importance of collecting and analyzing feedback for future event planning. Discuss two methods for obtaining valuable feedback from participants and stakeholders.

18. Discuss the challenges and opportunities in leveraging PR campaigns in social media. Provide different strategies that maintained audience engagement.

### **Section C**

**[Answer any one. Each question carries 10 marks] (1x10=10 marks)**

19. Write a blog post discussing the impact of social media on modern PR. Include relevant examples and discuss the challenges and opportunities presented by social media platforms.

20. Imagine you are managing the online reputation of a company facing a crisis. Develop a social media strategy outlining the steps you would take to address and manage the situation effectively.

### **CO and Question Paper Mapping**

<b>Question No.</b>	<b>CO</b>
1	1
2	1
3	1
4	1
5	1
6	1
7	1
8	1
9	1
10	1
11	2
12	2
13	2
14	4
15	3
16	3
17	3
18	4



19	2
20	3, 4

## ELECTIVE COURSES offered by Functional English

### Question Paper Model

#### V Semester B.A. BA Functional English Honours Degree Examinations

#### FEN5EJ302(1): Creative Writing

(credits: 4)

Maximum Time: 2 hours

Maximum Marks: 70

### Section A

[Answer All. Each question carries 3 marks]

(Ceiling: 24 Marks)

1. Choose any one of the abstractions below and invent an image to represent it:  
Freedom / time / hate.
2. "He is not very smart". Identify the kind of irony.
3. What is brainstorming?
4. Anticipate the blank lines (a) and (b) in the villanelle:  
Do not go gentle into that good night,  
Old age should burn and rave at close of day;  
Rage, rage against the dying of the light.  
  
Though wise men at their end know dark is right,  
Because their words had forked no lightning they  
(a) \_\_\_\_\_  
  
Good men, the last wave by, crying how bright  
Their frail deeds might have danced in the green bay,  
(b) \_\_\_\_\_
5. Identify the point of view employed in this excerpt from a novel:  
The first night you met, a night you both negate as too brief an encounter, you pull your friend Samuel to the side. There's a bunch of you in the basement of this south-east London pub. A birthday celebration. Most on their way to drunk, or jolly, depending on which they'd prefer.
6. Comment on the persona in this extract:  
My name isn't Offred, I have another name, which nobody uses now because it's forbidden. I tell myself it doesn't matter, your name is like your telephone number, useful only to others; but what I tell myself is wrong, it does matter. I keep the knowledge of this name like something hidden, some treasure I'll come back to dig up, one day.
7. Comment on the types of rhymes used in the following lines:

If thou wilt leave me, do not leave me last,

When other petty griefs have done their spite,

But in the onset come; so I shall taste

At first the very worst of fortune's might

8. Which is the genre that prioritises the question of self, memory and truth?
9. What is diction?
10. Write a short sensory description of a childhood memory.

### Section B

**[Answer All. Each question carries 6 marks]**

**(Ceiling: 36 Marks)**

11. Identify the figures of speech in the following
  - a) Milton, thou shouldst be living at this hour.
  - b) "Give us this day our daily bread"
  - c) Seems he a dove, his feathers are but borrowed.
  - d) Memory, that exquisite blunderer.
  - e) Umbrellas clothe the beach in every hue.
  - f) "Friends, Romans, countrymen, lend me your ears."
12. Describe the setting for story in a rural landscape.
13. Write a paragraph about a trivial matter in an outrageous tone.
14. Rewrite the following passage as a summary:

He, for it was a man, turned his head slowly towards where I stood, and having examined me with the two inquisitive-looking grey eyes which twinkled under a pair of bushy brows, said solemnly, and in a bass voice, "Her size is small: what is her age?"

"Ten years."

"So much?" was the doubtful answer; and he prolonged his scrutiny for some minutes. Presently he addressed me—"Your name, little girl?"

"Jane Eyre, sir."

In uttering these words I looked up: he seemed to me a tall gentleman; but then I was very little; his features were large, and they and all the lines of his frame were equally harsh and prim.

"Well, Jane Eyre, and are you a good child?"

15. Write a short poem about Monsoons.
16. Write the character sketch of a negative character.
17. Write a flash fiction about a scare
18. Comment on the poetic line especially caesura, enjambment and end-stopped line in the following extract:

Look on my Works, ye Mighty, and despair!

Nothing beside remains. Round the decay  
Of that colossal Wreck, boundless and bare  
The lone and level sands stretch far away.

**Section C**

**[Answer any one. Each question carries 10 marks]**

**(1x10=10marks)**

19. Write a travelogue about a recent trip.

20. Analyse the poem:

What happens to a dream deferred?

Does it dry up  
like a raisin in the sun?  
Or fester like a sore—  
And then run?  
Does it stink like rotten meat?  
Or crust and sugar over—  
like a syrupy sweet?

Maybe it just sags  
like a heavy load.

*Or does it explode?*

**CO Question Paper Mapping**

Question No.	CO
1	4
2	2
3	1
4	2
5	1
6	4
7	3
8	4
9	3
10	4
11	3
12	4
13	4
14	4

15	3
16	4
17	4
18	3
19	5
20	2

**ELECTIVE COURSES offered by Functional English Honours**

**VI Semester BA Functional English Honours Degree Examination**

**FEN6EJ301(1): Advertising**

**(Credits: 4)**

**Maximum Time: 2 hours**

**Maximum Marks: 70**

**Section A**

**[Answer All. Each question carries 3 marks] (Ceiling: 24 Marks)**

1. Differentiate between newspapers and magazines as types of print media.
2. Create a compelling headline, sub headline and tagline for the advertisement of a chocolate company.
3. How does the choice of colors and visuals contribute to the effectiveness of a print ad layout?
4. Enumerate and explain the key components of copywriting techniques specific to print advertising.
5. Describe the significance of typography in print advertising and how it influences readability.
6. What are the key characteristics that make radio an effective advertising medium?
7. Discuss the essentials of effective writing for radio advertisements and how it differs from other media
8. In what ways does the integration of technology and digital platforms impact the effectiveness of radio advertising?
9. How can knowledge of radio audience demographics influence the targeting strategies in advertising?
10. Discuss the impact of visuals and sound in television commercials and their role in conveying messages to the audience.

## Section B:

**[Answer All. Each question carries 6 marks] (Ceiling: 36 Marks)**

11. Which of these following advertisements, from two companies, showcasing their new parking feature, do you find more attractive? Please justify your selection with reasons.



12. Analyze a successful TV advertisement and identify how it effectively targets a specific audience segment.

13. Imagine you are tasked with writing a 30 second radio advertisement promoting a new line of eco-friendly product. Outline three key considerations you would take into account when crafting the script to ensure it's compelling and effective.

14. Differentiate between search engine marketing (SEM) and Search Engine Optimization (SEO).

15. Discuss the importance of tailored content for different online advertising formats.

16. Create an advertising campaign, explaining how each element contributes to enhancing the effectiveness of the ads through personalization.

17. Discuss the key creative elements in display advertising.

18. Imagine you are tasked with creating online ads for a fashion brand. Write a sample headline and ad copy for social media advertising.

## Section C

**[Answer any one. Each question carries 10 marks] (1x10=10 marks)**

19. Develop a 30-second radio script for a fictional product or service targeting a young urban audience.

20. Create a script for a 60-second television commercial promoting a new technology product.

## CO and Question Paper Mapping

Question Number	CO
1	1
2	2
3	2
4	2

5	2
6	3
7	2,3,4
8	3
9	3
10	3
11	2
12	3
13	3
14	4
15	4
16	4
17	4
18	4
19	2
20	2

**ELECTIVE COURSES offered by Functional English Honours**  
**VI Semester BA Functional English Honours Degree Examinations**  
**FEN6EJ302(1): Introduction to Publishing**  
**(Credits: 4)**

**Maximum Time: 2 hours**

**Maximum Marks: 70**

**Section A**[Answer all. Each question carries three marks]

(Ceiling: 24 marks)

1. What is publishing?
2. List the various types of publishing.
3. Discuss the role of agents and editors in publishing.
4. What are the advantages of self-publishing services?
5. Define copyrights.
6. What is web publishing or online publishing?
7. How do you think our English language mastery would help us get published?
8. Explain redundancy and ambiguity in research writing with examples.
9. What role does book design play in making a book?
10. Why do book proposals matter?

**Section B**[Answer all. Each question carries six marks]

(Ceiling: 36 marks)

11. What are the things to remember while designing a book cover image for commercial distribution?
12. In the publication process, is choosing a publisher important? Give your reasons.
13. What are the conversion formats available on Kindle direct publishing?
14. List out good self-publishing services available.
15. Differentiate between fixed layout books and reflowable books.
16. Briefly explain the seven processes of publishing.
17. What are the parts of a book proposal?
18. What are publishing career avenues?
19. How do you predict the future of publishing?

**Section C** [Answer all. Each question carries tenmarks] (Ceiling: 10 marks)

20. Discuss your paths to publishing your content as a Kindle eBook.
21. Give a brief account of the history of publishing from the invention of the printing press to the present.

**GROUP 2- LANGUAGE & SOCIETY**

**ELECTIVE COURSES offered by Functional English Honours**

**V Semester BA Functional English Honours Degree Examination**

**FEN5EJ303(2) - English for Theatrical Performances**

**Maximum Time: 2 Hours**

**Maximum Marks: 70**

- I. Answer all. Each question carries 3 marks (Ceiling: 24 marks)
  1. Prepare an imaginary dialogue between any two famous characters of Shakespeare.
  2. Mention any two concepts on acting.
  3. Do you think acting involves body and mind?
  4. How can one effectively present a mad man?
  5. Comment on Shakespeare's use of verse language in soliloquy
  6. What can be the first dialogue of a King who addresses his subjects just after a war?
  7. How does play acting enhance communication skills?
  8. Give an example for improvisation.
  9. How can theatre influence society?
  10. How effectively does the performer utilize vocal variety (e.g., tone, pitch, pace) to convey emotion and meaning in their performance?

II. Answer all. Each question carries 6 marks (Ceiling: 36 marks)

11. Rewrite the introductory part of the play *Thirst*.
12. Suggest a different ending to the play *Mother of 1084*.
13. Describe the challenges an actor faces during preparation?
14. How do linguistic choices made by a dramatist enhance the audience's understanding of key themes and messages?
15. Introduce three new characters in the play *Mother of 1084* with dialogues.
16. Compare the narrative techniques used in the plays *Thirst* and *Mother of 1084*.
17. Comment on the linguistic techniques employed in *Stolen*.
18. Write a review on the play *Thirst*.

III. Answer any one. Each question carries 10 marks (1x10 =10 marks)

19. How does language contribute to the creation of character identities and relationships in theatrical performances? Provide examples from the plays you have studied to support your argument.
20. Prepare a script for a one-act play on the theme 'river'.

