

FYUGP
2024

DEPARTMENT OF ENGLISH

Syllabus for
Undergraduate Programmes (Honours)
Under Credit Semester System
Outcome Based Education
with Effect from 2024 Admissions



St Berchmans College
Founded 1992

AUTONOMOUS | College with Potential for Excellence | A+ in the Fifth Cycle of Reaccreditation by NAAC

Changanassery, Kerala, India 686101 | Affiliated to Mahatma Gandhi University, Kottayam

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BOARD OF STUDIES

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Name	Official Address
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Dr Anne Angeline	Associate Professor and Head, Department of English, Bishop Moore College, Mavelikkara

EXPERT NOMINATED BY THE VICE-CHANCELLOR

Name	Official Address
Dr Saji Mathew	Professor, School of Letters Mahatma Gandhi University, Kottayam

ALUMNI REPRESENTATIVE

Name	Official Address
Dr. Sweeta Saji	Assistant Professor, Department of English, St. Albert's College, Cochin.

REPRESENTATIVE FROM MEDIA/INDUSTRY AND ALLIED AREAS

Name	Official Address
Sujaya Parvathy	News Editor, Reporter News Channel



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BOARD OF STUDIES**

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Dr Benny Mathew	Associate Professor
Fr Jose Jacob	Assistant Professor
Dr Teddy C Anthappai	Associate Professor
Mr Anish K Joseph	Assistant Professor
Mr Nithin Varghese	Assistant Professor
Dr Vimal Mohan John	Assistant Professor
Dr Binny Mathew	Assistant Professor
Mr Amal Toms	Assistant Professor
Dr Jerin B Sebastian	Assistant Professor
Dr Neville Thomas	Assistant Professor
Mr Antony Jose	Assistant Professor



PROGRAMME OUTCOMES

- PO1:** Develop in-depth conceptual knowledge and skills in the discipline for vertical growth and scholarly pursuits
- PO2:** Integrate and apply interdisciplinary knowledge incorporating historical, theoretical, scientific, technological, economic, philosophical, cultural, aesthetic and ethical perspectives to address complex challenges in diverse settings
- PO3:** Demonstrate communication skills promoting adaptability, collaboration and resilience in global and local contexts
- PO4:** Develop problem solving skills to transfer the knowledge of methods and systems of different disciplines for a sustainable and egalitarian world order
- PO5:** Cultivate research skills and innovative and critical thinking to contribute to societal development through the creation of sustainable solutions and advancements in the respective fields

PROGRAMME SPECIFIC OUTCOMES

- PSO1:** Express effectively a critical understanding of basic literary and critical terms as well as of various writers, texts, schools and movements associated with literary and cultural texts.
- PSO2:** Demonstrate proficiency in using English for communicative and creative purposes in interpersonal and professional contexts.
- PSO3:** Exhibit employability skills including team work, critical thinking and professionalism in various work environments
- PSO4:** Develop ecological consciousness and sensitivity to gender, class, caste and racial dynamics in one's own context
- PSO5:** Apply basic research skills for knowledge creation and dissemination in English and Cultural Studies



Specialisations

- Shakespeare Studies and Literary Theory
- Media Studies and Film Studies

I. BA English (Hons.)

Specializations in Shakespeare Studies and Literary Theory

Shakespeare Studies: This specialisation focuses on the works of William Shakespeare, exploring his plays and their impact on literature and culture. Students will delve into various interpretations, performances, and critical analyses of Shakespearean texts.

Literary Theory: This specialisation provides an in-depth understanding of various theoretical frameworks used to analyse literature. Students will study different schools of thought, such as structuralism, post-structuralism, feminism, psychoanalysis, and more, enabling them to critically engage with literary texts.

II. BA English (Hons.)

Specializations in Media Studies and Film Studies

Media Studies: This specialisation examines the role and influence of media in society. Students will explore media theory, history, and the impact of digital and traditional media on public opinion and culture. The coursework often includes media related content production and its analysis.

Film Studies: This specialisation focuses on the art of cinema. Students will study film history, theory, and criticism, along with practical aspects of film making. They will analyse various genres, styles, and the cultural significance of films from around the world.



OUTLINE OF DISCIPLINE SPECIFIC COURSES

Course Code	Type of Course	Course Title	Hours /Week	Total Hours	Credit
Semester I (Course Level: 100 - 199)					
SBU24EN1DSC100	Major	Introduction to Literature: Poetry	5	75	4
SBU24EN1DSC101	Minor	Understanding Media	5	75	4
SBU24EN1DSC102	Minor	Introduction to Theatre and Performance	5	75	4
SBU24EN1DSC103	Minor	Introduction to Language and Linguistics	5	75	4
SBU24EN1DSC104	Minor	Introduction to Translation Studies	5	75	4
Semester II (Course Level: 100 - 199)					
SBU24EN2DSC100	Major	Introduction to Literature: Fiction	5	75	4
SBU24EN2DSC101	Minor	Writing for Media	5	75	4
SBU24EN2DSC102	Minor	History of Western Theatre	5	75	4
SBU24EN2DSC103	Minor	Introduction to English Phonetics and Phonology	5	75	4
SBU24EN2DSC104	Minor	Malayalam Literature in Translation	5	75	4
Semester III (Course Level: 200 - 299)					
SBU24EN3DSC200	Major	Renaissance Literature	4	60	4
SBU24EN3DSC201	Major	Literary Criticism	5	75	4
SBU24EN3DSC202	Minor	Media, Society and Democracy	5	75	4
SBU24EN3DSC203	Minor	Theatre: 20th Century and Beyond	5	75	4
SBU24EN3DSC204	Minor	Linguistic Stylistics	5	75	4
SBU24EN3DSC205	Minor	World Literatures in Translation	5	75	4
SBU24EN3DSC206	Minor	On the Wings of Poesy	5	75	4
Semester IV (Course Level: 200 - 299)					
SBU24EN4DSC200	Major	Neoclassical Literature	4	60	4
SBU24EN4DSC201	Major	Introduction to English Romantic Revival	5	75	4
SBU24EN4DSC202	Minor	AI and Media	5	75	4
SBU24EN4DSC203	Minor	Studies in Indian Theatre	5	75	4
SBU24EN4DSC204	Minor	English Morphology, Syntax and Semantics	5	75	4
SBU24EN4DSC205	Minor	Indian Literatures in Translation	5	75	4
SBU24EN4DSC206	Minor	Relish of Poetry	5	75	4
SBU24EN4INT200		Internship	-	-	2
Semester V (Course Level: 300 - 399)					
SBU24EN5DSC300	Major	Literature of Post-Romantic Period	4	60	4
SBU24EN5DSC301	Major	Indian Writing in English	4	60	4
SBU24EN5DSC302	Major	Cultural Studies	5	75	4
Semester VI (Course Level: 300 - 399)					
SBU24EN6DSC300	Major	Modernism and After in Art and Literature	4	60	4
SBU24EN6DSC301	Major	Literature and the Empire	4	60	4
Semester VII (Course Level: 400 - 499)					
SBU24EN7DSC400	Major	English Writings Across the World	4	60	4
SBU24EN7DSC401	Major	American Literature	4	60	4
SBU24EN7DSC402	Major	Research Writing	5	75	4
SBU24EN7DSC403	Major	Marginal Voices (For Specialisation in Shakespeare Studies and Literary Theory)	4	60	4
SBU24EN7DSC404	Major	Stage and Screen: Theory and Practice(For Specialisation in Shakespeare Studies and Literary Theory)	4	60	4
SBU24EN7DSC405	Major	Shakespeare Across Cultures (For Specialisation in Shakespeare Studies and Literary Theory)	4	60	4



SBU24EN7DSC406	Major	Theories of Knowledge (For Specialisation in Media Studies and Film Studies)	4	60	4
SBU24EN7DSC407	Major	History of English Language and Introduction to Linguistics (For Specialisation in Media Studies and Film Studies)	4	60	4
SBU24EN7DSC408	Major	Readings in Shakespeare (For Specialisation in Media Studies and Film Studies)	4	60	4
Semester VIII (Course Level: 400 - 499)					
SBU24EN8DSC400	Major	European Literature	5	75	4
SBU24EN8DSC401	Major	Multiple Modes of Narration	5	75	4
SBU24EN8DSC402	Major	Critical Disability Studies	5	75	4
SBU24EN8DSC403	Major	Writings on War	5	75	4
SBU24EN8DSC404	Major	Travel and Literature	5	75	4
SBU24EN8DSC405	Major	Food and Indian Literature	5	75	4
SBU24EN8DSC406	Major	Gender and Sexuality Studies	5	75	4
SBU24EN8DSC407	Major	World Classics	5	75	4
SBU24EN8DIS400	Major	Dissertation	-	-	12

OUTLINE OF DISCIPLINE SPECIFIC ELECTIVE COURSES

Course Code	Type of Course	Course Title	Hours /Week	Total Hours	Credit
Semester III (Course Level: 200 - 299)					
SBU24EN3DSE200	Elective	Shakespeare: Comedy (For Specialisation in Shakespeare Studies and Literary Theory)	5	75	4
SBU24EN3DSE201	Elective	Media Laws and Ethics (For Specialisation in Media Studies and Film Studies)	5	75	4
SBU24EN3DSE202	Elective	Children's Literature	5	75	4
Choose any 1					
Semester IV (Course Level: 200 - 299)					
SBU24EN4DSE200	Elective	Foundations of Literary Theory (For Specialisation in Shakespeare Studies and Literary Theory)	5	75	4
SBU24EN4DSE201	Elective	Introduction to Film Studies (For Specialisation in Media Studies and Film Studies)	5	75	4
SBU24EN4DSE202	Elective	Indian Aesthetics	5	75	4
Choose any 1					
Semester V (Course Level: 300 - 399)					
SBU24EN5DSE300	Elective	Shakespeare: History Play (For Specialisation in Shakespeare Studies and Literary Theory)	4	60	4
SBU24EN5DSE301	Elective	The Art of Reporting and Editing (For Specialisation in Media Studies and Film Studies)	4	60	4
SBU24EN5DSE302	Elective	Introduction to Animal Studies	4	60	4
Choose any 1					
SBU24EN5DSE303	Elective	Theories of Ideology and Identity (For Specialisation in Shakespeare Studies and Literary Theory)	4	60	4



SBU24EN5DSE304	Elective	Film Movements – The Evolution of the Philosophy of Film (For Specialisation in Media Studies and Film Studies)	4	60	4
SBU24EN5DSE305	Elective	Critical Discourse Studies	4	60	4
Choose any 1					
Semester VI (Course Level: 300 - 399)					
SBU24EN6DSE300	Elective	Shakespeare: Tragedy (For Specialisation in Shakespeare Studies and Literary Theory)	5	75	4
SBU24EN6DSE301	Elective	Fundamentals of Public Relations and Advertising (For Specialisation in Media Studies and Film Studies)	5	75	4
SBU24EN6DSE302	Elective	Partition Literature	5	75	4
Choose any 1					
SBU24EN6DSE303	Elective	Trajectory of the 'Post' in Theory (For Specialisation in Shakespeare Studies and Literary Theory)	5	75	4
SBU24EN6DSE304	Elective	Medical Humanities	5	75	4
SBU24EN6DSE305	Elective	Advanced Concepts in Film Studies (For Specialisation in Media Studies and Film Studies)	5	75	4
SBU24EN6DSE306	Elective	Voices of Dissent and Resistance	5	75	4
Choose any 1					

OUTLINE OF MULTIDISCIPLINARY COURSES (MDC)

Course Code	Type of Course	Course Title	Hours /Week	Total Hours	Credit
Semester I (Course Level: 100 - 199)					
SBU24EN1MDC100	MDC	Decoding Myths and Legends: From Greece to India	4	60	3
SBU24EN1MDC101	MDC	Life Skills and Personality Development	4	60	3
Semester II (Course Level: 100 - 199)					
SBU24EN2MDC100	MDC	Language Building through Literature: Short Stories	4	60	3
SBU24EN2MDC101	MDC	Understanding Disability through Literature	4	60	3
Semester III (Course Level: 200 - 299)					
SBU24EN3MDC200	MDC	Literature and Kerala Renaissance	3	45	3

OUTLINE OF SKILL ENHANCEMENT COURSES (SEC)

Course Code	Type of Course	Course Title	Hours /Week	Total Hours	Credit
Semester IV (Course Level: 200 - 299)					
SBU24EN4SEC200	SEC	Employability Skills	3	45	3
SBU24EN4SEC201	SEC	English for Specific Purposes	3	45	3
Semester V (Course Level: 300 - 399)					
SBU24EN5SEC300	SEC	Business Communication	4	60	3
Semester VI (Course Level: 300 - 399)					
SBU24EN6SEC300	SEC	Digital Marketing for Copywriters	4	60	3



OUTLINE OF VALUE ADDITION COURSES (VAC)

Course Code	Type of Course	Course Title	Hours /Week	Total Hours	Credit
Semester III (Course Level: 200 - 299)					
SBU24EN3VAC200	VAC	Dalit Narratives	3	45	3
SBU24EN3VAC201	VAC	English Language Skills, Grammar and Vocabulary for Advanced Learners	3	45	3
Semester IV (Course Level: 200 - 299)					
SBU24EN4VAC300	VAC	Corporate Communication and Professional Writing	3	45	3
SBU24EN4VAC301	VAC	Gender and Society	3	45	3
SBU24EN4VAC302	VAC	Writings on Contemporary Issues	3	45	3
Semester VI (Course Level: 300 - 399)					
SBU24EN4VAC400	VAC	Diversity, Equity and Inclusion	3	45	3
SBU24EN4VAC401	VAC	Environment and Literature	3	45	3

OUTLINE OF ABILITY ENHANCEMENT COURSES (AEC)

Course Code	Type of Course	Course Title	Hours /Week	Total Hours	Credit
Semester I (Course Level: 100 - 199)					
SBU24EN1AEC100	AEC	English Language Skills, Grammar and Vocabulary for Science - I	3	45	3
SBU24EN1AEC101	AEC	English Language Skills, Grammar and Vocabulary for Social Sciences- I	3	45	3
SBU24EN1AEC102	AEC	English Language Skills, Grammar and Vocabulary for Commerce - I	3	45	3
Semester II (Course Level: 100 - 199)					
SBU24EN2AEC100	AEC	English Language Skills, Grammar and Vocabulary for Science - II	3	45	3
SBU24EN2AEC101	AEC	English Language Skills, Grammar and Vocabulary for Social Sciences - II	3	45	3
SBU24EN2AEC102	AEC	English Language Skills, Grammar and Vocabulary for Commerce - II	3	45	3



SEMESTER I

Course Code	Type of Course	Course Title	Hours /Week	Total Hours	Credit
SBU24EN1DSC100	Major	Introduction to Literature: Poetry	5	75	4
SBU24EN1DSC101	Minor	Understanding Media	5	75	4
SBU24EN1DSC102	Minor	Introduction to Theatre and Performance	5	75	4
SBU24EN1DSC103	Minor	Introduction to Language and Linguistics	5	75	4
SBU24EN1DSC104	Minor	Introduction to Translation Studies	5	75	4
SBU24EN1MDC100	MDC	Decoding Myths and Legends: From Greece to India	4	60	3
SBU24EN1MDC101	MDC	Life Skills and Personality Development	4	60	3
SBU24EN1AEC100	AEC	English Language Skills, Grammar and Vocabulary for Science - I	3	45	3
SBU24EN1AEC101	AEC	English Language Skills, Grammar and Vocabulary for Social Sciences - I	3	45	3
SBU24EN1AEC102	AEC	English Language Skills, Grammar and Vocabulary for Commerce - I	3	45	3



SBU24EN1DSC100: INTRODUCTION TO LITERATURE: POETRY

Type of Course	Major		
Course Level	100 – 199		
Credit	4		
Course Delivery Duration	Theory (Hrs)	Practicum (Hrs)	Total (Hrs)
	45	30	75
Pre-requisite (if any)			

Course Outcomes

No.	Description	Cognitive Level
CO1	Explain a poem in terms of its voice and the specific use of words.	Understand
CO2	Discuss a poem in terms of its imagery and symbols and identify the various figures of speech and connotations in it.	Understand
CO3	Explain the various sound devices in a poem and how they contribute to the meaning of the poem.	Understand
CO4	Illustrate the different poetic forms and identify them in a given poem.	Understand
CO5	Write analysis of select poems in terms of the various poetic devices used.	Apply

Cognitive Levels: R – Remember; U – Understand; A – Apply; An – Analyse; E - Evaluate

Course Mapping Table

CO	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5
CO1	1	2	1	-	1	1	1	2	1	1
CO2	1	2	1	-	1	1	1	2	1	1
CO3	1	2	1	-	1	1	1	2	1	1
CO4	1	2	1	-	1	1	1	2	1	1
CO5	1	2	1	-	1	1	1	2	1	1

Mapping of CO to Assessment Tools

CO	Formative Assessment		Summative Assessment		ESE
	Assignment	Recitation	Exam I	Exam II	
CO1	-	X	X	X	X
CO2	-	X	X	X	X
CO3	-	X	X	X	X
CO4	-	X	X	X	X
CO5	X	-	X	X	X

Course Content & Transaction Mechanism

Course Content	Unit	CO	Hours	Transaction Mechanism
Module 1: Voice and Words in Poetry				
Reading a Poem	1.1	1	1	Lecture and Discussions
Voice in the poem: Tone Emily Dickinson: I like to see it lap the miles	1.2	1	1	Lecture and Discussions
Person	1.3	1	1	Lecture and Discussions



Irony WH Auden: The Unknown Citizen	1.4	1	2	Lecture and Discussions
Words in the Poem: Literal Meanings	1.5	1	1	Lecture and Discussions
Word origins and allusions Wallace Stevens: Metamorphosis	1.6	1	2	Lecture and Discussions
Word Choice and Word Order	1.7	1	2	Lecture and Discussions
Practicum a. Analysis and Writing exercises on “I like to see it lap the miles” b. Analysis and Writing exercises on “Metamorphosis” c. Analysis and Writing exercises on “The Unknown Citizen”	1.8	5	5	
Module 2: Imagery and Suggestions in Poetry				
Saying and Suggesting: Denotation and Connotation William Blake: London	2.1	2	2	Lecture and Discussions
Imagery	2.2	2	2	Lecture and Discussions
Figures of Speech	2.3	2	1	Lecture and Discussions
Metaphor and Simile Tennyson: “Flower in the Crannied Wall” Robert Frost: “The Silken Tent”	2.4	2	1	Lecture and Discussions
Personification, Apostrophe, Hyperbole, Understatement, Metonymy, Synecdoche, Transferred Epithet, Paradox	2.5	2	2	Lecture and Discussions
Speech Vs Poetry Vs Song Ben Jonson: To Celia Bob Dylan: “Like a Rolling Stone”	2.6	2	2	Lecture and Discussions
Practicum: a. Analysis and Writing exercises on “Like a Rolling Stone”	2.7	5	5	
Module 3: Sound, Rhythm, and Meter in Poetry				
Sound as Meaning Alexander Pope: True Ease in Writing Comes from Art, not Chance	3.1	3	3	Lecture and Discussions
Alliteration and Assonance Tennyson: The Splendour Falls on Castle walls	3.2	3	3	Lecture and Discussions
Rime Emily Dickinson: The Soul Selects Her Own Society	3.3	3	4	Lecture and Discussions
Reading and Listening to Poems Aloud	3.4	3	1	Lecture and Discussions
Rhythm: Stresses and Pauses	3.5	3	2	Lecture and Discussions



Meter	3.6	3	2	Lecture and Discussions
Practicum: a. Reading poems aloud for sound and meaning b. Reading poems aloud for the effect and utility of assonance and alliteration c. Reading poems aloud and recognising rhythm d. Scanning poems for determining meter	3.7	3	15	
Module 4: Poetic Forms and Symbolism				
Poetic Forms: Blank Verse	4.1	4	1	Lecture and Discussions
Different Types of Stanzas	4.2	4	2	Lecture and Discussions
Sonnet William Shakespeare: Sonnet 116: Let me not to the marriage of true minds	4.3	4	2	Lecture and Discussions
Epigram	4.4	4	1	Lecture and Discussions
Free Verse EE Cummings: Buffalo Bill's	4.5	4	4	Lecture and Discussions
Practicum a. Symbols in Poetry b. Thomas Hardy: Neutral Tones c. What is Poetry?	4.6	4	5	

Reference

1. Kennedy, X J. *Literature: An Introduction to Fiction, Poetry, and Drama*. Fourth ed. Little Brown, 1987.
2. Meyer, Michael. *The Bedford Introduction to Literature*. Third ed. Bedford Books, 1993.
3. Barnet, Sylvan, Morton Berman and William Burto. *An Introduction to Literature*. Little, Brown and Co., 1985.
4. Howe, Irving, John Hollander, and David Bromwich. *Literature as Experience*. Harcourt Brace Jovanovich, 1979.
5. McMahan, Elizabeth, Susan Day, Robert Funk. *Literature and the Writing Process*. Macmillan, 1986.

Course designed by: Dr. Raju Sebastian



SBU24EN1DSC101: UNDERSTANDING MEDIA

Type of Course	Minor		
Course Level	100 – 199		
Credit	4		
Course Delivery Duration	Theory (Hrs)	Practicum (Hrs)	Total (Hrs)
	45	30	75
Pre-requisite (if any)			

Course Outcomes

No.	Description	Cognitive Level
CO1	Understand key concepts and processes of mass communication, including types of communication and barriers	U
CO2	Understand the structure, functions, and impact of mass media, including ownership, censorship, and media laws	U
CO3	Identify the evolution and impact of digital technologies on communication, focusing on digital platforms.	U
CO4	Assess media messages for bias, misinformation, and credibility using media literacy skills.	An

Cognitive Levels: R – Remember; U – Understand; A – Apply; An – Analyse; E - Evaluate

Course Mapping Table

CO	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5
CO1	-	-	-	-	-	1	1	1	-	1
CO2	-	-	-	-	-	1	1	1	1	1
CO3	-	-	-	-	-	1	1	1	1	1
CO4	-	-	-	-	-	1	1	1	-	1

Mapping of CO to Assessment Tools (Theory)

CO	Formative Assessment		Summative Assessment		ESE
	GD	Assignment	Exam I	Exam II	
CO1	-	-	x	x	x
CO2	-	x	x	x	x
CO3	-	x	x	x	x
CO4	x	-	x	x	x

Course Content & Transaction Mechanism

Course Content	Unit	CO	Hours	Transaction Mechanism
Module I: Introduction to Mass Communication				
Fundamentals of Communication-Types of Communication - 7 Cs of Communication- Process of Communication- Barriers to Communication	1.1	5	1	Lecture and discussion
Characteristics of Mass Communication- Tools of Mass Communication- Uses of Mass Media -Mass Media and Public Opinion- Importance of Media Literacy	1.2	5	1	Lecture and discussion



Practicum: Theories of Communication- Hypodermic Needle Theory-Two step theory-Multistep theory- Commercial theory, Play theory- Perception and Retension Theory, Development Media theory, Democratic Participant theory- Theories of Media, Marshall McLuhan, Global Village and Electronic Age.	1.3	5	1	Discussion
Module II: Introduction to Mass Media				
Mass Media: Types and Functions Media and Technology: Evolution of Print and Broadcast Technologies	2.1	5	2	Lecture and discussion
Media Ownership Structures: Types: Public, Private, State-Owned - Media Concentration and Conglomerates: Impact on content diversity and viewpoints Censorship and Control: Government-Imposed and Self-Imposed Censorship - Impact on Free Speech and Public Information Access Ethics and Media Law: Key Legal Frameworks: Defamation, Intellectual Property, Privacy Laws - Ethical Responsibilities: Objectivity, Fairness in Media	2.2	5	2	Lecture and discussion
Practicum: Media Impact Assessment: The positive impacts of media: Information Dissemination, Social Connectivity, Advocacy and Awareness, Economic Growth etc. The negative impacts of media: Spread of Misinformation (fake news and echo chambers), Privacy and Data Concerns (data exploitation and surveillance), Mental Health Impacts (addiction & overuse, and body image & self-esteem), Cultural Homogenization (loss of cultural identity and stereotyping & bias)	2.3	5	2	
Module III: Digital Media				
Evolution of Digital, Mobile and Emerging Technologies (AI, VR, AR etc.) - Cyber space - Information Super highway- Fundamentals of Cyber Media- Advantages and Disadvantages of Cyber Media- E-books, E-magazines, E-newspapers, E-journals.	3.1	5	3	Lecture and discussion
New media -Social media platforms and their impact on communication- Basics of digital content creation (blogs, podcasts etc.)- Influencer culture, memes, and viral content	3.2	5	3	Lecture and discussion
Practicum: Mobile journalism- the role of mobile devices in news gathering and dissemination-mobile journalism platforms and technologies - Current Trends and Future Directions in Mobile Media Convergence of Digital Technology in Media: IoT, Blockchain, and Augmented Reality Ethical issues related to using emerging technologies in media, such as privacy, data security, and misinformation	3.3	5	3	
Module IV: Media Literacy				
Media Literacy – Media is everywhere – Media as a tool for information and not a basis to make decisions specifically on others’ thoughts - Importance of media	4.1	5	4	Lecture and discussion



<p>literacy – Key concepts of media literacy: Media messages are constructed -Media messages use a creative language with its own rules - People experience the same media message differently - Media have embedded values and points of view - Most media are organized to gain profit or power.</p> <p>Analysing media messages: important questions to ask Language focus: previewing texts: the title, the pictures and captions, subheadings, and the first paragraph</p>				
<p>Media bias – Editorial, reporting and situational biases: characteristics and types – Addressing bias Differentiating fact, opinion and misinformation: verifiability, purpose and impact - Fact-Checking (major websites), Recognizing Opinions and Spotting Misinformation How to spot misleading headlines, images, videos, poll figures, deep fake videos and AI audio? https://fullfact.org/toolkit/</p>	4.2	10	4	Lecture and discussion
<p>Practicum: Presentation/ Discussion of Self-Assessment of Media Literacy Skills - Analysis of compiled data: Types of media consumed - Pattern of analysis/ evaluation of media messages Media Literacy Workshop: exercises to develop skills in fact-checking, identifying misinformation and understanding media bias</p>	4.3	15	4	

Reference

1. McLuhan, Marshall. *Understanding Media; The Extensions of Man*. Signet Books, 1966.
2. Lule, Jack. *Understanding Media and Culture: An Introduction to Mass Communication*. 2nd ed., FlatWorld, 2017.
3. Giorgia Aiello & Katy Parry. *Visual Communication: Understanding Images in Media Culture*. SAGE Publications, 2020.
4. Fiori, Lauren and Ian Nichols. English for Media Literacy. Coursera. University of Pennsylvania. 6 August 2024. <https://www.coursera.org/learn/media/home/info>
<https://www.youtube.com/watch?v=TuXF6Cs2H38>
<https://www.youtube.com/watch?v=hz6GULbowAk>
<https://www.youtube.com/watch?v=UztdBgJ428g>
<https://www.youtube.com/watch?v=AicPUN8WIwA>
5. “Media Bias Uncovered: Overview”. Library Media Centre. Hartford.
<https://libguides.huhs.org/mediabias>

Suggested Readings

1. Allen, Victoria, Karl Davis et al. *Cambridge Technicals Level 3 Digital Media*. Hodder, 2016.
2. Manovich, Lev. *The Language of New Media*. Cambridge: MIT P, 2002.
3. Ouellette, Laurie. *The Media Studies Reader*. Routledge, 2012.
4. Ryan, Michael and James W Tankard. *Writing for Print and Digital Media*. McGraw-Hill, 2005.

Course Prepared by: Anish K Joseph and Neville Thomas



SBU24EN1DSC102: INTRODUCTION TO THEATRE AND PERFORMANCE

Type of Course	Minor		
Course Level	100-199		
Credit	4		
Course Delivery Duration	Theory (Hrs)	Practicum (Hrs)	Total (Hrs)
	45	30	75
Pre-requisite (if any)			

Course Outcomes

On successful completion of the course, students shall be able to

No.	Description	Cognitive Level
CO1	Apply the terminologies effectively when analyzing plays, performances, and scripts, leading to a deeper understanding of dramatic structure, character development, and thematic exploration.	Understand
CO2	Understand the primary branches of drama, including tragedy, comedy, tragicomedy, and melodrama, along with their defining characteristics and historical development.	Understand
CO3	Analyzing and discuss Greek and Roman plays, understanding their historical and cultural contexts, and appreciating their lasting impact on Western drama and literature.	Analyse
CO4	Develop the ability to analyze the central themes, character development, and conflict resolution within one-act plays and how these elements are condensed and intensified due to the play's brevity.	Understand

Cognitive Levels: R – Remember; U – Understand; A – Apply; An – Analyse; E - Evaluate

Course Mapping Table

CO	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5
CO1	-	-	-	-	-	1	1	1	1	1
CO2	-	-	-	-	-	1	1	1	1	1
CO3	-	-	-	-	-	1	1	1	1	1
CO4	-	-	-	-	-	1	1	2	1	1

Mapping of CO to Assessment Tools

CO	Formative Assessment		Summative Assessment		ESE
	Assignment 1	Assignment 2	Enactment of a scene	Model Exam	
CO1	x	-	x	-	x
CO2	x	-	-	x	x
CO3	x	-	-	x	x
CO4	-	x	x	-	x



Course Content & Transaction Mechanism

Course Content	Unit	CO	Hours	Transaction Mechanism
Module 1: Drama: Common Terminologies				
Drama; Dramatist Personae; Protagonist; Antagonist; Villian	1.1	1	1	Lecture and Discussion
Stage; The Curtain; The Curtain Raiser; Audience	1.2	1	1	Lecture and Discussion
Prologue; Epilogue; Interlude	1.3	1	1	Lecture and Discussion
Stereotype/flat/static/undeveloping character Round/ developing character Stock character Foil; Tragic hero; Comic hero	1.4	1	3	Lecture and Discussion
Characterization Character; Dramatic Irony; Suspense; Comic Plot; Comic relief; Disguise; Cue	1.5	1	2	Lecture and Discussion
Techniques used in Drama Aside; Soliloquy; Flashback; Mime; Foreshadowing; Climax; Anti-Climax	1.6	1	2	Lecture and Discussion
Practicum: Joaquín Álvarez Quintero and Serafín Álvarez Quintero: "A Sunny Morning: A Comedy of Madrid"	1.7	1	5	Lecture and Discussion
Module 2: Main Branches of Drama				
Comedy – Comedy of Manners; Satiric Comedy; Romantic Comedy; High Comedy; Low Comedy; Black Comedy	2.1	2	3	Lecture and Discussion
Tragedy - Flaw; Hubris; Hamartia	2.2	2	2	Lecture and Discussion
Tragic-Comedy	2.3	2	2	Lecture and Discussion
Melodrama	2.5	2	2	Lecture and Discussion
Historical Play	2.6	2	1	Lecture and Discussion
Practicum: Woody Allen : "Death Knocks" https://guinote.wordpress.com/wp-content/uploads/2016/12/7b4db-deathknocksbywoodyallen.pdf	2.7	2	5	Lecture and Discussion
Module 3: Greek and Roman Plays				
The Greek Theatre. □ History of Greek Theatre; Greek Theatre Festivals; Greek Theatre Architecture. Great Greek Theatre Playwrights. □ Aeschylus; Sophocles; Euripides.	3.1	3	3	Lecture and Discussion
Revelation Scene of Sophocles, "Oedipus Rex" – Lines 1215-1310	3.2	3	5	Lecture and Discussion



The Roman Theatre. <input type="checkbox"/> History of Roman Theatre; Roman Theatre Architecture; End of the Roman Theatre. Important Roman Theatre Playwrights. <input type="checkbox"/> Plautus; Terence; Seneca.	3.3	3	2	Lecture and Discussion
Practicum: Act 5 of Seneca's "Thyestes" https://www.poetryintranslation.com/PITBR/Latin/MurgatroydSenecaThyestes.php#:~:text=In%20act%20five%20Atreus%20comes,who%20feels%20a%20growing%20unease.	3.4	3	5	Lecture and Discussion
Module 4: One-Act-Play				
Fritz Karinthy: <i>Refund</i>	4.1	4	10	Lecture and Discussion
Staging the play: <i>Refund</i>	4.2	4	5	Lecture and Discussion
Practicum: Susan Glaspell: <i>Trifles</i> https://www.doanestuart.org/wp-content/uploads/2015/09/Trifles.pdf	4.2	4	15	Lecture and Discussion
Module 5: Teacher Specific Content				

Reference

1. Brockett, Oscar G. *The Theatre: An Introduction*. Holt, Rinehart and Winston, 1983.
2. Kennedy, X J. *Literature: An Introduction to Fiction, Poetry, and Drama*. Fourth ed. Little brown, 1987.
3. <https://andrewd222.files.wordpress.com/2015/08/3-oedipus-the-king1.docx>

Course designed by: Dr Raju Sebastian and Neville Thomas



SBU24EN1DSC103: INTRODUCTION TO LANGUAGE AND LINGUISTICS

Type of Course	Minor		
Course Level	100-199		
Credit	4		
Course Delivery Duration	Theory (Hrs)	Practicum (Hrs)	Total (Hrs)
	45	30	75
Pre-requisite (if any)			

Course Outcomes

On successful completion of the course, students shall be able to:

No.	Description	Cognitive Level
CO1	Explain the origins and features of human language and language families.	Understand
CO2	Explain major periods and changes in the history of the development of the English language.	Understand
CO3	Discuss the basic concepts in Linguistics and trace its historical development	Understand
CO4	Explain the major branches of Linguistics	Understand

Course Mapping Table

CO	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5
CO1	-	-	-	-	-	1	1	1	1	1
CO2	-	-	-	-	-	1	1	1	1	1
CO3	-	-	-	-	-	1	1	1	1	1
CO4	-	-	-	-	-	1	1	1	1	1

Mapping of CO to Assessment Tools

CO	Formative Assessment		Summative Assessment		ESE
	Writing Assignments	Viva Voce/ Seminar	Exam I	Exam II	
CO1	x	x	x	x	x
CO2	x	x	x	x	x
CO3	x	x	x	x	x
CO4	x	x	x	x	x

Course Content & Transaction Mechanism

Course Content	Unit	CO	Hours	Transaction Mechanism
Module 1: What is Language?				
Language, Hockett and Design Features	1.1	1	3	Lecture and discussion
Theories of the origin of language	1.2	1	2	Lecture and discussion
Language Families, Indo-European Family of Languages	1.3	1	5	Lecture and discussion
Practicum: Grimm's Law, Verner's Law,	1.4	1	5	Lecture and discussion



Module 2: Old, Middle and Modern English				
Old English Dialects; Old English Vocabulary: Scandinavian Influence, Latin influence	2.1	2	7	Lecture and discussion
Norman Conquest; Middle English Dialects; Middle English Vocabulary: French Influence	2.2	2	8	Lecture and discussion
Practicum: (a) Impacts and Influences on Modern English: Renaissance, Reformation, Printing Press, Bible Translation	2.4	2	9	Presentation and Discussion
Practicum: (b) Standard English	2.5	2	6	Presentation and Discussion
Module 3: Foundations of Linguistics				
What is and isn't Linguistics? Defining the field.	3.1	3	2	Lecture and practice
Ferdinand de Saussure and his basic concepts: Sign, signifier, signified, synchrony, diachrony, langue, and parole, paradigm and syntagm	3.2	3	3	Lecture and practice
Historical development of Linguistics: Traditional, Structural and Cognitive phases	3.3	3	5	Lecture and discussion
Practicum: Dimensions of Linguistics: Theoretical, Descriptive, Comparative, Applied, Synchronic and Diachronic. Levels of Linguistic Analysis: Phonetics and Phonology, Morphology, Semantics and Syntax.	3.4	3	5	Presentation and Discussion
Module 4: Branches of Linguistics				
Interdisciplinary branches of Linguistics: An Overview	4.1	4	1	Lecture and discussion
Socio-Linguistics: speech Vs code; speech community, speech repertoire, speech situation, speech event, speech act; language variety; languages in contact—bilingualism, multilingualism, diglossia, code-switching/code-mixing, pidgins and creoles	4.2	4	3	Lecture and discussion
Psycho-Linguistics: innateness hypothesis and universal grammar.	4.3		3	Lecture and discussion
Applied Linguistics: contrastive analysis; error analysis	4.4		3	Lecture and discussion
Practicum: Socio-Linguistics: Linguistic Competence and Communicative Competence, Language change (Synchronic and Diachronic approaches) Psycho-Linguistics: speech production—aphasia – slips – gaps Applied Linguistics: Linguistics and Language Teaching	4.5		5	Presentation and Discussion



Reference

1. Akmajian, A., R. A. Demers and R. M. Harnish. *Linguistics: An Introduction to Language and Communication*, 2nd ed. Cambridge, Mass: MIT Press, 1984; Indian edition, Prentice Hall, 1991.
2. Barber, Charles L, Joan C. Beal, and Philip A. Shaw. *The English Language: A Historical Introduction*. 2nd ed. Cambridge: Cambridge UP, 2012.
3. Baugh, Albert C. *A History of the English Language*. Bombay: Allied Pub., 1968.
4. Crystal, David. *The Cambridge Encyclopaedia of the English Language*. 2nd ed. Cambridge: Cambridge UP, 2003.
5. Crystal, David. *The Cambridge Encyclopedia of Language*. 2010.
6. Jespersen, Otto. *Growth and Structure of the English Language*. Delhi: Oxford UP, 1982.
7. Mesthrie, Rajend and Rakesh M Bhatt..*World Englishes: The Study of New Linguistic Varieties*. Cambridge: Cambridge University Press. 2008
8. Saussure, Ferdinand de..*Course in General Linguistics*. New York: McGraw Hill,1966.
9. Verma, S K and N Krishnaswamy. *Modern Linguistics: An Introduction*. New Delhi: Oxford UP, 1997.
10. Widdowson, H G. *Explorations in Applied Linguistic*. Vol.1. Oxford: Oxford UP, 1979.
11. Wood, Frederick T. *An Outline History of the English Language*. Bombay: Macmillan, 1968.
12. Yule, George. *The Study of Language*. 2nd ed. Cambridge: Cambridge U P, 1996.

Course designed by: Dr Raju Sebastian and Nithin Varghese



SBU24EN1DSC104: INTRODUCTION TO TRANSLATION STUDIES

Type of Course	Minor		
Course Level	100-199		
Credit	4		
Course Delivery Duration	Theory (Hrs)	Practicum (Hrs)	Total (Hrs)
	45	30	75
Pre-requisite (if any)			

Course Outcomes

On successful completion of the course, students shall be able to:

No.	Description	Cognitive Level
CO1	Identify the key notions in translation studies	Understand
CO2	Distinguish the historical evolution of the methods and styles of translation	Understand
CO3	Articulate the specific nature of literary translation and do translations based on its principles	Apply
CO4	Compare and contrast the various theories of translation	Understand

Course Mapping Table

CO	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5
CO1	-	-	-	-	-	1	1	1		1
CO2	-	-	-	-	-	1	1			
CO3	-	-	-	-	-	1	1		1	1
CO4	-	-	-	-	-	1	1	1		

Mapping of CO to Assessment Tools

CO	Formative Assessment		Summative Assessment		ESE
	Assignment	Seminar	Exam I	Exam II	
CO1	x	x	x	-	x
CO2	x	x	x	-	x
CO3	x	x	-	x	x
CO4	x	x	-	x	x

Course Content & Transaction Mechanism

Course Content	Unit	CO	Hours	Transaction Mechanism
Module 1: Key Words				
Source Language/ Source Text Target Language/ Target Text Equivalence	1.1	1	5	Lecture and discussion
Types of Translation Techniques of Translation Decoding and recoding	1.2	1	5	Lecture and discussion
Practicum: 'Crossing Languages' from <i>Translation: A Very Short Introduction</i>	1.3	1	5	Seminar and discussion



Module 2: Brief History of Translation				
The Romans – Bible Translation-Education and the Vernacular	2.1	2	5	Lecture and discussion
Early Theorists, The Renaissance upto the present	2.2	2	5	Lecture and discussion
Practicum Introduction from Susan Bassnett’s <i>Translation Studies</i>	2.3	2	5	Lecture and discussion
Module 3: Literary Translation				
Translating Poetry	3.2	3	3	Lecture and discussion
Translating Prose	3.3	3	3	Lecture and discussion
Translating Drama	3.4	3	4	Lecture and discussion
Practicum: Theo Hermans: Literary Translation from A <i>Companion to Translation Studies</i>	3.3	3	5	Lecture and discussion
Module 4: Functional and Cultural Theories of Translation				
Text Type, Translational Action, Skopos Theory, Translation Oriented Text Analysis	4.1	4	7	Lecture and Discussion
Translation as Rewriting, Translation and Gender, Postcolonial Translation Theory	4.2	4	8	Lecture and Discussion
Practicum:				
Susan Bassnett : Translation in the Twenty-First Century from <i>Translation Studies</i>	4.3	4	15	Seminar and Discussion

Reference

1. Bassnett, Susan. *Translation Studies*. 4th ed., Routledge, 2014.
2. Baker, Mona, and Gabriela Saldanha, editors. *Routledge Encyclopedia of Translation Studies*. 2nd ed., Routledge, 2009.
3. Venuti, Lawrence, editor. *The Translation Studies Reader*. 4th ed., Routledge, 2021.
4. Munday, Jeremy. *Introducing Translation Studies: Theories and Applications*. 5th ed., Routledge, 2022.
5. Tymoczko, Maria, and Edwin Gentzler, editors. *Translation and Power*. University of Massachusetts Press, 2002.
6. Pym, Anthony. *Exploring Translation Theories*. 3rd ed., Routledge, 2022.
7. Hatim, Basil, and Jeremy Munday. *Translation: An Advanced Resource Book for Students*. Routledge, 2004.
8. Robinson, Douglas. *Becoming a Translator: An Introduction to the Theory and Practice of Translation*. 4th ed., Routledge, 2020.
9. Gentzler, Edwin. *Contemporary Translation Theories*. 2nd ed., Multilingual Matters, 2001.
10. Hermans, Theo, editor. *The Manipulation of Literature: Studies in Literary Translation*. Croom Helm, 1985.

Course designed by: Fr Jose Jacob



SBU24EN1MDC100: DECODING MYTHS AND LEGENDS: FROM GREECE TO INDIA

Type of Course	MDC		
Course Level	100-199		
Credit	3		
Course Delivery Duration	Theory (Hrs)	Practicum (Hrs)	Total (Hrs)
	30	30	60
Pre-requisite (if any)			

Course Outcomes

On successful completion of the course, students shall be able to:

No.	Description	Cognitive Level
CO1	Explain creation myths from different cultures across the world.	Understand
CO2	Explain flood myths from different cultures across the world.	Understand
CO3	Illustrate the Hero and Quest myths from different cultures across the world.	Understand
CO4	Outline place and object myths from different cultures across the world.	Understand

Cognitive Levels: R – Remember; U – Understand; A – Apply; An – Analyse; E - Evaluate

Course Mapping Table

CO	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5
CO1	-	-	-	-	-	1	1	-	-	-
CO2	-	-	-	-	-	1	1	-	-	-
CO3	-	-	-	-	-	1	1	-	-	-
CO4	-	-	-	-	-	1	1	-	-	-

Mapping of CO to Assessment Tools

CO	Formative Assessment	Summative Assessment		ESE
	Assignment	Exam I	Exam II	
CO1	x	x	x	x
CO2	x	x	x	x
CO3	x	x	x	x
CO4	x	x	x	x

Course Content & Transaction Mechanism

Course Content	Unit	CO	Hours	Transaction Mechanism
Module 1: Creation Myths				
Egyptian: “The Beginnings” (from <i>Myths and Legends</i> edited by Philip Wilkinson, DK Publishing, New York 2009. p. 236)	1.1	1	3	Lecture and discussion
Mesopotamian: “Enuma Elish” (from <i>Myths and Legends</i> edited by Philip Wilkinson, DK Publishing, New York 2009., p. 150-151)	1.2	1	3	Lecture and discussion



Indian: <i>The Rig Veda</i> and <i>The Brhadaranyaka Upanishad</i> (from <i>Myths and Legends</i> edited by Philip Wilkinson, DK Publishing, New York 2009, p. 190-191)	1.3	1	3	Lecture and discussion
Greek: Hesiod's <i>Theogony</i> (II, 116-153) (from <i>The World of Myth: An Anthology</i> , edited by David Adams Leeming, OUP, 1990, p. 32-35)	1.4	1	3	Lecture and discussion
Practicum: George Herbert: "The Pulley"	1.5	1	3	Lecture and discussion
Module 2: Flood Myths				
Mesopotamian: Utnapishtim (from <i>The World of Myth: An Anthology</i> , edited by David Adams Leeming, OUP, 1990, p. 44-47)	2.1	2	3	Lecture and discussion
Hebrew: Noah (from <i>The World of Myth: An Anthology</i> , edited by David Adams Leeming, OUP, 1990, p. 48-53)	2.2	2	3	Lecture and discussion
Chinese: Yü (from <i>The World of Myth: An Anthology</i> , edited by David Adams Leeming, OUP, 1990, p. 53-55)	2.3	2	2	Lecture and discussion
Indian: Manu (from <i>The World of Myth: An Anthology</i> , edited by David Adams Leeming, OUP, 1990, p. 55)	2.4	2	2	Lecture and discussion
Practicum: Ovid: <i>Metamorphoses</i> (Book I: Lines 274 – 292: The Flood; Lines 293 – 312: The World is Drowned)	2.5	2	5	Lecture and discussion
Module 3: Hero and Quest Myths				
Greek: Oedipus (from <i>MYTHS AND LEGENDS OF ANCIENT GREECE AND ROME.</i> , edited by E. M. BERENS., New York, p. 180-181)	3.1	3	3	Lecture and discussion
Celtic: King Arthur (from <i>The World of Myth: An Anthology</i> , edited by David Adams Leeming, MAYNARD, MERRILL, & CO. 1990, p. 243-244)	3.2	3	2	Lecture and discussion
Practicum: (a) Frank O'Connor: "My Oedipus Complex" (from <i>My Oedipus Complex: and Other Stories</i> , Penguin, 2005) (b) Seamus Heaney: "Hercules, and Antaeus" (from <i>Gods and Mortals: Modern Poems on Classical Myths</i> , edited by Nina Kossman, OUP, 2001)	3.3	3	10	Lecture and discussion
Module 4: Place and Objects Myths				
Greek: Troy (from <i>The World of Myth: An Anthology</i> , edited by David Adams Leeming, OUP, 1990, p. 319-330)	4.1	4	3	Lecture and discussion
Practicum: (a) Edwin Muir: "Troy" (from <i>Gods and Mortals: Modern Poems on Classical Myths</i> , edited by Nina Kossman, OUP, 2001)	4.2	4	10	Lecture and discussion



(b) Abraham Cowley: “The Tree of Knowledge” (https://allpoetry.com/poem/8465781-The-Tree-Of-Knowledge-by-Abraham-Cowley)				
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Reference

1. Campbell, Joseph and Bill Moyers. *The Power of Myth*. Anchor Books, 1991.
2. Leeming, David Adams. *The World of Myth: An Anthology*. OUP, 1990.
3. *Myths and Legends*, Philip Wilkinson, DK Publishing, New York, 2009.
4. *Myths and Legends Explained*, Neil Philip, DK Publishing, New York, 1999.
5. *Myths and Legends from Around the World*, Robin Brockman, Arcturus Publishing Limited, London, 2000.
6. *Myth and Symbol: Critical Approaches and Applications*, Northrop Frye et. al., University of Nebraska Press, 1963.
7. Russell, Ford. *Northrop Frye on Myth*. Routledge, 2008.

Course designed by: Dr Raju Sebastian, Dr Teddy C Anthappai and Nithin Varghese



SBU24EN1MDC101: LIFE SKILLS AND PERSONALITY DEVELOPMENT

Type of Course	MDC		
Course Level	100-199		
Credit	3		
Course Delivery Duration	Theory (Hrs)	Practical (Hrs)	Total
	30	30	60
Prerequisite (if any)	NA		

Course Outcomes:

On successful completion of the course, students shall be able to:

No.	Description	Cognitive Level
CO1	Demonstrate proficiency in etiquette, interpersonal skills and image management techniques.	Apply
CO2	Demonstrate Emotional Intelligence, Positive Attitude and Goal Setting skills in appropriate situations.	Apply
CO3	Demonstrate leadership and public speaking skills.	Apply
CO4	Face interviews effectively and manifest teamwork skills.	Apply

Cognitive Levels

R – Remember; U – Understand; A – Apply; An – Analyse; E - Evaluate

Course Mapping Table

CO	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5
CO1	-	-	-	-	-	1	1	1	1	1
CO2	-	-	-	-	-	1	1	1	1	1
CO3	-	-	-	-	-	1	1	1	1	1
CO4	-	-	-	-	-	1	1	1	1	1

Mapping of CO to Assessment Tools

CO	Formative Assessment	Summative Assessment		ESE
	Assignment	Exam I	Exam II	
CO1	x	x	x	x
CO2	x	x	x	x
CO3	x	x	x	x
CO4	x	x	x	x

Course Content & Transaction Mechanism

Course Content	Unit	CO	Hours	Transaction Mechanism
Module 1:				
Etiquette	1.1	1	3	Lecture and Discussion and classroom exercises
Interpersonal Skills	1.2	1	4	Lecture and Discussion and classroom exercises
Image Management	1.3	1	3	Lecture and Discussion and classroom exercises



Practicum Exercises in interpersonal skills, image management and different type of etiquette	1.4	1	5	
Module 2:				
Emotional Intelligence	2.1	2	4	Presentation, Classroom practice, and Debriefing
Goal Setting	2.2	2	4	Lecture, Discussion, and classroom exercises
Positive Attitude	2.4	2	2	Lecture, Discussion, and classroom exercises
Practicum Exercises in Goal Setting, EQ Assessment and follow up,	2.5	2	5	
Module 3:				
Leadership Skills	3.1	3	2	Lecture, Discussion, and classroom exercises
Public Speaking	3.2	3	3	Lecture, discussion, and classroom exercises
Practicum Public Speaking exercises			10	
Module 4				
Interview Skills	3.3	3	3	Classroom input, Discussion and classroom exercises
Teamwork and Collaboration	3.4	3	2	Presentation, Classroom practice, and Debriefing
Practicum Exercises in Interview and Teamwork	3.5	3	10	

Textbook

1. Shinde, Maithry and et.al. *Life Skills and Personality Development*. CUP, 2022

Course designed by: Dr Raju Sebastian in collaboration with Cambridge University Press and Assessment based on the learning objectives of the *Jeevan Kaushal* Life Skills course proposed by the UGC



SBU24EN1AEC100: ENGLISH LANGUAGE SKILLS, GRAMMAR AND VOCABULARY FOR SCIENCE - I

Type of Course	AEC		
Course Level	100-199		
Credit	3		
Course Delivery Duration	Theory (Hrs)	Practicum (Hrs)	Total (Hrs)
	45		45
Pre-requisite (if any)	NA		

Course Outcomes

On successful completion of the course, students shall be able to:

No.	Description	Cognitive Level
CO1	Use English grammar and vocabulary in appropriate contexts.	Apply
CO2	Use English with adequate fluency and accuracy for listening and speaking.	Apply
CO3	Use English with adequate fluency and accuracy for reading and writing.	Apply

Cognitive Levels: R – Remember; U – Understand; A – Apply; An – Analyse; E - Evaluate

Course Mapping Table

CO	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5
CO1						1	1	2	1	1
CO2						1	1	2	1	1
CO3						1	1	2	1	1

Mapping of CO to Assessment Tools

CO	Formative Assessment	Summative Assessment		ESE
	Assignment 1	Exam 1	Exam 2	
CO1	x	x		x
CO2	x		x	-
CO3	x	x		x

Course Content & Transaction Mechanism

Course Content	Unit	CO	Hours	Transaction Mechanism
Module 1: LSRW, Grammar and Vocabulary – 1				
Speaking: <ul style="list-style-type: none"> . Talking about oneself, Transportation and its problems, City services. . Exchanging Personal Information, asking and giving information about transportation, travel, tourism etc. 	1.1	2	4	Lecture and Classroom exercises
Listening: Listening to people talk about their past Listening to descriptions of a transportation systems Phonetics: syllables and stress, short form of ‘used to’	1.2	2	3	Lecture and Classroom exercises



Writing: <ul style="list-style-type: none"> . Writing about one's childhood . Writing online post about a specific topic 	1.3	3	4	Lecture and Classroom exercises
Reading: <ul style="list-style-type: none"> . Life stories, Happiest cities in the world 	1.4	3	1	Lecture and Classroom exercises
Grammar: <ul style="list-style-type: none"> . Past tense, Count and Noncount nouns expressing quantities, Direct and Indirect Wh-questions 	1.5	1	2	Lecture and Classroom exercises
Vocabulary building exercises	1.6	1	1	Lecture and Classroom exercises
Module 2: LSRW, Grammar and Vocabulary – 2				
Speaking: <ul style="list-style-type: none"> . Describing positive and negative features, vacation plans . Making comparisons . Talking about lifestyle changes, food . Expressing wishes, likes and dislikes . Giving step-by-step instructions, travel advice 	2.1	2	4	Lecture and Classroom exercises
Listening <ul style="list-style-type: none"> . listening to people talk about hotels, descriptions of food , travel advice . Phonetics: Unpronounced vowels, Consonant Clusters, linked sounds with /w/ and /y/. 	2.2	2	3	Lecture and Classroom exercises
Writing <ul style="list-style-type: none"> . Writing Email, recipe 	2.3	3	4	Lecture and Classroom exercises
Reading <ul style="list-style-type: none"> . Reading about living without money; the history of pizza; unusual vacations 	2.4	3	1	Lecture and Classroom exercises
Grammar: <ul style="list-style-type: none"> . Adjectives for comparison and evaluation . Simple Past Vs Present Perfect . Sequence Adverbs . Future with 'will' and 'be going to' . Modals for necessity and suggestions. 	2.5	1	2	Lecture and Classroom exercises
Vocabulary building exercises	2.6	1	1	Lecture and Classroom exercises
Module 3: LSRW, Grammar and Vocabulary – 3				
Speaking <ul style="list-style-type: none"> . Making requests, agreeing to and refusing requests . Complaining . Apologizing . Giving Excuses . Describing Technology, holidays, festivals, customs, and special events . Giving Instructions and Suggestions 	3.1	2	4	Lecture and Classroom exercises



Listening · Listening to results of a survey, a radio programme, people giving suggestions on specific topics, the descriptions of Brazilian Carnival · Phonetics: Stress in two-part verbs, syllable, stress, and rhythm	3.2	2	3	Lecture and Classroom exercises
Writing · Writing a message making a request, asking for specific favours, an entry on a travel website	3.3	3	4	Lecture and Classroom exercises
Reading · Reading about unusual hotel requests, interesting New Year customs, 'Sharing economy'	3.4	3	1	Lecture and Classroom exercises
Grammar · Two-part verbs, 'will' for responding to requests · Making requests with modals and 'would you mind...?'	3.5	1	2	Lecture and Classroom exercises
Vocabulary building exercises	3.6	1	1	Lecture and Classroom exercises

Textbook

1. Jack C Richards, Jonathan Hull, and Susan Proctor. *Interchange 2*. 5th ed. Cambridge UP, 2017.

Course designed by: Dr. Raju Sebastian in collaboration with Cambridge University Press and Assessment



SBU24EN1AEC101: ENGLISH LANGUAGE SKILLS, GRAMMAR AND VOCABULARY FOR SOCIAL SCIENCES - I

Type of Course	AEC		
Course Level	100-199		
Credit	3		
Course Delivery Duration	Theory (Hrs)	Practicum (Hrs)	Total (Hrs)
	45		45
Pre-requisite (if any)			

Course Outcomes

On successful completion of the course, students shall be able to:

No.	Description	Cognitive Level
CO1	Listen to and speak English with adequate fluency and accuracy in appropriate contexts	Apply
CO2	Read and write English with adequate fluency and accuracy in appropriate contexts	Apply
CO3	Use English grammar and vocabulary in appropriate contexts.	Apply

Cognitive Levels: R – Remember; U – Understand; A – Apply; An – Analyse; E - Evaluate

Course Mapping Table

CO	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5
CO1	-	-	-	-	-	1	1	2	1	1
CO2	-	-	-	-	-	1	1	2	1	1
CO3	-	-	-	-	-	1	1	2	1	1

Mapping of CO to Assessment Tools

CO	Formative Assessment	Summative Assessment		ESE
	Assignment 1	Exam 1	Exam 2	
CO1	x		x	
CO2	x	x	-	x
CO3	x	x	-	x

Course Content & Transaction Mechanism

Course Content	Unit	CO	Hours	Transaction Mechanism
Module 1: Grammar, Vocabulary and LSRW – 1				
Grammar: <ul style="list-style-type: none"> Count and Non-count nouns, Wh-questions (direct and indirect) Past tense, expressing quantities 	1.1	3	2	Lecture and exercises
Vocabulary <ul style="list-style-type: none"> Theme-based vocabulary building activities 	1.2	3	1	
Listening: Phonetics: syllables and stress, short form of ‘used to’ Listening to: <ul style="list-style-type: none"> sharing about one’s past people speaking about public transport systems 	1.3	1	3	Lecture and exercises
Speaking:	1.4	1	4	Lecture and exercises



<ul style="list-style-type: none"> . Pair work: Share personal Information, Practise asking and giving information on a specific topic . Talk about oneself . Pair work: Talk to your partner about Transportation and its problems in your place and about City services 				
Reading: <ul style="list-style-type: none"> . Read about real-life anecdotes . Read about cities which top the world happiness index 	1.5	2	1	Lecture and exercises
Writing: <ul style="list-style-type: none"> . Writing about one's childhood . Writing online post about a specific topic 	1.6	2	4	Lecture and exercises
Module 2: Grammar, Vocabulary and LSRW – 2				
Grammar: <ul style="list-style-type: none"> . Simple Past Vs Present Perfect . Future with 'will' and 'be going to' . Expressing necessity and suggestions using modal verbs . Adverbs showing sequence . Adjectives for comparison and evaluation 	2.1	3	2	Lecture and exercises
Vocabulary building exercises	2.2	3	1	Lecture and exercises
Listening Phonetics: Unpronounced vowels, Consonant Clusters, linked sounds with /w/ and /y/. Listening: <ul style="list-style-type: none"> . Listening to descriptions of food . Listening to travel advice . Listening to people talk about hotels 	2.3	1	3	Lecture and exercises
Speaking: <ul style="list-style-type: none"> . Making comparisons . Differentiate between positive and negative features . Speak about one's vacation plans, lifestyle changes, food, desires, likes and dislikes . Step-by-step instructions . Travel advice 	2.4	1	4	Lecture and exercises
Reading <ul style="list-style-type: none"> . Living without money . The history of pizza . Unusual vacations 	2.5	2	1	Lecture and exercises
Writing <ul style="list-style-type: none"> . Email, Recipe 	2.6	2	4	Lecture and exercises
Module 3: Grammar, Vocabulary and LSRW –3				
Grammar <ul style="list-style-type: none"> . Verbs having two parts . Using 'will' to respond to requests . Using Modals to make requests 	3.1	3	2	Lecture and exercises



Vocabulary: Building word power with the technique of association	3.2	3	1	Lecture and exercises
Listening Phonetics: <ul style="list-style-type: none"> . How to stress a verb having two parts . Syllable, Stress, and Rhythm Listening to <ul style="list-style-type: none"> . Radio programme . Descriptions of Brazilian Carnival . Results of a survey . People giving suggestions on specific topics 	3.3	1	3	Lecture and exercises
Speaking <ul style="list-style-type: none"> . How to lodge a complaint . How to apologize . How to give excuses . How to give instructions . How to give suggestions . How to make requests, . How to agree to and refuse requests . Describing Technology, holidays, festivals, customs, and special events 	3.4	1	4	Lecture and exerci
Reading Read short passages on: <ul style="list-style-type: none"> . Unusual hotel requests . Interesting New Year customs . ‘Sharing economy’ 	3.5	2	1	Lecture and exercises
Writing <ul style="list-style-type: none"> . Prepare a write-up for a travel website Write a message for: <ul style="list-style-type: none"> . making a request, . asking for specific favours 	3.6	2	4	Lecture and exercises

Textbook

1. Jack C Richards, Jonathan Hull, and Susan Proctor. *Interchange 2*. 5th ed. Cambridge UP, 2017.

Course designed by: Dr. Raju Sebastian in collaboration with Cambridge University Press and Assessment



SBU24EN1AEC102: ENGLISH LANGUAGE SKILLS, GRAMMAR AND VOCABULARY FOR COMMERCE - I

Type of Course	AEC		
Course Level	100-199		
Credit	3		
Course Delivery Duration	Theory (Hrs)	Practicum (Hrs)	Total (Hrs)
	45	-	45
Pre-requisite (if any)	NA		

Course Outcomes

On successful completion of the course, students shall be able to:

No.	Description	Cognitive Level
CO1	Use English grammar and vocabulary in appropriate contexts.	Apply
CO2	Use English receptively (listen and read) with adequate fluency and accuracy in appropriate contexts.	Apply
CO3	Use English productively (speak and write) with adequate fluency and accuracy in appropriate contexts.	Apply

Cognitive Levels: R – Remember; U – Understand; A – Apply; An – Analyse; E - Evaluate

Course Mapping Table

CO	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5
CO1	-	-	-	-	-	1	1	2	1	1
CO2	-	-	-	-	-	1	1	2	1	1
CO3	-	-	-	-	-	1	1	2	1	1

Mapping of CO to Assessment Tools

CO	Formative Assessment	Summative Assessment		ESE
	Assignment	Exam 1	Exam 2	
CO1		x		x
CO2	x		x	-
CO3	x	x		x

Course Content & Transaction Mechanism

Course Content	Unit	CO	Hours	Transaction Mechanism
Module 1: LSRW, Grammar and Vocabulary – 1				
Speaking: <ul style="list-style-type: none"> . On oneself, . On Transportation in general and in the city in particular . Exchange Personal Information, . Enquiring and giving information about transportation, travel, tourism etc. 	1.1	3	4	Lecture and Classroom exercises
Listening: <ul style="list-style-type: none"> . Reminiscences . Descriptions 	1.2	2	3	Lecture and Classroom exercises