#### QUESTION PAPER MAPPING WITH COURSE OUTCOME

QUESTION NO.	COURSE OUTCOME
1	CO3
2	CO1
3	CO1
4	CO4
5	CO2
6	CO3
7	CO4
8	CO4
9	CO2
10	CO2
11	CO3
12	CO3
13	CO1
14	CO3
15	CO3
16	CO2



17	CO3
18	CO2
19	CO3
20	CO3

**ELECTIVE COURSES offered by Functional English Honours**

**V Semester BA Functional English Honours Degree Examinations**

**FEN5EJ304(2): Gender Theory and Practice**

**(credits: 4)**

**Maximum Time: 2 hours**

**Maximum Marks: 70**

**Section A**

**[Answer All. Each question carries 3 marks]**

**(Ceiling: 24 Marks)**

- 1. Social constructionism and gender**
- 2. Identify any two seminal works associated with the feminist movement**
- 3. Gaze**
- 4. What is meant by heteronormativity?**
- 5. Third-wave feminism**
- 6. With reference to gender studies, what do you mean by subversion of identity?**
- 7. Black feminism**
- 8. Toxic Masculinity**
- 9. Gender equity**

## **10. LGBTQ+**

### **Section B**

**[Answer All. Each question carries 6 marks]**

**(Ceiling: 36 Marks )**

- 11. Elucidate your understanding of the terms ‘patriarchy’ and ‘intersectionality’**
- 12. Recognize and assess a historical event or movement that has significantly contributed to gender studies from a theoretical perspective**
- 13. Discuss the implications of language in reinforcing gender norms. Draft a conversation to support your perspective.**
- 14. Employ the tenets of gender theory to examine a contemporary societal problem and suggest possible remedies.**
- 15. Illustrate how gender norms and expectations influence the experiences of individuals in a specific cultural context.**
- 16. Critically assess with examples of your choice, Media and its representation of sexual identities**
- 17. Using real-world examples examine the ways in which institutional structures contribute to the perpetuation of gender-based inequalities.**
- 18. Suggest an integrated policy framework for gender equality and the environment, taking into account its many facets. Consider inclusive growth and environmental issues at local, national, and worldwide levels while framing it.**

### **Section C**

**[Answer anyone. Each question carries 10 marks]**

**(1x10=10marks )**

**19. Critically observe and comment on gender and technology.**

**20. Critically examine the concept of compulsory heterosexuality with reference to representation in literature/Media/Popular culture/or any instance of your choice.**

**ELECTIVE COURSES offered by Functional English Honours  
VI Semester BA Functional English Honours Degree Examinations  
FEN6EJ303(2): FILM STUDIES**

Maximum Time: 2 hours

Maximum Marks: 70

**Section A**

Answer All. Each question carries 3 marks.

(Ceiling: 24 Marks)

1. Why do we use High angle shots in films? Give two examples.
2. Evaluate the role of music in 'Pokkuveyil'.
3. Elaborate on the difference between L cut and J cut. Why are they used?
4. Evaluate the use of silence as a powerful tool in 'Bramayugam'.
5. Can we call Satyajith Ray an Auteur? Why?
6. Provide an example of a movie where the use of intra-diagetic sound enhances storytelling.
7. Why does the film begin and end with Rashomon gate?
8. Why was the 1970s and 1980s called 'the golden era of Malayalam cinema'?
9. Discuss the ethical dilemmas posed by the integration of AI technologies into everyday life.
10. Analyze the narrative function of an Establishing Shot in introducing key locations and establishing the visual grammar of a film.

## **Section B**

Answer All. Each question carries 6 marks.

(Ceiling: 36 Marks)

11. 'Films were considered to be manifestations of a filmmaker's unconscious.' Explain.
12. How is the making style of films of the 1990's different from that of 2000's in India?
13. How did OTT platforms boom after Covid 19?
14. Illustrate the differences in approaches used in Realism and Formalism?
15. Analyze the use of cinematography in the film 'Psycho'. How does the camera, editing and sound work to construct horror and suspense?
16. Discuss the role of data privacy and surveillance capitalism in shaping online platforms, as explored in "The Social Dilemma." How do concerns about data exploitation intersect with broader discussions of digital rights and freedoms?
17. Critically analyze the narrative structure of a film 'Inception', considering its use of plot devices, character development, and pacing.
18. Discuss the intersectionality of identity in representations of marginalized groups in popular cinema. How do factors such as race, gender, sexuality, disability, and socioeconomic status intersect and shape characters' experiences and perspectives?

## **Section C**

Answer any one. Each question carries 10 marks.

(1x10=10 marks)

19. Elucidate how the film 'Bicycle Thieves' is a case study of Italian Neorealism.
20. Analyze the filmmaking style of Majid Majidi with respect to the film 'Children of Heaven'.

**ELECTIVE COURSES offered by Functional English Honours**

**VI Semester BA Functional English Honours Degree Examination**

**FEN6EJ304(2): Politics of Language**

**(Credits: 4)**

**Maximum Time: 2 hours**

**Maximum Marks: 70**

**Section A**

**[Answer all. Each question carries 3 marks]**

**(Ceiling: 24 marks)**

1. Analyse the significance of Kamala Das's problematization of language.
2. Identify the context of language use in Mugabe's speech?
3. Explain why does Zizek call poetry the torture house of language?
4. Outline the role of language in defining the social responsibility of media messages?
5. Examine how Juliette Tocino-Smith connects language and body?
6. Cite an instance from any text to show how language resists objectification.
7. Comment on the political significance of the title 'My English.'
8. Write about the impact of language on translation.
9. Mention a few exclusionary practices of language use around you.
10. Reflect on the interconnectedness of language and power.

**Section B**

**[Answer all. Each question carries 6 marks]**

**(Ceiling: 30 marks)**

11. Analyse the relation between language and ideology with the help of examples drawn from day-to-day situations.
12. With examples, explicate how personal choice of language and usage reflects and shapes one's perceptions?
13. Critically examine how Chomsky's views on language differ from the former ones?
14. Suggest approaches to make language more inclusive.
15. How is language used to gain control over various social groups?
16. Comment about the impact of language on translation.
17. Reflect on the interconnectedness of language and power.

18. Discuss the use of language in law and how it contributes to the perpetuation of social biases.

### **Section C**

**[Answer all. Each question carries 10 marks]**

(Ceiling: 20 marks)

15. With reference to a textual material of your choice, demonstrate how language contributes to representation and othering?

16. Closely examine the use of language in *Mohanaswamy* and explicate how language becomes an instrument of power.

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### **ELECTIVE COURSES offered by Functional English Honours**

#### **VIII SEMESTER BA Functional English Honours DEGREE EXAMINATION**

#### **FEN8EJ401 ADVANCED GRAMMAR**

**Credits-4**

**Maximum Time: 2 hours**

**Max. 70 marks**

#### **Section A**

**I Answer the Following. Each question carries 3 marks**

(Ceiling 24)

1. the meeting was scheduled for monday it had to be postponed due to unforeseen circumstances (Use punctuation and capitalization to rewrite the sentence )
2. Use correct form of the verb
  1. Neither of the candidates \_ qualified for the position.
  2. The group of students --studying together."
3. Explain Usage and acceptability.
4. Explain the different methods for forming questions in English, including inversion, question words, and auxiliary verbs.
5. Rewrite the paragraph to improve coherence and narrative flow:

**The party was enjoyable. Everyone had a great time. The food was delicious. The music was lively.**

6. Identify the verb tense used in the following sentence: "He will have finished the project by tomorrow.
7. Rewrite the following sentence to include an adjunct: "They played basketball."  
Explain Adjunct
8. Create two sentences using future tense to describe a planned event or action
9. Write a sentence containing a relative clause that modifies a noun within the main clause
10. Write five sentences, each containing different preposition to demonstrate spatial or temporal relationships

## Section B

II. (Answer All. Each question carries 6 marks)

(Ceiling-36 Marks)

11. Attempt a stylistic transformation to the following paragraph

The sun set slowly behind the mountains, casting a warm golden glow over the tranquil lake. Birds chirped softly in the distance, adding to the serene atmosphere. The gentle breeze rustled through the leaves, creating a soothing melody that echoed through the quiet evening.

12. Provide examples of sentences where passive voice is preferred over active voice, and explain the reasons for the preference

Identify and correct the passive voice error in the following sentence: "The report was completed by John and me."

13. Discuss the difference between adjuncts and complements in sentence structure, providing examples to clarify.
14. Imagine and describe four potential future developments or accomplishments for yourself and your country by 2034.
15. Change in to passive:
  1. The chef prepares the meals with fresh ingredients daily.
  2. The team had already finished the project before the deadline.
  3. The committee is reviewing the proposal this week.
  4. The government has implemented new policies to address the issue
16. Imagine you are a journalist interviewing a scientist about climate change. Use mixed conditionals to discuss the impact of past events on the current environmental crisis and potential future consequences.(at least 4 exchanges)
17. Identify the correct subject-verb agreement in the following sentence

1. The team (is/are) preparing for the championship.
  2. Neither of the candidates (was /were)qualified for the position
  3. One of the dogs in the kennel (has/ have) a shiny coat.
  4. The number of students attending the seminar are increasing
18. Discuss the concept of tense consistency and its importance in maintaining clarity and coherence in writing.

**Revised the following Sentence**

- a) The company will launch its new product last month, and customers are excited about it.
- b) The scientist will publish his findings before he is retiring next month
- c) The team is working on the project, and they will present their results at the conference last week."

### **Section C**

**III. Answer any one. Each question carries 10 marks**

**(10x1=10)**

**19. Rewrite these sentence**

1. He advanced forward to greet her.
2. In spite of the fact that it was raining, she decided to go for a walk.
3. The party was enjoyable. Everyone had a great time.
4. The food was delicious. The music was lively.
5. The presentation was poorly organized, making it difficult for the audience to follow.
6. Their were three main reasons for his success."

**20. Proof read and edit the following text**

‘The students were learns about the importance of critical thinking in today's fast-paced world. They realizes that being able to analyse information and make informed decisions is a valuable skill in both their academic and professional lives. Many of the students express their enthusiasm for developing their critical thinking abilities, seeing it as a key to success. They believes that through practice and exposure to diverse perspectives, they can enhance their critical thinking skills significantly.'"



### CO s correlation with the Question Paper

Qn. No	CO	Qn. No	CO	Qn. No	CO	Qn. No	CO
1	CO4	6	CO1	11	CO4	16	CO2
2	CO3	7	CO2	12	CO3	17	CO5
3	CO1	8	CO5	13	CO1	18	CO4
4	CO3	9	CO5	14	CO5	19	CO2
5	CO4	10	CO5	15	CO1	20	CO4
						21	CO2

### ELECTIVE COURSES offered by Functional English Honours

#### VIII Semester BA Functional English Honours Degree Examination FEN8EJ402: RESEARCH ARTICLE: WRITING AND PUBLICATION (Credits:4)

**Maximum Time: 2 hours**

**Maximum Marks: 70**

**Section A**[Answer all. Each question carries 3 marks]

(Ceiling: 24 marks)

1. Read the following abstract and identify 3 keywords for it.

The study investigates the impact of social media usage on mental health among adolescents. A sample of 500 participants aged 13-18 was surveyed using standardized questionnaires. Results indicate a significant correlation between excessive social media usage and symptoms of depression and anxiety. Furthermore, gender differences in social media habits were observed, with females exhibiting higher levels of social media engagement. The findings underscore the importance of promoting healthy social media habits among adolescents and implementing targeted interventions to mitigate the negative effects on mental well-being.

2. The following are the different components of research article: Title, Introduction, Methodology, Results, Discussion, Conclusion. Three important components are missing in this list. Identify them.

3. Below are the details of two sources related to English literature. One is a primary source, while the other is a secondary source. Identify the primary and secondary source.