. Phonetics: weak form of ‘used to’ syllables and stress				
Writing: . Childhood memories . Online posts	1.3	3	4	Lecture and Classroom exercises
Reading: . Inspiring life stories . Happy places	1.4	2	1	Lecture and Classroom exercises
Grammar: . Count and Noncount nouns expressing quantities . Past tense . Direct and Indirect Wh-questions	1.5	1	2	Lecture and Classroom exercises
Vocabulary: . Vocabulary building through word association	1.6	1	1	Lecture and Classroom exercises
Module 2: LSRW, Grammar and Vocabulary – 2				
Speaking: . On changes in lifestyle and food . On vacation plans . Compare and contrast . Give travel advice . Give step-by-step instructions . Express wishes, likes and dislikes	2.1	3	4	Lecture and Classroom exercises
Listening: . travel advice . recipes . descriptions . Phonetics: Unpronounced vowels, Consonant Clusters, linked sounds with /w/ and /y/.	2.2	2	3	Lecture and Classroom exercises
Writing . Email . Recipe	2.3	3	4	Lecture and Classroom exercises
Reading . Experimenting with life . strange vacations . the story of pizza	2.4	2	1	Lecture and Classroom exercises
Grammar: . Use of adjectives for comparison and evaluation . Order of Adverbs . Modal verbs for showing necessity and suggestions . Simple Past and Present Perfect . Expressing Future with ‘will’ and ‘be going to’	2.5	1	2	Lecture and Classroom exercises
Vocabulary: Vocabulary building through word association	2.6	1	1	Lecture and Classroom exercises



Module 3: LSRW, Grammar and Vocabulary – 3				
Speaking <ul style="list-style-type: none"> . About holidays, festivals, customs, and special events . Lodge a complaint . Make an apology . Make, agree to and refuse requests . Give Instructions and Suggestions . Describe a technology . Make excuses 	3.1	3	4	Lecture and Classroom exercises
Listening <ul style="list-style-type: none"> . Presentations . Suggestions . Radio programme . Descriptions of Brazilian Carnival . Phonetics: Syllable, Stress, and Rhythm ; Stress in two-part verbs 	3.2	2	3	Lecture and Classroom exercises
Writing <ul style="list-style-type: none"> . Message . Request . Ask for specific favours . Write-up on a travel website 	3.3	3	4	Lecture and Classroom exercises
Reading <ul style="list-style-type: none"> . Strange hotel requests, . Exotic New Year customs, . New trends in economy 	3.4	2	1	Lecture and Classroom exercises
Grammar <ul style="list-style-type: none"> . Two-part verbs, . Using modals and ‘would you mind...?’ to make requests . Using ‘will’ to respond to requests 	3.5	1	2	Lecture and Classroom exercises
Vocabulary: Vocabulary building through word association	3.6	1	1	Lecture and Classroom exercises

Textbook

1. Jack C Richards, Jonathan Hull, and Susan Proctor. *Interchange 2*. 5th ed. Cambridge UP, 2017.

Course designed by: Dr. Raju Sebastian in collaboration with Cambridge University Press and Assessment



SEMESTER II

Course Code	Type of Course	Course Title	Hours /Week	Total Hours	Credit
SBU24EN2DSC100	Major	Introduction to Literature: Fiction	5	75	4
SBU24EN2DSC101	Minor	Writing for Media	5	75	4
SBU24EN2DSC102	Minor	History of Western Theatre		75	
SBU24EN2DSC103	Minor	Introduction to English Phonetics and Phonology	5	75	4
SBU24EN2DSC104	Minor	Malayalam Literature in Translation	5	75	4
SBU24EN2MDC100	MDC	Language Building through Literature: Short Stories	4	60	3
SBU24EN2MDC101	MDC	Understanding Disability through Literature	4	60	3
SBU24EN2AEC100	AEC	English Language Skills, Grammar and Vocabulary for Science – II	3	45	3
SBU24EN2AEC101	AEC	English Language Skills, Grammar and Vocabulary for Social Sciences - II	3	45	3
SBU24EN2AEC102	AEC	English Language Skills, Grammar and Vocabulary for Commerce – II	3	45	3



SBU24EN2DSC100: INTRODUCTION TO LITERATURE: FICTION

Type of Course	Major		
Course Level	100 – 199		
Credit	4		
Course Delivery Duration	Theory (Hrs)	Practicum (Hrs)	Total (Hrs)
	45	30	75
Pre-requisite (if any)	NA		

Course Outcomes

On successful completion of the course, students shall be able to:

No.	Description	Cognitive Level
CO1	Differentiate between fable, tale, and short story and explain the concept of plot.	Understand
CO2	Explain the Point of View and the Setting of select short stories.	Understand
CO3	Outline Character, Tone and Style of select short stories.	Understand
CO4	Identify the themes of select short stories and illustrate the use of irony and symbols in them.	Understand
CO5	Write short analyses of familiar short stories in terms of the various elements of fiction.	Apply

Cognitive Levels: R – Remember; U – Understand; A – Apply; An – Analyse; E – Evaluate

Course Mapping Table

CO	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5
CO1	1	2	1		1	1	1	2	1	1
CO2	1	2	1		1	1	1	2	1	1
CO3	1	2	1		1	1	1	2	1	1
CO4	1	2	1		1	1	1	2	1	1
CO5	1	2	1		1	1	1	2	1	1

Mapping of CO to Assessment Tools

CO	Formative Assessment		Summative Assessment		ESE
	Assignments	Oral Presentation	Exam I	Exam II	
CO1		x	x	x	x
CO2		x	x	x	x
CO3		x	x	x	x
CO4		x	x	x	x
CO5	x		x	x	x

Course Content & Transaction Mechanism

Course Content	Unit	CO	Hours	Transaction Mechanism
Module 1: Evolution of the Story form– Fable, Tale and Short Story–and the concept of Plot				
Reading a Story	1.1	1	1	Lecture and Discussion
Fable	1.2	1	1	Lecture and Discussion



W Somerset Maugham. “The Appointment in Samarra”	1.3	1	2	Lecture and Discussion
Tale	1.4	1	1	Lecture and Discussion
Jakob and Wilhelm Grimm: “Godfather Death”	1.5	1	2	Lecture and Discussion
Plot	1.6	1	2	Lecture and Discussion
The Short Story	1.7	1	1	Lecture and Discussion
Practicum: a. Analysis and writing exercises on “The Appointment in Samarra” b. Analysis and writing exercises on “Godfather Death”	1.8	5	5	
Module 2: Point of View and Setting				
Point of View	2.1	2	2	Lecture and Discussion
Doris Lessing: “A Woman on a Roof”	2.2	2	3	Lecture and Discussion
Setting	2.3	2	2	Lecture and Discussion
Kate Chopin: “The Storm”	2.4	2	3	Lecture and Discussion
Practicum: a. Analysis and writing exercises on “A Woman on a Roof” b. Analysis and writing exercises on “The Storm”	2.5	5	5	
Module 3: Character, Tone and Style				
Character	3.1	3	2	Lecture and Discussion
James Thurber: “The Catbird Seat”	3.2	3	6	Lecture and Discussion
Tone and Style	3.3	3	2	Lecture and Discussion
Ernest Hemingway: “A Clean, Well-Lighted Place”	3.4	3	5	Lecture and Discussion
Practicum: a. Analysis and writing exercises on “The Catbird Seat” b. Analysis and writing exercises on “A Clean, Well-Lighted Place”	3.5	5	15	
Module 4: Theme, Irony and Symbolism				
Irony	4.1	4	2	Lecture and Discussion
Theme	4.2	4	3	Lecture and Discussion



Symbol	4.3	4	3	Lecture and Discussion
Reading a Novel	4.4	4	2	Lecture and Discussion
Practicum a. Flann O'Brien: "Two in One" (Irony) b. Alice Munro: "Wild Swans" (Symbol)	4.5	4	5	Lecture and Discussion

Reference

1. Kennedy, X J. *Literature: An Introduction to Fiction, Poetry, and Drama*. Fourth ed. Little brown, 1987.

Course designed by: Dr. Raju Sebastian



SBU24EN2DSC101: WRITING FOR MEDIA

Type of Course	Minor		
Course Level	100 – 199		
Credit	4		
Course Delivery Duration	Theory (Hrs)	Practicum (Hrs)	Total (Hrs)
	45	30	75
Pre-requisite (if any)	NA		

Course Outcomes

On successful completion of the course, students shall be able to:

No.	Description	Cognitive Level
CO1	Read editorials, op-ed pieces, and feature stories to understand their characteristics, structure, and purpose	Understand
CO2	Write reviews of books and films, and conduct interviews for print media, applying appropriate writing techniques and interview preparation strategies.	Apply
CO3	Differentiate between various forms of web writing, understand audience demands, and demonstrate proficiency in web writing through the creation of websites and blogs while considering issues of censorship, surveillance, and data privacy	Apply
CO4	Compose and produce broadcast news content, including newscasts and bulletins, with an understanding of the characteristics of broadcast writing and the ability to structure stories effectively for a broadcast audience.	Apply

Cognitive Levels: R – Remember; U – Understand; A – Apply; An – Analyse; E - Evaluate

Course Mapping Table

CO	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5
CO1	1	1	1	1	1	1	1	1	1	1
CO2	2	2	1	1	1	1	1	2	1	1
CO3	1	2	1	1	1	1	1	2	1	1
CO4	1	2	1	1	1	1	1	2	1	1

Mapping of CO to Assessment Tools

CO	Formative Assessment		Summative Assessment		ESE
	Website and Blog Creation	Written Assignment	Exam I	Exam II	
CO1		x	x	x	x
CO2		x	x	x	x
CO3	x		x	x	x
CO4		x	x	x	x

Course Content & Transaction Mechanism

Course content	Unit	Hours	CO	Transaction Mechanism
Module 1: Art of Writing for the Print Media I				
Editorials: Purpose, Characteristics, and Structure Reading and Analysing Editorials	1.1	5	1	Lecture and discussion



Op-Ed Pieces: Characteristics and Structure Reading and Analysing Op-ed Pieces	1.2	5	1	Lecture and discussion
Practicum: Feature writing: Characteristics and Structure Writing and evaluating a feature story	1.3	5	1	Lecture and discussion
Module 2: Art of Writing for the Print Media II				
Samples and writing book reviews	2.1	5	2	Lecture and discussion
Samples and writing film reviews	2.2	5	2	Lecture and discussion
Practicum: Interviews for print: Preparation, Preparing Questions, introducing personality and writing interview	2.3	5	2	Lecture and discussion
Module 3: Writing for the Web				
Features of the Web Media The Demands of the Audience Different Forms of Web Writing and its Features	3.1	5	3	Lecture and discussion
Internet Censoring and Surveillance – Case Study Data theft and Privacy Protection Tools	3.2	5	3	Lecture and discussion
Practicum: Website and Blog Creation Web Writing Samples and Practice	3.3	5	3	Lecture and discussion
Module 4: Writing for Broadcast				
News Writing- Characteristics of Writing Story Structure	4.1	5	4	Lecture and discussion
Bulletins- Structure of bulletins, Compiling different types of bulletins Headline Writing	4.2	10	4	Lecture and discussion
Practicum: Preparing Broadcast Copy Producing Newscast	4.3	15	4	Lecture and discussion

Reference

1. Stovall, James Glen. *Writing for the Mass Media*. 6th Ed. Pearson, New Delhi. 2011

Suggested Readings

1. *News Writing* by George A. Hough
2. *News Reporting and Writing* by Alfred Lawrence Lorenz & John Vivian
3. *News Writing and Reporting* by James M Neal and Suzanne S Brown

Course Prepared by: Anish K Joseph and Neville Thomas



SBU24EN2DSC102: HISTORY OF THE WESTERN THEATRE

Type of Course	Minor		
Course Level	100 - 199		
Credit	4		
Course Delivery Duration	Theory (Hrs)	Practicum (Hrs)	Total (Hrs)
	45	30	75 hrs
Pre-requisite (if any)	NA		

Course Outcomes

On successful completion of the course, students shall be able to:

No.	Description	Cognitive Level
CO1	Understand the influence of religious themes on medieval theatre, particularly through the analysis of Mystery and Morality plays.	Understand
CO2	Apply the principles of Renaissance drama, including the influence of classical texts, by engaging in practical exercises such as staging scenes from Marlowe.	Apply
CO3	Analyze the evolution of theatrical forms from the 17th to the 19th century, focusing on movements such as Romanticism and Realism, through the study and staging of key scenes from plays by Ibsen, Wilde, and Lady Gregory.	Analyse
CO4	Evaluate the impact of Neoclassical principles on French and English drama during the Restoration period through critical discussions and staging exercises.	Apply

Cognitive Levels: R – Remember; U – Understand; A – Apply; An – Analyse; E - Evaluate

Course Mapping Table

CO	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5
CO1	-	-	-	-	-	1	1	1	1	1
CO2	-	-	-	-	-	1	1	1	1	1
CO3	-	-	-	-	-	1	1	2	1	1
CO4	-	-	-	-	-	1	1	2	1	1

Mapping of CO to Assessment Tools

CO	Formative Assessment		Summative Assessment		ESE
	Assignment 1	Assignment 2	Exam 1	Exam 2	
CO1	x	-	x	-	x
CO2	x	-	-	x	x
CO3	-	x	x	-	x
CO4	-	x	-	x	x

Course Content & Transaction Mechanism

Course Content	Unit	CO	Hour	Transaction Mechanism
Module 1 & 2: Medieval and Renaissance Theatre				
<ul style="list-style-type: none"> ● The role of church in medieval theatre: Mystery and Morality plays ● Transition from religious to secular themes ● Influence of classical texts on Renaissance drama. 	1.1	1,2	10	Lecture and Discussion



<ul style="list-style-type: none"> Elizabethan stage and Shakespeare's contributions 				
Anonymous, <i>Everyman</i> : Prologue and Act 1 http://elizabethandrama.org/wp-content/uploads/2023/01/Everyman-Script-Modern.pdf	1.2	1,2	15	Reading out and staging
Practicum: Christopher Marlowe's <i>Doctor Faustus</i> Act 1, Scene 5 https://www.owleyes.org/text/faustus/read/scene-5#root-74445-24-24	1.2	1,2	10	Reading out and staging
Module 3 & 4: 17th and 19th Century Theatre				
<ul style="list-style-type: none"> The Restoration and the rise of comedy of manners Neo classical principles and their impact on French and English drama The rise of Romanticism The development of Realism in the 19th century plays 	2.1	3,4	10	Lecture and Discussion
Henrik Ibsen's <i>A Doll's House</i> – Act 3: The door slamming scene http://www.stagebeauty.net/plays/th-doll3.html	2.2	3,4	7	Reading out and staging
Oscar Wilde's <i>The Importance of Being Earnest</i> : Act 1 http://www.stagebeauty.net/plays/th-erns1.html	2.3	3,4	8	Reading out and staging
Lady Gregory's <i>Spreading the Word</i> http://www.ricorso.net/rx/library/authors/classic/Gregory_A/Drama/Spreading_N.pdf	2.4	3,4	15	Reading out and staging

Reference

1. Brockett, Oscar G., and Franklin J. Hildy. *History of the Theatre*. 10th ed., Allyn & Bacon, 2007.
2. Carlson, Marvin. *Theories of the Theatre: A Historical and Critical Survey from the Greeks to the Present*. Expanded ed., Cornell University Press, 1993.
3. Worthen, W. B. *The Wadsworth Anthology of Drama*. 5th ed., Wadsworth Publishing, 2006.
4. Nicoll, Allardyce. *The Development of the Theatre: A Study of Theatrical Art from the Beginnings to the Present Day*. 6th ed., Harcourt, Brace & World, 1966.

Course designed by: Neville Thomas



SBU24EN2DSC103: INTRODUCTION TO ENGLISH PHONETICS AND PHONOLOGY

Type of Course	Minor		
Course Level	100-199		
Credit	4		
Course Delivery Duration	Theory (Hrs)	Practicum (Hrs)	Total (Hrs)
	45	30	75
Pre-requisite (if any)	NA		

Course Outcomes

On successful completion of the course, students shall be able to:

No.	Description	Cognitive Level
CO1	Explain the basic concepts of Phonetics.	Understand
CO2	Classify and describe English consonants and vowels.	Apply
CO3	Explain the basic concepts of Phonology.	Understand
CO4	Demonstrate word stress, sentence stress and basic intonation patterns in English.	Apply
CO5	Transcribe English words and sentences.	Apply

Cognitive Levels: R – Remember; U – Understand; A – Apply; An – Analyse; E - Evaluate

Course Mapping Table

CO	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5
CO1	-	-	-	-	-	1	1	1	1	1
CO2	-	-	-	-	-	1	1	1	1	1
CO3	-	-	-	-	-	1	1	1	1	1
CO4	-	-	-	-	-	1	1	1	1	1
CO5	-	-	-	-	-	1	1	1	1	1

Mapping of CO to Assessment Tools

CO	Formative Assessment		Summative Assessment		ESE
	Written assignment	Viva- Voce / Seminar	Exam I	Exam II	
CO1	x	x	x	x	x
CO2	x	x	x	x	x
CO3	x	x	x	x	x
CO4	x	x	x	x	x
CO5	x	x	x	x	x

Course Content & Transaction Mechanism

Course Content	Unit	CO	Hours	Transaction Mechanism
Module 1: Foundations of Phonetics				
Phonetics and Branches of Phonetics: Articulatory, Acoustic and Auditory	1.1	1	2	Lecture and discussion
Air Stream Mechanism	1.2	1	2	Lecture and discussion
Organs of Speech	1.3	1	3	Lecture and discussion



Module 2: Classification and Description of English Consonants and Vowels				
RP Consonants	2.1	2	2	Lecture and discussion
Place of Articulation and Manner of Articulation	2.2	2	4	Lecture and discussion
RP Vowels	2.3	2	2	Lecture and discussion
Diphthongs and triphthongs	2.4	2	1.5	Lecture and discussion
Cardinal Vowels	2.5	2	0.5	Lecture and discussion
Practicum: Phonetic transcription of words and sentences	2.6	5	15	
Module 3: Phonology				
Phonemes, Minimal Pairs, Contrastive Distribution	3.1	3	3	Lecture and discussion
Allophones, Complementary Distribution, Free Variation	3.2	3	3	Lecture and discussion
Distribution of phonemes, Linking 'r' and Intrusive 'r'; Syllable and its Structure, Consonant Clusters	3.3	3	4	Lecture and discussion
Practicum: Identifying syllable structures of common words	3.4	5	5	
Module 4: Suprasegmentals				
Words Stress and Rhythm, Weak forms and Strong forms	4.1	4	4	Lecture, Discussion. and audio-visual presentation
Sentence stress, Tone groups	4.2	4	4	Lecture, discussion and audio-visual presentation
Basic intonation: Rising tone, falling tone, and Fall-Rise tone	4.3	4	3	Lecture, discussion and audio-visual presentation
Juncture, Elision, Assimilation	4.4	4	2	Lecture and discussion
Practicum: Practise word stress, sentence stress and rhythm as well as intonation patterns	4.5	4	10	

Textbook

1. Balasubramanian, T. *English Phonetics for Indian Students*. Trinity Press, 2022. Third Edition.



Reference

1. Collins, Beverley, Inger M Mees and Paul Carley. *Practical English Phonetics and Phonology: A Resource Book for Students*. Routledge, 2019.
2. McMahon, April M S. *An Introduction to English Phonology*. Edinburgh University Press, 2001.
3. Ogden, Richard. *An Introduction to English Phonetics*. Edinburgh University Press, 2009.
4. Philip, Carr. *English Phonetics and Phonology. An Introduction*. Wiley-Blackwell, 2012. Second Edition.
5. Roach, Peter J. *English Phonetics and Phonology: A Practical Course*. CUP, 1991.
6. Tench, Paul. *Transcribing the Sound of English: A Phonetics Workbook for Words and Discourse*. CUP, 2011.

Course designed by: Dr Raju Sebastian and Nithin Varghese



SBU24EN2DSC104: MALAYALAM LITERATURE IN TRANSLATION

Type of Course	Minor		
Course Level	100-199		
Credit	4		
Course Delivery Duration	Theory (Hrs)	Practical (Hrs)	Total
	45	30	75
Prerequisite (if any)	Proficiency in Malayalam and English languages		

Course Outcomes:

On successful completion of the course, students shall be able to:

No.	Description	Cognitive Level
CO1	Identify the dynamic between the source language and target language in poetry translation	Understand
CO2	Compare the linguistic devices employed in the short fiction of both the languages	Understand
CO3	Distinguish the difference in the narrative style in the translation of a novel	Understand
CO4	Explain the complexities involved in translating the play	Understand

Cognitive Levels: R – Remember; U – Understand; A – Apply; An – Analyse; E - Evaluate

Course Mapping Table

CO	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5
CO1	-	-	-	-	-	1	1	1	1	1
CO2	-	-	-	-	-	1	2	1	1	1
CO3	-	-	-	-	-	1	1	1	-	1
CO4	-	-	-	-	-	1	1	1	-	1

Mapping of CO to Assessment Tools

CO	Formative Assessment		Summative Assessment		ESE
	Assignment	Seminar	Exam 1	Exam II	
CO1	x	x	x		x
CO2	x	x		x	x
CO3	x	x	x	x	x
CO4	x	x	x	x	x

Course Content & Transaction Mechanism

Course Content	Unit	CO	Hours	Transaction Mechanism
Module 1: Poetry				
O.N.V. Kurup's "Bhoomikkoru Charamageetham" ("A Requiem for Earth": Remitha Satheesh)	1.1	1	4	Lecture and discussion
Sugathakumari: Rathrimazha (Night Rain: H Hridayakumari)	1.2	1	3	Lecture and discussion
K Satchidanandan: Gandhiyum Kavithayum (Gandhi and Poetry by the Author)	1.3	1	3	Lecture and Discussion
Practicum – Sreedevi K Nair: Is Poetry Lost in Translation?	1.3	1	5	Seminar and Discussion



Module 2: Short Story				
K R Meera: <i>Mohamanja</i> (Trans: J Devika: Yellow is the Colour of Longing)	2.1	2	5	Lecture and discussion
Vaikom Muhammad Basheer: "Mucheettukalikkaranthe Makal" Translated by R. E. Asher "The Card-Sharpener's Daughter"	2.2	2	5	Lecture and discussion
Practicum – Sukumar Azhikodu: The Short Story in Malayalam	2.3	2	5	Seminar and Discussion
Module 3: Novel				
Benyamin: <i>Aadujeevitham</i> (Goat Days: Joseph Koyippally)	3.1	3	10	Lecture and discussion
Practicum – Translation Exercise: Students are expected to translate excerpts from Malayalam Fiction and to present the same in class by explaining the process of translation.	3.2	3	5	Seminar and Discussion
Module 4: Drama				
G Sankarapillai: <i>Etho Chirakadi Ochakal</i> (V C Harris: Wings Flapping Somewhere)	4.1	4	15	Lecture and discussion
Practicum				
P P Raveendran: "Decolonization and the Dynamics of Translation: An Essay in Historical Poetics"	4.2	4	15	Discussion and seminar

References

1. Venuti, Lawrence. *The Translation Studies Reader*. Routledge, 2000.
2. Bassnett, Susan. *Translation Studies*. Routledge, 1991.
3. Baker, Mona. In *Other Words: A Course on Translation*. Routledge, 1992.
4. Baker, Mona. *Routledge Encyclopedia of Translation Studies*. Routledge, 1999.
5. Jaya Sukumaran and Scaria Zacharia. *Translation: Theory and Practice in Malayalam*. Current Books. 1997.

Course designed by: Fr Jose Jacob



SBU24EN2MDC100: LANGUAGE BUILDING THROUGH LITERATURE: SHORT STORIES

Type of Course	MDC		
Course Level	100-199		
Credit	3		
Course Delivery Duration	Theory (Hrs)	Practicum (Hrs)	Total (Hrs)
	30	30	60
Pre-requisite (if any)	NA		

Course Outcomes

On successful completion of the course, students shall be able to:

No.	Description	Cognitive Level
CO1	Demonstrate their understanding of American and British short stories	Understand
CO2	Illustrate their familiarity with short stories from non-Anglophone cultures	Understand
CO3	Identify the subtext and context of select short stories	Apply

Cognitive Levels: R – Remember; U – Understand; A – Apply; An – Analyse; E - Evaluate

Course Mapping Table

CO	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5
CO1	-	-	-	-	-	1	1	1	1	1
CO2	-	-	-	-	-	1	1	1	1	1
CO3	-	-	-	-	-	1	1	1	1	1

Mapping of CO to Assessment Tools

CO	Formative Assessment	Summative Assessment		ESE
	Assignment	Exam I	Exam II	
CO1	x	x	x	x
CO2	x	x	x	x
CO3	x	x	x	x

Course Content & Transaction Mechanism

Course Content	Unit	CO	Hours	Transaction Mechanism
Module 1: British and American Short Stories				
W Somerset Maugham: “The Verger”	1.1	1, 3	5	Lecture and discussion
Oscar Wilde: “The Nightingale and the Rose”	1.2	1, 3	5	Lecture and discussion
Practicum O Henry: “Retrieved Reformation”	1.3	1, 3	5	
Module 2: Classic Indian Stories				
R K Narayan: “A Hero”	2.1	2, 3	5	Lecture and discussion
Mulk Raj Anand: “The Barber’s Trade Union”	2.2	2, 3	5	Lecture and discussion
Practicum	2.3	2, 3	5	Lecture and



Rabindranath Tagore: “The Home Coming”				discussion
Module 3 Stories from Continental Europe				
Guy De Maupassant: “The Necklace”	3.1	2,3	5	Lecture and discussion
Practicum				
a. Karel Capek: “The Last Judgement”	3.2	2,3	10	
b. Anton Chekhov: “The Bet”				
Module 4 Stories from other Non-Anglophone Cultures				
Premchand: “Deliverance”	4.1	2,3	5	Lecture and Discussion
Practicum				
a. Gabriel Garcia Marquez: “The Handsomest Drowned Man in the World”	4.2	2,3	10	
b. Pearl S Buck: “Refugees”				

Textbook

1. *Golden Tales*. Compiled and edited by Abhijith TS

Course designed by: Dr Raju Sebastian



SBU24EN2MDC101: UNDERSTANDING DISABILITY THROUGH LITERATURE

Type of Course	MDC		
Course Level	100-199		
Credit	3		
Course Delivery Duration	Theory (Hrs)	Practicum (Hrs)	Total (Hrs)
	30	30	60
Pre-requisite (if any)	NA		

Course Outcomes

On successful completion of the course, students shall be able to:

No.	Description	Cognitive Level
CO1	Trace the evolution of disability studies by understanding its key concepts	Understand
CO2	Read short fiction on disabilities within a disability studies perspective	Apply
CO3	Read poems on disabilities within a disability studies perspective	Apply
CO4	Read long narratives on disabilities within a disability studies perspective	Apply

Cognitive Levels: R – Remember; U – Understand; A – Apply; An – Analyse; E - Evaluate

Course Mapping Table

CO	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5
CO1	-	-	-	-	-	1	1	1	1	1
CO2	-	-	-	-	-	2	2	2	2	2
CO3	-	-	-	-	-	2	2	2	2	2
CO4	-	-	-	-	-	2	2	2	2	2

Mapping of CO to Assessment Tools

CO	Formative Assessment	Summative Assessment		ESE
	Assignment	Creative Work (Cartoon, Poem, Short Story, Poster etc.)	Exam	
CO1	x	x	x	x
CO2	x	x	x	x
CO3	x	x	x	x
CO4	x	x	x	x

Course Content & Transaction Mechanism

Course Content	Unit	CO	Hours	Transaction Mechanism
Module 1: Understanding Disability: Key Concepts and Major Models				
Tom Shakespeare: “Understanding Disability”. <i>Disability: The Basics</i> . Routledge, 2018.	1.1	1	10	Lecture and discussion
Practicum: Major Models of Disability: Medical, Social and Cultural.	1.2	1	5	



Key Concepts: Ableism, Disableism, Eugenics, Impairment, Normalcy and Normate				
Module 2: Indian Short Fiction on Disabilities				
T Jayakanthan: “Kurai Piravi (Incomplete Being)” (from <i>Reclaiming the Disabled Subject</i> pp. 105- 108)	2.1	2	5	Lecture and discussion
Practicum: E Santosh Kumar: “Moonu Andhanmar Anaye Vivarikunnu” (Three Blind Men Describe an Elephant)” (from <i>Reclaiming the Disabled Subject</i> pp. 237- 245)	2.2	2	5	
Practicum: Rabindranath Tagore: “Subha” (from <i>Reclaiming the Disabled Subject</i> pp. 78- 83)	2.3	2	5	
Module 3: Poems on Disabilities				
Jim Ferris: “Poet of Cripples” https://acupofpoetry.tumblr.com/post/68126704632/poet-of-cripples-by-jim-ferris	3.1	3	5	Poem reading, reflections and discussion
Lynn Manning: “The Magic Wand” from <i>Disability Studies Reader</i> , 5th edition, edited by Lennard J Davis, Routledge, 2017, pp. 517)	3.2	3	5	Poem reading, reflections and discussion
Practicum: Wilfred Owen: “Disabled”. <i>Poetry Foundation</i> .	3.3	3	5	
Module 4: Memoirs on Blindness and Autism				
Stephen Kuusisto. “Prologue” and excerpts from Chapter 1 of <i>Planet of the Blind</i> . Dial, 1999, pp. 1 -16	4.1	4	5	Lecture and discussion
Practicum: Temple Grandin: <i>Thinking in Pictures and Other Reports from My Life with Autism</i> . Bloomsbury, 2009. (“Foreword” by Oliver Sacks and Chapter 1)	4.2	4	10	

Reference

1. Hall, Alice. *Literature and Disability*. Routledge, 2015.
2. Barker, Clare, and Stuart Murray. *The Cambridge Companion to Literature and Disability*. Cambridge University Press, 2018.
3. Hall, Alice. *The Routledge Companion to Literature and Disability*. Routledge, 2023.
4. Someshwar Sati et al. *Reclaiming the Disabled Subject: Representing Disability in Short Fiction*. Bloomsbury, 2022.