Source 1: Title: "Hamlet" Author: William Shakespeare Year of Publication: 1603  
Type: Play

Source 2: Title: "A Critical Analysis of Hamlet's Character Development" Author:  
Dr. Elizabeth Johnson Year of Publication: 2015 Type: Scholarly Article"

4. Name three common citation styles used in research articles.

5. What is LaTeX?

6. What is the name of this unethical research practice when a researcher includes a section verbatim from a previous paper published by him/her in a similar topic, without proper acknowledgement?

7. How do you think English language mastery would help us get published?

8. Modify this sentence into an unambiguous one: 'The teacher said on Friday he would conduct an exam.'

9. Is the sentence, 'The bright and shining sun illuminated the sky' redundant? If yes, rectify this.

10. Rephrase the following sentence into smaller ones to improve readability and understanding.

After the storm passed, leaving behind a trail of destruction, with trees uprooted, power lines down, and homes damaged, the community came together to assess the damage, organize cleanup efforts, and provide support to those affected, demonstrating resilience and solidarity in the face of adversity.

## **Section B**

[Answer all. Each question carries 6 marks] (Ceiling: 36 marks)

11. How can one identify a predatory journal? What are the risks involved in publishing such journals?
12. In the publication process, is choosing the right journal important? Give your reasons.
13. Analyze 'revising' as an inevitable step in writing a publishable research article.
14. In order to underscore the importance of using simple, concrete, direct language in research articles, rewrite the following text with convoluted language into a more readable one.

Waste management, a quintessential facet of modern societal governance, assumes an indispensably pivotal role in the sustenance of ecological equilibrium and the preservation of public health. The significance of efficacious waste management procedures cannot be overstated, as they serve as bulwarks against the deleterious ramifications of unchecked waste proliferation. Through the judicious allocation of resources and the implementation of stringent regulatory frameworks, waste management endeavors strive to mitigate the burgeoning tide of refuse inundating our fragile ecosystems. Moreover, the meticulous orchestration of waste disposal mechanisms engenders a symbiotic relationship between humanity and its environment, fostering a harmonious coexistence predicated upon the principles of sustainability and stewardship. Therefore, it behooves us, as denizens of this imperiled planet, to heed the clarion call for heightened vigilance in the realm of waste management, lest we bequeath to posterity a world marred by the specter of ecological desolation and societal disarray.

15. Paraphrase the following paragraph in your language.

In recent years, advancements in technology have revolutionized the way we communicate. From the proliferation of social media platforms to the development of instant messaging apps, our modes of interaction have evolved dramatically. These innovations have not only facilitated greater connectivity but have also reshaped the dynamics of interpersonal relationships. As we navigate this digital landscape, it becomes imperative to critically examine the impact of these technologies on societal norms and individual behaviors.

16. The following are the details of two books, a research article, a website and a newspaper article. Create citation for them according to MLA or APA reference style.

- i. Book (Single Author): Title: "1984", Author: George Orwell, Publisher: Penguin Books, Year of Publication: 1949, Place of publication: London
- ii. Book (Multiple Authors): Title: "The Elements of Style" Authors: William Strunk Jr. and E.B. White Publisher: Pearson Year of Publication: 2000, Place of Publication: New York
- iii. Research Article: Title: "The Effects of Climate Change on Biodiversity" Authors: Smith, John; Johnson, Emily; Williams, David Journal: Environmental Science & Technology Volume: 42 Issue: 3 Pages: 456-468 Year of Publication: 2018
- iv. Website: Title: National Geographic URL: [www.nationalgeographic.com](http://www.nationalgeographic.com) Accessed: March 10, 2024
- v. Newspaper Article: Title: "Climate Change Summit: Global Leaders Gather to Discuss Solutions" Newspaper: The New York Times Date of Publication: February 15, 2024

17. Differentiate between plagiarism of the text and the plagiarism of ideas.

18. What are the consequences of inadequately addressing existing literature while writing a research article or thesis?

### **Section C**

[Answer all. Each question carries 10 marks] (Ceiling: 10 marks)

19. Discuss some practical steps to deal with procrastination and writer's block in the writing stage of a research article.
20. Illustrate the consequences of plagiarism in academic research. How can researchers avoid unintentional plagiarism?

**ELECTIVE COURSES offered by Functional English Honours**

**VIII Semester BA (FYUGP) Degree Examinations**

**FEN8EJ403/ FEN8CJ489: Methodology of Research in Humanities**

**(credits: 4)**

**Maximum Time: 2 hours**

**Maximum Marks: 70**

**Section A**

**[Answer All. Each question carries 3 marks]**

**(Ceiling: 24 Marks)**

- 1. Explicate your understanding of ‘research design’**
- 2. Identify a topic and list the research tools and techniques that can be employed in the study intended. Also, make clear how the listed tools are pertinent to the study mentioned**
- 3. Define the term ‘research methodology’ in the context of humanities.**
- 4. Identify a Research method in Humanities and describe its application**
- 5. What is meant by a thesis statement?**
- 6. What is plagiarism?**
- 7. What is an in-text citation?**
- 8. What is meant by a review of literature in research?**
- 9. Write any three qualities of a good researcher.**
- 10. Differentiate between validity and reliability of research data.**

**Section B**

**[Answer All. Each question carries 6 marks] (Ceiling: 36 Marks)**

- 11. Describe the importance of literature review in research**

12. Develop an archival research strategy to study a historical event or cultural phenomena.
13. Draft a qualitative research study exploring experiences in a specific cultural context.
14. Describe the ethical considerations involved in research in the Humanities
15. Explain the methods and styles involved in documentation and referencing for research-Substantiate with examples.
16. Write on the use of digital tools in research
17. Interviewing and observation as a research method
18. Write on the Collection and reliability of research data

### Section C

[Answer anyone. Each question carries 10 marks] (1x10=10marks)

19. Prepare a Research proposal for the Humanities leading to an interdisciplinary study that will 1) provide insights into the experiences of marginalized communities, 2) document historical injustices, and 3) promote cross-cultural understanding. Also outline the research question, methodology, and anticipated contributions to the field

20. Analyze the following and identify the research question, methodology, and key findings. Discuss the strengths and weaknesses of the study.

*This paper examines the impacts of social movements through a multi-layered study of the Mississippi Civil Rights Movement from its peak in the early 1960s through the early 1980s. By examining this historically important case, I clarify the process by which movements transform social structures and the constraints movements face when they try to do so. The time period studied includes the expansion of voting rights and gains in black political power, the desegregation of public schools and the emergence of white-flight academies, and the rise and fall of federal anti-poverty programs. I use two major research strategies: (1) a quantitative analysis of county-level data and (2) three case studies. Data have been collected from archives, interviews, newspapers, and published reports. This paper challenges the argument that movements are inconsequential. Some view federal agencies, courts, political parties, or economic elites as the agents driving institutional change, but typically these groups*

*acted in response to the leverage brought to bear by the civil rights movement. The Mississippi movement attempted to forge independent structures for sustaining challenges to local inequities and injustices. By propelling change in an array of local institutions, movement infrastructures had an enduring legacy in Mississippi.*

(Source:chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://www.uvm.edu/sites/default/files/media/abstract-examples\_0.pdf )

## **MINOR COURSES**

### **GROUP 1 LANGUAGE PRAXIS AND DIVERSE LITERATURE**

#### **Question Paper Model**

#### **I Semester Degree Examinations**

#### **FEN1MN101Grammar Foundation**

#### **MINOR**

**Time: 2 hours**

**Max: 70 marks**

#### **Section A**

1) (Answer All. Each question carries 3 marks) (Ceiling:24 Marks)

a) Find the conjunction in the sentence: "She wanted to play outside, but it was raining.

b) Replace the noun "Jennifer" with an appropriate pronoun in this sentence:  
"Jennifer lost Jennifer's book."

c) Identify the adverb in the sentence: "He ran quickly to catch the bus."

2) Fill in the blanks with the correct articles in these sentences

1. \_\_\_\_cat jumped over \_\_\_\_fence and landed on \_\_\_\_roof
2. She bought \_\_\_\_book from \_\_\_\_bookstore and gave it to \_\_\_\_friend as \_\_\_\_gift
3. \_\_\_\_sun sets in \_\_\_\_west, casting \_\_\_\_golden glow over \_\_\_\_horizon.

3)Fill in the blanks with the correct prepositions in these sentences

1. She walked \_\_\_\_the park \_\_\_\_her way \_\_\_\_school.
2. He placed the book \_\_\_\_the table \_\_\_\_the lamp
3. The cat climbed \_\_\_\_the tree \_\_\_\_chasing \_\_\_\_the squirrel."

4) Write a comic strip featuring characters using interjections in various situations to convey feelings

5) Fill in the blanks with the correct form of the verb in the most suitable tense.

a. I usually \_\_\_\_\_(wake up) at 7:00 am, but this morning I \_\_\_\_\_(wake up) late.

b. When we \_\_\_\_\_(arrive) at the airport, our friends \_\_\_\_\_(wait) for us.

c. By the time you \_\_\_\_\_(read) this, I \_\_\_\_\_(already/leave).

6) Rewrite the following sentences with correct capitalization and punctuation:

a) : the capital of italy is rome.

b) what time will the meeting start asked jane

c) dr smith from the environmental agency will speak about climate change on wednesday evening

d) can you believe it exclaimed sarah we won the championship

e) london is the capital of england while paris is the capital of france

f) after a long night the sun finally rose over the horizon

7) Transform these sentences as directed.

a) Despite the rain, they decided to go hiking(.change in to a simple sentence)

b) He played soccer, and he also went swimming.(convert in to a complex sentence)

8) Rectify grammatical errors in the following sentences, if any.

1. I have passed M.A. in 1990
2. The house is belonging to me
3. He is living in Paris since 2010.



9) Rearrange the words to form a coherent sentence and then replace the phrase verb:

a. last, called, the, night, meeting, off, they, the

b. through, managed ,they the ,difficult, situation,to,get.

10).Identify the sentence patterns in the following sentence

a) Birds fly

b) He lost his watch

c) The river flowed swiftly

d) MY aunt loves to watch horror movies

### Section B

(Answer All. Each question carries 6 marks)

(Ceiling: 36 Marks)

11) Use suitable prepositions(in, on, at, to ,for, with, by)

Last Saturday, Emily decided to go \_\_\_an adventure. She had heard stories \_\_\_a hidden garden located somewhere \_\_\_the vast City Park. Equipped \_\_\_a map and a bottle of water, she set \_\_\_early in the morning.The entrance \_\_\_the park was marked \_\_\_a grand archway, beyond which lay paths \_\_\_every direction. Emily took the path \_\_\_her right, which led \_\_\_a small pond teeming \_\_\_ducks and frogs. She stopped \_\_\_a moment to watch the ducks glide \_\_\_the water, their reflections clear \_\_\_the morning sun.

12) Fill in the blanks with appropriate tense form of the verb

Last weekend, my friends and I (decide) to visit the amusement park. We (arrive) early in the morning, eager to experience all the rides and attractions.

As soon as we (enter) the park, we (head) straight to the roller coaster. The line (be) long, but we (wait) patiently for our turn. When we (finally reach) the front, we (8. buckle) up and (prepare) for the thrilling ride.

The roller coaster (start) slowly, then suddenly (accelerate) as it (climb) the first big hill. We (scream) with excitement as we ( zoom) down the tracks, twists and turns making our hearts race.

13) Change the Voice

- a) The company released a new product last month.
- b) She will send the report to the manager tomorrow."
- c) The construction of the bridge has been completed by them."
- d) People speak English all over the world.

14) Describe your personality using at least five different adjectives.

15) Change in to Indirect speech

Jini : "I just finished reading a great book."

Tina;: "Oh, what was it about?" "Did you enjoy it?"

Jini;"Yes, it was a thriller with a surprising twist at the end."

16) Fill in the blanks as directed

- a) The new teacher taught us how----- ( use a noun clause)
- b) In those days I was in Delhi, which----- (an adjective clause)
- c) The man became very sad when ----- (an adverb clause)

17) Follow the instruction and change the sentences

- a) Please give me a glass of water (convert in to declarative sentence.
- b) She is very beautiful ( change in to Exclamatory sentence)
- c) I never asked him to help me ( change in to interrogative)
- d) Was he attending the interview? Change in to Declarative

18) Correct the following sentence

- a) She didn't had enough time to finish the project.
- b) Despite of the bad weather, we decided to go hiking.
- c) Each of the students in the class has to submit their report by Friday.
- d) The company are planning to launch a new product next month.

- e) The number of tourists visiting the city have increased significantly.

### Section C

(Answer any One Each question carries 10 marks)

(1x10=10Marks)

19. Rearrange the following words to form a coherent sentence:

- a) years / for / dream / he / has / pursuing / his / been / many
- b) arrived / the / train / platform / at / crowded / the / was / station"
- c) development / technological / rapid / society / has / our / transformed / drastically
- d) sunset / by / the / beach / watching / enjoys / she / the / alone"
- e) at / amazement / the / his / talent / colleagues / expressed / his.

20. Write about your 3 future plans, 3 past experiences and your present life

### CO Mapping of Question paper

Qn. No	CO	Qn. No	CO	Qn. No	CO	Qn. No	CO
1	CO1	6	CO4	11	CO2	16	CO3
2	CO2	7	CO4	12	CO2	17	CO4
3	CO2	8	CO3	13	CO2	18	CO4
4	CO3	9	CO2	14	CO3	19	CO2
5	CO2	10	CO3	15	CO1	20	CO3

Maximum Time: 2 hours

Maximum Marks: 70

### **Section A**

Answer All. Each question carries 3 marks.

(Ceiling: 24 Marks)

1. Specify the primary purpose of AI tools in English language learning?
2. How does Grammarly enhance language skills?
3. In the context of Duolingo, explain gamification.
4. Indicate the role played by AI in personalized learning?
5. How can AI be leveraged for early intervention in learning disabilities?
6. Explain Generative AI?
7. How can you identify a Sonnet from a Haiku?
8. What is DALL-E and what is its use in language learning?
9. Identify and assess an AI tool to enhance writing skill.
10. How can Podcast be used for learning?

### **Section B**

Answer All. Each question carries 6 marks.

(Ceiling: 36 Marks)

11. Explain one historical development that paved the way for the integration of AI in language learning tools.
12. Provide two examples of emerging trends in AI that have positively impacted language learning applications.
13. Describe a scenario where AI can personalize learning experiences for an English language learner.
14. Discuss how AI tools can be utilized for early intervention in addressing learning disabilities.
15. Name and briefly explain one key feature of Grammarly that enhances writing skills.

16. Briefly discuss the ethical considerations surrounding the use of AI in education.
17. Discuss any two contexts in which you think AI can create job displacement.
18. Enumerate best practices to ensure privacy in AI.

### **Section C**

Answer any one. Each question carries 10 marks. (1x10=10 marks)

19. Discuss the evolution of AI tools in English language learning, highlighting key milestones and advancements.
20. Analyze the role of AI in personalized learning and its impact on the effectiveness of language learning strategies.

### **Model Question Paper**

## **III Semester BA(FYUGP) Degree Examinations FEN3MN201: Translation Theory & Practice**

( credits 4)

**Maximum Time: 2 hours**

**Maximum Marks:70**

### **Section A**

[Answer all . Each question carries 3 marks] ( Ceiling: 24 marks)

1. Differentiate between dynamic and formal equivalence with an example.
2. Types of translation according to Roman Jakobson.
3. What is a partial translation? What impact does it create on the translated text?
4. What kind of translation is 'Double Dhamaka!' ?
5. Explain phonological translation with two examples.
6. Explain transliteration with two examples.
7. Find the closest equivalent in your mother tongue for the idioms: a)'Slow and steady wins the race' b)'All that glitters is not gold' c) 'A bird in hand is worth two in the bush'
8. What is dynamic equivalence?
9. Explain untranslatability with examples
10. Give the homonym translations for the following words in your mother tongue - Bank, Left, Swing

### **Section B**

[Answer all questions. Each question carries 5 marks]  
36 Marks)

( Ceiling:

11. Explain cultural untranslatability with three examples.
12. Elaborate upon translation of idioms and phrases with three examples.
13. Translate from English into Malayalam:

The opening and closing of doors are the most significant actions of man's life. What a mystery lies in doors!

No man knows what awaits him when he opens a door. Even the most familiar room, where the clock ticks and the hearth glows red at dusk, may harbour surprises. The plumber may actually have called (while you were out) and fixed that leaking faucet. The cook may have had a fit of the vapours and demanded her passports. The wise man opens his front door with humility and a spirit of acceptance.

14. Translate from English into Malayalam:

The tulips are too excitable, it is winter here.  
Look how white everything is, how quiet, how snowed-in  
I am learning peacefulness, lying by myself quietly  
As the light lies on these white walls, this bed, these hands.  
I am nobody; I have nothing to do with explosions.

15. Translate from English into Malayalam:

The Principal is seated at his flat-topped desk in his office in a high school. Enter a servant.

THE PRINCIPAL: Well, what is it?

THE SERVANT: A man, sir. Outside. He wants to see you.

THE PRINCIPAL [leaning back and stretching]: I receive parents only during office hours. The particular office hours are posted in the notice-board. Tell him that.

THE SERVANT: Yes, sir. Yes, sir. But it isn't a parent, sir.

THE PRINCIPAL: A pupil?

THE SERVANT: I don't think so. He has a beard.

THE PRINCIPAL [disquieted]: Not a parent and not a pupil. Then what is he?

THE SERVANT: He told me I should just say 'Wasserkopf'

16. Elaborate upon Jakobson's three types of translation with examples
17. List the difficulties encountered while doing question numbers 13, 14, or 15
18. Write a short note on the various technological aids available at present for translation

### Section C

[ Answer any one question. Each question carries 10 marks]  
Marks)

(1x10=10

19. Translate the following passages and do an analysis emphasising the different methodology applied for each

a)

During the funeral service, Rahel watched a small black bat climb up Baby Kochamma's expensive funeral sari with gently clinging curled claws. When it reached the place between her sari and her blouse, her roll of sadness, her bare midriff, Baby Kochamma screamed and hit the air with her hymnbook. The singing stopped for a "Whatisit? Whathappened?" and for a Furrywhirring and a Sariflapping.

The sad priests dusted out their curly beards with goldringed fingers as though hidden spiders had spun sudden cobwebs in them.

The baby bat flew up into the sky and turned into a jet plane without a crisscrossed trail.

Only Rahel noticed Sophie Mol's secret cartwheel in her coffin.

The sad singing started again and they sang the same sad verse twice. And once more the yellow church swelled like a throat with voices.

b)

SHARED-AUTO services along the city's metro corridors could soon become a reality. Kochi Metro Rail Ltd (KMRL), which has been cleared to introduce shared mobility as part of its feeder service, is preparing to conduct a study to gauge demand and traffic patterns.

20. List ten popular idioms in English and translate them. Bring out the difference between the literal translations and the dynamic ones

## **GROUP 2 LITERATURE**

### **I Semester BA Functional English Honours Degree Examination**

#### **FEN1MN102 - Children's Literature**

Maximum Time: 2 Hours

Maximum Marks: 70

I. Answer all. Each question carries 3 marks (Ceiling: 24 marks)

1. Prepare an imaginary dialogue between Alice and the Rabbit.

2. Mention any two Folk tales from your locality.
3. Give a different title to “The Blue Umbrella” and justify it.
4. How can one effectively present a children’s hero?
5. Which is the character you like most in *The Secret Garden* and why?
6. What can be the first dialogue of Totto-chan on seeing a child from India?
7. How does story telling enhance communication skills?
8. Why is the film adaptation of *Harry Potter and the Sorcerer’s Stone* named *Harry Potter and the Philosopher’s Stone*?
9. How can Children’s Literature affect children?
10. What is the main theme of the story “The Magical Bird” ?

II. Answer all. Each question carries 6 marks (Ceiling: 36 marks)

11. Rewrite the introductory part of *The Secret Garden*.
12. Analyse *Totto-chan: the Little Girl at the Window* as an autobiographical work of a girl.
13. Describe some of the literary aspects of Children’s Literature?
14. Critically analyse the movie *The Water Babies*.
15. Introduce three new characters in the movie *Little Women*.
16. Compare the narrative techniques used in the *Swami and Friends* and *Mae Among the Stars*.
17. Explain the relevance of the title “How Mushrooms First Grew”.
18. Compare the character of Baba Yaga with any of the characters you have come across in any other stories for children.

III. Answer any one. Each question carries 10 marks (1x10 =10 marks)



19. Trace the trajectory of Children's Literature in India.
20. Explain the importance of multiethnic stories in the contemporary academic system.

#### QUESTION PAPER MAPPING WITH COURSE OUTCOME

QUESTION NO.	COURSE OUTCOME
1	CO3
2	CO1
3	CO1
4	CO4
5	CO2
6	CO3
7	CO4
8	CO4
9	CO2
10	CO2
11	CO3
12	CO3
13	CO1
14	CO2
15	CO3
16	CO2

17	CO2
18	CO2
19	CO2
20	CO3

### **Question Paper Model**

#### **II Semester BA Functional English Honours Degree Examinations**

#### **FEN2MN102 - GRAPHIC NARRATIVES**

**Time: 2 hours**

**Max:70 marks**

#### **Section A**

(Answer All. Each question carries 3 marks)

(Ceiling:24 Marks)

1. Explain why Will Eisner conceptualizes "Comics" as "Sequential Art".
2. Identify Scott McCloud's description of "the vocabulary of comics."
3. Elaborate on the concept of "the gutter" in comic storytelling.
4. Discuss how graphic reportage differs from traditional journalism.
5. Analyze the importance of frames as a narrative device in graphic narratives.
6. Discuss H. Porter Abbott's perspective on the interplay between narrative and life.
7. Define the term "graphic memoir" and offer an illustrative example.
8. Identify one narrative technique utilized in "Persepolis" by Marjane Satrapi.

9. Examine the central theme explored in "Maus: A Survivor's Tale."
10. Explore the significance of the title "The Four Encounters" within Osamu Tezuka's Buddha series.