Course designed by: Anish K Joseph & Antony Jose



SBU24EN2AEC100: ENGLISH LANGUAGE SKILLS, GRAMMAR AND VOCABULARY FOR SCIENCE - II

Type of Course	AEC		
Course Level	100-199		
Credit	3		
Course Delivery Duration	Theory (Hrs)	Practicum (Hrs)	Total (Hrs)
	45		45
Pre-requisite (if any)	NA		

Course Outcomes

On successful completion of the course, students shall be able to:

No.	Description	Cognitive Level
CO1	Use English grammar and vocabulary in appropriate contexts.	Apply
CO2	Use English with adequate fluency and accuracy for listening and speaking.	Apply
CO3	Use English with adequate fluency and accuracy for reading and writing.	Apply

Cognitive Levels: R – Remember; U – Understand; A – Apply; An – Analyse; E - Evaluate

Course Mapping Table

CO	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5
CO1	-	-	-	-	-	1	1	2	1	1
CO2	-	-	-	-	-	1	1	2	1	1
CO3	-	-	-	-	-	1	1	2	1	1

Mapping of CO to Assessment Tools

CO	Formative Assessment	Summative Assessment		ESE
	Assignment	Exam 1	Exam 2	
CO1	x	x		x
CO2	x		x	-
CO3	x	x		x

Course Content & Transaction Mechanism

Course Content	Unit	CO	Hours	Transaction Mechanism
Module 1: LSRW, Grammar and Vocabulary -- 4				
Speaking: <ul style="list-style-type: none"> . Talking about change, job preferences, landmarks and monuments . Comparing time periods . Describing countries, abilities and skills, personality traits, possible consequences of certain actions, state etc. . Discussing facts 	1.1	2	4	Lecture and Classroom exercises
Listening: <ul style="list-style-type: none"> . Listening to people talk about changes, job preferences . Listening to descriptions of monuments . Listening to information about a country 	1.2	2	2	Lecture and Classroom exercises



Phonetics: Intonation, unreleased and released /t/ and /d/, the letter 'o',				
Writing: <ul style="list-style-type: none"> . Paragraph writing on one's past, present and future . Online cover letter for job application . Introduction to Online city guide 	1.3	3	4	Lecture and Classroom exercises
Reading: <ul style="list-style-type: none"> . Reading about attempts to attract new residents to a town . Reading about cultural differences . Reading about unusual museums 	1.4	3	1	Lecture and Classroom exercises
Grammar: <ul style="list-style-type: none"> . Tenses in different timeframes: past, present, future . If-clauses . Gerunds . Short responses . Clauses with 'because' . Passive form of Simple Present and Simple Past 	1.5	1	3	Lecture and Classroom exercises
Vocabulary building exercises	1.6	1	1	Lecture and Classroom exercises
Module 2: LSRW, Grammar and Vocabulary -- 5				
Speaking: <ul style="list-style-type: none"> . Describing and discussing recent past events and experiences, movies and books, acceptable and prohibited behaviour in different situations . Talking about actors and actresses . Asking for and giving responses and opinions . Interpreting body language . Asking about signs and their meanings 	2.1	2	4	Lecture and Classroom exercises
Listening: <ul style="list-style-type: none"> . Listening to unexpected experiences, . Listening for opinions . Listening to movie review . Listening to people talk about the meaning of signs Phonetics: Contrastive stress, emphatic stress, Pitch	2.2	2	3	Lecture and Classroom exercises
Writing: <ul style="list-style-type: none"> . Describing a recent experience . Writing a movie review . Writing a list of rules 	2.3	3	4	Lecture and Classroom exercises
Reading: <ul style="list-style-type: none"> . Reading about an unusual rock band . Reading about unpleasant experiences 	2.4	3	1	Lecture and Classroom exercises



. Reading about idioms and their meaning				
Grammar: . Past Continuous Vs Simple Past . Present Perfect Continuous . Participles as adjectives . Relative pronouns for people and things . Modals and adverbs . Permission, Obligation, Prohibition	2.5	1	2	Lecture and Classroom exercises
Vocabulary building exercises	2.6	1	1	Lecture and Classroom exercises
Module 3: LSRW, Grammar and Vocabulary -- 6				
Speaking: . Speculating about past and future events . Describing a predicament one has fallen into . Giving advice and suggestions . Reporting what others have said . Making polite requests . Making invitations and excuses	3.1	2	4	Lecture and Classroom exercises
Listening: . Listening to people talk about predicaments they have fallen into . Listening to a call-in radio show . Listening to people making excuses Phonetics: Weak forms of 'have', 'had' and 'would'	3.2	2	3	Lecture and Classroom exercises
Writing: . Writing a blog post . Writing a report	3.3	3	3	Lecture and Classroom exercises
Reading: . Reading online advice forum . Reading about taking a sick leave	3.4	3	1	Lecture and Classroom exercises
Grammar: . Expressing unreal conditions with 'If Clause' . Past form of Modals . Reporting requests and statements	3.5	1	3	Lecture and Classroom exercises
Vocabulary building exercises	3.6	1	1	Lecture and Classroom exercises

Textbook

1. Jack C Richards, Jonathan Hull, and Susan Proctor. *Interchange 2*. 5th ed. Cambridge UP, 2017.

Course designed by: Dr Raju Sebastian in collaboration with Cambridge University Press and Assessment



SBU24EN2AEC101: ENGLISH LANGUAGE SKILLS, GRAMMAR AND VOCABULARY FOR SOCIAL SCIENCES - II

Type of Course	AEC		
Course Level	100-199		
Credit	3		
Course Delivery Duration	Theory (Hrs)	Practicum (Hrs)	Total (Hrs)
	45		45
Pre-requisite (if any)	NA		

Course Outcomes

On successful completion of the course, students shall be able to:

No.	Description	Cognitive Level
CO1	Listen to and speak English with adequate fluency and accuracy in appropriate contexts	Apply
CO2	Read and write English with adequate fluency and accuracy in appropriate contexts	Apply
CO3	Use English grammar and vocabulary in appropriate contexts.	Apply

Cognitive Levels: R – Remember; U – Understand; A – Apply; An – Analyse; E - Evaluate

Course Mapping Table

CO	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5
CO1	-	-	-	-	-	1	1	2	1	1
CO2	-	-	-	-	-	1	1	2	1	1
CO3	-	-	-	-	-	1	1	2	1	1

Mapping of CO to Assessment Tools

CO	Formative Assessment	Summative Assessment		ESE
	Assignment	Exam 1	Exam 2	
CO1	x	x		x
CO2	x		x	-
CO3	x	x		x

Course Content & Transaction Mechanism

Course Content	Unit	CO	Hours	Transaction Mechanism
Module 1: Grammar, Vocabulary and LSRW -- 1				
Grammar: <ul style="list-style-type: none"> . Gerunds . If-Clauses and clauses with 'because' . Timeframes and tenses: present, past, future . Passive Voice: Present Simple and Past Simple 	1.1	3	2	Lecture and Classroom exercises
Vocabulary: <ul style="list-style-type: none"> . Theme-based word-power building 	1.2	3	1	Lecture and Classroom exercises
Listening: <ul style="list-style-type: none"> . Phonetics: Intonation, unreleased and released /t/ and /d/, the letter 'o'. 	1.3	1	3	Lecture and Classroom exercises



<ul style="list-style-type: none"> . Listening for information . Listening to conversations . Listening to descriptions 				
Speaking: <ul style="list-style-type: none"> . Describe abilities and skills, personality traits . Describe counties, landmarks and monuments . Describe the possible consequences of certain actions, states of affairs . Discuss facts . Talk about job preferences . Talk about changes around us and compare different time periods 	1.4	1	4	Lecture and Classroom exercises
Reading: <ul style="list-style-type: none"> . Cultural differences . Marketing and PR content . Unusual places 	1.5	2	1	Lecture and Classroom exercises
Writing: <ul style="list-style-type: none"> . 'Introduction' to online content . Online cover letter . Paragraph writing (offline) 	1.6	2	4	Lecture and Classroom exercises
Module 2: Grammar, Vocabulary and LSRW -- 2				
Grammar: <ul style="list-style-type: none"> . Modals and Adverbs . Expressing permission, prohibition and obligation . Present Perfect Continuous . Past Simple Vs Past Continuous . Use of Participle as adjective . Relative Pronouns for people and things 	2.1	3	2	Lecture and Classroom exercises
Vocabulary: <ul style="list-style-type: none"> . Theme-centred vocabulary building exercises 	2.2	3	1	Lecture and Classroom exercises
Listening: <ul style="list-style-type: none"> . Phonetics: Pitch; Contrastive and Emphatic Stress . Listening to movie review, . Listening to the description of surprising experiences . Listening for explanations of meaning 	2.3	1	3	Lecture and Classroom exercises
Speaking: <ul style="list-style-type: none"> . Decode body language . Talk about actors and actresses, movies and books . Describe acceptable and unacceptable behaviours in different situations . Asking for clarification of meanings of signs 	2.4	1	4	Lecture and Classroom exercises



<ul style="list-style-type: none"> . Discussing events and experiences in the recent past . Asking for responses and opinions . Giving responses and opinions 				
Reading: <ul style="list-style-type: none"> . An uncommon music band . Idioms and their meanings . Unpleasant experiences 	2.5	2	1	Lecture and Classroom exercises
Writing: <ul style="list-style-type: none"> . A movie review . Description of a recent experience . A list of rules 	2.6	2	4	Lecture and Classroom exercises
Module 3: Grammar, Vocabulary and LSRW -- 3				
Grammar: <ul style="list-style-type: none"> . Modals (Past form) . If clause: Unreal conditions . Indirect Speech: requests and statements 	3.1	3	2	Lecture and Classroom exercises
Vocabulary: <ul style="list-style-type: none"> . Theme-centred vocabulary building exercises 	3.2	3	1	Lecture and Classroom exercises
Listening: <ul style="list-style-type: none"> . Phonetics: Contracted forms of 'have', 'had' and 'would' . Call-in-radio programme . Predicaments of other people . Listening for excuses 	3.3	1	3	Lecture and Classroom exercises
Speaking <ul style="list-style-type: none"> . Indirect Speech . Making Speculations . Giving advice and suggestions . Inviting and making excuses . Polite requests . Describing predicaments 	3.4	1	4	Lecture and Classroom exercises
Reading <ul style="list-style-type: none"> . Online advice forum . Sick-leave 	3.5	2	1	Lecture and Classroom exercises
Writing: <ul style="list-style-type: none"> . Writing blogs and reports 	3.6	2	4	Lecture and Classroom exercises

Textbook

1. Jack C Richards, Jonathan Hull, and Susan Proctor. *Interchange 2*. 5th ed. Cambridge UP, 2017.

Course designed by: Dr. Raju Sebastian in collaboration with Cambridge University Press and Assessment



SBU24EN2AEC102: ENGLISH LANGUAGE SKILLS, GRAMMAR AND VOCABULARY FOR COMMERCE - II

Type of Course	AEC		
Course Level	100-199		
Credit	3		
Course Delivery Duration	Theory (Hrs)	Practicum (Hrs)	Total (Hrs)
	45		45
Pre-requisite (if any)	NA		

Course Outcomes

On successful completion of the course, students shall be able to:

No.	Description	Cognitive Level
CO1	Use English grammar and vocabulary in appropriate contexts.	Apply
CO2	Use English with adequate fluency and accuracy for listening and speaking.	Apply
CO3	Use English with adequate fluency and accuracy for reading and writing.	Apply

Cognitive Levels: R – Remember; U – Understand; A – Apply; An – Analyse; E - Evaluate

Course Mapping Table

CO	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5
CO1	-	-	-	-	-	1	1	2	1	1
CO2	-	-	-	-	-	1	1	2	1	1
CO3	-	-	-	-	-	1	1	2	1	1

Mapping of CO to Assessment Tools

CO	Formative Assessment		Summative Assessment		ESE
	Assignment		Exam 1	Exam 2	
CO1			x		x
CO2		x		x	-
CO3		x	x		x

Course Content & Transaction Mechanism

Course Content	Unit	CO	Hours	Transaction Mechanism
Module 1: LSRW, Grammar and Lexicon -- 4				
Grammar: a. Differentiating verb tenses across past, present, and future time frames. b. Employing conditional clauses. c. Using gerunds. d. Providing concise responses. e. Constructing sentences with 'because' clauses. f. Applying the passive voice in Simple Present and Simple Past.	1.1	1	3	Lecture and Classroom exercises
Listening: a. Hearing conversations about changes and career preferences.	1.2	2	2	Lecture and Classroom exercises



<p>b. Listening to narrations about monuments. c. Tuning into information about a particular country. Phonetics: Focus on intonation, pronunciation of unreleased and released /t/ and /d/, and the letter 'o'.</p>				
<p>Writing: a. Creating written passages detailing personal history, current circumstances, and future aspirations. b. Composing a digital cover letter for employment applications. c. Introducing an online guide for city exploration.</p>	1.3	3	4	Lecture and Classroom exercises
<p>Reading: a. Exploring endeavours to entice newcomers to a town. b. Delving into variations in culture. c. Examining unconventional museums.</p>	1.4	3	1	Lecture and Classroom exercises
<p>Speaking: a. Discussing shifts, career choices, notable sites, and historic monuments. b. Comparing different historical epochs. c. Portraying nations, skills, abilities, personality traits, potential outcomes of actions, and conditions. d. Engaging in discussions grounded in factual information.</p>	1.5	2	4	Lecture and Classroom exercises
<p>Vocabulary building exercises</p>	1.6	1	1	Lecture and Classroom exercises
Module 2: LSRW, Grammar and Lexicon -- 5				
<p>Grammar: a. Differentiating between Past Continuous and Simple Past verb tenses b. Implementing the Present Perfect Continuous tense c. Employing participles as descriptive modifiers d. Employment of relative pronouns for individuals and objects e. Utilization of modals and adverbs f. Expressing Permission, Obligation, and Prohibition</p>	2.1	1	2	Lecture and Classroom exercises
<p>Listening: a. Hearing about unforeseen circumstances. b. Attending to viewpoints. c. Tuning in to film critiques. d. Listening to discussions on the significance of symbols.</p>	2.2	2	3	Lecture and Classroom exercises



Phonetics: Focusing on stress contrasts, emphatic stress, and pitch variations.				
Writing: a. Recounting a recent experience. b. Formulating a review of a movie. c. Creating a list of regulations.	2.3	3	4	Lecture and Classroom exercises
Reading: a. Exploring passages about an unconventional rock band. b. Delving into narratives of unpleasant experiences. c. Reading about idiomatic expressions and their meanings.	2.4	3	1	Lecture and Classroom exercises
Speaking: a. Narrating and conversing about recent personal experiences, films, literature, appropriate and inappropriate conduct in various contexts. b. Discussing performers in the entertainment industry. c. Requesting and providing feedback and viewpoints. d. Analysing non-verbal cues. e. Inquiring about the meanings of symbols.	2.5	2	4	Lecture and Classroom exercises
Vocabulary building exercises	2.6	1	1	Lecture and Classroom exercises
Module 3: LSRW, Grammar and Lexicon -- 6				
Grammar: a. Presenting hypothetical situations with 'If Clauses' b. Using past tense modal forms c. Conveying requests and statements	3.1	1	3	Lecture and Classroom exercises
Listening: a. Hearing about the difficulties people have encountered. b. Tuning in to a radio show where listeners share their thoughts. c. Listening to individuals providing justifications for their actions. Phonetics: Exploring the weak forms of 'have', 'had', and 'would'.	3.2	2	3	Lecture and Classroom exercises
Writing: a. Drafting a blog entry b. Composing a written report	3.3	3	3	Lecture and Classroom exercises
Reading: a. Exploring an online advice forum b. Reviewing information on requesting sick leave	3.4	3	1	Lecture and Classroom exercises



Speaking: a. Reflecting on past and future scenarios b. Narrating a personal challenge c. Offering guidance and recommendations d. Relaying others' statements or conversations e. Crafting polite inquiries f. Extending invitations and providing excuses	3.5	2	4	Lecture and Classroom exercises
Vocabulary building exercises	3.6	1	1	Lecture and Classroom exercises

Textbook

1. Jack C Richards, Jonathan Hull, and Susan Proctor. *Interchange 2*. 5th ed. Cambridge UP, 2017.

Course designed by: Dr. Raju Sebastian and Amal Toms in collaboration with Cambridge University Press and Assessment



SEMESTER III

Course Code	Type of Course	Course Title	Hours /Week	Total Hours	Credit
SBU24EN3DSC200	Major	Renaissance Literature	4	60	4
SBU24EN3DSC201	Major	Literary Criticism	5	75	4
SBU24EN3DSC202	Minor	Media, Society and Democracy	5	75	4
SBU24EN3DSC203	Minor	Theatre: 20th Century and Beyond	5	75	4
SBU24EN3DSC204	Minor	Linguistic Stylistics	5	75	4
SBU24EN3DSC205	Minor	World Literatures in Translation	5	75	4
SBU24EN3DSC206	Minor	On the Wings of Poesy	5	75	4
SBU24EN3DSE200	Elective	Shakespeare: Comedy (For Specialisation in Shakespeare Studies and Literary Theory)	5	75	4
SBU24EN3DSE201	Elective	Media Laws and Ethics (For Specialisation in Media Studies and Film Studies)	5	75	4
SBU24EN3DSE202	Elective	Children's Literature	5	75	4
SBU24EN3MDC200	MDC	Literature and Kerala Renaissance	3	45	3
SBU24EN3VAC200	VAC	Dalit Narratives	3	45	3
SBU24EN3VAC201	VAC	English Language Skills, Grammar and Vocabulary for Advanced Learners	3	45	3



SBU24EN3DSC200: RENAISSANCE LITERATURE

Type of Course	Major		
Course Level	200-299		
Credit	4		
Course Delivery Duration	Theory (Hrs)	Practicum (Hrs)	Total (Hrs)
	60		60
Pre-requisite (if any)	NA		

Course Outcomes

On successful completion of the course, students shall be able to:

No.	Description	Cognitive Level
CO1	Identify the key features of the early Elizabethan poetry.	Understand
CO2	Distinguish the various thematic and ideological perspectives as manifested in the prescribed poems.	Understand
CO3	Explain the complexity in the relations of power as evidenced in the prescribed dramatic texts.	Apply
CO4	Analyse the everyday philosophy and societal values as expressed in the prose writings of the period	Analyse

Cognitive Levels: R – Remember; U – Understand; A – Apply; An – Analyse; E - Evaluate

Course Mapping Table

CO	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5
CO1	2	1		1	1	1	1	1		1
CO2	2	1		1	1	1	1	1		1
CO3	2	2	1	1	1	1	1	1		1
CO4	2	1		1	1	1	1	1		1

Mapping of CO to Assessment Tools

CO	Formative Assessment		Summative Assessment		ESE
	Assignments	Seminar	Exam 1	Exam 2	
CO1	x	x	x	x	x
CO2	x	x	x	x	x
CO3	x	x	x	x	x
CO4		x	x	x	x

Course Content & Transaction Mechanism

Course Content	Unit	CO	Hours	Transaction Mechanism
Module 1: Poetry – I				
Edmund Spenser: Invocation: The Faerie Queene	1.1	1	4	Lecture and discussion
Philip Sidney: Sonnet 1	1.2	1	4	Lecture and discussion
Thomas Wyatt: The Long Love that in my Thought doth Harbour	1.3	1	4	Lecture and discussion
Ben Jonson: On My First Son	1.4	1	3	Lecture and discussion



Module 2: Poetry – II				
William Shakespeare: Sonnet 30	2.1	2	5	Lecture and discussion
John Donne: The Sun Rising	2.2	2	5	Lecture and discussion
John Milton: On His Blindness	2.3	2	5	Lecture and discussion
Module 3: Essays				
Francis Bacon: Of Truth, Of Studies	4.1	4	10	Lecture and discussion
Excerpts from Thomas More's <i>Utopia</i>	4.2	4	5	Lecture and Discussion
Module 4: Drama				
William Shakespeare: <i>Macbeth</i> Act I Scene 1	3.1	3	5	Lecture and discussion
Christopher Marlowe: <i>The Jew of Malta</i> Act 5 Scene 1	3.3	3	5	Lecture and discussion
John Webster: <i>The Duchess of Malfi</i> Act 5 Scene 5	3.4	3	5	Lecture and discussion

Reference

1. Bevington, David, and Lars Engle, editors. *Elizabethan Drama: A Norton Anthology*. W. W. Norton & Company, 2002.
2. Blaisdell, Bob, editor. *Elizabethan Poetry: An Anthology*. Dover Publications, 1990.
3. Greenblatt, Stephen, editor. *The Norton Anthology of English Literature: The Sixteenth Century/The Early Seventeenth Century*. W. W. Norton & Company, 2018.
4. Harrier, Richard C., editor. *Elizabethan and Jacobean Drama: Critical Essays*. Routledge, 2013.
5. Norbrook, David, and H. R. Woudhuysen, editors. *The Penguin Book of Renaissance Verse: 1509-1659*. Penguin Classics, 1993.
6. Pincombe, Mike, and Cathy Shrank, editors. *The Oxford Handbook of Tudor Literature: 1485-1603*. Oxford University Press, 2009.
7. Smith, Emma, editor. *The Cambridge Companion to English Renaissance Tragedy*. Cambridge University Press, 2010.
8. Smith, Lacey Baldwin, editor. *The Elizabethan World*. Routledge, 2011.

Course designed by: Fr Jose Jacob



SBU24EN3DSC201: LITERARY CRITICISM

Type of Course	Major		
Course Level	200-299		
Credit	4		
Course Delivery Duration	Theory (Hrs)	Practicum (Hrs)	Total (Hrs)
	45	30	75
Pre-requisite (if any)	NA		

Course Outcomes

On successful completion of the course, students shall be able to:

No.	Description	Cognitive Level
CO1	Explain the key concepts of Classical Criticism.	Understand
CO2	Explain the key ideas in Renaissance and Neoclassical Criticism.	Understand
CO3	Explain the key concepts of Romantic, Victorian, and Twentieth Century Criticism.	Understand
CO4	Close read poems and prose using the tools of Practical Criticism	Apply

Cognitive Levels: R – Remember; U – Understand; A – Apply; An – Analyse; E - Evaluate

Course Mapping Table

CO	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5
CO1	1	2	1	-	1	1	1	1	1	1
CO2	1	2	1	-	1	1	1	1	1	1
CO3	1	2	1	-	1	1	1	1	1	1
CO4	1	2	1	-	1	1	1	1	1	1

Mapping of CO to Assessment Tools

CO	Formative Assessment		Summative Assessment		ESE
	Assignments	Viva voce	Exam 1	Exam II	
CO1	-	x	x	x	x
CO2	-	x	x	x	x
CO3	-	x	x	x	x
CO4	x	-	x	x	x

Course Content & Transaction Mechanism

Course Content	Unit	CO	Hours	Transaction Mechanism
Module 1: Classical Criticism				
Plato: Objections to Poetry	1.1	1	3	Lecture and discussion
Aristotle: Observations on Poetry and Tragedy	1.2	1	6	Lecture and discussion
Longinus: Sublimity in Literature, Sources of the Sublime	1.3	1	6	Lecture and discussion
Module 2: Renaissance and Neoclassical Criticism				
Sir Philip Sidney: Major arguments in <i>Apology for Poetry</i>	2.1	2	4	Lecture and discussion
John Dryden: Dramatic Poetry	2.2	2	6	Lecture and discussion
Dr Johnson: On Drama	2.3	2	5	Lecture and



				discussion
Module 3: Romantic, Victorian and Twentieth Century Criticism				
Wordsworth: Concept of Diction, Concept of Poetry.	3.1	3	4	Lecture and discussion
S T Coleridge: Theory of Imagination	3.2	3	3	Lecture and discussion
Mathew Arnold: The Grand Style, The Touchstone Method	3.3	3	3	Lecture and discussion
T S Eliot: Impersonality of Poetry, Objective Correlative, Dissociation of Sensibility	3.4	3	5	Lecture and discussion
Module 4: Practical Criticism				
Introducing how to write an appreciation of poetry and prose. Practicum: students are required to write critical appreciations of short poems and prose passages. They may be asked to analyse these pieces in terms of theme, diction, tone, figures of speech, imagery, and other relevant aspects. (Reference (a) Abrams, M H and Geoffrey Harpham. <i>A Glossary of Literary Terms</i> . Cengage. 2015, 11th Edition. (b) <i>Practical Criticism</i> , edited by V S Seturaman, C T Indra and T Sriraman, Macmillan, 2007.)	4.1	4	30	Lecture, discussion and writing tasks

Reference

1. Abrams, M H. *The Mirror and the Lamp: Romantic Theory and the Critical Tradition*. OUP, 1953.
2. Abrams, M H and Geoffrey Harpham. *A Glossary of Literary Terms*. Cengage. 2015, 11th Edition.
3. Blamires, Harry. *A History of Literary Criticism*. Macmillan, 1991.
4. Habib, M A R. *A History of Literary Criticism: From Plato to the Present*. Blackwell, 2005.
5. *Practical Criticism*, edited by V S Seturaman, C T Indra and T Sriraman, Macmillan, 2007.
6. Prasad, B. *An Introduction to Literary Criticism*. Trinity, 2014.

Course designed by: Nithin Varghese



SBU24EN3DSC202: MEDIA, SOCIETY AND DEMOCRACY

Type of Course	Minor		
Course Level	200-299		
Credit	4		
Course Delivery Duration	Theory (Hrs)	Practicum (Hrs)	Total (Hrs)
	45	30	75
Pre-requisite (if any)	NA		

Course Outcomes

On successful completion of the course, students shall be able to:

No.	Description	Cognitive Level
CO1	Discuss how media representations influence cultural norms, values, and identities.	Understand
CO2	Explore the roles, community and alternative journalism play in society, particularly in representing marginalized voices and providing diverse perspectives.	Understand
CO3	Examine the influence of media representations on societal attitudes towards women and gender roles.	Understand
CO4	Evaluate the impact of media framing, bias, and propaganda on democratic discourse.	Understand

Cognitive Levels: R – Remember; U – Understand; A – Apply; An – Analyse; E - Evaluate

Course Mapping Table

CO	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5
CO1	-	-	-	-	-	1	1	1	1	1
CO2	-	-	-	-	-	1	1	1	1	1
CO3	-	-	-	-	-	1	1	1	1	1
CO4	-	-	-	-	-	1	1	1	1	1

Mapping of CO to Assessment Tools

CO	Formative Assessment		Summative Assessment		ESE
	Assignment	Viva Voce/ Seminar	Exam I	Exam II	
CO1	x	x	x	-	x
CO2	x	x	x	-	x
CO3	x	x	-	x	x
CO4	x	x	-	x	x

Course Content & Transaction Mechanism

Course Content	Unit	CO	Hours	Transaction Mechanism
Module 1: Media and Society				
Mediated Society; Limited effects Theory; Class Dominant Theory; and Culturalist Theory https://www.cliffsnotes.com/study-guides/sociology/contemporary-mass-media/the-role-and-influence-of-mass-media	1.1	1	5	Lecture and discussion



Media effects and audience reception; Media and consumption; Media and social change	1.2	1	5	Lecture and discussion
Practicum Demographics and psychographics - Measuring the audience	1.3	1	5	Lecture and discussion
Module 2: Community Journalism and Alternative Journalism				
Reader, Bill. "Community Journalism: A Concept of Connectedness", <i>Foundations of Community Journalism</i> , edited by Bill Reader and John A. Hatcher, Sage Publications, 2011	2.1	2	10	Lecture and discussion
Practicum Atton, Chris. "What is 'Alternative' Journalism?" <i>Journalism</i> , vol. 4, no. 3, Sage Publications, Aug 2003, pp. 267-400, https://journals.sagepub.com/doi/epdf/10.1177/14648849030043001	2.2	2	5	Lecture and discussion
Module 3: Women Representation in Media				
Manisha and Sunita Mangla. "Social Construction of Gender through Mediated Communication in India." <i>Journal of Content, Community & Communication</i> , vol. 9, no.5, June, 2019 https://www.amity.edu/gwalior/jccc/pdf/jccc%20june%202019%20final-64-67.pdf	3.1	3	5	Lecture and discussion
Das, Sayani. "Women's Portrayal and Role in Media" <i>Women's Development and Empowerment</i> , https://ebooks.inflibnet.ac.in/hsp14/chapter/womens-portrayal-and-role-in-media/	3.2	3	5	Lecture and discussion
Practicum Batla, Sonia. "Introduction: Contextualising Women in the Democratic Media." <i>Women, Democracy and the Media</i> , Sage Publications, 1998	3.3	3	5	Lecture and discussion
Module 4: Media and Democracy				
Media and democracy; globalisation; New media and future of the media	4.1	4	5	Lecture and discussion
Deane, James. "Media, democracy and the public sphere", <i>CLACSO, Consejo Latinoamericano de Ciencias Sociales</i> , 2005	4.2	4	10	Lecture and discussion



https://biblioteca.clacso.edu.ar/clacso/coediciones/20100824071150/16Chapter10.pdf				
Practicum Fenton, Natalie. “Drowning or Waving? New Media, Journalism and Democracy”. <i>New Media, Old News: Journalism and Democracy in the Digital Age</i> , Sage Publications, 2010.	4.3	4	15	Lecture and discussion

Reference

1. Batla, Sonia. *Women, Democracy and the Media*, Sage Publications, 1998.
2. Das, Sayani. “Women’s Portrayal and Role in Media” *Women's Development and Empowerment*, <https://ebooks.inflibnet.ac.in/hsp14/chapter/womens-portrayal-and-role-in-media/>
3. Deane, James. “Media, democracy and the public sphere”, *CLACSO, Consejo Latinoamericano de Ciencias Sociales*, 2005
4. <https://biblioteca.clacso.edu.ar/clacso/coediciones/20100824071150/16Chapter10.pdf>
5. Fenton, Natalie. *New Media, Old News: Journalism and Democracy in the Digital Age*, Sage Publications, 2010.

Course designed by: Neville Thomas



SBU24EN3DSC203: THEATRE OF THE 20TH CENTURY AND BEYOND

Type of Course	Minor		
Course Level	200 – 299		
Credit	4		
Course Delivery Duration	Theory (Hrs)	Practicum (Hrs)	Total (Hrs)
	45	30	75 hrs
Pre-requisite (if any)	NA		

Course Outcomes

On successful completion of the course, students shall be able to:

No.	Description	Cognitive Level
CO1	Explore the themes, characters, symbolism, historical and cultural context, literary and dramatic techniques of the prescribed play	Understand
CO2	Develop critical thinking and analytical skills, engaging in ethical reflection, and connecting the play's themes to contemporary issues	Apply
CO3	Examine how existentialist philosophy influences and is represented in theatrical works.	Understand
CO4	Explore themes such as the search for meaning, individual freedom, alienation, and the absurdity of human existence.	Apply

Cognitive Levels: R – Remember; U – Understand; A – Apply; An – Analyse; E - Evaluate

Course Mapping Table

CO	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5
CO1						1	1	1	1	1
CO2						1	1	1	1	1
CO3						1	1	2	1	1
CO4						1	1	2	1	1

Mapping of CO to Assessment Tools

CO	Formative Assessment		Summative Assessment		ESE
	Assignment 1	Assignment 2	Exam 1	Exam 2	
CO1	x		x		x
CO2	x			x	x
CO3		x	x		x
CO4		x		x	x

Course Content & Transaction Mechanism

Course Content	Unit	CO	Hours	Transaction Mechanism
Module 1: Historical Overview of 20th Century Western Theatre				
Early 20th Century (1900-1950) <ul style="list-style-type: none"> • Realism & Naturalism –Henrik Ibsen, Anton Chekhov, and George Bernard Shaw • Expressionism –Eugene O’Neill • Epic Theatre – Bertolt Brecht • Theatre of the Absurd • Extract from Act 1 of Waiting for Godot 	1.1	1, 2	15	Lecture and Discussion



Module 2 Modern American Drama				
<ul style="list-style-type: none"> American Drama Flourishes –Tennessee Williams, Arthur Miller, and Edward Albee. 	2.1	1, 2	6	Lecture and Discussion
Practicum: Select Scenes from Tennessee Willams: A Streetcar Named Desire	2.2	1, 2	7	Seminar and Discussion
Module 3: Absurd Theatre				
<ul style="list-style-type: none"> Harold Pinter “The Birthday Party” 	3.1	1,2	9	Lecture and Discussion
Practicum: Staging select scenes from the play “The Birthday Party”	3.2	1, 2	8	Seminar and Discussion
Module 4: Late 20th Century Theatre and Present				
<ul style="list-style-type: none"> Theater of the late 20th Century - Holocaust – Cold war – Ecriture Feminine Kitchen Sink Drama Theatre of Cruelty Theatre of Menace Feminist & Queer Theatre –LGBTQ+ narratives (<i>The Vagina Monologues, Rent</i>). 	4.1	3,4	15	Lecture and Discussion
Practicum: John Osborne: Look Back in Anger (Kitchen Sink Drama)	4.2	3, 4	15	Seminar and Discussion

Reference

- Williams, Tennessee. *A Streetcar Named Desire*. Edited by E. Browne, Penguin Classics, 2009.
- Pinter, Harold. *The Birthday Party and the Room*. Grove Publications, 1998
- Fleche, A. (1995). *The Space of Madness and Desire: Tennessee Williams and Streetcar*. *Modern Drama*, 38(4), 496–509. doi:10.3138/md.38.4.496
- Mudasir Ahmad Mir and Vinita Mohindra. *Existential Chaos: Analysis of Harold Pinter's “The Birthday Party”* Asian Research Journal of Arts & Social Sciences. 5(2): 1-5, 2018. <https://journalarjass.com/index.php/ARJASS/article/view/63/125>

Course designed by: Fr. Jose Jacob and Neville Thomas



SBU24EN3DSC204: LINGUISTIC STYLISTICS

Type of Course	Minor		
Course Level	200-299		
Credit	4		
Course Delivery Duration	Theory (Hrs)	Practicum (Hrs)	Total (Hrs)
	45	30	75
Pre-requisite (if any)	NA		

Course Outcomes

On successful completion of the course, students shall be able to:

No.	Description	Cognitive Level
CO1	Describe the field of Linguistic Stylistics and differentiate it from traditional approaches to style	Understand
CO2	Establish the connection between Linguistics, Stylistics, and Literary Criticism	Understand
CO3	Explain Poetic Language	Understand
CO4	Carry out stylistics analysis of literary works especially poems	Apply

Cognitive Levels: R – Remember; U – Understand; A – Apply; An – Analyse; E - Evaluate

Course Mapping Table

CO	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5
CO1						1	1	1	1	1
CO2						1	1	1	1	1
CO3						1	1	1	1	1
CO4						1	1	1	1	1

Mapping of CO to Assessment Tools

CO	Formative Assessment		Summative Assessment		ESE
	Assignments	Viva Voce / Seminar	Exam I	Exam II	
CO1	x	x	x	x	x
CO2	x	x	x	x	x
CO3	x	x	x	x	x
CO4	x	x	x	x	x

Course Content & Transaction Mechanism

Course Content	Unit	CO	Hours	Transaction Mechanism
Module 1: Introduction to Linguistic Stylistics				
What is Linguistic Stylistics and what it is not	1.1	1	2	Lecture and discussion
Historical antecedents of Linguistic Stylistics: Saussure and Structuralism, Literary Stylistics, New Criticism, and Practical Criticism	1.2	1	8	Lecture and discussion
Practicum: Conduct a New Critical analysis of select poems.	1.3	1	5	
Module 2: Linguistics, Stylistics, and Literary Criticism				
Description—Interpretation--Evaluation	2.1	2	5	Lecture and discussion



Objectivity and Subjectivity	2.2	2	5	Lecture and discussion
Practicum: Identifying objectivity and subjectivity in in select literary passages/poems	2.3	2	5	
Module 3: Poetic Language				
Foregrounding: Deviance, Repetition, Parallelism, Inversion, Unexpected Collocations, Emphasis	3.1	3	4	Lecture and practice
Grammatical Model of style	3.2	3	4	Lecture and practice
Style as Convergence of features	3.3	3	2	Lecture and discussion
Practicum: Identifying instances of foregrounding in select poems	3.4	3	5	
Module 4: Stylistic Analysis				
E E Cummings “Anyone lived in a pretty how town”	4.1	4	10	Analysis and discussion
“If you smoke” (Prose-advertisement)	4.2	4	5	Analysis and discussion
Practicum: Make literary analysis of (a) William Wordsworth “The Solitary Reaper” (b) William Carlos Williams “The Red Wheelbarrow”	4.3	4	15	

Reference

1. Berg, William J, Martin-Berg, Laurey K. *A Stylistic Approach to Foreign Language Acquisition and Literary Analysis*. ERIC, 2001. ED 481419
2. Chapman, Raymond. *Linguistic and Literature: An Introduction to Literary Stylistics*. Edward Arnold, 1974.
3. Shastri, M I and K Subrahmanian. *Stylistics*. CIEFL.
4. Short, Michael H. “Who is Stylistics.” *Focus on English* Vol. 1, No. 3, July 1985
5. Widdowson, H.G. *Stylistics and the Teaching of Literature*. London: Longman. 1975.

Course designed by: Dr Raju Sebastian



SBU24EN4DSC205: WORLD LITERATURES IN TRANSLATION

Type of Course	Minor		
Course Level	200-299		
Credit	4		
Course Delivery Duration	Theory (Hrs)	Practicum (Hrs)	Total (Hrs)
	45	30	75
Pre-requisite (if any)	NA		

Course Outcomes

On successful completion of the course, students shall be able to:

No.	Description	Cognitive Level
CO1	Identify the dynamic between the source language and target language in poetry translation	Understand
CO2	Compare the linguistic devices employed in both the languages in translating short stories	Understand
CO3	Distinguish the difference in the narrative style in the translation of a novel	Understand
CO4	Explain the complexities involved in translating the play	Understand

Cognitive Levels: R – Remember; U – Understand; A – Apply; An – Analyse; E - Evaluate

Course Mapping Table

CO	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5
CO1						1	1	1	1	1
CO2						1	2	1	1	1
CO3						1	1	1	-	1
CO4						1	1	1	-	1

Mapping of CO to Assessment Tools

CO	Formative Assessment		Summative Assessment		ESE
	Assignments	Seminar Presentation	Exam I	Exam II	
CO1	x		x	x	x
CO2	x		x	x	x
CO3		x	x	x	x
CO4		x	x	x	x

Course Content & Transaction Mechanism

Course Content	Unit	CO	Hours	Transaction Mechanism
Module 1: Poetry				
“The Albatross” by Charles Baudelaire (“L'Albatros”) Translated by William Aggeler, from the collection <i>The Flowers of Evil</i>	1.1	1	4	Lecture and discussion
The Panther by Rainer Maria Rilke Translated by Steven Michell	1.2	1	3	Lecture and discussion
“Lot's Wife” by Anna Akhmatova Translated by Stanley Kunitz and Max Hayward from <i>Poems of Akhmatova</i> , by Anna Akhmatova	1.3	1	3	Lecture and Discussion



Practicum: Adonis: Celebrating Childhood, translated by Khaled Mattawa.	1.3	1	5	Seminar and Discussion
Module 2: Short Story				
Ryūnosuke Akutagawa: “In a Grove”, Translated by Takashi Kojima	2.1	2	5	Lecture and discussion
Jorge Luis Borges: “The Garden of Forking Paths”, translated by Helen Temple and Ruthven Todd.	2.2	2	5	Lecture and discussion
Practicum -Albert Camus: The Guest, Translated by Justin O’Brein	2.3	2	5	
Module 3: Novel				
Gabriel Garcia Marquez: <i>Chronicle of a Death Foretold</i> , Translated by Gregory Rabassa	3.1	3	10	Lecture and discussion
Practicum – Trace the history and popularity of the translations of Marquez novels in Malayalam	3.2	3	5	Seminar and Discussion
Module 4: Drama				
“The Blood Wedding” by Federico Garcia Lorca Trans. Langston Hughes	4.1	4	15	Lecture and discussion
Practicum				
Walter Benjamin: “The Task of the Translator”	4.2	4	15	Seminar and Discussion

Reference

1. Puchner, Martin, et al., editors. *The Norton Anthology of World Literature*. 4th ed., W. W. Norton & Company, 2018.
2. Rojas, Carlos, and Eileen Cheng-yin Chow, editors. *The Oxford Handbook of Modern Chinese Literatures*. Oxford UP, 2016.
3. Bassnett, Susan, editor. *Translation Studies*. 4th ed., Routledge, 2014.
4. Damrosch, David, and David L. Pike, editors. *The Longman Anthology of World Literature, Volume I (A, B, C): The Ancient World, The Medieval Era, and The Early Modern Period*. 2nd ed., Longman, 2009.
5. Damrosch, David, and David L. Pike, editors. *The Longman Anthology of World Literature, Volume II (D, E, F): The Seventeenth and Eighteenth Centuries, The Nineteenth Century, and The Twentieth Century*. 2nd ed., Longman, 2009.
6. Apter, Emily, editor. *The Translation Zone: A New Comparative Literature*. Princeton UP, 2006.
7. Cassin, Barbara, editor. *Dictionary of Untranslatables: A Philosophical Lexicon*. Translated by Steven Rendall, Princeton UP, 2014.
8. Venuti, Lawrence, editor. *The Translation Studies Reader*. 4th ed., Routledge, 2021.

Course Adapted from MGU Syllabus



SBU24EN3DSC206: ON THE WINGS OF POESY

Type of Course	Minor		
Course Level	200-299		
Credit	4		
Course Delivery Duration	Theory (Hrs)	Practicum (Hrs)	Total (Hrs)
	45	30	75
Pre-requisite (if any)	NA		

Course Outcomes

On successful completion of the course, students shall be able to:

No.	Description	Cognitive Level
CO1	Compare and contrast the growth and development of English poetry across the ages	Understand
CO2	Explain the evolution of poetic diction and other poetic features over the ages	Understand
CO3	Analyse the literary and social sensibility of each period as reflected in the representative works	Understand
CO4	Distinguish the themes and ideas in the prescribed texts	Understand

Cognitive Levels: R – Remember; U – Understand; A – Apply; An – Analyse; E - Evaluate

Course Mapping Table

CO	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5
CO1						2	1	1		1
CO2						2	1	1		1
CO3						2	1	1		1
CO4						2	1	1		1

Mapping of CO to Assessment Tools

CO	Formative Assessment		Summative Assessment		ESE
	Assignment	Viva Voce / Seminar	Exam 1	Exam 2	
CO1	x	x	x	x	x
CO2	x	x	x	x	x
CO3	x	x	x	x	x
CO4	x	x	x	x	x

Course Content & Transaction Mechanism

Course Content	Unit	CO	Hours	Transaction Mechanism
Module 1				
William Shakespeare: Sonnet 12 “When I do Count the Clock...”	1.1	1-4	5	Lecture and discussion
Andrew Marvell: To His Coy Mistress	1.2	1-4	5	Lecture and discussion
Practicum William Collins: Ode to Evening	1.3	1-4	5	Lecture and discussion
Module 2				



William Wordsworth: "She Dwelt among the Untrodden ways..."	2.1	1-4	5	Poem reading, reflections and discussion
John Keats: La Belle Dame Sans Merci	2.2	1-4	5	Lecture and discussion
Practicum P B Shelley: Ozymandias	2.3	1-4	5	Poem reading, reflections and discussion
Module 3				
Tennyson: Tears, Idle Tears	3.1	1-4	5	Lecture and discussion
E B Browning: A Daughter of Eve	3.2	1-4	5	Lecture and discussion
Practicum Matthew Arnold: Growing Old	3.3	1-4	5	Lecture and discussion
Module 4				
W B Yeats: Sailing to Byzantium	4.1	1-4	5	Lecture and discussion
Dylan Thomas: Do not Go Gentle into that Goodnight	4.2	1-4	5	Lecture and discussion
Ted Hughes: Hawk Roosting	4.3	1-4	5	Lecture and discussion
Practicum				
Carol Ann Duffy: Valentine	5.1	1-4	5	Seminar and Discussion
Seamus Heaney: Digging	5.2	1-4	5	Seminar and Discussion
Warsan Shire: What They Did Yesterday Afternoon	5.3	1-4	5	Seminar and Discussion

Reference

1. Carl Woodring and James Shapiro. *The Columbia History of British Poetry*. Columbia UP, 1993.
2. M H Abrams, *A Glossary of Literary Terms*.
3. Wain, John. *The Oxford Anthology of British Poetry*, OUP, 2003.
4. Ferguson, Margaret et al. *Norton Anthology of Poetry*,
5. Ramazani, Jahab et al. *The Norton Anthology of Modern and Contemporary Poetry*.
6. Abrams, M. H., and Stephen Greenblatt, editors. "The Norton Anthology of English Literature." W. W. Norton & Company, 2012.
7. Bloom, Harold. "The Best Poems of the English Language: From Chaucer Through Frost." Harper Perennial, 2004.
8. Baldick, Chris. "The Oxford Book of English Verse." Oxford University Press, 1999.
9. Motion, Andrew. "The Penguin Book of Contemporary British Poetry." Penguin Books, 1982.
10. Storr, Anthony. "The Essential Anthology of British Poetry." Random House, 2010.

Course designed by: Fr Jose Jacob



SBU24EN3DSE200: SHAKESPEARE: COMEDY

Type of Course	Elective (For Specialisation in Shakespeare Studies and Literary Theory)		
Course Level	200-299		
Credit	4		
Course Delivery Duration	Theory (Hrs)	Practicum (Hrs)	Total (Hrs)
	45	30	75
Pre-requisite (if any)	NA		

Course Outcomes

On successful completion of the course, students shall be able to:

No.	Description	Cognitive Level
CO1	Examine Shakespeare within the context of his time, language, stage and dramatic practices	Apply
CO2	Explain Shakespeare's thematic concerns and stylistic features in <i>The Tempest</i>	Apply
CO3	Interpret the play in relation to postcolonialism, power dynamics, and metatheatre	Apply

Cognitive Levels: R – Remember; U – Understand; A – Apply; An – Analyse; E - Evaluate

Course Mapping Table

CO	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5
CO1	1	-	-	2	-	1	1	-	2	2
CO2	1	2	-	-	2	1	2	1	-	2
CO3	1	1	2	1	2	1	1	2	2	2

Mapping of CO to Assessment Tools

CO	Formative Assessment		Summative Assessment		ESE
	Assignment 1	Viva Voce	Exam 1	Exam 2	
CO1	x	x	x	x	x
CO2	x	x	x	x	x
CO3	x	x	x	x	x

Course Content & Transaction Mechanism

Course Content	Unit	CO	Hours	Transaction Mechanism
Module 1: Introduction to Shakespeare				
Practicum - Preface to Shakespeare (Excerpts) by Dr. Johnson	1	1	15	Lecture and Discussion
Module 2- Shakespeare's play				
<i>The Tempest</i> : William Shakespeare	2	2,3	45	Lecture and Discussion
Module 3: Critical Perspectives on <i>The Tempest</i>				
Practicum- "This Thing of Darkness I acknowledge Mine: <i>The Tempest</i> and the Discourse of Colonialism": Paul Brown. (From <i>Political Shakespeare: Essays in Cultural Materialism</i>)	3	2,3	15	Lecture and Discussion



Reference

1. Ackroyd, Peter. *Shakespeare: The Biography*. Anchor eBooks, 2010.
2. Barber, Cesar Lombardi. *Shakespeare's Festive Comedy*. Princeton University Press, 2011.
3. Bloom, Harold. *Shakespeare: The Invention of the Human*. Fourth Estate, 2010.
4. Bryson, Bill. *Shakespeare: The World as Stage*. Atlas Books: Harper Perennial, 2016.
5. Greer, Germaine. *Shakespeare: A Very Short Introduction*. Sterling, 2010.
6. Griffiths, Trevor R. *The Tempest*. Palgrave Macmillan, 2007.
7. Knight, G. Wilson. *The Crown of Life*. Methuen, 1985.
8. Hopkins, Lisa. *Beginning Shakespeare*. Manchester University Press, 2010.
9. Kermode, Frank. *Shakespeare's Language*. Penguin Books, 2009.

Course designed by: Jerin B Sebastian



SBU24EN3DSE201: MEDIA LAWS AND MEDIA ETHICS

Type of Course	Elective (For Specialisation in Media Studies and Film Studies)		
Course Level	200 – 299		
Credit	4		
Course Delivery Duration	Theory (Hrs)	Practicum (Hrs)	Total (Hrs)
	45	30	75
Pre-requisite (if any)	NA		

Course Outcomes

On successful completion of the course, students shall be able to:

No.	Description	Cognitive Level
CO1	Demonstrate an understanding of press laws, intellectual property rights and cyber laws	Understand
CO2	Illustrate their awareness of broadcasting and advertising laws and film certification rules.	Understand
CO3	Demonstrate their understanding of the various aspects of media ethics	Understand
CO4	Explain the major concerns in media ethics raised in the digital age	Understand

Cognitive Levels: R – Remember; U – Understand; A – Apply; An – Analyse; E - Evaluate

Course Mapping Table

CO	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5
CO1	2	1	1	2	1	1	1	1	1	1
CO2	2	1	2	2	1	2	1	1	-	1
CO3	2	1	2	2	1	1	2	1	1	-
CO4	2	1	2	2	1	1	1	-	-	1

Mapping of CO to Assessment Tools

CO	Formative Assessment		Summative Assessment		ESE
	Assignments	Viva Voce / Seminar	Exam I	Exam II	
CO1	x		x		x
CO2	x			x	x
CO3		x	x		x
CO4		x		x	x

Course Content & Transaction Mechanism

Course description	Units	Hours	CO	Transaction Mechanism
Module 1 : Media Laws				
<ul style="list-style-type: none"> Constitutional Law under Freedom of Speech and Expression: Article 19(1) and 19(2) Statutory Laws: IT Act, 2000 and Amendments of 2008, Intermediary Guidelines Rules 2011 	1.1	5	CO1	Lecture and discussion



<ul style="list-style-type: none"> ● Press Laws ● Press & Registration of Books Act ● Right to Information Act ● Official Secrets Act ● Copyright Act 	1.2	5	CO1	Lecture and discussion
Practicum <ul style="list-style-type: none"> ● Intellectual Property Rights ● Young Person's Harmful Publication Act ● Indecent Representation of Women's Act ● Working Journalists Act ● Privacy and Cyber laws 	1.3	5	CO1	Lecture and discussion
Module 2 – Broadcasting and Advertising Laws				
Broadcasting – The Prasar Bharati Act, 1990	2.1	4	CO2	Lecture and discussion
The Cable Television Networks Act, 1990	2.2	3	CO2	Lecture and discussion
Broadcasting Services Regulation Bill, 2006	2.3	3	CO2	Lecture and discussion
Practicum Advertising- <ul style="list-style-type: none"> ● The Monopolies and Restrictive Trade Practises Act ● Drug & Magic Remedies Act ● Film Certification Rules 	2.4	5	CO2	Lecture and discussion
Module III – Media Ethics				
Responsibilities of a Journalist and Editor	3.1	2	CO3	Lecture and discussion
Codes of Ethics in India : AINEC 1968, Press Council Guidelines	3.2	4	CO3	Lecture and discussion
Press Council Code on Communal Writing, Parliamentary Code	3.3	4	CO3	Lecture and discussion
Practicum International Code of Ethics	3.4	5	CO3	Lecture and discussion
Module IV – Ethical Concerns in Digital Age				
<ul style="list-style-type: none"> ● Post-Truth ● Understanding Fake News, Issues and Challenges ● Hate Speech 	4.1	5	CO4	Lecture and discussion
<ul style="list-style-type: none"> ● Right to Privacy and digital surveillance; Issues of anonymity ● Cyber bullying, Trolling, Stalking ● Hacking v/s ethical hacking ● Dark Web and the challenges of cyber security 	4.2	10	CO4	Lecture and discussion
Practicum <ul style="list-style-type: none"> ● Digital piracy, Plagiarism and Issues of copyright ● Obscenity and Pornography: Issues of representation of women and children 	4.3	15	CO4	Lecture and discussion



Reference

1. *The Journalist's Handbook* by M V Kamath
2. *Media and Ethics* by S.K.Aggarwal
3. *Introduction to Media Laws and Ethics* by Juhi P Pathak
4. *Press Laws and Ethics of Journalism* by P K Ravindranath, Authors Press, 2004.
5. Neelamala. M. *Media Law and Ethics*. PHI Learning Private Ltd, 2010.
6. Seema Hasan. "Press Laws and Media Ethics". *Mass Communication: Principles and Concepts*. CBS, 2010.

Course designed by: Neville Thomas



SBU24EN3DSE202: CHILDREN'S LITERATURE

Type of Course	Elective		
Course Level	200-299		
Credit	4		
Course Delivery Duration	Theory (Hrs)	Practicum (Hrs)	Total (Hrs)
	45	30	75
Pre-requisite (if any)	The student should have aptitude to read and enjoy children's literature.		

Course Outcomes

On successful completion of the course, students shall be able to:

No.	Description	Cognitive Level
CO1	Explain the history and basic concepts associated with children's literature	Understand
CO2	Analyse the major themes and techniques of various poems from children's literature	Analyse
CO3	Analyse the major themes and techniques of various short stories from children's literature	Analyse
CO4	Analyse the major themes and techniques of novel and comic books from children's literature	Analyse

Cognitive Levels: R – Remember; U – Understand; A – Apply; An – Analyse; E - Evaluate

Course Mapping Table

CO	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5
CO1	2	1	1	1	2	1	-	2	-	1
CO2	1	1	-	1	2	1	1	2	-	1
CO3	1	1	-	1	2	1	1	2	-	1
CO4	1	1	-	1	2	1	1	2	-	1

Mapping of CO to Assessment Tools

CO	Formative Assessment		Summative Assessment		ESE
	Assignments	Viva Voce / Seminar	Exam I	Exam II	
CO1		x	x		x
CO2	x	x	x		x
CO3		x	x		x
CO4	x	x	x	x	x

Course Content & Transaction Mechanism

Course Content	Unit	CO	Hours	Transaction Mechanism
Module 1: Foundations of Children's Literature: History and Concepts				
Introducing the genre, history, various forms and themes of Children Literature	1.1	1	7	Lecture and Discussion
Excerpts from "Children's Literature and Ideology". Lucy Pearson, <i>Children's Literature: Texts, Contexts and Connections</i>	1.2	1	5	Practicum



Module 2: Poetry				
Shel Silverstein “The Giving Tree”	2.1	2	3	Lecture and Discussion
Harry Behn: “The Kite”	2.2	2	3	Lecture and Discussion
J. Patrick Lewis: “Mosquito”	2.3	2	3	Lecture and Discussion
Michael Rosen: “Chocolate Cake”	2.4	2	3	Lecture and Discussion
Alfred Noyes: Excerpts from “The Highwayman”	2.5	2	5	Practicum
Module 3: Fiction I - Short Stories				
Jacob and Wilhelm Grimm: “Hansel and Gretel”	3.1	3	5	Lecture and Discussion
Hans Christian Andersen: “The Ugly Duckling”	3.2	3	5	Lecture and Discussion
Aesop Fable (373): “The Ant and the Grasshopper”	3.4	3	5	Practicum
Panchatantra Stories: “The Three Promises”	3.5	3	5	Practicum
Module 4: Fiction II – Novel and Comics				
Lewis Carroll <i>Alice’s Adventures in Wonderland</i>	4.1	4	10	Lecture and Discussion
A A Milne <i>Winnie- the- pooh</i>	4.2	4	15	Practicum

Textbook

1. Carroll, Lewis. *Alice’s Adventures in Wonderland*, Maple Press, 2011

Reference

1. Deborah Thacker, *Introducing Children’s Literature from Romanticism to Postmodernism*, Deborah Cogan Thacker and Jean Webb ed. Routledge, 2002.
2. Grenby, M.O. *The Cambridge Companion to Children’s Literature*, Princeton University Press, 2011
3. Kimberley Reynolds *Children's Literature: A Very Short Introduction*. Oxford University Press. 2011.
4. Mathew O. Grenby, *Children’s Literature*, Edinburgh University Press, 2008.
5. Peter Hunt (ed.), *Understanding Children’s Literature*, Routledge, 1999.
6. Peter Hunt (ed.), *Children’s Literature: An Illustrated History*, Oxford University Press, 1995.
7. Seth Lerer, [*Children's Literature: A Reader's History, from Aesop to Harry Potter*](#), University of Chicago.2008.

Course designed by: Rev Dr Binny Mathew



SBU24EN3MDC200: LITERATURE AND KERALA RENAISSANCE

Type of Course	MDC		
Course Level	200-299		
Credit	3		
Course Delivery Duration	Theory (Hrs)	Practicum (Hrs)	Total (Hrs)
	45	-	45
Pre-requisite (if any)	NA		

Course Outcomes

On successful completion of the course, students shall be able to:

No.	Description	Cognitive Level
CO1	Understand the important events and people that led to the social and cultural changes in Kerala during the 18th and 19th centuries.	Understand
CO2	Explain how literature reflected and influenced social reforms during the Kerala Renaissance.	Understand
CO3	Examine how the Kerala Renaissance affected women's lives and learn about the contributions of women to social change during this time	Understand

Cognitive Levels: R – Remember; U – Understand; A – Apply; An – Analyse; E - Evaluate

Course Mapping Table

CO	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5
CO1						1	1	1	1	1
CO2						1	1	1	1	1
CO3						1	1	1	1	1

Mapping of CO to Assessment Tools

CO	Formative Assessment		Summative Assessment		ESE
	Assignment		Exam I	Exam II	
CO1		x		x	x
CO2		x		x	x
CO3		x		x	x

Course Content & Transaction Mechanism

Course Content	Unit	CO	Hours	Transaction Mechanism
Module 1: Kerala Renaissance: A Historical Perspective, Key Figures and Events				
Kerala Society in the 18th and 19th Centuries → Early Administrative and Social Changes → Shanar Agitation → Western Education and the Work of Christian Missionaries Key Figures → Kuriakose Elias Chavara → Chattampi Swamikal → Sri Narayana Guru → Ayyankali	1.1	1	15	Lecture and discussion



<ul style="list-style-type: none"> → Vakkam Abdul Khadir Maulavi → Pandit Karuppan → Sahodaran Ayyappan <p>Key Events</p> <ul style="list-style-type: none"> → Vaikam Satyagraha → Guruvayur Satyagraha → Temple Entry → Paliyam Satyagraha <p>Suggested Readings:</p> <ol style="list-style-type: none"> 1. Chapter XXIX: Towards A New Society - from <i>A Survey of Kerala History</i>, by A Sreedhara Menon, D C Books, 2007. 2. Literature and Renaissance: Renaissance in Kerala - from <i>Cross-currents: The Evolution of Literary Movements</i> by B Keralavarma, Current Books, 2011.) 				
Module 2: Literature and Social Reform				
Sri Narayana Guru: Anukampa Desakam (Ten verses on Mercy)	2.1	2	3	Lecture and discussion
Poikayil Appachan: “About my race ...” (translated by Catherine Thankamma - from <i>The Oxford India Anthology of Malayalam Dalit Writing</i> , edited by M Dasan, V Pratibha, Pradeepan Pampirikunnu and C S Chandrika, OUP, 2012)	2.2	2	3	Lecture and discussion
Lalithambika Antherjanam: “Childhood Memories” (from <i>Cast Me Out If You Will: Stories and Memoir</i> , translated by Gita Krishnankutty, The Feminist Press, 1998.)	2.3	2	5	Lecture and discussion
Devaki Nilayamgode: “The Winds of Change Reach Mookkuthala” (translated by Radhika P. Menon - from <i>Antharjanam: Memoirs of a Namboodiri Woman</i> . OUP, 2011.)	2.4	2	4	Lecture and discussion
Module 3: Renaissance, Modernity and Women				
Dakshayani Velayudhan: No to “Harijan” (from https://swatantryavaadini.in/2020/08/26/no-to-harijan-dakshayani-velayudhan/)	3.1	3	3	Lecture and discussion
Kavitha Rao: “The Surgeon General: Mary Poonen Lukose” (from <i>Lady Doctors: The Untold Stories of India’s First Women in Medicine</i> , Westland, 2021)	3.2	3	7	Lecture and discussion
J Devika: “Discovering the First Generation of Feminists in Kerala” (from https://thewire.in/women/discovering-the-first-generation-of-feminists-in-kerala)	3.3	3	5	Lecture and discussion

Reference

1. Keralavarma, B. *Cross-currents: The Evolution of Literary Movements*. Current Books, 2011.
2. Menon, A Sreedhara. *Kerala History and its Makers*. D C Books, 1987.



3. Menon, A Sreedhara. *A Survey of Kerala History*. D C Books, 2007.
4. Menon, A Sreedhara. *Political History of Modern Kerala*. D C Books, 2010.