### **Section B**

(Answer All. Each question carries 6 marks)

(Ceiling: 36 Marks)

11. Evaluate the significance of visual imagery in graphic narratives, drawing from the ones you have come across.
12. Elaborate on the capacity of graphic poetry as a vehicle for social and political critique, utilizing Fujimoto's work and additional examples.
13. How might cartoons influence public opinion or political discourse of a country.?
14. Interpret Scott McCloud's usage of the term "blood in the gutter" to elucidate the reader's engagement in comic storytelling.
15. How effective do you think Jotiba Phule's efforts were in bringing about lasting change in Indian society?
16. Contrast and compare the narrative techniques utilized in "Persepolis" by Marjane Satrapi and "Maus: A Survivor's Tale" by Art Spiegelman.
17. Investigate how the director Hayao Miyazaki uses visual storytelling techniques to evoke emotion and immerse the audience in the fantastical world of "Spirited Away"
18. Discuss the cultural significance of "The Montgomery Story" within the realm of graphic non-fiction.

### **Section C**

(Answer any One Each question carries 10 marks)

(1x10=10 Marks).

19. Evaluate political cartoons as a means of expressing dissent and critiquing authority.
20. Assess the socio-political ramifications of graphic memoirs, with specific reference to "Persepolis" and "Maus: A Survivor's Tale."
21. Critically analyze how cultural context influences the formation of graphic storytelling, citing examples from Indian graphic narratives highlighted in the syllabus.
22. Analyze one of your favorite animes based on the theoretical concepts you have learned in the course.

**III Semester BA Functional English Honours Degree Examinations**

**FEN8MN301: Green Literature**

**(credits: 4)**

**Maximum Time: 2 hours**

**Maximum Marks: 70**

**Section A**

[Answer All. Each question carries 3 marks] (Ceiling: 24 Marks)

1. Recognize Anthropocentrism with examples
2. What is Deep Ecology?
3. How does Wangari Mathai offer an inspiring message of hope through self-sufficiency?
4. Who is India's bird man? Name two birds that attracted you the most.
5. "The water understands/Civilization well". Interpret the lines.
6. What is the significance of the title, "Death of a Naturalist"?
7. Define sustainable development
8. Identify the reason behind the catastrophic nuclear accident of Chernobyl
9. List out the alternative perspectives on developmental strategy put forward by

Madhav Gadgil in his article “Environmentalism at the Crossroads”

10. Locate Narmada BachaoAndolan

### Section B

[Answer All. Each question carries 6 marks] (Ceiling: 36 Marks)

11. How does Salim Ali chronicle his unusual love for birds?

12. Describe Mayilamma as an Eco-warrior

13. Analyse life and nature in “Bonda Song”

14. “I’ve known rivers:

I’ve known rivers ancient as the world and older than the flow of human blood in human veins.”  
Critically comment on the lines.

15. Illustrate climate change from *Gun Island*.

16. Elaborate on *Budhini* as a critique of the grand infrastructure development in India.

17. Explain Merwin’s idea of ancestral memory in “To Ashes”

18. Write down Ulrich Grober’s theory on sustainability

### Section C

[Answer any one. Each question carries 10 marks] (1x10=10 marks)

19. Mapping the Borders of Self and Landscape in the Work of John Burnside

20. Evaluate *Kokoly* as a docu movie which traces the declining marine biodiversity in Madagascar.

### QP MAPPING WITH COS

QN NO	CO
1	1

2	1
3	2
4	2
5	2
6	2
7	1
8	2
9	3
10	3
11	3
12	4
13	4
14	2
15	2,5
16	3,4,5
17	2
18	1,5

19	2,5
20	2,4,5

### **GROUP 3 CULTURE**

#### **Question Paper Model**

#### **I Semester BA Functional English Honours Degree Examinations FEN1MN102 - Understanding Culture**

**Time: 2 hours**

**Max:70 marks**

#### **Section A**

(Answer All. Each question carries 3 marks)

(Ceiling:24 Marks)

1. What is the core focus of the book "Our Social World" in understanding culture?
2. Define “The Hardware” of Culture
3. Describe the concept of Culture as the Software of our society
4. What are the characteristics that define culture?
5. Explain the significance of "Components of Culture: Things and Thoughts" in societal dynamics.
6. How do Identity and Representation intersect in culture?
7. What themes are explored in the short film "The Real Thing" by Brandon Kelley?
8. What is the significance of "Myth" in human civilization?
9. What is the significance of the myth of the unlikeliest sun god in Aztec culture?
10. Briefly explain the concept of nationalism as introduced by Benedict Andersen.

#### **Section B**

(Answer All. Each question carries 6 marks)

(Ceiling: 36 Marks)

11. Analyze the distinctions between "Culture: The Hardware" and "Culture: The Software" as discussed in the readings.
12. Discuss the role of identity and representation in shaping societal perceptions.
13. Examine the cultural significance of myths and folklores across different societies, drawing from the provided resources.
14. Explore the themes of nationalism, diaspora, and transnationalism as presented in the syllabus, discussing their implications on global cultural interactions.
15. Critically analyze the poem "Identity Card" by S. Joseph, reflecting on its portrayal of identity and belonging.
16. Compare and contrast the representations of gender and feminism in "Ain't I A Woman?" by Sojourner Truth and "Dear Ijeawele" by Chimamanda Ngozi Adichie.
17. Evaluate the impact of cultural appropriation and representation in the media, referencing examples from the provided activities.
18. Analyze the cultural messages conveyed through the film "Monsoon Wedding" by Mira Nair, considering its portrayal of tradition and modernity.

### **Section C**

(Answer any One Each question carries 10 marks)

(1x10=10 Marks)

19. Craft a comprehensive written analysis elucidating the intricate interrelationship between culture and society, incorporating key concepts from both "Culture: The Hardware" and "Culture: The Software."
20. Apply the theories of Benedict Andersen and Frantz Fanon to analyze contemporary manifestations of nationalism and national consciousness in society.
21. Prepare a report on the role of myths and folklore in shaping cultural identities and narratives, utilizing resources such as Roland Barthes' "Toys" and Martha C. Sims' "What is folklore?"



**II Semester BA FE (FYUGP) Degree Examinations**

**FEN3MN202- Introduction to Cultural Studies**

**Time: 2 hours**

**Max:70 marks**

**Section A**

(Answer All. Each question carries 3 marks)

(Ceiling:24 Marks)

- 1 Define the concept of ideology as discussed in "Introducing Cultural Studies."
2. What is the significance of resistance in the context of cultural studies?
3. Explain the term "globalization" according to the readings.
4. Define the term "consumption" as it relates to cultural studies.
5. Describe the concept of multiculturalism..
6. What is meant by the term "discourse" in cultural studies?
7. Define "fundamentalisms" in the context of cultural studies.
8. Explain the concept of "postcolonialism" as outlined in the syllabus.
9. What does the term "indigenous" signify in cultural studies?
10. Briefly explain the significance of the body in cultural studies.

**Section B**

(Answer All. Each question carries 6 marks)

(Ceiling: 36 Marks)

11. Analyze the evolution of cultural studies as depicted by Colin Sparks. How does it reflect changes in societal perspectives over time?
12. Discuss the impact of globalization on cultural identities, drawing from the concepts presented in the syllabus.
13. Analyze the role of media and new media in shaping contemporary cultural landscapes, referring to Eli Pariser's concept of "filter bubbles" and Mona Baker's exploration of cyberculture.

14. Explore the concept of "McDonaldization" proposed by George Ritzer, and its implications for contemporary society and culture.
15. Analyze the themes of power, identity, and representation in Ismat Chughtai's "The Wedding Suit" within the frameworks of marriage and patriarchy.
16. Discuss the significance of Homi K. Bhabha's concept of "Third Space & Mimicry" in understanding cultural dynamics, using examples from South Asian contexts.
17. Propose a critical assessment of Edward Said's concept of Orientalism in the context of contemporary global cultural interactions and representations.
18. Explore the themes of cultural appropriation and representation in Satyajit Ray's "Two," considering its implications for cultural studies.

### **Section C**

(Answer any One Each question carries 10 marks)

(1x10=10Marks)

19. Create a comprehensive analysis of the impact of science and technology on cultural evolution, using examples such as robotics and artificial intelligence.
20. Apply the concepts of "high art" and "low art" to contemporary cultural productions, examining their significance and implications for societal perceptions of culture.

### **III Semester BA (FYUGP) Degree Examinations FEN8MN302: Introduction to Local Research Culture**

**(credits: 4)**

**Maximum Time: 2 hours**

**Maximum Marks: 70**

#### **Section A**

[Answer All. Each question carries 3 marks] (Ceiling: 24 Marks)

1. Give an example of a cultural vector.
2. What is meant by the qualitative method of analysis?
3. Define the term research culture.

4. What is local?
5. What is meant by community engagement in research?
6. What is collaboration?
7. Give an instance of collaborative research.
8. What is meant by case study?
9. Define participatory action research.
10. What is field research?

### **Section B**

[Answer All. Each question carries 6 marks] (Ceiling: 36 Marks)

11. What are the characteristics of a local culture and what are the research methods to study it?
12. Comment on the influence of the local research approaches on subaltern studies.
13. Identify an instance of local culture influence and analyse it critically.
14. Comment on the influence of the digital on local research. Cite examples to substantiate.
15. Comment on the impact of globalization on local culture. Also, discuss how the global has influenced local research culture.
16. Identify a text and elucidate how the local becomes central to its research possibilities
17. Explain the ethnographic and community-based approach in local research culture
18. Write on Ethics and local research culture

### **Section C**

[Answer anyone. Each question carries 10 marks] (1x10=10marks)

19. Identify a local context and describe the methods and methodology you would adopt to conduct a study on it.
20. Identify a possible research area and prepare a synopsis for a study on foreign language teaching and local culture.

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## **VOCATIONAL MINOR COURSES**

### **GROUP 1 PROFESSIONAL LANGUAGE**

#### **I Semester BA Functional English Honours Degree Examinations FEN1VN101: English in Digital Communication**

Maximum Time: 2 hours

Maximum Marks: 70

#### **Section A**

Answer All. Each question carries 3 marks.

(Ceiling: 24 Marks)

1. What are the primary purposes of webinars in a classroom?
2. What is hypertext?
3. How do language learning apps enhance language learning skills?
4. What role does AI play in personalized learning?
5. How can you identify MALL from CALL?
6. What is E-zine?
7. How can Podcasts be used for learning?
8. In digital communication, what do netiquettes refer to?
9. What is MOOC and its use in today's world?
10. How do virtual libraries help in digital learning?

#### **Section B**

Answer All. Each question carries 6 marks.

(Ceiling: 36 Marks)

11. . Describe a scenario where LMS can personalize learning experiences for an English language learner.
12. Explain how colonization has led to the development of English as a global language.
13. Discuss the implications of digital platforms used in English classrooms
14. Explain the effective ways of writing email communication
15. Briefly discuss the uses of smartphones in language classrooms.
16. Suggest and analyze in detail the uses of any three language learning apps that you have identified.
17. Enumerate the uses of a language lab in language teaching.
18. Name any of the Open Educational Resources and briefly explain the advantages of them

### **Section C**

Answer any one. Each question carries 10 marks.

(1x10=10 marks)

19. Analyze the role of language learning platforms in the current scenario and discuss some of the useful websites for English language learners.
20. Discuss the major challenges in implementing digital learning platforms in our present education system?