Course adapted from the original course offered by Mahatma Gandhi University under the same title and **compiled by Nithin Varghese**



SBU24EN3VAC200: DALIT NARRATIVES

Type of Course	VAC		
Course Level	200-299		
Credit	3		
Course Delivery Duration	Theory (Hrs)	Practicum (Hrs)	Total (Hrs)
	45		45
Pre-requisite (if any)	NA		

Course Outcomes

On successful completion of the course, students shall be able to:

No.	Description	Cognitive Level
CO1	Explain the significance of studying Dalit narratives as significant plural discourses evolving from the margins in opposition to singular and uniform notions of human experiences.	Understand
CO2	Outline the pivotal role played by Dalit writings from different regions of India as forms of resistance against marginalisation, casteism and Brahminical knowledge.	Understand
CO3	Trace the history of the emergence and evolution of Dalit narratives from across India and identify their distinctiveness as well as similarities.	Understand

Cognitive Levels: R – Remember; U – Understand; A – Apply; An – Analyse; E - Evaluate

Course Mapping Table

CO	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5
CO1						1		2		1
CO2							1	1	1	1
CO3						2	1	1		1

Mapping of CO to Assessment Tools

CO	Formative Assessment	Summative Assessment		ESE
	Assignment	Exam I	Exam II	
CO1	x	x	x	x
CO2	x	x	x	x
CO3	x	x	x	x

Course Content & Transaction Mechanism

Course Content	Unit	CO	Hours	Transaction Mechanism
Module 1: Key Concepts				
Definitions of Dalit – varna and caste hierarchy – opposition to Brahminical hegemony and ideology – bhakti movement – Dr B. R. Ambedkar’s contributions to Dalit movement – Early leaders of Dalit movements – Dalit Panther movement – Adi Dharm movement – Dalit Buddhist movement – role of Brahma Samaj and Arya Samaj	1.1	1	10	Lecture and discussion



Dalit movement in Kerala and the contributions of Dalit leaders in Kerala renaissance – language of the Dalit – Dalit Feminism - Dalit women writers – contemporary Dalit movements	1.2	1	5	Lecture and discussion
Module 2: Dalit Poetry				
Arun Kamble: “Yesterday They Have Announced”	2.1	2	5	Lecture and discussion
Om Prakash Valmiki: “The Well Belongs to the Landlord”	2.2	2	5	Lecture and discussion
Aleena: “My English”	2.3	2	5	Lecture and discussion
Module 3: Short Stories				
Bama: “The Verdict”	3.1	3	5	Lecture and discussion
Shyamal Kumar Pramanik: “Champaburi, or the Story of a Village”	3.2	3	5	Lecture and discussion
Dalpat Chauhan: “Fear”	3.3	3	5	Lecture and discussion

Reference

1. Ambedkar, B. R. S. Anand, Arundhati Roy (ed). Annihilation of Caste. Navayana, 2014.
2. Dangle, Arjun. Poisoned Bread: Translations from Modern Marathi Dalit Literature. Orient Longman, 1992.
3. Limbale, Sharankmar. Towards an Aesthetic of Dalit Literature: History, Controversies and Considerations. Trans. Alok Mukherjee. Orient Longman, 2004.
4. Pan, Anantita. Mapping Dalit Feminism: Towards an Intersectional Standpoint. Sage, 2021.
5. Rege, Sharmila. Writing Caste/ Writing Gender: Reading Dalit Women’s Testimonies. Zubaan, 2006.
6. Satyanarayana, K. and Susie Tharu. No Alphabet in Sight: New Dalit Writing from South India, Dossier 1: Tamil and Malayalam. Penguin, 2011.
7. Editorial: Why should we read Dalit literature? (sagepub.com): “Why Should we Read Dalit Literature”.
8. <https://feminisminindia.com/2024/03/27/from-margin-to-centre-the-historical-emergence-of-dalit-feminism-as-a-politics-of-difference/> : “From Margin to Centre: Historical Emergence of Dalit Feminism as Politics of Difference”.
9. The Revolutionary Journey of Dalit Literature | HuffPost Life: “The Revolutionary Journey of Dalit Literature”.
10. “Only ash knows the experience of burning”: An Interview with Dalit Writer Jai Prakash Kardam – Round Table India: An Interview with Dalit Writer Jai Prakash Kardam

Course compiled by: Fr Jose Jacob



SBU24EN3VAC201: ENGLISH LANGUAGE SKILLS, GRAMMAR AND VOCABULARY FOR ADVANCED LEARNERS

Type of Course	VAC		
Course Level	200-299		
Credit	3		
Course Delivery Duration	Theory (Hrs)	Practicum (Hrs)	Total (Hrs)
	45	NA	45 hrs
Pre-requisite (if any)	NA		

Course Outcomes

On successful completion of the course, students shall be able to:

No.	Description	Cognitive Level
CO1	Use English grammar and vocabulary with adequate accuracy in real-life contexts.	Apply
CO2	Use English with adequate fluency and accuracy for listening and speaking in real-life contexts.	Apply
CO3	Use English with adequate fluency and accuracy for reading and writing in real-life contexts.	Apply

Cognitive Levels: R – Remember; U – Understand; A – Apply; An – Analyse; E - Evaluate

Course Mapping Table

CO	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5
CO1						1	1	2	1	1
CO2						1	1	2	1	1
CO3						1	1	2	1	1

Mapping of CO to Assessment Tools

CO	Formative Assessment	Summative Assessment		ESE
	Assignment	Exam I	Exam II	
CO1				X
CO2	X	X	X	X
CO3				X

Course Content & Transaction Mechanism

Course Content	Unit	CO	Hours	Transaction Mechanism
Module 1: LSRW, Grammar and Vocabulary -- 1				
Speaking: <ul style="list-style-type: none"> . Talking about things one has done recently . Give and respond to opinions and suggestions . Speak about ways of learning vocabulary . Speak about one's experiences . Interviewing classmates . Sound sympathetic or pleased 	1.1	2	4	Lecture and Classroom exercises



Listening: <ul style="list-style-type: none"> . Listening to monologues . Listening to conversations . Listening to Radio Programme . Listening to problems . Phonetics: Word group, word stress, sentence stress 	1.2	2	2	Lecture and Classroom exercises
Writing: <ul style="list-style-type: none"> . Write a guide . Introduce a purpose . Write an informal email . Add a new information to an existing piece of writing 	1.3	3	4	Lecture and Classroom exercises
Reading: <ul style="list-style-type: none"> . Article on friendship . Article on language learning . Article on one's favourite app . Reading email . Reading about one's experiences 	1.4	3	2	Lecture and Classroom exercises
Grammar: <ul style="list-style-type: none"> . Subject and object questions . Present Simple and Present Continuous . Present Perfect and Past Simple . Present Perfect and Present Perfect Continuous 	1.5	1	2	Lecture and Classroom exercises
Vocabulary <ul style="list-style-type: none"> . Words associated with friendship, communication, work, technology . Gradable and extreme adjectives 	1.6	1	1	Lecture and Classroom exercises
Module 2: LSRW, Grammar and Vocabulary -- 2				
Speaking: <ul style="list-style-type: none"> . Speak about friendship, family traditions, a member of one's family, the utility of the Internet etc. . React to what people say . Tell a story . Describe a person . Offer and ask for help 	2.1	2	4	Lecture and Classroom exercises
Listening <ul style="list-style-type: none"> . Phonetics: linking sounds, stress in word groups, sentence stress, intonation in question tags, stress with modal verbs . Listening to monologues . Listening to conversations . Listening to radio programme . Listening to asking for help 	2.2	2	2	Lecture and Classroom exercises
Writing <ul style="list-style-type: none"> . Write an informal online advertisement . Write a biographical piece . Describe time 	2.3	3	4	Lecture and Classroom exercises



Reading <ul style="list-style-type: none"> . Reading four short articles on word games, introverts, one's desire to be famous, and on 'two tales' . Reading an email . Reading two online advertisements 	2.4	3	2	Lecture and Classroom exercises
Grammar: <ul style="list-style-type: none"> . Past Tenses (Simple, Continuous, Perfect, Perfect Continuous) . Used to Vs Usually . Articles . Modals and Phrases of ability 	2.5	1	2	Lecture and Classroom exercises
Vocabulary: <ul style="list-style-type: none"> . Words associated with relationships, ability . Multi-word verbs . Personality adjectives 	2.6	1	1	Lecture and Classroom exercises
Module 3: LSRW, Grammar and Vocabulary -- 3				
Speaking <ul style="list-style-type: none"> . Predicting future . Conduct a quiz . Talk about places of natural beauty, places to go out . Giving reasons, examples . Describe different cultures . Describe a special meal . Express surprise . Ask and give recommendations 	3.1	2	4	Lecture and Classroom exercises
Listening <ul style="list-style-type: none"> . Phonetics: consonant clusters, voiced and voiceless consonants, sound and spelling of /ə/, word stress on compound nouns . Listening to conversation . Listening to interview . Listening to monologues . Listening to presentations 	3.2	2	3	Lecture and Classroom exercises
Writing <ul style="list-style-type: none"> . Writing an essay . Writing reviews 	3.3	3	4	Lecture and Classroom exercises
Reading <ul style="list-style-type: none"> . Reading a webpage . Reading three short articles . Reading blogs . Reading Reviews 	3.4	3	1	Lecture and Classroom exercises
Grammar <ul style="list-style-type: none"> . Future Forms . If-Clauses . Modals of obligation . Degrees of comparison 	3.5	1	2	Lecture and Classroom exercises



Vocabulary <ul style="list-style-type: none">. Words associated with Environmental issues, the natural world, food. Compound nouns	3.6	1	1	Lecture and Classroom exercises
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Textbook

1. Adrian Doff et al. *Empower B1+*. 2nd ed. Cambridge UP, 2015

Course designed by: Dr. Raju Sebastian in collaboration with Cambridge University Press and Assessment



SEMESTER IV

Course Code	Type of Course	Course Title	Hours /Week	Total Hours	Credit
SBU24EN4DSC200	Major	Neoclassical Literature	4	60	4
SBU24EN4DSC201	Major	Introduction to English Romantic Revival	5	75	4
SBU24EN4DSC202	Minor	AI and Media	5	75	4
SBU24EN4DSC203	Minor	Studies in Indian Theatre	5	75	4
SBU24EN4DSC204	Minor	English Morphology, Syntax and Semantics	5	75	4
SBU24EN4DSC205	Minor	Indian Literatures in Translation	5	75	4
SBU24EN4DSC206	Minor	Relish of Poetry	5	75	4
SBU24EN4DSE200	Elective	Foundations of Literary Theory (For Specialisation in Shakespeare Studies and Literary Theory)	5	75	4
SBU24EN4DSE201	Elective	Introduction to Film Studies (For Specialisation in Media Studies and Film Studies)	5	75	4
SBU24EN4DSE202	Elective	Indian Aesthetics	5	75	4
SBU24EN4SEC200	SEC	Employability Skills	3	45	3
SBU24EN4SEC201	SEC	English for Specific Purposes	3	45	3
SBU24EN4VAC300	VAC	Corporate Communication and Professional Writing	3	45	3
SBU24EN4VAC301	VAC	Gender and Society	3	45	3
SBU24EN4VAC302	VAC	Writings on Contemporary Issues	3	45	3
SBU24EN4INT200	Major	Internship			2



SBU24EN4DSC200: NEOCLASSICAL LITERATURE

Type of Course	Major		
Course Level	200-299		
Credit	4		
Course Delivery Duration	Theory (Hrs)	Practicum (Hrs)	Total (Hrs)
	60	-	60
Pre-requisite (if any)	NA		

Course Outcomes

On successful completion of the course, students shall be able to:

No.	Description	Cognitive Level
CO1	Identify the characteristics and themes of Neoclassical Poetry.	Understand
CO2	Explain the stylistic features and socio-political commentary in Neoclassical Prose.	Understand
CO3	Locate the historical and cultural contexts of neoclassical literature through the study of select prose texts.	Understand
CO4	Explore eighteenth-century fiction, to understand the themes, societal critique, and enlightenment ideals.	Understand

Cognitive Levels: R – Remember; U – Understand; A – Apply; An – Analyse; E - Evaluate

Course Mapping Table

CO	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5
CO1	1	2	1		1	1	1	1	1	1
CO2	1	2	1		1	1	1	1	1	1
CO3	1	2	1	1	1	1	1	1	1	1
CO4	1	2	1		1	1	1	1	1	1

Mapping of CO to Assessment Tools

CO	Formative Assessment		Summative Assessment		ESE
	Assignment / Class Presentation	Quiz/ Viva	Exam 1	Exam 2	
CO1	-	X	X	X	X
CO2	X	X	X	X	X
CO3	X	X	X	X	X
CO4	-	X	X	X	X

Course Content & Transaction Mechanism

Course Content	Unit	CO	Hours	Transaction Mechanism
Module 1: Poetry				
John Dryden: “A Song for St. Cecilia’s Day”	1.1	1	4	Lecture and discussion
Anne Finch: “A Nocturnal Reverie”	1.2	1	4	Lecture and discussion
Alexander Pope: “Ode on Solitude”	1.3	1	4	Lecture and discussion
Thomas Gray: “Ode on the Death of a Favourite Cat, Drowned in a Tub of Gold Fishes”	1.4	1	3	Lecture and discussion



Module 2: Prose I				
Jonathan Swift: “A Modest Proposal”	2.1	2	7	Lecture and discussion
Joseph Addison: “Sir Roger at Church” (<i>The Spectator</i> , No. 112, 9 July 1711)	2.2	2	4	Lecture and discussion
Samuel Johnson: “Morality in Fiction” (<i>The Rambler</i> , No.4 Saturday, March 31, 1750) (from <i>The Restoration and Eighteenth Century</i> pp 321-325)	2.3	2	4	Lecture and discussion
Module 3: Prose II				
Samuel Pepys: “The Great Fire of London”, <i>Diary</i> (from <i>The Restoration and Eighteenth Century</i> pp 67- 71)	3.1	3	4	Lecture and discussion
Daniel Defoe: “Introduction” <i>The Compleat English Gentleman</i> (extracts: from <i>Literature and the Social Order in Eighteenth-Century England</i> pp 41- 42)	3.2	3	3	Lecture and discussion
Oliver Goldsmith: “The Revolution in Low Life” (from <i>Literature and the Social Order in Eighteenth-Century England</i> pp 164 - 166)	3.3	3	3	Lecture and discussion
James Boswell: The Character of Samuel Johnson (from <i>Boswell’s Life of Samuel Johnson</i> , Modern Library, 1932, pp. 1196-1200)	3.4	3	5	Lecture and discussion
Module 4: Fiction				
Jonathan Swift: <i>Gulliver’s Travels</i> (excerpt: Part I: A Voyage to the Lilliputs- Chapters 1- 6)	4.1	4	15	Lecture and discussion

Reference

1. *Augustan Literature: A Guide to Restoration and Eighteenth Century Literature, 1600-1789*, edited by Eva Simmons, Bloomsbury, 1994.
2. Greene, Donald. *The Age of Exuberance: Backgrounds To Eighteenth-century English Literature*. Random House, Inc. 1970.
3. *Literature and the Social Order in Eighteenth-Century England*, edited by Stephen Copley, Routledge, 2020.
4. *The Restoration and Eighteenth Century*, edited by Ian McGowan, MacMillan, 1989.

Course designed by: Dr Teddy C Anthappai & Mr Anish K Joseph



SBU24EN4DSC201: INTRODUCTION TO ENGLISH ROMANTIC REVIVAL

Type of Course	Major		
Course Level	200-299		
Credit	4		
Course Delivery Duration	Theory (Hrs)	Practicum (Hrs)	Total (Hrs)
	45	30	75
Pre-requisite (if any)	NA		

Course Outcomes

On successful completion of the course, students shall be able to:

No.	Description	Cognitive Level
CO1	Articulate the intellectual context of the Romantic period by identifying its major themes and characteristics.	Apply
CO2	Interpret Romantic poetry by exploring themes like love, beauty, nature, and solipsism in the works of first-generation poets.	Apply
CO3	Illustrate diverse poetic styles and themes in second-generation Romantic poetry.	Apply
CO4	Examine Romantic prose by exploring its distinctive style and thematic elements.	Apply

Cognitive Levels: R – Remember; U – Understand; A – Apply; An – Analyse; E - Evaluate

Course Mapping Table

CO	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5
CO1	2	1		2	1	2	1	1		1
CO2	2	1		2	1	2	1	1		1
CO3	2	1		1	1	2	1	1		1
CO4	2	1		2	1	2	1	1		1

Mapping of CO to Assessment Tools

CO	Formative Assessment		Summative Assessment		ESE
	Assignment 1	Assignment 2	Exam 1	Exam II	
CO1		x	x	x	x
CO2	x		x	x	x
CO3	x		x	x	x
CO4		x	x	x	x

Course Content & Transaction Mechanism

Course Content	Unit	CO	Hours	Transaction Mechanism
Module 1: Foundations of Romantic Revival				
“Romanticism” from <i>The Oxford Companion to English Literature</i> , edited by Margaret Drabble, OUP, Sixth Edition, 1993, pp. 872-873.	1.1	1	10	Lecture and discussion
Practicum: “Romanticism” from <i>Oxford Dictionary of Literary Terms</i> , edited by Chris Baldick, OUP, Second Edition, 2001, pp. 222-224.	1.3	1	5	



Module 2: Poetry – Part I				
William Blake: “The Little Black Boy”	2.1	2	2	Lecture and discussion
Susanna Blamire: “When The Soft Tear Steals Silently”	2.2	2	2	Lecture and discussion
William Wordsworth: “The Tables Turned”	2.3	2	3	Lecture and discussion
Samuel Taylor Coleridge: “The Nightingale”	2.4	2	3	Lecture and discussion
Practicum: Robert Southey: “My Days among the Dead are Past”	2.5	2	5	
Module 3: Poetry – Part II				
Percy Bysshe Shelley: “Song to the Men of England”	3.1	3	2	Lecture and discussion
Lord Byron: “Sonnet on Chillon”	3.2	3	2	Lecture and discussion
John Keats: “To Autumn”	3.3	3	3	Lecture and discussion
John Clare: “I Am!”	3.4	3	3	Lecture and discussion
Practicum: George Crabbe: “The Village: Book I” (Select Passages)	3.5	3	5	
Module 4: Prose				
Charles Lamb: “Dream Children: A Reverie”	4.1	4	8	Lecture and discussion
William Hazlitt: “My First Acquaintance With Poets” (Excerpts)	4.2	4	7	Lecture and discussion
Practicum: William Wordsworth: “Preface” to <i>Lyrical Ballads</i> (Excerpts)	4.3	4	15	

Reference

1. Baldick, Chris. *The Concise Oxford Dictionary of Literary Terms*. Oxford University Press, 2001.
2. Lamb, Charles. *Essays of Elia*. MacMillan, 1967.
3. Wordsworth, William, and Samuel Taylor Coleridge. *Lyrical Ballads*. Penguin Classics, 2017.
4. Hazlitt, William. *My First Acquaintance with Poets*: 1823. Woodstock Books, 1993.
5. Drabble, Margaret. *The Oxford Companion to English Literature*. Oxford University Press, 1993.
6. Huber, Alexander. “When the Soft Tear Steals Silently.” Eighteenth, www.eighteenthcenturypoetry.org/works/bsb18-w0450.shtml Accessed 27 Mar. 2024
7. Bloom, Harold. *The Visionary Company: A Reading of English Romantic Poetry*. Cornell University Press, 1971.
8. Trilling, Lionel, and Louis Menand. *The Liberal Imagination: Essays on Literature and Society*. New York Review Books, 2008.

Course designed by: Mr Amal Toms



SBU24EN4DSC202: AI AND MEDIA

Type of Course	Minor		
Course Level	200-299		
Credit	4		
Course Delivery Duration	Theory (Hrs)	Practicum (Hrs)	Total (Hrs)
	45	30	75
Pre-requisite (if any)	NA		

Course Outcomes

On successful completion of the course, students shall be able to:

No.	Description	Cognitive Level
CO1	Explain the basics of AI and its benefits in media production	Understand
CO2	Outline different arenas in which AI is used in entertainment sector and its ethical implications	Understand
CO3	Illustrate how AI is used in news gathering and delivery reporting strategies	Understand
CO4	Identify how AI could be effective in advertising and marketing strategies	Understand

Cognitive Levels: R – Remember; U – Understand; A – Apply; An – Analyse; E - Evaluate

Course Mapping Table

CO	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5
CO1						1	1	1	1	1
CO2						1	1	1	1	1
CO3						1	1	1	1	1
CO4						1	1	1	1	1

Mapping of CO to Assessment Tools

CO	Formative Assessment		Summative Assessment		ESE
	Assignment	Class Presentation	Exam I	Exam II	
CO1	x	-	x	-	x
CO2	x	x	x	-	x
CO3	x	-	-	x	x
CO4	x	x	-	x	x

Course Content & Transaction Mechanism

Course Content	Unit	CO	Hours	Transaction Mechanism
Module 1: Introducing AI in Media				
The impact of AI on the entertainment and media industry	1.1	1	5	Lecture and discussion
AI in Film and Television	1.2	1	5	Lecture and discussion
Practicum: AI in writing Fiction and nonfiction Novels	1.3	1	5	Lecture and discussion



Module 2: Augmented Reality and Virtual Reality				
AI in Virtual and Augmented Reality	2.1	2	5	Lecture and discussion
AI in Gaming	2.2	2	5	Lecture and discussion
Practicum: Ethical and Societal Implications of AI in Entertainment and Media	2.3	2	5	Lecture and discussion
Module 3: AI in Journalism and News				
AI in News Gathering and Verification	3.1	3	5	Lecture and discussion
AI in News Writing and Reporting	3.2	3	5	Lecture and discussion
Practicum: AI in News Delivery and Distribution	3.3	3	5	Lecture and discussion
Module 4: Advertising and Marketing				
AI in Consumer Data Analysis and Targeting	4.1	4	3	Lecture and discussion
AI in Advertising Content Creation and Personalization	4.2	4	3	Lecture and discussion
AI in Advertising Distribution and Optimization	4.3	4	3	Lecture and discussion
The Future of AI in Entertainment and Media	4.4	4	6	Lecture and discussion
Practicum: Abid Haleem, Mohd Javaid, Mohd Asim Qadri, Ravi Pratap Singh, Rajiv Suman, “Artificial intelligence (AI) applications for marketing: A literature-based study”, <i>International Journal of Intelligent Networks</i> , Volume 3, 2022, Pages 119-132, ISSN 2666-6030, https://doi.org/10.1016/j.ijin.2022.08.005 . https://www.sciencedirect.com/science/article/pii/S2666603022000136?via%3Dihub	4.5	4	15	Lecture and discussion

Reference

1. Sumner, Don. *AI in Entertainment and Media*. Kindleunlimited, 2023.

Course designed by: Neville Thomas



SBU24EN4DSC203: STUDIES IN INDIAN THEATRE

Type of Course	Minor		
Course Level	200-299		
Credit	4		
Course Delivery Duration	Theory (Hrs)	Practicum (Hrs)	Total (Hrs)
	45	30	75
Pre-requisite (if any)	NA		

Course Outcomes

On successful completion of the course, students shall be able to:

No.	Description	Cognitive Level
CO1	Understand the key concepts of Sanskrit theatre.	Understand
CO2	Understand and explain various regional theatre forms in India.	Understand
CO3	Understand the relationship between Indian theatre and other performance arts.	Understand
CO4	Understand the developments and trends in modern Indian theatre.	Understand

Cognitive Levels: R – Remember; U – Understand; A – Apply; An – Analyse; E - Evaluate

Course Mapping Table

CO	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5
CO1						1	1	1	1	1
CO2						1	1	1	1	1
CO3						1	1	1	2	2
CO4						1	1	1	2	2

Mapping of CO to Assessment Tools

CO	Formative Assessment		Summative Assessment		ESE
	Assignment	Viva voce	Exam 1	Exam II	
CO1	-	x	x	x	x
CO2	-	x	x	x	x
CO3	-	x	x	x	x
CO4	x	x	x	x	x

Course Content & Transaction Mechanism

Course Content	Unit	CO	Hours	Transaction Mechanism
Module 1: Introduction to Sanskrit Theatre				
Natyastra	1.1	1	2	Lecture and discussion
Sanskrit Theatre	1.2	1	3	Lecture and discussion
Rasa	1.3	1	3	Lecture and discussion
Abhinaya	1.4	1	2	Lecture and discussion
Practicum: Lyne Bansat-Boudon: “The Foundation Myth of the Indian Theatre”.	1.5	1	5	



<i>Altorientalische Forschungen</i> , vol. 20, no. 1, 1993, pp. 148-155.				
Module 2: Regional Theatre Traditions				
Yakshagana (Karnataka)	2.1	2	2	Lecture and discussion
Ramlila (North India)	2.2	2	2	Lecture and discussion
Bhavai (Gujarat)	2.3	2	1	Lecture and discussion
Krishnattam (Kerala)	2.4	2	1	Lecture and discussion
Jatra (West Bengal)	2.5	2	1	Lecture and discussion
Tamasha (Maharashtra)	2.6	2	1	Lecture and discussion
Terukkuttu (Tamil Nadu)	2.7	2	2	Lecture and discussion
Practicum: Shahla Anand. "Folk Element and the Theatre in India". <i>South Asian Review</i> , vol. 4, no. 1, 1980, pp. 51-60.	2.5	4	5	
Module 3: Performance Arts and Theatre				
Kathakali	3.1	3	3	Lecture and discussion
Chhau	3.2	3	2	Lecture and discussion
Kuchipudi	3.3	3	2	Lecture and discussion
Manipuri	3.4	3	3	Lecture and discussion
Practicum: George Pati. "Mohiniyāṭṭam: An Embodiment of the Aesthetic and the Religious". <i>The Journal of Hindu Studies</i> , vol. 3, 2010, pp. 91-113.	3.4	4	5	
Module 4: Modern Indian Theatre				
Ananda Lal: "A Historiography of Modern Indian Theatre". (from <i>Modern Indian Theatre: A Reader</i> , edited by Nandi Bhatia, OUP, 2009, pp. 31-40.)	4.1	3	7	Lecture and discussion
Anuradha Kapur: "Reassembling the Modern: An Indian Theatre Map since Independence". (from <i>Modern Indian Theatre: A Reader</i> , edited by Nandi Bhatia, OUP, 2009, pp. 41-55.)	4.2	3	8	Lecture and discussion
Practicum: Girish Karnad: <i>Hayavadana</i>	4.3	4	15	

Note: All selections are taken from *The Oxford Companion to Indian Theatre*, edited by Ananda Lal.

Text Book:

1. Karnad, Girish. *Hayavadana*. OUP, 1997.



Reference

1. *Modern Indian Theatre: A Reader*, edited by Nandi Bhatia, OUP, 2009.
2. *The Oxford Companion to Indian Theatre*, edited by Ananda Lal, OUP, 2004.
3. Dalmia, Vasudha. *Poetics, Plays, and Performances: The Politics of Modern Indian Theatre*. OUP, 2008.
4. Yarrow, Ralph. *Indian Theatre: Theatre of Origin, Theatre of Freedom*. Curzon, 2001.
5. Hansen, Kathryn. *Stages of Life: Indian Theatre Autobiographies*. Anthem Press, 2011.

Course designed by: **Nithin Varghese**



SBU24EN4DSC204: ENGLISH MORPHOLOGY, SYNTAX AND SEMANTICS

Type of Course	Minor		
Course Level	200-299		
Credit	4		
Course Delivery Duration	Theory (Hrs) 45	Practicum (Hrs) 30	Total (Hrs) 75
Pre-requisite (if any)	NA		

Course Outcomes

On successful completion of the course, students shall be able to:

No.	Description	Cognitive Level
CO1	Demonstrate their awareness of the basic concepts of Morphology.	Apply
CO2	Demonstrate their understanding of the basic concepts of Syntax.	Apply
CO3	Demonstrate their knowledge of the basic concepts of Semantics.	Apply

Cognitive Levels: R – Remember; U – Understand; A – Apply; An – Analyse; E - Evaluate

Course Mapping Table

CO	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5
CO1						1	1	1	1	1
CO2						1	1	1	1	1
CO3						1	1	1	1	1
CO4						1	1	1	1	1

Mapping of CO to Assessment Tools

CO	Formative Assessment		Summative Assessment		ESE
	Assignment	Viva Voce	Exam I	Exam II	
CO1	x	x	x	x	x
CO2	x	x	x	x	x
CO3	x	x	x	x	x
CO4	x	x	x	x	x

Course Content & Transaction Mechanism

Course Content	Unit	CO	Hours	Transaction Mechanism
Module 1: Morphology				
Morphology: Classification of Morphemes: Lexical and Grammatical morphemes, Free and Bound morphemes, Base (root) and Affixes, Stem, Stem formatives	1.1	1	2	Lecture and discussion
Suffixes, Prefixes, Infixes; Inflectional and Derivational Affixes; Class Maintaining and Class Changing Affixes	1.2	1	3	Lecture and discussion
Allomorph, Complementary Distribution, Free Variation, Morph, Morphological Conditioning	1.3	1	3	Lecture and discussion
Form Class and Function Class Words	1.4	1	2	Lecture and discussion



Practicum: Word Formation	1.5	1	5	Presentation and discussion
Module 2: Theories of Syntax				
Syntactic devices in English: Word order, Function words, Government, Concord, Intonation Analytic Language and Synthetic Language; Basic sentence types	2.1	2	4	Lecture and practice
Traditional Grammar and its fallacies	2.2	2	3	Lecture and practice
Descriptive grammar/ Structural grammar Ferdinand de Saussure and Leonard Bloomfield	2.3	2	3	Lecture and discussion
Practicum: Saussurian Dichotomies; Generating Simple, Complex and Compound Sentences from Basic Sentence Types	2.4	2	5	Presentation and discussion
Module 3: Theories of Syntax and Syntactic Analysis				
IC analysis: Labelled diagram, advantages of IC analysis, disadvantages of IC analysis	3.1	2	3	Lecture and discussion
Phrase structure grammar: context-free and context-sensitive rules, optional and obligatory rules, selectional restrictions.	3.2	2	5	Lecture and discussion
TG Grammar: transformational and generative components, surface structure and deep structure, important transformation types, advantages of TG grammar	3.3	2	7	Lecture and discussion
Practicum: Constituent Structure: Noun Phrase, Verb Phrase, Prepositional Phrase, Adjective Phrase, Adverb Phrase; IC analysis exercises	3.4	2	15	Presentation and discussion
Module 4: Semantics				
Semantics: Elements of Meaning: Conceptual, Connotative, Stylistic, Affective, Reflective, Collocative, Thematic	3.1	3	5	Lecture and discussion
Sources of Meaning: Lexical, Grammatical, Intonational, Phonological, Socio cultural; Sememe, Pragmeme	3.2	3	5	Lecture and discussion
Practicum: Meaning relations: Synonymy, Polysemy, Homonymy, Metaphor, Metonymy, Ambiguity, Antonymy (incompatibility), Hyponymy, Valency, Inconsistency	4.2	3	5	Presentation and discussion

Reference

1. Carstairs-McCarthy, Andrew. *An Introduction to English Morphology*. Edinburgh University Press, 2002.
2. Kreidler, Charles W. *Introducing English Semantics*. Routledge, 1998.
3. Miller, Jim. *An Introduction to English Syntax*. Edinburgh University Press, 2002.
4. Poole, Stuart C. *An Introduction to Linguistics*. Palgrave Macmillan, 1999.
5. Rowe, Bruce M and Diane P Levine. *A Concise Introduction to Linguistics*. Routledge, 2014.



6. Verma, S K and N Krishnaswamy. *Modern Linguistics: An Introduction*. OUP, 1997.
7. Widdowson, H G. *Linguistics*. OUP, 1996.