### **MAPPING OF QUESTIONS WITH COs**

SECTION	QUESTION NO.	COURSE OUTCOME
A	1	CO 4
	2	CO 2
	3	CO 3
	4	CO 4
	5	CO 2
	6	CO 2
	7	CO 4

**remaining questions**

**I Semester BA Functional English Honours Degree Examinations,**

**FEN3VN201: WRITING FOR MEDIA**

**(credits: 4)**

**Maximum Time: 2 hours**

**Maximum Marks: 70**

**Section A**

[Answer All. Each question carries 3 marks] (Ceiling: 24 Marks)

1. How do you prioritise information in a news story to ensure the most important details are presented first?
2. How can you present the information in a visually appealing way?
3. How will you structure your content for maximum impact?
4. When writing a feature article, how do you engage readers from the beginning to keep them interested throughout the piece?
5. How do you prepare for an interview with a subject to gather the most insightful and relevant information?

6. Provide an example of a headline that effectively captures the essence of a news article?
7. How do you ensure that the tone and style of a piece remain consistent throughout the editing process?
8. How do you measure the success of your written content, whether it's a news article, feature, or social media post?
9. Explain the importance of tailoring content for different social media platforms. Can you give an example of how you would adapt a message for X versus Instagram?
10. How do you stay informed about current trends in media writing, and how do you adapt your writing style to reflect these trends?

### **Section B**

[Answer All. Each question carries 6 marks]      (Ceiling: 36 Marks )

11. Describe a situation where you had to balance entertainment value with factual information in a feature article.
12. Share an example of a challenging interview situation and how you navigated it to extract valuable content?
13. How do you handle negative comments or feedback on social media, and what strategies do you employ to maintain a positive online presence?
14. How do you tailor your writing to align with the goals and target audience of a specific media campaign?
15. Describe a situation where you had to navigate ethical considerations in media writing. How did you approach it, and what decisions did you make?
16. Provide an example of a project where multimedia integration significantly improved the impact of the written content.
17. Describe a situation where you had to analyse metrics and adjust your writing strategy based on the data.
18. Outline the key components of a successful media campaign, and provide an example of a campaign you were involved in that achieved its goals.

### **Section C**

[Answer any one. Each question carries 10 marks]      (1x10=10 marks )

19. 'Good writing does not mean elegant prose or expansive vocabularies for creating compelling content'-comment with reference to journalistic writing in various media.
  20. 'Understanding your audience is crucial, that helps shape the tone, style, and content of your writing'-Discuss with reference to the different media platforms.
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**VIII Semester BA Functional English Honours Degree Examination**  
**FEN8VN301: International Proficiency Tests in English (Credits:4)**

**Maximum Time: 2 hours**

**Maximum Marks: 70**

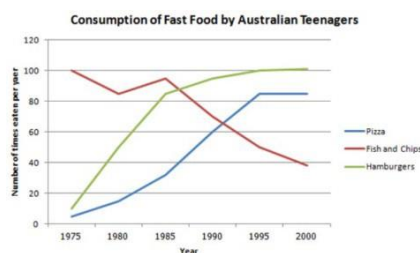
**Section A: Answer All. Each question carries 3 marks.**

Ceiling: 24 Marks)

1. Distinguish between proficiency and achievement tests
2. identify the segments and weight given to each in IELTS exams
3. Compare and contrast between TOEFL & IELTS. Write two major differences.
4. Identify the cohesive devices used in the sentences and comment on their appropriateness.  
*She was trying to negotiate with the manager for a significant hike in her pay. Hopefully, she took an appointment with him. However, his reply was demoralising.*
5. Comment on the accuracy of the given sentence and correct if necessary.  
*One of the employees who was striking for three days were fired from the job.*
6. Write the concluding sentence for a paragraph on *Digital Literary*.
7. Write a topic sentence for a paragraph on Drug Abuse.
10. Write the meaning of the bold word in the given sentences.  
During the heated debate, the politician **resorted to** unwanted **histrionics** to sway public opinion in his favour. But it failed to yield the intended result.

**Section B :Answer All. Each question carries 6 marks (Ceiling: 36 Marks )**

11. Write a well-organised argumentative paragraph on *Internet Neutrality*
12. Explain the need of specific strategies for proficiency tests
13. Study the given graph and write paragraph about it.



14. Use the given cohesive devices in a paragraph on any topic.  
(furthermore, in fact, whereas, consequently)
15. Use the given words in your own sentences  
(**Elucidate, paramount, discourse, conversely, disseminate imperative**)
16. Identify grammatical mistakes in the given paragraph and correct them.  
*In my view, technology has greatly impact the way people live in today's society. Firstly, smartphones have become an integral part of our daily lives, and it has revolutionize the*



*way we communicate with each other. Secondly, the Internet have connecting people from all over the world, making information easily inaccessible. In Addition, there is also drawbacks to this development.*

17. Compare and contrast the structure and question formats of TOEFL and PTE
18. Write a paragraph on structuring a paragraph for competitive examinations.

**Section C :Answer any one. Each question carries 10 marks(1x10=10marks )**

19. Write a well organised , cohesive and coherent essay on the topic Global Warming in about 300 words.

Or

20. Read the given passage and answer the questions that follow.

**The Impact of Climate Change on Polar Bears**

Polar bears, the charismatic icons of the Arctic wilderness, are confronting an increasingly precarious existence due to the relentless effects of climate change. As global temperatures continue to rise, the Arctic ice, which serves as both the polar bear's habitat and hunting ground, is undergoing accelerated melting. This environmental transformation disrupts the delicate balance of the ecosystem, challenging the adaptability of these majestic creatures.

The escalating temperatures contribute to the rapid depletion of sea ice, forcing polar bears to travel significant distances in search of seals, their primary prey. The diminishing ice cover not only limits their hunting opportunities but also exposes them to the dangers of longer and riskier journeys across open waters. This alteration in their traditional behavior has profound implications for their survival strategies.

The term "environmental shift" encapsulates the broader consequences of these changes, encompassing not only the physical alterations in the landscape but also the ripple effects throughout the food chain. Polar bears, traditionally reliant on the stability of their frozen environment, now find themselves navigating a dynamic and unpredictable ecosystem. The consequences extend beyond individual bears; they reverberate through the intricate web of Arctic life.

**Vocabulary Questions:**

1. What does "relentless" mean in the context of the passage?
2. Identify a synonym for "depletion" as used in the passage.
3. Explain the meaning of "ripple effects" in the context of the paragraph.
4. Why is the term "sea ice" crucial to understanding the challenges faced by polar bears?
5. Find a word or phrase in the passage that is synonymous with "adaptability."

**Comprehension Questions:**

1. According to the passage, how does climate change specifically impact the polar bear's habitat?

2. Elaborate on the challenges posed by the depletion of sea ice in relation to the polar bears' hunting habits.
3. What are the potential risks and dangers associated with polar bears having to travel longer distances for food?
4. In the context of the passage, why is the term "environmental shift" significant to understanding the challenges faced by polar bears?
5. Write a summary sentence for the first paragraph.

## **GROUP 2 ENGLISH FOR CAREER**

### **I Semester BA Functional English Honours Degree Examinations**

#### **FEN1VN102 English for Business Communication**

**(credits: 4)**

**Maximum Time: 2 hours**

**Maximum Marks: 70**

#### **Section A**

**[Answer All. Each question carries 3 marks]**

**(Ceiling: 24 Marks)**

1. [List any three e-mail etiquettes.](#)
2. [Suggest any three ways of preparing for an interview.](#)
3. Compose a memo in which you outline the new policy regarding employee attendance and punctuality in your organisation.
4. You are the chairperson of a meeting scheduled in your company. Mention any three important functions you have to perform.
5. Mention the features of google slides.
6. List any three goals of business communication.
7. You have been tasked with creating a PowerPoint presentation for the upcoming business meeting of your organization. Mention any three important considerations you must address.
8. What role do collaboration tools like Slack or Microsoft Teams play in facilitating business communication?
9. Identify the following components in a business letter.

- a) Dear Ms. Smith
- b) Sincerely,
- c) CC

10. As the proprietor of a coaching centre catering to civil service aspirants, mention any three content marketing strategies to enhance the enrolment rates of students.

### **Section B**

**Answer All. Each question carries 6 marks**

**(Ceiling: 36 Marks)**

11. Draft a conversation between two employees about an upcoming project deadline, highlighting collaboration, problem-solving, and effective communication in the workplace.
12. You are a project manager leading a team of software developers in a tech company. Over the past few weeks, you've noticed a decline in the team's productivity and morale. Given the current situation within the software development team, how would you classify the communication involved when team members express their concerns, challenges, and suggestions to you as their project manager?
13. List six questions suitable for interviewing candidates applying for the position of SalesManager.
14. Prepare a format for the minutes of a meeting.
15. Draft a general letter of interview to be sent to candidates applying for the posts of Management Trainee in your company.
16. As sales manager of your company, draft a report on increasing competition from rival enterprises and suggestions to overcome it.
17. Discuss the importance of technology advancement in business communication.
18. Draft an email to all staff members regarding the changes in the office hours during the upcoming holiday season.

### **Section C**

**[Answer any one. Each question carries 10 marks] (1x10=10marks )**

19. Draft a resume and cover letter for the role of Marketing Manager, highlighting relevant experience, skills, and achievements.
20. ABC Electronics is a multinational company specializing in consumer electronics. They are launching a new product line of smart home devices. The marketing team has been tasked

with creating a promotional campaign to generate buzz and drive sales. The team consists of members from different departments, including marketing, product development, and sales. After several brainstorming sessions, the team has come up with a comprehensive marketing plan. The plan includes a mix of online and offline marketing strategies such as social media campaigns, influencer partnerships, email newsletters, and in-store promotions. The team believes that this integrated approach will effectively reach their target audience and create excitement around the new product line.

- a) Why do you think the team chose an integrated approach for their marketing campaign?
- b) How important do you think effective communication will be for the success of this marketing campaign?

## **II Semester BA Functional English Honours Degree Examinations**

### **FEN2VN102 - Professional English for Career Development**

**(credits:4)**

**Maximum Time: 2 hours**

**Maximum Marks:70**

#### **Section A**

**Answer All . Each question carries 3marks**

**(Ceiling:24 Marks)**

1. Identify three ways one could expand and strengthen one's network to enhance career prospects.
2. Provide three examples of effective business writing and explain how these principles can be applied in professional communication.
3. Suppose you are a consultant hired to assess the feasibility of expanding a company's operations into international markets. Would you deliver your findings and recommendations in the form of a report or a proposal to the company's executives? Justify your choice.
4. How can visual aids enhance the effectiveness of a presentation?
5. How would you handle a challenging conversation or conflict in the workplace? Provide three strategies for effectively managing such situations.
6. Provide three examples of how active listening can be demonstrated in a professional setting.
7. Why are creative thinking techniques important for innovation?
8. Give an example of a real-world workplace scenario where critical thinking skills are essential. How would you apply critical thinking to address the challenges presented in this scenario?
9. You are presented with a complex problem in your workplace that requires a solution. How would you demonstrate critical thinking skills in approaching this problem?

10. Provide three examples of how effective networking can lead to professional opportunities.

### **SectionB**

**AnswerAll.Eachquestioncarries6 marks (Ceiling:36Marks)**

11. You are applying for a managerial position in a multinational company. Draft an email to the hiring manager expressing your interest in the position, highlighting your relevant experience, and requesting an interview.