Course designed by: Dr Raju Sebastian and Nithin Varghese



SBU24EN3DSC205: INDIAN LITERATURES IN TRANSLATION

Type of Course	Minor		
Course Level	200-299		
Credit	4		
Course Delivery Duration	Theory (Hrs)	Practicum (Hrs)	Total (Hrs)
	45	30	75
Pre-requisite (if any)	NA		

Course Outcomes

On successful completion of the course, students shall be able to:

No.	Description	Cognitive Level
CO1	Identify the dynamic between the source language and target language in poetry translation	Understand
CO2	Compare the linguistic devices employed in both the languages	Understand
CO3	Distinguish the difference in the narrative style in the translation of a novel	Understand
CO4	Explain the complexities involved in translating the play	Understand

Cognitive Levels: R – Remember; U – Understand; A – Apply; An – Analyse; E - Evaluate

Course Mapping Table

CO	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5
CO1						1	1	1	1	1
CO2						1	2	1	1	1
CO3						1	1	1	-	1
CO4						1	1	1	-	1

Mapping of CO to Assessment Tools

CO	Formative Assessment		Summative Assessment		ESE
	Assignment I	Recitation	Exam I	Exam II	
CO1	x	x	x	x	x
CO2	x	x	x	x	x
CO3	x	x	x	x	x
CO4	x	x	x	x	x

Course Content & Transaction Mechanism

Course Content	Unit	CO	Hours	Transaction Mechanism
Module 1: Poetry				
Kabir: O Servant, where dost thou seek Me, translated by Tagore	1.1	1	4	Lecture and discussion
Mirza Asadullah Khan Ghalib: On the Death of an Adopted Son, translated by Khushwant Singh	1.2	1	3	Lecture and discussion
Amrita Pritam: To Waris Shah, translated by Amrita Pritam	1.3	1	3	Lecture and Discussion
Practicum -	1.3	1	5	Seminar and Discussion



Nilim Kumar: Guwahati, translated by Uttam Duorah Gnanakoothan: The Son Complains to His Mother, translated by R Parthasarathy				
Module 2: Short Story				
Mahasweta Devi: Kunti and the Nishadin (Translated by Anjum Katyal)	2.1	2	5	Lecture and discussion
Saadat Hasan Manto: Open It! (Khol Do) (Translated by C Christine Fair)	2.2	2	5	Lecture and discussion
Practicum - Anna Bhau Sathe, “Gold from the Grave” Perumal Murugan, “The Man Who Could Not Sleep”	2.3	2	5	
Module 3: Novel				
UR Ananta Murthy: Samskara (A Rite for a Dead Man), translated by A.K. Ramanujan.	3.1	3	10	Lecture and discussion
Practicum – A comparative study of the Malayalam translation of the same novel by M N Vijayan: <i>Samskaram</i>	3.2	3	5	Seminar and Discussion
Module 4: Drama				
Bhasa: The Shattered Thigh, translated by A.N.D. Haksar	4.1	4	15	Lecture and discussion
Practicum				
Three Hundred Ramayanas: Five Examples and Three Thoughts on Translation A. K. Ramanujan	4.2	4	15	Seminar and Discussion

Reference

1. Bhasa. *The Shattered Thigh and Other Plays*, A.N.D. Haskar (Translator), Penguin Books, 1993
2. Mahasweta Devi. *After Kurukshetra*, Anjum Katyal (Translator), Seagull Books in 2005.
3. Mukherjee, Sujit. *Translation as Discovery and Other Essays on Indian Literature in English Translation*, Allied Publishers, 1981
4. Arjun Dangle (Ed.). *Homeless in My Land: Modern Marathi Dalit Short Stories*, Disha Books, 1992
5. Perumal Murugan. *The Man Who Could Not Sleep*, Juggernaut, 2021
6. Rabindranath Tagore (Translator). *One Hundred Poems of Kabir*, Macmillan, 1915
7. UR Ananta Murthy *Samskara: A Rite for a Dead Man*, tr A.K. Ramanujan New Delhi: Oxford University Press

Course adapted from (MGU) by: Fr Jose Jacob



SBU24EN4DSC206: RELISH OF POETRY

Type of Course	Minor		
Course Level	200-299		
Credit	4		
Course Delivery Duration	Theory (Hrs)	Practicum (Hrs)	Total (Hrs)
	45	30	75
Pre-requisite (if any)	NA		

Course Outcomes

On successful completion of the course, students shall be able to:

No.	Description	Cognitive Level
CO1	Explain how poetry represents life and its complexity	Understand
CO2	Analyse the ways in which poetry conveys the multiple shades of love	Understand
CO3	Assess the power of poetry in foregrounding social issues	Understand
CO4	Analyse the poetic rendering of the urban life and its nuances	Understand

Cognitive Levels: R – Remember; U – Understand; A – Apply; An – Analyse; E - Evaluate

Course Mapping Table

CO	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5
CO1						1	1	1		1
CO2						1	1			
CO3						1	1		1	1
CO4						1	1	1		

Mapping of CO to Assessment Tools

CO	Formative Assessment		Summative Assessment		ESE
	Assignment	Seminar	Exam I	Exam II	
CO1	x	x	x		x
CO2	x	x	x		x
CO3	x	x		x	x
CO4	x	x		x	x

Course Content & Transaction Mechanism

Course Content	Unit	CO	Hours	Transaction Mechanism
Module 1: Literature And Life				
William Shakespeare: Sonnet 1 - “From fairest creatures we desire increase”	1.1	1	4	Lecture and discussion
John Donne: “Death Be Not Proud”	1.2	1	3	Lecture and discussion
William Wordsworth: “The World is Too Much with Us”	1.3	1	3	Seminar and discussion
Practicum : Robert Frost: “The Road Not Taken”	1.4	1	5	
Module 2: Literature and Love				
John Keats: “The Day is gone, and all its sweets are gone”	2.1	2	4	Lecture and discussion



Elizabeth Barrett Browning: "How Do I Love Thee?"	2.2	2	3	Lecture and discussion
Christina Rossetti: "I Loved You First..."	2.3	2	3	Lecture and discussion
Practicum E E Cummings: "somewhere i have never travelled, gladly beyond"	2.4	2	5	
Module 3: Literature and Social Issues				
Maya Angelou: "Caged Bird"	3.2	3	3	Lecture and discussion
S Joseph: "My Sister's Bible"	3.3	3	3	Lecture and discussion
Kamala Das: "An Introduction"	3.4	3	4	Lecture and discussion
Practicum Audre Lorde: "Who Said it was Simple"	3.3	3	5	Lecture and discussion
Module 4: Literature and City				
Paul Verlaine: "Paris"	4.1	4	5	Lecture and Discussion
William Blake: "London"	4.2	4	5	Lecture and Discussion
Dave Mason: "Mumbai"	4.3	4	5	
Practicum				
Walt Whitman: "Crossing Brroklyn Ferry" Maya Angelou: "Awakening in New York"	4.4	4	15	Seminar and Discussion

Reference

1. Deleuze, Gilles. *Literature and Life*. Columbia University Press, 1997.
2. Nehamas, Alexander. *The Art of Living: Socratic Reflections from Plato to Foucault*. University of California Press, 1998.
3. Calvino, Italo. *The Uses of Literature*. Harcourt Brace Jovanovich, 1986.
4. Sartre, Jean-Paul. *What is Literature?*. Philosophical Library, 1949.
5. Barthes, Roland. *A Lover's Discourse: Fragments*. Hill and Wang, 1978.
6. Flaubert, Gustave. *Madame Bovary*. Translated by Lydia Davis, Penguin Books, 2010.
7. Morrison, Toni. *Love*. Alfred A. Knopf, 2003.
8. Proust, Marcel. *In Search of Lost Time: Swann's Way*. Translated by C. K. Scott Moncrieff, Modern Library, 1992.
9. Belsey, Catherine. *Shakespeare and the Loss of Eden: The Construction of Family Values in Early Modern Culture*. Palgrave Macmillan, 2001.
10. Said, Edward. *Culture and Imperialism*. Knopf, 1993.
11. Stewart, Susan. *Poetry and the Fate of the Senses*. University of Chicago Press, 2002.
12. Baldwin, James. *The Fire Next Time*. Dial Press, 1963.
13. Du Bois, W.E.B. *The Souls of Black Folk*. A.C. McClurg & Co., 1903.
14. Rankine, Claudia. *Citizen: An American Lyric*. Graywolf Press, 2014.
15. Williams, Raymond. *The Country and the City*. Oxford University Press, 1973.
16. Simmel, Georg. *The Metropolis and Mental Life*. Translated by Edward A. Shils, The Free Press, 1950.
17. Benjamin, Walter. *The Arcades Project*. Translated by Howard Eiland and Kevin McLaughlin, Belknap Press of Harvard University Press, 1999.



18. Berman, Marshall. *All That Is Solid Melts into Air: The Experience of Modernity*. Penguin Books, 1988.
19. Lehan, Richard. *The City in Literature: An Intellectual and Cultural History*. University of California Press, 1998.

Course Designed by Fr Jose Jacob



SBU24EN4DSE200: FOUNDATIONS OF LITERARY THEORY

Type of Course	Elective (For Specialisation in Shakespeare Studies and Literary Theory)		
Course Level	200-299		
Credit	4		
Course Delivery Duration	Theory (Hrs)	Practicum (Hrs)	Total (Hrs)
	45	30	75
Pre-requisite (if any)	NA		

Course Outcomes

On successful completion of the course, students shall be able to:

No.	Description	Cognitive Level
CO1	Understand the transition from Literary Criticism to Literary Theory	Understand
CO2	Explain the basic principles of Structuralism in relation to a literary text	Understand
CO3	Outline the concepts in Post-structuralism and Deconstruction for reading a text	Understand

Cognitive Levels: R – Remember; U – Understand; A – Apply; An – Analyse; E - Evaluate

Course Mapping Table

CO	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5
CO1	1	2	1	1	1	1	1	1	1	1
CO2	1	2	1	1	1	1	1	1	1	1
CO3	1	2	1	1	1	1	1	1	1	1

Mapping of CO to Assessment Tools

CO	Formative Assessment		Summative Assessment		ESE
	Class Presentation	Written Assignment	Exam I	Exam II	
CO1	-	x	x	x	x
CO2	x	x	x	x	x
CO3	x	x	x	x	x

Course Content & Transaction Mechanism

Course Content	Unit	CO	Hours	Transaction Mechanism
Module 1: From Liberal Humanism to Literary Theory				
Features of Liberal Humanism Development of English Studies: Cambridge and Oxford	1.1	1	5	Lecture and discussion
Linguistic Turn and Critical Turn	1.2	1	5	Lecture and discussion
Practicum: Jonathan Culler: “What is Theory” Chapter 1 of <i>Literary Theory: A Very Short Introduction</i>	1.3	1	5	Lecture and discussion
Module 2: Structuralism and Semiotics				
Sign, Signifier, Signified; Langue, Parole; Synchronic, Diachronic; Syntagmatic, paradigmatic;	2.1	2	5	Lecture and discussion



Arbitrary and relational nature of meaning Binary Opposition, Semiotics, Structuralism and Culture	2.2	2	5	Lecture and discussion
Practicum: Introduction to Saussure, Levi Strauss, Northrop Frye	2.3	2	5	Seminar and Discussion
Module 3 & 4 Post-Structuralism and Deconstruction				
Work, text; Textuality, intertextuality; Readerly Texts and Writerly Texts, Five Narrative Codes	3.1	3	5	Lecture and discussion
Roland Barthes: The Death of the Author	3.2	3	10	Lecture and Discussion
Logocentrism, Deconstruction, Différance, Decentring, Trace, Aporia, iterability	4.1	3	5	Lecture and discussion
Discourse, Surveillance, Panopticism, Power, Governmentality	4.2	3	5	Lecture and Discussion
Practicum: Introducing Barthes , Derrida , Foucault	3&4.3	3	5	Seminar and Discussion
Practicum				
Barbara Johnson: “Writing” from The Critical Difference: Essays in the Contemporary Rhetoric of Reading	4	3	15	Seminar and discussion

Reference

Liberal Humanism

1. Barry, Peter. *Beginning Theory: An Introduction to Literary and Cultural Theory*. 4th ed., Manchester University Press, 2017.
2. Eagleton, Terry. *Literary Theory: An Introduction*. 2nd ed., Blackwell Publishing, 2008.
3. Leavis, F.R. *The Great Tradition: George Eliot, Henry James, Joseph Conrad*. Chatto & Windus, 1948.
4. Bloom, Harold. *The Western Canon: The Books and School of the Ages*. Harcourt Brace & Company, 1994.
5. Arnold, Matthew. *Culture and Anarchy*. Oxford University Press, 2006.
6. Trilling, Lionel. *The Liberal Imagination: Essays on Literature and Society*. New York Review Books Classics, 2008.
7. Richards, I.A. *Practical Criticism: A Study of Literary Judgment*. Routledge, 2001.

Structuralism

1. Saussure, Ferdinand de. *Course in General Linguistics*. Edited by Charles Bally and Albert Sechehaye, translated by Wade Baskin, McGraw-Hill, 1966.
2. Lévi-Strauss, Claude. *Structural Anthropology*. Translated by Claire Jacobson and Brooke Grundfest Schoepf, Basic Books, 1963.
3. Barthes, Roland. *Mythologies*. Translated by Annette Lavers, Hill and Wang, 1972.
4. Jakobson, Roman. *Language in Literature*. Edited by Krystyna Pomorska and Stephen Rudy, Belknap Press, 1987.
5. Genette, Gérard. *Narrative Discourse: An Essay in Method*. Translated by Jane E. Lewin, Cornell University Press, 1983.
6. Hawkes, Terence. *Structuralism and Semiotics*. Berkeley, USA: University of California Press, 1977.
7. Todorov, Tzvetan. *The Fantastic: A Structural Approach to a Literary Genre*. Translated by Richard Howard, Cornell University Press, 1975.



8. Greimas, Algirdas Julien. *Structural Semantics: An Attempt at a Method*. Translated by Daniele McDowell, University of Nebraska Press, 1983.

Post-structuralism

1. Derrida, Jacques. *Of Grammatology*. Translated by Gayatri Chakravorty Spivak, Johns Hopkins University Press, 1976.
2. Foucault, Michel. *The Order of Things: An Archaeology of the Human Sciences*. Vintage Books, 1994.
3. Barthes, Roland. *Image-Music-Text*. Translated by Stephen Heath, Hill and Wang, 1977.
4. Deleuze, Gilles, and Félix Guattari. *A Thousand Plateaus: Capitalism and Schizophrenia*. Translated by Brian Massumi, University of Minnesota Press, 1987.
5. Lyotard, Jean-François. *The Postmodern Condition: A Report on Knowledge*. Translated by Geoff Bennington and Brian Massumi, University of Minnesota Press, 1984.
6. Kristeva, Julia. *Desire in Language: A Semiotic Approach to Literature and Art*. Edited by Leon S. Roudiez, translated by Thomas Gora, Alice Jardine, and Leon S. Roudiez, Columbia University Press, 1980.
7. Lacan, Jacques. *Écrits: A Selection*. Translated by Bruce Fink, W.W. Norton & Company, 2002.

Deconstruction

1. Derrida, Jacques. *Writing and Difference*. Translated by Alan Bass, University of Chicago Press, 1978.
2. Derrida, Jacques. *Dissemination*. Translated by Barbara Johnson, University of Chicago Press, 1981.
3. Culler, Jonathan. *On Deconstruction: Theory and Criticism after Structuralism*. Cornell University Press, 1982.
4. Norris, Christopher. *Deconstruction: Theory and Practice*. 3rd ed., Routledge, 2002.
5. Spivak, Gayatri Chakravorty. *In Other Worlds: Essays in Cultural Politics*. Routledge, 1987.
6. Miller, J. Hillis. *The Ethics of Reading: Kant, de Man, Eliot, Trollope, James, and Benjamin*. Columbia University Press, 1987.
7. Caputo, John D. *Radical Hermeneutics: Repetition, Deconstruction, and the Hermeneutic Project*. Indiana University Press, 1987.

Course designed by: Fr Jose Jacob



SBU24EN4DSE201: INTRODUCTION TO FILM STUDIES

Type of Course	Elective (For Specialisation in Media Studies and Film Studies)		
Course Level	200-299		
Credit	4		
Course Delivery Duration	Theory (Hrs)	Practicum (Hrs)	Total (Hrs)
	45	30	75
Pre-requisite (if any)	NA		

Course Outcomes

On successful completion of the course, students shall be able to:

No.	Description	Cognitive Level
CO1	Understand and explain the evolution of early history of cinema and trace its development through some significant movements	Understand
CO2	Understand and explain the basic aspects of set design, lighting and cinematography	Understand
CO3	Understand and explain the basic axioms of set editing, sound design and the use of colour in cinema	Understand
CO4	Understand and explain the history and the growth of development in cinema in India and in Kerala	Understand

Cognitive Levels: R – Remember; U – Understand; A – Apply; An – Analyse; E - Evaluate

Course Mapping Table

CO	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5
CO1	2	1	1	2	1	2	1	1	1	1
CO2	2	1	1	1	1	2	2	1	1	1
CO3	2	1	1	1	1	2	1	1	1	1
CO4	2	1	1	1	2	2	1	1	1	1

Mapping of CO to Assessment Tools

CO	Formative Assessment		Summative Assessment		ESE
	Assignment	Film Review	Exam 1	Exam 2	
CO1	x			x	x
CO2		x	x		x
CO3		x	x		x
CO4	x			x	x

Course Content & Transaction Mechanism

Course Content	Unit	CO	Hours	Transaction Mechanism
Module 1: Cinema: Origins and Early Development				
A Brief History of Cinema: Origin Growth and Development of different genres and styles	1.1	1	5	Lecture and Discussions
An overview of the Classics: Early European and American Film movements – Russian, German, Italian French and Hollywood	1.2	1	5	Lecture and Discussions
Practicum: The Lumiers, Georges Melies, The Early Pioneers of Cinematography	1.3	1	5	Film Screening and Discussions/Pr esentations



Module 2: Film Basics – I				
Understanding film Basics: Cinematography: Aspects and axioms	2.1	2	5	Lecture and Discussions
Lighting: Aspects and axioms	2.2	2	5	Lecture and Discussions
Practicum: Mise-en-scene and set design	2.3	2	5	Film Screening and Discussions/Pr esentations
Module 3: Film Basics – II				
Understanding film Basics: Aspects of film editing	3.1	3	5	Lecture and Discussions
Understanding film Basics: Aspects of film sound	3.2	3	5	Lecture and Discussions
Practicum: Understanding film Basics: Colour in cinema	3.3	3	5	Film Screening and Discussions/Pr esentations
Module 4 - Cinema of India and Cinema of Kerala: An Overview				
Indian Cinema: A brief history	4.1	4	5	Lecture and Discussions
The Rise of “Bollywood”	4.2	4	5	Lecture and Discussions
Cinema of Kerala and the Malayalam New Wave	4.3	4	5	Lecture and Discussions
Practicum: The Indian Parallel Cinema	4.4	4	15	Film Screening and Discussions/Pr esentations

Suggested Reading

1. Film Art: An Introduction by David Bordwell & Kristin Thomson
2. How to read a film by James Monaco
3. Understanding Movies by Louis Giannetti
4. Filmmaker’s Handbook by Steven Ascher & Edward Pincus
5. History of Narrative film by David A. Cook
6. Our Films & Their Films by Satyajit Ray
7. Bollywood: A Guidebook to Popular Hindi Cinema - Tejaswini Ganti
8. Cinema Studies: The Key Concepts - Susan Hayward
9. Film History: An Introduction - Kristin Thompson, David Bordwell
10. Film Studies: An Introduction - Ed Sikov
11. Introduction to Film Studies - Jill Nelmes

Course designed by: Dr. Vimal Mohan John



SBU24EN4DSE202: INDIAN AESTHETICS

Type of Course	Elective		
Course Level	200-299		
Credit	4		
Course Delivery Duration	Theory (Hrs)	Practicum (Hrs)	Total (Hrs)
	45	30	75
Pre-requisite (if any)	NA		

Course Outcomes

On successful completion of the course, students shall be able to:

No.	Description	Cognitive Level
CO1	Explain the fundamentals of Sanskrit and Tamil poetics.	Understand
CO2	Explain the theory of Rasa and associated concepts.	Understand
CO3	Outline the different schools of thoughts within Sanskrit poetics.	Understand
CO4	Explain the application of Sanskrit poetics to drama and poetry.	Understand

Cognitive Levels: R – Remember; U – Understand; A – Apply; An – Analyse; E - Evaluate

Course Mapping Table

CO	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5
CO1	2	1	1	2	1	2	1	1	1	1
CO2	2	1	1	1	1	2	2	1	1	1
CO3	2	1	1	1	1	2	1	1	1	1
CO4	2	1	1	1	2	2	1	1	1	1

Mapping of CO to Assessment Tools

CO	Formative Assessment		Summative Assessment		ESE
	Assignment 1	Assignment 2	Exam 1	Exam 2	
CO1	x			x	x
CO2		x	x		x
CO3		x	x		x
CO4	x			x	x

Course Content & Transaction Mechanism

Course Content	Unit	CO	Hours	Transaction Mechanism
Module 1: Sanskrit and Tamil Poetics: An Introduction				
G B Mohan Thampi: “The Evolution of Indian Poetics” (from <i>Essays on Eastern Aesthetics</i> . B I Publications, 2003, pp. 7-17)	1.1	1	10	Lecture and discussion
Practicum: A K Ramanujan: Akam and Puram, The Five Landscapes (from “On Ancient Tamil Poetics”, <i>Indian Literary Criticism: Theory and Interpretation</i> , edited by G N Devy, Orient Black Swan, 2009, pp. 346-374)	1.2	1	5	Lecture and discussion
Module 2: Theory of Rasa				
On Nāṭya and Rasa: Aesthetics of Dramatic Experience (from <i>Nāṭyaśāstra</i> translated by G K	2.1	2	10	Lecture and discussion



Bhatt - <i>Indian Literary Criticism: Theory and Interpretation</i> , edited by G N Devy, Orient Black Swan, 2009, pp. 4-14)				
M Hiriyanna: "The Number of Rasas" (from <i>Indian Literary Criticism: Theory and Interpretation</i> , edited by G N Devy, Orient Black Swan, 2009, pp. 343-345)	2.2	2	5	Lecture and discussion
Practicum: Psychology of Bhavas (from <i>A Modern Introduction to Indian Aesthetic Theory</i> by S S Barlingay, DK, 2007, pp. 33-49).	2.3	2	15	Lecture and discussion
Module 3: Schools of Indian Poetics				
Dhvani, Alamkara, Auchitya, Riti, Guna-Dosha, Vakrokti	3.1	3	10	Lecture and discussion
Practicum: Foundations of Indian Aesthetics - A Unified Theory of Arts (from <i>Foundations of Indian Aesthetics</i> , edited by Girishwar Misra, Shubhi Publications, 2008, pp. 145-149)	3.2	3	5	
Module 4: Drama and Poetry				
Definitions and Descriptions in Drama (from <i>Daśarūpa</i> translated by George Hass - <i>Indian Literary Criticism: Theory and Interpretation</i> , edited by G N Devy, Orient Black Swan, 2009, pp. 41-45)	4.1	4	6	Lecture and discussion
Kinds of Poetry (from <i>The Rasikapriya of Keshavadasa: Translated into Verse</i> , translated by K P Bahadur - <i>Indian Literary Criticism: Theory and Interpretation</i> , edited by G N Devy, Orient Black Swan, 2009, pp. 101-103)	4.2	4	4	Lecture and discussion
Practicum: Discursive Language and Poetic Language (from <i>Foundations of Indian Aesthetics</i> , edited by Girishwar Misra, Shubhi Publications, 2008, pp. 87-90)	4.3	4	5	

Reference

1. *A Rasa Reader: Classical Indian Aesthetics*, translated and edited by Sheldon Pollock, Columbia University Press, 2016.
2. Barlingay, S S. *A Modern Introduction to Indian Aesthetic Theory*. D K Printworld, 2023. Third Impression.
3. Chandran, Mini and Sreenath V S. *An Introduction to Indian Aesthetics: History, Theory, and Theoreticians*. Bloomsbury, 2021.
4. Choudhary, Satya Dev. *Glimpses of Indian Poetics*. Sahitya Akademi, 2002.
5. *Indian Aesthetics: An Introduction*, edited by V S Seturaman, Macmillan, 1992.
6. *Indian Literary Criticism: Theory and Interpretation*, edited by G N Devy, Orient BlackSwan, 2009.
7. Kane P V. *History of Sanskrit Poetics*. Motilal Banarsidass, 1961.
8. Raghavan, V and Nagendra. *An Introduction to Indian Poetics*. Macmillan, 1970.
9. Thampi, G B Mohan. *Essays on Eastern Aesthetics*. B I Publications, 2003.
10. *The Bloomsbury Research Handbook of Indian Aesthetics and the Philosophy of Art*, edited by Arindam Chakrabarti, Bloomsbury, 2016.



Course designed by: Nithin Varghese



SBU24EN4SEC200: EMPLOYABILITY SKILLS

Type of Course	SEC		
Course Level	200-299		
Credit	3		
Course Delivery Duration	Theory (Hrs)	Practicum (Hrs)	Total (Hrs)
	45	-	45
Pre-requisite (if any)	NA		

Course Outcomes

On successful completion of the course, students shall be able to:

No.	Description	Cognitive Level
CO1	Research prospective employers and create effective CVs, engage in group discussions, and face interviews successfully.	Apply
CO2	Demonstrate proficiency in workplace communication, grasp presentation fundamentals, and implement effective presentation strategies.	Apply
CO3	Demonstrate effective workplace correspondence, etiquette, and cultural and gender sensitivity, ensuring professionalism in diverse contexts.	Apply

Cognitive Levels: R – Remember; U – Understand; A – Apply; An – Analyse; E - Evaluate

Course Mapping Table

CO	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5
CO1						1	1	1	1	1
CO2						1	1	1	1	1
CO3						1	1	1	1	1

Mapping of CO to Assessment Tools

CO	Formative Assessment	Summative Assessment		ESE
	GD/ Interview	Exam 1	Exam 2	
CO1	x	x		x
CO2	x		x	x
CO3	x		x	x

Course Content & Transaction Mechanism

Course Content	Unit	CO	Hours	Transaction Mechanism
Module 1: Preparing for Employment				
<ul style="list-style-type: none"> • Preparing CV • Group Discussion • Interview 	1.1	1	9	Lecture and Exercises
<ul style="list-style-type: none"> • Employability Quotient • Researching about prospective workplace 	1.2	1	6	Lecture and Exercises
Module 2: Workplace Communication				
<ul style="list-style-type: none"> • Formal and informal communication • Communication and organisational culture • Communication and interpersonal relations • Importance of the 'U' in communication 	2.1	2	7	Lecture and Exercises



<ul style="list-style-type: none"> • A step-by-step approach to presentations • Planning the presentation • Gathering feedback • Making the presentation 	2.2	2	8	Lecture and Exercises
Module 3: Workplace Correspondence and Etiquette				
Correspondence at Work <ul style="list-style-type: none"> • Importance of workplace correspondence • Types of correspondence • Mechanics of effective business correspondence • Tips for effective correspondence - The seven Cs of communication • Writing effective emails 	3.1	3	7	Lecture and Exercises
Workplace Etiquette <ul style="list-style-type: none"> • Etiquette in the modern workplace • Workplace etiquette – global and local • Culture sensitivity • Gender sensitivity • Importance of grooming • Etiquette in interaction • Netiquette 	3.2	3	8	Lecture and Exercises

Course designed by: Dr. Raju Sebastian in collaboration with Cambridge University Press and Assessment



SBU24EN4SEC201: ENGLISH FOR SPECIFIC PURPOSES

Type of Course	SEC		
Course Level	200-299		
Credit	3		
Course Delivery Duration	Theory (Hrs)	Practicum (Hrs)	Total (Hrs)
	45	-	45
Pre-requisite (if any)	NA		

Course Outcomes

On successful completion of the course, students shall be able to:

No.	Description	Cognitive Level
CO1	Explain with clarity terms such as English for Specific Purposes (ESP), English for General Purposes (EGP), English for Academic Purposes (EAP) and English for Occupational Purposes (EOP)	Understand
CO2	Use EAP with special focus on Science & Technology, and Business & Economics	Apply
CO3	Use EOP with special focus on Science & Technology, and Business & Economics	Apply

Cognitive Levels: R – Remember; U – Understand; A – Apply; An – Analyse; E - Evaluate

Course Mapping Table

CO	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5
CO1						2	-	-	-	-
CO2						2	1	2	-	-
CO3						2	1	2	-	-

Mapping of CO to Assessment Tools

CO	Formative Assessment	Summative Assessment		ESE
	Oral Presentations	Exam I	Exam II	
CO1	x	x	x	x
CO2	x	x	x	x
CO3	x	x	x	x
CO4	x	x	x	x

Course Content & Transaction Mechanism

Course Content	Unit	CO	Hours	Transaction Mechanism
Module 1: Introduction to ESP				
Definition of English for Specific Purpose- Characteristics of ESP- Importance of ESP - English for General Purpose (EGP)-EGP vs. ESP Importance of learning ESP.	1.1	1	5	Lecture and discussion
Common abbreviations in ESP—BE, EST, EBE, ESS, EAP, EOP, ELP, EMP, EVP, IELTS, TEEP, TOEFL	1.2	1	5	Lecture and discussion
Types of ESP—EAP and EOP—Brief history and development of ESP—EST, EBE, and ESS	1.3	1	5	Lecture and discussion
Module 2: English for Science and Technology (EST)				



Use of English in scientific publications, textbooks, and technical reports (EAP)	2.1	2	5	Lecture and discussion
Technical Vocabulary for describing machines/gadgets; procedure & processes (EAP & EOP)	2.2	2	5	Lecture and discussion
Communicating in the Technical Workplace: discussions of processes; technical problems & solutions; safety instructions (Basic Level) (EOP)	2.3	2	5	Lecture and discussion
Module 3 English for Business and Economics (EBE)				
English for entrepreneurship, management, marketing, finance, banking, international trade (EAP)	3.1	1	4	Lecture and discussion
Business Correspondence: business letters, letter of complaint-letter of enquiry-Emails-Memos-Agenda-Minutes (EAP)	3.2	1	4	Lecture and discussion
Negotiations: Negotiating language- process - negotiating with suppliers and clients.	3.3	1	4	Lecture and discussion
Job applications—resume –cover letters—preparing for interviews	3.4	1	3	Lecture and discussion

Reference

1. Anthony, L. (1997). ESP: What does it mean? ON CUE. <http://interserver.miyazaki-med.ac.jp/~cue/pc/anthony.htm> Retrieved April 6, 2000, from the World Wide Web.
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Course designed by: Dr Raju Sebastian



SBU24EN4VAC300: CORPORATE COMMUNICATION AND PROFESSIONAL WRITING

Type of Course	VAC		
Course Level	200-299		
Credit	3		
Course Delivery Duration	Theory (Hrs)	Practicum (Hrs)	Total (Hrs)
	45		45
Pre-requisite (if any)	NA		

Course Outcomes

On successful completion of the course, students shall be able to:

No.	Description	Cognitive Level
CO1	Apply the fundamentals of business communication, global communication practices, and persuasive techniques, and analyse the impact of technology on communication patterns.	Apply
CO2	Effectively use body language and nonverbal communication cues in a business setting, fostering better interpersonal relationships.	Apply
CO3	Demonstrate proficiency in business writing, including crafting compelling business emails, proposals and reports, and applying proofreading and editing techniques to ensure clarity and correctness.	Apply
CO4	Apply business negotiation strategies and develop presentation skills.	Apply
CO5	Demonstrate excellent problem-solving skills by effectively managing workplace conflicts	Apply

Cognitive Levels: R – Remember; U – Understand; A – Apply; An – Analyse; E - Evaluate

Course Mapping Table

CO	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5
CO1						1	2	2	1	1
CO2						1	2	2	1	1
CO3						1	1	2	1	1
CO4						1	1	2	1	1
CO5						1	1	1	2	1

Mapping of CO to Assessment Tools

CO	Formative Assessment	Summative Assessment		ESE
	Assignment	Exam I	Exam II	
CO1	x	x	x	x
CO2		x	x	x
CO3	x	x	x	x
CO4	x	x	x	x
CO5	x	x	x	x

Course Content & Transaction Mechanism

Module 1: Introduction to Business Communication	Units	CO	Hours	Transaction Mechanism
Communication fundamentals and channels <ul style="list-style-type: none"> • Influence of technology in language 	1.1	1	3	Lecture, Exercises, Pair Work and Group Work



Body language & nonverbal communication in business	1.2	2	3	Lecture, Exercises, Pair Work and Group Work
Fundamentals of intercultural communication • GlobeSmart	1.3	1,2	3	Lecture, Exercises, Pair Work and Group Work
Effective interpersonal communication in the workplace (TRACOM model) • Communication in virtual world	1.4	2	3	Lecture, Exercises, Pair Work and Group Work
Persuasion in business communication	1.5	1,3	2	Lecture, Exercises, Pair Work and Group Work
Module 2: Writing Skills for Business				
Business English grammar style guide	2.1	1,3	5	Lecture, Exercises, Pair Work and Group Work
Persuasive writing, strategies & steps	2.2	1,3	2	Lecture, Exercises, Pair Work and Group Work
Creative writing: How to write business emails, proposals and reports	2.3	1,3	5	Lecture, Exercises, Pair Work and Group Work
Editing and proof-reading guidelines	2.4	1,3	5	Lecture, Exercises, Pair Work and Group Work
Module 3: Negotiation skills and conflict resolution				
Business negotiation and strategies	3.1	4	2	Lecture, Exercises, Pair Work and Group Work
Presentation skills	3.2	4	2	Lecture, Exercises, Pair Work and Group Work
Crucial conversation and conflict management	3.3	5	2	Lecture, Exercises, Pair Work and Group Work
Case study (Evaluation include content and presentation skill)	3.4	2,3,4,5	5	Lecture, Exercises, Pair Work and Group Work

Course designed by: Dr Raju Sebastian in collaboration with EY



SBU24EN4VAC301: GENDER AND SOCIETY

Type of Course	VAC		
Course Level	200-299		
Credit	3		
Course Delivery Duration	Theory (Hrs)	Practicum (Hrs)	Total (Hrs)
	45		45
Pre-requisite (if any)	NA		

Course Outcomes

On successful completion of the course, students shall be able to:

No.	Description	Cognitive Level
CO1	Identify the ways gender, power, privileges and oppression play out across a range of cultures and human experiences.	Understand
CO2	Illustrate the social construction of gender in various cultural contexts from a variety of disciplinary perspectives.	Understand
CO3	Demonstrate a comprehensive awareness of plurality in gender and sexuality	Understand
CO4	Explain important laws pertaining to gender	Understand

Cognitive Levels: R – Remember; U – Understand; A – Apply; An – Analyse; E - Evaluate

Course Mapping Table

CO	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5
CO1						1		2		1
CO2							1	1	1	1
CO3						2	1	1		1
CO4						2	1	1	1	

Mapping of CO to Assessment Tools

CO	Formative Assessment		Summative Assessment		ESE
	Assignment		Exam I	Exam II	
CO1		x	x	x	x
CO2		x	x	x	x
CO3		x	x	x	x

Course Content & Transaction Mechanism

Course Content	Unit	CO	Hours	Transaction Mechanism
Module 1: Foundational Notions				
“What is Gender, and Why Should We Study it?” (Source: Unit 1 of <i>A World of Equals: A Textbook on Gender</i> . Ed. Susie Tharu, A. Suneetha, and Uma Maheswari Bhrugubanda. Orient Blackswan, 2022. Print. pp.1-6)	1.1	1	7	Lecture and discussion



“Socialisation: Making Women, Making Men” (Source: Unit 2 of <i>A World of Equals: A Textbook on Gender</i> . Ed. Susie Tharu, A. Suneetha, and Uma Maheswari Bhrugubanda. Orient Blackswan, 2022. Print. pp.11-23)	1.2	1	8	Lecture and discussion
Module 2: Gender Divide				
“Gender Spectrum: Beyond the Binary” (Source: Unit 11 of <i>A World of Equals: A Textbook on Gender</i> . Ed. Susie Tharu, A. Suneetha, and Uma Maheswari Bhrugubanda. Orient Blackswan, 2022. Print. pp.106-116)	2.1	2&3	8	Lecture and discussion
“Sexual Harassment: Say No!” (Source: Unit 7 of <i>A World of Equals: A Textbook on Gender</i> . Ed. Susie Tharu, A. Suneetha, and Uma Maheswari Bhrugubanda. Orient Blackswan, 2022. Print.)	2.2	2&3	7	Lecture and discussion
Module 3: Gender and Law				
Dowry Prohibition Act, 1961 Domestic Violence Act, 2005 Sexual Harassment at Workplace (Prevention, Prohibition and Redressal) Act, 2013 Transgender Persons (Protection of Rights) Act, 2019	3.1	4	15	Lecture and discussion

Reference

1. Handbook on Combating Gender Stereotypes. Published by The Supreme Court of India
2. Agnes, Flavia, Sudhir Chandra and Monmayee Basu. *Women and Law in India (Omnibus)*. Oxford UP. 2004.
3. Basu, Srimati. *The Trouble with Marriage: Feminists Confront Law and Violence in India*. University of California Press. 2015.
4. Chakravarti, Uma. “Caste, Class and Gender: The Historical Roots of Brahmanical Patriarchy” *Gendering Caste: through a feminist lens*. Sage, 2018 pp.36-62
5. Crenshaw, Kimberie. “Mapping the Margins: Intersectionality, Identity Politics and Violence Against Women of Color” *Stanford Law Review*, Vol. 43, No. 6 (Jul., 1991), pp. 1241-1299
https://blackwomenintheblackfreedomstruggle.voices.wooster.edu/wp-content/uploads/sites/210/2019/02/Crenshaw_mapping-the-margins1991.pdf
6. Gupta, Charu. “Feminine, Criminal, or Manly? Imaging Dalit Masculinities” *The Gender of Caste: Representing Dalits in Print*. University of Washington Press, 2016. Pp. 111-165
7. Guru, Gopal. “Dalit Women Talk Differently” *Dalit Feminist Theory: A Reader* Ed. Sunaina Arya and Aakash Singh Rathore. Routledge, 2020



8. Living Smile Vidya: Interview. A Conversation between Living Smile Vidya and Gee Imaan Semmalar, “Transphobia is a kind of Brahminism” Gender, Caste and the Imagination of Equality. Ed. Anupama Rao. pp. 58-75
9. Mandal, Saptarshi. “The Impossibility of Marital Rape: Contestations Around Marriage, Sex, Violence and the Law in Contemporary India.” *Australian Feminist Studies* 29:81 (2014). pp.255-272.
10. Paik, Shailaja. “Chhadi Lage Chham Chham, Vidya Yeyi Gham Gham (The Harder the Stick Beats, The Faster the Flow of Knowledge): Dalit Women’s Struggle for Education” *Gender and Education in India: A Reader*. Ed. Nandini Manjrekar, Routledge, 2021. pp. 248-265
11. Rege, Sharmila. “Debating Dalit Difference” *Dalit Feminist Theory: A Reader* Ed. Sunaina Arya and Aakash Singh Rathore. Routledge, 2020 pp 154-170
12. Sen, Iina. “Women and People’s Movement: A space within the Struggle”. *Readings in Indian Government and Politics*, ed. Manoranjan Mohanty. Pp. 320-337
13. Tharu, Susie, A. Suneetha, Uma Maheswari Bhrugubanda (eds). *A World of Equals: A Textbook on Gender*. Orient Blackswan, 2022.