12. During a team meeting, a colleague presents an idea that you disagree with. Describe how you would handle the situation, including strategies for expressing your viewpoint respectfully and resolving any conflicts that may arise.

13. Explain the concept of personal branding. How can individuals promote their personal brand for career advancement?

14. Describe two job search techniques that can help individuals find employment opportunities in their desired field.

15. How can you ensure that you understand spoken instructions and presentations effectively? Describe two techniques for improving comprehension in these situations.

16. Discuss effective interview preparation strategies. How can individuals increase their chances of success in the job market?

17. Business correspondence etiquette plays a crucial role in maintaining professional relationships. Explain the importance of using polite language and respectful tone in business communication.

18. How does professional development contribute to lifelong learning? Give an example of a professional development opportunity and how it could enhance your skills or knowledge.

### **SectionC**

**Answer any one. Each question carries 10 marks (1x10=10marks)**

19. You have been tasked with delivering a presentation to your team on a new project proposal. Develop an outline for your presentation, including the main points you will cover and any visual aids you will use.

20. Analyse a case study detailing a workplace conflict between two team members. Identify the underlying issues, propose potential solutions, and outline the steps you would take to facilitate a resolution.

**MAPPING OF THE QUESTIONS TO COURSE OUTCOME:**

<b>QUESTION NUMBER</b>	<b>COURSE OUTCOME</b>
1	CO4
2	CO1
3	CO1
4	CO2
5	CO3
6	CO3
7	CO3
8	CO3
9	CO3
10	CO4
11	CO1
12	CO3
13	CO4
14	CO3
15	CO3
16	CO3
17	CO1
18	CO4
19	CO2
20	CO4

**III SEMESTER BA Functional English Honours DEGREE EXAMINATION**

**FEN3VN202**

**Trade Language I**

**Credits-4**

**Maximum Time: 2 hours**

**Max.70 marks**

**Section A**

**I Answer the Following. Each question carries 3 marks**

**(Ceiling-24)**

1. Examine the impact of a major economic event (e.g., recession) on the stock market. Provide specific examples and discuss potential strategies investors might adopt during such periods.
2. Devise a hypothetical scenario where the introduction of a new financial instrument significantly influences the stock market. Discuss the potential implications on investor behaviour and market dynamics
3. Develop a checklist outlining the steps an investor should take when conducting fundamental analysis on a potential investment.
4. Evaluate the impact of a company's recent financial scandal on its stock valuation. Discuss how such events can affect investor confidence and the company's long-term prospects.
5. How do investment managers assess the liquidity needs of their clients when constructing portfolios?
6. Imagine you are an investor deciding whether to invest in stocks or bonds during a period of economic uncertainty. Discuss how your decision-making

process would incorporate an understanding of market fundamentals and risk.

7. Suppose you have access to the financial statements of two companies from the same industry. Apply fundamental analysis principles to compare the financial health of these companies and recommend which one appears to be a better investment.

8. Imagine you have a diversified investment portfolio, and the market experiences a significant downturn. Apply the principles of risk management to discuss potential actions you might take to protect your portfolio.

9. Imagine you are a first-time investor with a moderate risk tolerance. Discuss the types of securities you might consider and the factors influencing your decision.

10. Analyse a stock's Relative Strength Index (RSI) and Moving Average Convergence Divergence (MACD) indicators to assess its momentum and trend direction

## **Section B**

**II. (Answer All. Each question carries 6 marks)**  
**Marks)**

**(Ceiling-36**

11. You are an ethical investor. Explain how you might approach building a socially responsible investment portfolio. Discuss specific criteria and considerations.

12. How do financial journalists ensure accuracy and reliability in their reporting of financial news?

13. Critically assess the role of social media influencers in shaping investor sentiment and market trends.

14. What are Head and Shoulders in chart? Critically assess the role of social media influencers in shaping investor sentiment and market trends.



15. Compare and contrast traditional investor communications (e.g., annual reports) with digital financial communication channels (e.g., social media posts) in terms of reach, effectiveness, and regulatory considerations.
16. Discuss how market sentiment indicators such as the Put-Call Ratio and VIX Index can be used to gauge investor sentiment and market volatility. Describe the language elements associated with interpreting these indicators and their implications for trading strategies and risk management
17. Discuss the role of financial institutions and services in making investment.
18. Investigate how companies utilize financial terminology in their marketing materials to attract investors and stakeholders.

### **Section C**

#### **III. Answer any one. Each question carries 10 marks (10x1=10)**

19. Interpret a candlestick chart depicting a stock's price movements over a specific time period. Describe the language used to identify key patterns and trends within the chart, and discuss the significance of these patterns in predicting future price movements.
20. Evaluate the importance of understanding stock market terminology for effective investment decision-making.

#### **QUESTION PAPER MAPPING WITH COURSE OUTCOME**

<b>QUESTION NUMBER</b>	<b>COURSE OUTCOME</b>	<b>Que .N O:</b>	<b>CO</b>	<b>Que . NO:</b>	<b>CO</b>	<b>Que . NO:</b>	<b>CO</b>
<b>1.</b>	<b>CO3</b>	<b>6</b>	<b>CO3</b>	<b>11</b>	<b>CO5</b>	<b>16</b>	<b>CO3</b>
<b>2.</b>	<b>CO3</b>	<b>7</b>	<b>CO3</b>	<b>12</b>	<b>CO5</b>	<b>17</b>	<b>CO1</b>

3.	CO1	8	CO4	13	CO3	18	CO4
4.	CO4	9	CO1	14	CO2	19	CO3
5.	CO3	10	CO2	15	CO1	20	CO5

## VIII SEMESTER BA Functional English Honours DEGREE EXAMINATION

### FEN8VN302 --TRADE LANGUAGE II

**Maximum Time: 2 hours**

**Max. 70 marks**

#### Section A

**I Answer the Following. Each question carries 3 marks  
(Ceiling-24)**

1. Explain the linguistic implications of stock splits on investor perceptions and market dynamics.
2. Explain the significance of economic indicators in market analysis. Provide examples of leading, lagging, and coincident indicators and discuss how they influence investment decisions.
3. Assess the role of journalists in shaping market sentiment and investor perceptions.
4. Analyse the language used in bond prospectuses to convey risk and return information to investors
5. Discuss the rationale behind a company choosing to implement a stock split. What potential effects might a stock split have on the stock's liquidity and investor sentiment?
6. Suppose you have access to the financial statements of two companies from the same industry. Apply fundamental analysis principles to compare the financial health of these companies and recommend which one appears to be a better investment.

- 7. Compare and contrast the linguistic characteristics of equity instruments (e.g., shares) and debt instruments (e.g., bonds).**
- 8. Imagine you are a first-time investor with a moderate risk tolerance. Discuss the types of securities you might consider and the factors influencing your decision.**
- 9. Identify and critique linguistic biases in a recent financial news article regarding a stock market event.**
- 10. Consider a hypothetical scenario where a company announces positive news. How might this news impact the company's stock price, and what factors should investors consider in such situations?**

### **Section B**

**II. (Answer All. Each question carries 6 marks)**

**(Ceiling-36 Marks)**

- 11. You are an ethical investor. Apply your understanding of ethical investing to explain how you might approach building a socially responsible investment portfolio. Discuss specific criteria and considerations.**
- 12. Evaluate the importance of transparent financial reporting in maintaining investor confidence. Discuss the consequences of misleading or inaccurate financial communication.**
- 13. Define call options, put options, and their respective premiums. Explain how these options differ and provide examples of their use in investment strategies.**
- 14. Evaluate the effectiveness of your market analysis application in predicting market trends and generating profitable trading opportunities**
- 15. Picture yourself in a volatile futures market where prices are fluctuating rapidly. Discuss how margin calls could impact your positions. What steps would you take to manage margin requirements during such turbulent times?**
- 16. Suppose you are a farmer who relies on the prices of agricultural commodities. Explain how utilizing futures contracts for hedging could safeguard your income against unfavourable price movements. Provide a specific example related to your farm's produce**
- 17. Analyse the role of sentiment indicators, such as investor surveys and sentiment indexes, in gauging market sentiment. How do traders use sentiment analysis to inform their trading strategies?**

18. Imagine you are a futures trader who has identified a potential market downturn. Explain how you would strategically use a stop-loss order in this situation. Consider factors such as market volatility and your risk tolerance

### Section C

III. Answer any one. Each question carries 10 marks

(10x1=10)

19. What are Charts? How are they interpreted in technical analysis? Explain these chart patterns

20. "Forecasting the Future is an Integrative Approach to Predictive Analysis" Explain.

Qn. No	CO	Qn. No	CO	Qn. No	CO	Qn. No	CO
1	CO3	6	CO4	11	CO3	16	CO5
2	CO1	7	CO1	12	CO1	17	CO3
3	CO2	8	CO2	13	CO3	18	CO4
4	CO3	9	CO3	14	CO1	19	CO3
5	CO3	10	CO4	15	CO4	20	CO5

### FOUNDATIONAL COURSES

I Semester BA Functional English Honours Degree Examinations  
FEN1FM105 Vocabulary in Use  
(Credits: 3)

Maximum Time: 1.5 hours

Maximum Marks: 50

**Section A**  
**Answer All. Each question carries 2 marks(Ceiling 16 marks)**

1. Identify the meaning of the underlined word
  - a. After the heavy rains, the stream became murky; in fact, the water was so cloudy that you couldn't see the bottom. (cloudy, bottomless, clear)
  - b. The fireman broke down the door and went in to retrieve the family pet. (get, notify, look for)
2. Complete with a verb + adverb collocation.
  - a. Temperatures .....all through the summer.
  - b. The police officer.....the footprints.
3. Smaze is a portmanteau word made from.....and .....
4. Fill with a suitable prefix
  - a. I am sorry. I \_\_\_\_ understood you.
  - b. If he doesn't mend his ways, his parents might \_\_\_\_own him.
5. Give examples for homophones.
6. Give the different meanings of the word 'bank' when used as a noun in different contexts and provide examples to illustrate these meanings.
7. Find the antonym of the words in italics.
  - a. Grind the ingredients into a *coarse* paste.
  - b. The branches were dry and *brittle*.
8. Make compound words
  - a. sky\_\_\_\_\_
  - b. key\_\_\_\_\_
9. Give one word for the following
  - a. A thing no longer in use
  - b. Words written on the tomb of a person.
10. Fill in the blanks with an appropriate onomatopoeic word  
The \_\_\_\_\_ of the door made her jump.

**Section B**

**Answer All. Each question carries 6 marks (Ceiling 24 marks)**

11. Fill in with the appropriate phrasal verb given:

check in    get on    get off    break down    \take off    turn back

John and David's flight home from Amsterdam was at nine in the morning. They had arranged to meet with John's friend Mark at half past six but Mark arrived at the hotel almost half an hour late – that, however, was just the beginning of their problems. On the way from the hotel to the airport, their car (1) \_\_\_\_\_ in the middle of a busy intersection, causing a traffic jam. Then, David realized that he had left his mobile phone in the hotel, but it was too late for them to (2) \_\_\_\_\_. When they arrived at the airport, they had just enough time to (3) \_\_\_\_\_, go through passport control and security check and (4) \_\_\_\_\_ the plane. The plane (5) \_\_\_\_\_ very shortly after that and eight hours later, they landed in New York, but they couldn't (6) \_\_\_\_\_ the plane because there was a problem on the runway.

12. Complete the following using appropriate descriptive words

- a. John's \_\_\_\_\_ nature makes him a reliable friend; he's always there to lend a helping hand.
- b. We found a \_\_\_\_\_ spot on the beach and watched the sunset in awe of its breathtaking beauty.
- c. Rohan's \_\_\_\_\_ behaviour often gets him into trouble.

13. Describe a situation where you found yourself "caught between a rock and a hard place".

14. Identify words related to the root word

- a) *cycle*
- b) *port*

15. List three words associated with *success*.

**Section C**

**Answer any one. Each question carries 10 marks (1x10=10 marks)**

16. Do as directed

The **long awaited** day had finally arrived, and excitement filled the air. Families gathered in the park, spreading out their **picnic** blankets and setting up picnic **baskets**. Children raced to the playground, eager to explore the colourful **slides** and swings. The aroma of grilled burgers and **sizzling** corn wafted from the barbecue grills, tempting everyone to indulge in the summertime feast.

a. Provide synonyms for the following words used in the passage:

- Excitement

- Indulge
- Sizzling
- Aroma

- b. Which word means ‘pass gently through the air’?
- c. Write a sentence using the word "feast"
- d. What does the phrase "long awaited" imply about the day?

17. Match the words on the left with their corresponding definitions on the right:

<b>A</b>	<b>B</b>
Ardent	Open and sincere
Benevolent	Showing great enthusiasm or passion
Indifferent	Kind and generous
Ephemeral	Confused and puzzled
Inquisitive	Present, appearing, or found everywhere
Perplexed	Lasting for a very short time
Candid	Lacking enthusiasm or interest
Incessant	Continuing without interruption or pause
Voracious	Having a huge appetite or craving
Ubiquitous	Eager to learn or know about things

**I Semester BA Functional English Honours Degree Examinations**  
**FEN2FM106 Public Speaking and Debating Skills**

(credits: 3)

Maximum Time: 1.5 hours

Maximum Marks: 50

**Section A**

[Answer All. Each question carries 2 marks]

(Ceiling 16 marks)

1. Identify the key elements of effective communication.
2. Choose a current issue and formulate a resolution for a debate.
3. Provide two examples of cultural considerations in communication.
4. How might ethical lapses impact the effectiveness of a speech?
5. What are the elements of non-verbal communication?
6. Suggest some strategies to ensure coherence and clarity in an impromptu speech.
7. What are the key features that contrast informative and persuasive speeches?
8. Suggest some confidence-building techniques for a public speaker.
9. Share an example of a real-world situation where a debate could be an effective means of resolving differences or making decisions.
10. Name some advanced argumentation techniques which can enhance the effectiveness of a debater

**Section B**

**[Answer All. Each question carries 6 marks] (Ceiling 24 marks)**

11. Share a situation where you successfully employed strategies to overcome communication barriers. What were the key elements of your approach?
12. How can the development of assertiveness positively impact professional and personal relationships?
13. How does the role of a speaker differ in informative, persuasive, and impromptu speeches? Provide examples for each.
14. Share strategies for managing nervousness and building confidence during a speech. How do these techniques contribute to effective delivery?
15. Have you ever experienced communication apprehension? How did it impact your ability to convey your message, and how did you overcome it?

**Section C**

**[Answer anyone. Each question carries 10 marks] (1x10=10 marks)**



16. Explore the ethical considerations in persuasive communication and discuss the responsibilities of speakers in ensuring the integrity and credibility of their arguments, particularly on controversial or sensitive topics.
17. Analyse the role of non-verbal communication in public speaking. How do gestures, facial expressions, and body language contribute to the effectiveness of a speaker's message? Provide examples to support your argument.

### **III Semester BA Functional English Honours Examinations**

#### **FEN3FV108: Literatures in Translation**

**(credits:3)**

**Maximum Time: 1.5 hours**

**Maximum Marks: 50**

#### **Section A**

[Answer All. Each Question Carries 2 marks]

(Ceiling 16 marks)

1. "Slowly, we raised our heads as hellish cries echoed in our ears, and we looked up in awe and fear." This is the opening line of a short story. Identify the story. Who is the author?
2. Who was Al-Mutanabbi? What is the theme of the poem "Letter to al-Mutanabbi"?
3. "In your savannahs/and sacred forests/death dances." What do these lines signify?
4. "The empty pots and pans strewn across the courtyard", What does it stand for?
5. Who is Julian Mastakovich? What is his intention?
6. Locate the context of the poem "The Red Poster".
7. Identify culturally specific words from the poem "Bhagavathykunjamma's Bharatanatyam".
8. How did the character from Utopia respond to the words "police station", "prison" and "dungeon"?
9. "Along the way/shit, corpses, open wounds, people, vehicles." Recognize the historical

context mentioned here by Nillanthan.

10. “Freedom, you're/the radiant gathering at Shahid Minar on Language Day.” Identify the background mentioned here by Shamsur Rahman.

### SectionB

[Answer All.Each question carries 6 marks

](Ceiling24 marks)

11. Describe the symbols and strategies of translation used in the poem “The Land of The Half-Humans”.

12. Illustrate on the intercultural communication in the translation *Pathumma's Goat*

13. How does *Accidental Death of an Anarchist* satirize real life events?

14. Analyse Caste and Gender politics in the translation of Bama's *Vanmam*

15. Explain the portrait of contemporary Sudan in Rania Mamoun's “Steps Astray”.

### SectionC

[Answer any one.Each question carries10 marks]

(1x10=10 marks)

16. Specify and Demonstrate on the cultural and linguistic issues in the translation of Amin Kamil's “The Cock Fight”

17. Critically evaluate “The Elephant Vanishes” as a post-World War II Japanese text.

### QP MAPPING WITH COS

QN NO	CO
1	1
2	3
3	2
4	2
5	3
6	3

7	1,4
8	2
9	3
10	3
11	4
12	4
13	4, 5
14	4,5
15	2,3
16	2,4,5
17	1,2,3

**IV Semester BA Functional English Honours Degree Examinations**

**FEN4FV110: Dalit Women's Writing**  
(credits: 3)

**Maximum Time: 1.5 hours**

**Maximum Marks: 50**

Section A

[Answer All. Each question carries 2 marks]

(Ceiling 16 marks)

1. Dalit Patriarchy.

2. Daya Pawar's views on caste "The Day I Became a Woman".
3. The domestic violence faced by women in "Raw Wound".
4. Dalit body politics in "Body Speaks".
5. The imagery of water in Swaroopa Rani's poem.
6. Caste hypocrisy in "Parable of the Lost Daughter"
7. Double Marginalisation of Dalit Women.
8. Caste and Gender.
9. Dalit Consciousness
10. Dalit Panther movement.

#### Section B

[Answer All. Each question carries 6 marks ]

(Ceiling 24 marks)

11. How does Gopal Guru depict the unique voice and viewpoint of Dalit women in the socio-political dialogue in "Dalit Women Talk Differently"?
12. How does Sharmila Rege's "Dalit Women's Autobiographies" contribute to the understanding of Dalit women's lived experiences and challenges?
13. Discuss one major theme or issue addressed by Baby Halder in her memoir "A Life Less Ordinary".
14. How does Bama navigate the complexities of caste and gender oppression through *Karukku*?
15. What are some significant challenges faced by Sujatha Gidla and her family due to their caste identity in "Ants Among Elephants"?
16. Analyze the importance of Susie Tharu's "The Dalit Women Question" in highlighting the experiences and struggles of Dalit women.
17. "Raw Wound by Gogu Syamala portrays the harsh realities of Dalit women's experiences." Discuss.
18. Discuss the politics of body in *Grip of change* by P. Sivakami.

#### Section C

[Answer any one. Each question carries 10 marks]

(1x10=10 marks)

19. Evaluate how Dalit literature differs from mainstream Indian literature, and why is the understanding of its historical and cultural background essential?
20. Analyse the foundational elements of Dalit feminism and its significance in addressing issues of caste and gender.

**V Semester BA Functional English Honours Degree Examination**  
**FEN5FS112: Interview Skills**  
**(credits:3)**

**Maximum Time: 1.5 hours**

**Maximum Marks: 50**

**Section A**

[Answer all. Each question carries 2 marks] (Ceiling: 16 marks)

1. The attire for your interview does not determine your chances to be successful in an interview at all. Do you agree with this statement? Give reasons.
2. List the three different stages in the interview process?
3. From the two questions given below, identify which one is open-ended and which one is close-ended. Give reasons.
  - a) Can you walk me through a project you've worked on that you're particularly proud of, highlighting your role and the challenges you faced?
  - b) Have you ever used Microsoft Excel before?
4. Examine three common mistakes that appear in a resume?
5. List the different types of group discussions.
6. Why is it important to research about the company/organisation before an interview?
7. What are the benefits of sending a thank-you note after an interview?
8. Create a short but compelling LinkedIn profile description of yourself in not more than five sentences.
9. How would you respond to this frequently asked question in an interview: What is your expected salary?
10. Active listening is crucial in attending interviews. Why?

**Section B**

[Answer all. Each question carries 6 marks]

(Ceiling: 24 marks)

11. Develop a strategy for handling one difficult behavioural question of your choice for an interview.
12. Will there be any difference when a candidate prepares for a corporate interview and an academic interview?
13. Evaluate the effectiveness of mock interviews in interview preparation.
14. If you are given a choice to attend an interview in online or offline mode, which one would you choose. Give reasons.
15. Illustrate with examples of how you used active listening techniques while attending an interview.

### **Section C**

[Answer all. Each question carries 10 marks] (Ceiling: 10 marks)

16. Analyse the role of body language and non-verbal skills in attending an interview.
17. Imagine you have just completed a job interview for a position you are highly interested in. As the interview comes to a close, the interviewer asks if you have any questions. Reflecting on the principles of ending an interview positively, outline the steps you would take to conclude the interview effectively.

## **I Semester BA Functional English Honours Degree Examinations**

### **FEN6FS113: Translation for Visual Media**

**(credits: 3)**

**Maximum Time: 1.5 hours**

**Maximum Marks: 50**

### **Section A**

[Answer All. Each question carries 2 marks]

(Ceiling 16 marks)

1. Outline the key components of subtitling.
2. Differentiate between fansubs and intertitles.
3. Recollect the thumb rules of subtitling.
4. What is a transcript? How does it differ from captions?
5. Provide an example for subtitling software
6. Identify the different types of captions.
7. Provide an example for video editing software.
8. Trace the steps involved in dubbing.
9. Differentiate between dubbing and voice over.

10. Suggest two free softwares available on subtitling and dubbing.

### **Section B**

[Answer All. Each question carries 6 marks ]

(Ceiling 24 marks)

11. Translate the given video for subtitling.
12. Explain the difference between Captioning and subtitling with examples.
13. Discuss the thumb rules of language in subtitling.
14. What are the hardware requirements for the PCs to run subtitling softwares?
15. Discuss L1 and L2 subtitles with examples.
16. Differentiate between intralingual AVT and Interlingual AVT with examples.
17. Explain the different modes of subtitling.
18. Comment on cultural sensitivity in visual translation with examples from any movies dubbed into English or dubbed from English.

### **Section C**

[Answer any one. Each question carries 10 marks]

(1x10=10 marks)

19. Give a voiceover for the following video.
20. Translate the following intertitles.