Course compiled by Fr. Jose Jacob – Adapted from MGU



SBU24EN4VAC302: WRITINGS ON CONTEMPORARY ISSUES

Type of Course	VAC		
Course Level	200-299		
Credit	4		
Course Delivery Duration	Theory (Hrs)	Practicum (Hrs)	Total (Hrs)
	45		45
Pre-requisite (if any)	NA		

Course Outcomes

On successful completion of the course, students shall be able to:

No.	Description	Cognitive Level
CO1	Demonstrate their awareness of the secularism and diversity of India	Understand
CO2	Critically respond to contemporary environmental issues.	Apply
CO3	Critically respond to the various human rights issues in the world.	Apply

Cognitive Levels: R – Remember; U – Understand; A – Apply; An – Analyse; E - Evaluate

Course Mapping Table

CO	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5
CO1						1	1	1	1	1
CO2						1	1	1	1	1
CO3						1	1	1	1	1

Mapping of CO to Assessment Tools

CO	Formative Assessment	Summative Assessment		ESE
	Assignment	Exam I	Exam II	
CO1	x	x	x	x
CO2	x	x	x	x
CO3	x	x	x	x

Course Content & Transaction Mechanism

Course Content	Unit	CO	Hours	Transaction Mechanism
Module 1: Understanding India				
The Preamble to the Constitution of India	1.1	1	2	Lecture and discussion
Rabindranath Tagore: “Where the mind is without fear” (<i>Gitanjali</i> Song 35)	1.2	1	2	Lecture and discussion
Shashi Tharoor: “The Invention of India” (from <i>The Elephant, the Tiger & the Cellphone: Reflections on India, the Emerging 21st-century Power</i>)	1.3	1	6	Lecture and discussion
Module 2: Environment				
Chief Seattle: “The end of living and the beginning of survival”	2.1	2	4	Lecture and discussion
Rachel Carson: “The Obligation to Endure” (from <i>Silent Spring</i>)	2.2	2	4	Lecture and discussion



Gerard Manley Hopkins: “Binsey Poplars”	2.4	2	2	Lecture and discussion
Module 3: Issues Concerning Children, Women and the Elderly				
Kailash Satyarthi: “Let Us Globalize Compassion and Set our Children Free.” (Nobel Lecture)	3.1	3	5	Lecture and practice
Anita Desai: “A Devoted Son”	3.2	3	4	Lecture and practice
Simon de Beauvoir: “The Coming of Age” (from Douglas Hunt, ed. <i>The Dolphin Reader</i> . Houghton Mifflin, 1990, pp. 829-35)	3.3	3	6	Lecture and discussion
Module 4: Human Rights				
Martin Luther King: “I Have a Dream”	4.1	3	4	Lecture and discussion
Waman Nimbalkar: “Caste” (from <i>An Anthology of Dalit Literature: Poems</i> , edited by Eleanor Zelliot and Mulk Raj Anand, Gyan Pub. House, 1992, pp. 123)	4.2	3	3	Lecture and discussion
Kalpana Jain: “Stigma, Shame and Silence” (from <i>Positive Lives: The Story of Ashok and Others with HIV</i> . Penguin, 2002)	4.5	3	3	Lecture and Discussion

Course designed by: Dr Raju Sebastian and Nithin Varghese



SBU24EN4INT200: INTERNSHIP

Type of Course	Major		
Course Level			
Credit	2		
Course Delivery Duration	Theory (Hrs)	Practicum (Hrs)	Total (Hrs)
	-	120	120
Pre-requisite (if any)	NA		

Course Outcomes

On successful completion of the course, students shall be able to:

No.	Description	Cognitive Level
CO1	Gain hands-on training by applying theoretical knowledge in real-world professional settings.	Apply
CO2	Develop the skills and experiences needed to enhance employability in their chosen field.	Apply

Cognitive Levels: R – Remember; U – Understand; A – Apply; An – Analyse; E - Evaluate

Course Mapping Table

CO	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5
CO1						1	1	1	1	1
CO2						1	1	1	1	1

Details

Students enrolled in the BA (Hons) English programme are required to complete an internship during the break following their fourth semester. This internship is an essential component of the programme, designed to provide practical experience in relevant fields and enhance students' professional skills. The evaluation of the internship will be conducted by a committee appointed by the Head of the Department.

Potential Internship Avenues for BA (Hons) English Students:

1. Educational institutions, educational publishers, or online learning platforms.
2. Newspapers, magazines, online publications, or broadcast media.
3. Advertising or marketing agencies.
4. Publishing houses.
5. Content creation companies or digital marketing firms.
6. Translation agencies, movie subtitling teams, dubbing studios, language service providers, or language learning platforms.
7. Digital media companies, entertainment studios, or online streaming platforms.
8. Event management firms.
9. Literary organizations.
10. Academic libraries, university libraries, special libraries, and public libraries.

Time Commitment: The internship should involve at least 120 hours of work, as it counts for 2 credits. Students who wish to exceed 120 hours are encouraged to do so.

Evaluation Scheme: Maximum Marks: 50

Continuous Comprehensive Assessment: 15 Marks

→ Oral Presentation: 10 Marks

→ Viva-Voce: 5 Marks

End Semester Evaluation: Internship Report: 35 Marks



- The internship report will be assessed based on the field of internship, the nature of the work performed, punctuality, and the quality of the report.
- Marks will be awarded for both the content of the report and the overall internship experience.

Course adapted and compiled from the previous syllabus by: Dr Raju Sebastian and Nithin Varghese



SEMESTER V

Course Code	Type of Course	Course Title	Hours /Week	Total Hours	Credit
SBU24EN5DSC300	Major	Literature of Post-Romantic Period	4	60	4
SBU24EN5DSC301	Major	Indian Writing in English	4	60	4
SBU24EN5DSC302	Major	Cultural Studies	5	75	4
SBU24EN5DSE300	Elective	Shakespeare: History Play (For Specialisation in Media Studies and Film Studies)	4	60	4
SBU24EN5DSE301	Elective	The Art of Reporting and Editing (For Specialisation in Media Studies)	4	60	4
SBU24EN5DSE302	Elective	Introduction to Animal Studies	4	60	4
SBU24EN5DSE303	Elective	Theories of Ideology and Identity (For Specialisation in Shakespeare Studies and Literary Theory)	4	60	4
SBU24EN5DSE304	Elective	Film Movements – The Evolution of the Philosophy of Film (For Specialisation in Media Studies and Film Studies)	4	60	4
SBU24EN5DSE305	Elective	Critical Discourse Studies	4	60	4
SBU24EN5SEC300	SEC	Business Communication	4	60	3



SBU24EN5DSC300: LITERATURE OF THE POST-ROMANTIC PERIOD

Type of Course	Major		
Course Level	300-399		
Credit	4		
Course Delivery Duration	Theory (Hrs)	Practicum (Hrs)	Total (Hrs)
	60		60
Pre-requisite (if any)	NA		

Course Outcomes

On successful completion of the course, students shall be able to:

No.	Description	Cognitive Level
CO1	Explain the major works of Victorian poetry, including the themes, styles, and literary devices used by the poets and the socio-cultural context that influenced them.	Analyse
CO2	Identify the themes, features and social implications of Victorian Non-Fiction	Analyse
CO3	Examine the role of novels in reflecting and shaping Victorian society, including an understanding of the narrative techniques and social commentary.	Analyse
CO4	Analyse Victorian drama as a medium of social satire	Analyse

Cognitive Levels: R – Remember; U – Understand; A – Apply; An – Analyse; E - Evaluate

Course Mapping Table

CO	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5
CO1	2	1		1	1	2	1	1		1
CO2	2	1		2	1	2	1	1		1
CO3	2	1		1	1	2	1	1		1
CO4	2	1		2	1	2	1	1		1

Mapping of CO to Assessment Tools

CO	Formative Assessment		Summative Assessment		ESE
	Assignment	Viva Voce/ Seminar	Exam I	Exam II	
CO1		x	x	x	x
CO2	x		x		x
CO3	x		x		x
CO4		x	x	x	x

Course Content & Transaction Mechanism

Course Content	Unit	CO	Hours	Transaction Mechanism
Module 1: Poetry				
Alfred Lord Tennyson: “Ulysses”	1.1	1	5	Lecture and Discussion
Robert Browning: “My Last Duchess”	1.2	1	5	Lecture and Discussion
Matthew Arnold: “Dover Beach”	1.3	1	5	Lecture and Discussion
Module 2: Non-Fiction				
Walter Pater: Excerpts from <i>The Renaissance: Studies in Art and Poetry</i>	2.1	2	5	Lecture and Discussion
Thomas Carlyle: Excerpts from <i>Poet as Hero</i>	2.2	2	5	Lecture and Discussion



John Ruskin: Excerpts from <i>Unto this Last</i>	2.3	2	5	Lecture and Discussion
Module 3: Novel				
Emily Bronte: <i>Wuthering Heights</i>	3	3	15	Lecture and Discussion
Module 4: Drama				
Oscar Wilde: <i>The Importance of Being Earnest</i>	4	4	15	Lecture and Discussion

Reference

1. Carlyle, Thomas. "Heroes and Hero Worship." *www.Gutenberg.Org*, 26 July 2008, www.gutenberg.org/files/1091/1091-h/1091-h.htm#link2H_4_0004.
2. Pater, Walter, and Adam Phillips. *The Renaissance: Studies in Art and Poetry*. Oxford University Press, 1998.
3. Pater, Walter. "Leonardo Da Vinci." *The Renaissance Studies in Art and Poetry*, <https://www.gutenberg.org/files/2398/2398-h/2398-h.htm#leonardo>.
4. *Poetry Foundation*, www.poetryfoundation.org/. Accessed 3 April 2024.
5. Ruskin, John. *Unto this Last*. Edited by Susan Cunnington, <https://ia801607.us.archive.org/25/items/untothislast00rusk/untothislast00rusk.pdf>
6. Wilde, Oscar. *The Importance of Being Earnest: A Trivial Comedy for Serious People*. Bibliologica Press, 2023.
7. Wright, Betty Ren, et al. *Wuthering Heights*. Raintree Publishers, 1982.

Course designed by: Mr Jerin B. Sebastian



SBU24EN5DSC301: INDIAN WRITING IN ENGLISH

Type of Course	Major		
Course Level	300–399		
Credit	4		
Course Delivery Duration	Theory (Hrs)	Practicum (Hrs)	Total (Hrs)
	60		60
Pre-requisite (if any)	NA		

Course Outcomes

On successful completion of the course, students shall be able to:

No.	Description	Cognitive Level
CO1	Analyse the themes and literary features of English prose written by Indians.	Analyse
CO2	Illustrate their understanding of the themes and technical aspects of English poetry written by Indians.	Analyse
CO3	Examine the themes and techniques of Indian fiction in English.	Analyse
CO4	Demonstrate their understanding of the themes, plots, and characters of modern Indian drama in English.	Analyse

Cognitive Levels: R – Remember; U – Understand; A – Apply; An – Analyse; E - Evaluate

Course Mapping Table

CO	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5
CO1	2	1		1	1	2	1	1		1
CO2	2	1		1	1	2	1	1		1
CO3	2	1		1	1	2	1	1		1
CO4	2	1		1	1	2	1	1		1

Mapping of CO to Assessment Tools

CO	Formative Assessment		Summative Assessment		ESE
	Assignment	Viva Voce/ Seminar	Exam I	Exam II	
CO1		x	x	x	x
CO2	x		x		x
CO3	x		x		x
CO4		x	x	x	x

Course Content & Transaction Mechanism

Course Content	Unit	CO	Hours	Transaction Mechanism
Module 1: Prose Writings – Essays and Excerpts				
Jawaharlal Nehru: Chapter 1 of <i>An Autobiography</i>	1.1	1	5	Lecture and discussion
Anita Desai: “A Secret Connivance” (excerpts)	1.2	1	5	Lecture and discussion
Shashi Tharoor: “Oxford Union Speech”	1.3	1	5	Lecture and discussion
Module 2: Indian English Poetry				
Nissim Ezekiel: “Night of the Scorpion”	2.1	2	3	Lecture and discussion
Kamala Das: “Nani”	2.3	2	3	Lecture and discussion
Arun Kolatkar: “Scratch”	2.4	2	3	Lecture and discussion



Dilip Chitre: “Father Returning Home”	2.5	2	3	Lecture and discussion
A K Ramanujan: “The Striders”	2.6	2	3	Lecture and discussion
Module 3: Indian English Fiction				
Rabindranath Tagore: “The Postmaster”	3.1	3	5	Lecture and discussion
R K Narayan: “The Martyr’s Corner”	3.2	3	5	Lecture and discussion
Ismat Chughtai: “The Quilt”	3.3	3	5	Lecture and discussion
Module 4: Indian Drama in English				
Girish Karnad: <i>Tughlaq</i>	4.1	4	15	Lecture and discussion

Reference

1. Srinivasa Iyengar, Kodaganallur Ramaswami. *Indian Writing in English*. Sterling Publ., 1996.
2. King, Bruce Alvin. *Modern Indian Poetry in English*. OUP, 2006.
3. Mehrotra, Arvind Krishna. *A Concise History of Indian Literature in English*. Permanent Black, 2017.

Course designed by: Dr Benny Mathew and Amal Toms



SBU24EN5DSC302: CULTURAL STUDIES

Type of Course	Major		
Course Level	300 - 399		
Credit	4		
Course Delivery Duration	Theory (Hrs)	Practicum (Hrs)	Total (Hrs)
	45	30	75
Pre-requisite (if any)			

Course Outcomes

On successful completion of the course, students shall be able to:

No.	Description	Cognitive Level
CO1	Explain the nature, history, and theoretical concepts of Cultural Studies.	Understand
CO2	Illustrate the various ideas and arguments associated with the theory and practice of Popular Culture.	Understand
CO3	Outline the theoretical and socio-political arguments of Cultural Studies in the Indian context.	Understand
CO4	Discuss national and cultural myths as ideological and cultural constructs.	Understand

Cognitive Levels: R – Remember; U – Understand; A – Apply; An – Analyse; E - Evaluate

Course Mapping Table

CO	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5
CO1	2			2		2		2		
CO2	2			2	1	2	1			2
CO3	1			2	2	1	1	1	1	1
CO4	2			1	2	1	2			1

Mapping of CO to Assessment Tools

CO	Formative Assessment		Summative Assessment		ESE
	Assignment 1	Viva Voce/ Seminar	Exam 1	Exam 2	
CO1		x	x	x	x
CO2	x	x	x	x	x
CO3	x	x	x	x	x
CO4		x	x	x	x

Course Content & Transaction Mechanism

Course Content	Unit	CO	Hours	Transaction Mechanism
Module 1: Introduction to Cultural Studies				
Simon During. A Brief History of Cultural Studies--excerpts (from <i>The Cultural Studies Reader</i>)	1.1	1	4	Lecture and Discussion
Key Words: Culture industry, Difference, Discourse, Globalization, Identity, Ideology, Representation, Taste, Subjectivity (<i>New Keywords</i> . Tony Bennett et al (ed))	1.2	1	6	Lecture and Discussion
Practicum	1.3	1	5	



Raymond Williams. "Culture is Ordinary"				
Module 2: The Semiotics of Popular Culture				
Roland Barthes "Toys" (from <i>Mythologies</i>)	2.1	2	2	Lecture and Discussion
Roland Barthes: "Wine and Milk" (from <i>Mythologies</i>)	2.2	2	3	
C L R James: What is Art? (excerpts from <i>Beyond a Boundary</i>)	2.2	2	5	Lecture and Discussion
Practicum Sarrah Berry. "Fashion" (Toby Miller (ed). A Companion to Cultural Studies. Blackwell, 2001. Pp. 454-470)	2.3	2	5	
Module 3: Cultural Studies in the Indian Context				
Veena Das: "Culture Rights and the Definition of Community" (Oliver Mendelsohn and Upendra Baxi (ed.): <i>The Rights of Subordinated Peoples</i> ; Oxford UP, 1994. Pp. 117- 58)	3.1	3	7	Lecture and Discussion
Sanal Mohan: "Caste and Accumulation of Wealth"	3.2	3	3	Lecture and Discussion
Practicum Bikhu Parekh: "Logic of Humiliation" (from Gopal Guru (ed.) <i>Humiliation: Claims and Contexts</i> . Oxford UP, 2009)	3.3	3	5	
Module 4: Cultural and National Myths				
Benedict Anderson: "Imagined Communities: Nationalism's Cultural Roots" (excerpts from Simon During, ed. <i>The Cultural Studies Reader</i>)	4.1	4	8	Lecture and Discussion
Naomi Wolf: The Beauty Myth (excerpts from <i>The Beauty Myth: How Images of Beauty are Used against Women</i> . pp 9-19)	4.2	4	7	Lecture and Discussion
Practicum Susie Tharu and K. Lalita. "The Twentieth Century: Women Writing The Nation"—Excerpts (Tharu, Susie and K. Lalita (eds). <i>Women Writing in India: 600 B.C to The Present: Volume II: The Twentieth Century</i> . The Feminist Press, 1993.Pp. 43-116)	4.3	4	5	
Romila Thapar. "The Ramayana Syndrome" (From <i>The Past as Present: Forging Contemporary Identities through History</i> by Romila Thapar, 2014.)	4.4	4	5	
TM Krishna. "MS Understood: The myths and misconceptions around MS Subbulakshmi, India's most acclaimed musician." <i>The Caravan</i> , 1 Oct 2015.	4.5	4	5	

Reference

1. Barker, C. and Jane, E. A. *Cultural Studies: Theory and Practice*. 5th Ed. Sage Publications Ltd. 2016.



2. Durham, M. G and Kellner, D. M. (Eds). *Media and Cultural Studies*. Revised Ed. Blackwell Publishing, 2006.
3. Miller, T. (Ed). *A Companion to Cultural Studies*. Blackwell Publishers. 2001.
4. Rodman, G. B. *Why Cultural Studies?* Wiley Blackwell. 2015
5. Rana Nayar, Pushpinder Syal and Akshaya Kumar (eds) *Cultural Studies In India*, Routledge, 2016.
6. Simon During. *Cultural Studies: A Critical Introduction*. Abingdon: Routledge, 2005.
7. Raymond Williams. *Keywords: A Vocabulary of Culture and Society*. Oxford: Blackwell, 2005.
8. Simon During (ed.). *Cultural Studies Reader*. London: Routledge, 1993.
9. Jean Baudrillard. "Selected Writings". Ed. By Mark Poster. Cambridge: Polity Press, 1998.
10. John Fiske. *Understanding Popular Culture*. Boston: Unwin, 1998.
11. Theodor Adorno. "The Culture Industry" London: Routledge, 1991.
12. John Storey. *Inventing Popular Culture*. Oxford: Blackwell, 2003.

Course designed by Josy Joseph and Dr Raju Sebastian



SBU24EN5DSE300: SHAKESPEARE: HISTORY PLAY

Type of Course	Elective (For Specialisation in Shakespeare Studies and Literary Theory)		
Course Level	300-399		
Credit	4		
Course Delivery Duration	Theory (Hrs)	Practicum (Hrs)	Total (Hrs)
	60		60
Pre-requisite (if any)	NA		

Course Outcomes

On successful completion of the course, students shall be able to:

No.	Description	Cognitive Level
CO1	Analyse Shakespeare's works to understand how they interact with and reflect social, economic, and political contexts.	Analyse
CO2	Explain the defining characteristics of Shakespeare's history plays like plot, characters, themes and stage craft.	Analyse
CO3	Examine the political and social issues of Elizabethan England reflected in <i>Henry IV: Part 1</i> , which include the portrayal of monarchy, governance, and rebellion.	Analyse

Cognitive Levels: R – Remember; U – Understand; A – Apply; An – Analyse; E - Evaluate

Course Mapping Table

CO	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5
CO1	1	-	-	2	1	1	1	-	2	2
CO2	1	2	-	-	1	1	2	1	-	2
CO3	1	-	-	1	1	1	1	-	2	2

Mapping of CO to Assessment Tools

CO	Formative Assessment		Summative Assessment		ESE
	Assignment	Viva Voce/ Seminar	Exam 1	Exam 2	
CO1	x	x	x	x	x
CO2		x	x	x	x
CO3	x	x	x	x	x

Course Content & Transaction Mechanism

Course Content	Unit	CO	Hours	Transaction Mechanism
Module 1: Critical Perspectives on Shakespeare				
Jonathan Dollimore: Shakespeare, Cultural Materialism and the New Historicism (Introduction to Political Shakespeare)	1	1	15	Lecture and discussion
Modules 2- Shakespeare's play				
William Shakespeare: <i>Henry IV: Part 1</i>	2	2,3	45	Lecture and discussion

Reference

1. Bloom, Harold. *Bloom's Shakespeare Through the Ages: Henry IV, Part 1*. Chelsea House, 1996.



2. Dollimore, Jonathan, and Alan Sinfield. *Political Shakespeare: Essays in Cultural Materialism*. Manchester University Press, 2012.
3. Garber, Marjorie B. *Shakespeare after All*. Anchor Books, 2014.
4. Greenblatt, Stephen. *Renaissance Self-Fashioning from More to Shakespeare* Stephen Greenblatt; with a New Preface. The University of Chicago Press, 2013.
5. Mares, F. H., and William Shakespeare. *Henry IV, Part 1: Notes*. Longman, 1980.
6. McMillin, Scott. *Henry IV, Part One*. Manchester University Press; Distributed Exclusively in the USA and Canada by St. Martin's Press, 1991.
7. Shakespeare, William, and John Dover Wilson. *The First Part of the History of Henry IV*. Cambridge University Press, 2009.
8. Tillyard, E. M. W. *The Elizabethan World Picture*. Routledge, 2017.

Course designed by: Jerin B Sebastian



SBU24EN5DSE301: THE ART OF REPORTING AND EDITING

Type of Course	Elective (For Specialisation in Media Studies and Film Studies)		
Course Level	300 - 399		
Credit	4		
Course Delivery Duration	Theory (Hrs)	Practicum (Hrs)	Total (Hrs)
	60	-	60
Pre-requisite (if any)	Students should have an aptitude for media studies and know some basics of editing		

Course Outcomes

On successful completion of the course, students shall be able to:

No.	Description	Cognitive Level
CO1	Demonstrate a clear understanding of journalistic principles, various types of news reporting and copyediting techniques	Understand
CO2	Explain various reporting styles and formats to effectively communicate information to diverse audiences.	Understand
CO3	Exhibit a comprehensive understanding of the principles and practices of news editing, including grammar, style, accuracy, and journalistic ethics.	Understand
CO4	Demonstrate skills to improve the quality, coherence, and readability of newspaper and magazine content, spanning both print and digital platforms	Apply

Cognitive Levels: R – Remember; U – Understand; A – Apply; An – Analyse; E - Evaluate

Course Mapping Table

CO	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5
CO1						1	1	1	1	1
CO2						2	1	1	-	1
CO3						1	2	1	1	-
CO4						1	1	-	-	1

Mapping of CO to Assessment Tools

CO	Formative Assessment		Summative Assessment		ESE
	Assignment 1 News Letter	Assignment 2 PPT – Case Study of Reporting Strategy	Exam 1	Reporting Assignment – Video Format	
CO1	x		x		x
CO2	x	x	x	x	x
CO3	x		x	x	x
CO4	x	x	x		x

Course Content & Transaction Mechanism

Course description	Units	Hours	CO	Transaction Mechanism
Module 1: Reporting I				
Elements of News Writing: Clarity, Accuracy, and Style	1.1	3	1	Lecture and discussion



Types of News Writing and News Structure	1.2	3	1	Lecture and discussion
Basic types of reporting – Crime, Court, Political, Business, Science and technology, Sports, Culture	1.3	6	1	Lecture and discussion
Headline Writing and Copy Editing	1.4	3	1	Lecture and discussion
Module 2 – Reporting II				
Investigative Reporting	2.1	3	2	Lecture and discussion
Interpretative Reporting	2.2	3	2	Lecture and discussion
Development Reporting	2.3	3	2	Lecture and discussion
Reporting Science and Environment	2.4	3	2	Lecture and discussion
New Journalism & Precision Journalism	2.5	3	2	Lecture and discussion
Module III – Editing I				
Principles of Editing: Structure, Flow, and Tone	3.1	3	3	Lecture and discussion
Ethical Editing Collaborative Editing and Team Dynamics	3.2	3	3	Lecture and discussion
Picture Editing: Selection of Pictures, Cropping of Pictures, Colour Correction, Visual Ethics,	3.3	4	3	Lecture and discussion
Stages of Editing: Selecting news - Checking facts, Correcting language, Rewriting lead, Condensing stories, Localizing news, Electronic Editing and Editing Terminology	3.4	5	3	Lecture and discussion
Module IV – Editing II				
Difference between Editing of Newspapers and Magazines	4.1	5	4	Lecture and discussion
Web Editing and Computerized Editing	4.2	5	4	Lecture and discussion
Art of Copy Editing; Duties of a Copy Editor and Language Editing	4.3	5	4	Lecture and discussion

Reference

1. Saxena, Ambrish. *Fundamentals of Reporting and Editing*. Kanishka Publishers, 2007
2. Shrivastva, K.M. *News Reporting and Editing*. Sterling, 2015
3. Sharma, K.C. *Reporting and Editing in Journalism*. Deep and Deep Publications, 2011
4. Banerjee, Santanu. *Reporting, Editing, and Journalism*. Scholars Book Hub, 2022.
5. Gupta, V.S. *Handbook of Reporting and Communication Skills*. Concept Publishing Company, N.A.

Suggested Readings

1. *News Writing* by George A. Hough



2. *News Reporting and Writing* by Alfred Lawrence Lorenz & John Vivian
3. *News Writing and Reporting* by James M Neal and Suzanne S Brown
4. *A Concise Course in Reporting* by B.N.Ahuja & S.S. Chhabra.
5. *Editing* by B.N. Ahuja & S.S. Chhabra.
6. *Principles of Indian Journalism and Mass Communication* - Kamal S. Srivastava
7. *Indian Journalism* - Alok Mehta
8. *News as Culture: Journalistic Practices and the Remaking of Indian Leadership Traditions* - Ursula Rao
9. *News Editing Principles and Practices* - G. Anita
10. *Understanding News Media* – Aram
11. *Indian News Media: From Observer to Participant* - M. Usha Rodrigues

Course Prepared by: Neville Thomas



SBU24EN5DSE302: INTRODUCTION TO ANIMAL STUDIES

Type of Course	Elective		
Course Level	300-399		
Credit	4		
Course Delivery Duration	Theory (Hrs)	Practicum (Hrs)	Total (Hrs)
	60	NA	60
Pre-requisite (if any)	NA		

Course Outcomes

On successful completion of the course, students shall be able to:

No.	Description	Cognitive Level
CO1	Explain the theoretical foundations of Animal Studies.	Understand
CO2	Express with clarity their understanding of the key terms in Animal Studies.	Understand
CO3	Explain the use of animal imagery in diverse poetic works.	Understand
CO4	Explain human-animal relationships in fiction.	Understand

Cognitive Levels: R – Remember; U – Understand; A – Apply; An – Analyse; E - Evaluate

Course Mapping Table

CO	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5
CO1						1	1	1	1	1
CO2						1	1	1	1	1
CO3						1	1	1	1	1
CO4						1	1	1	1	1

Mapping of CO to Assessment Tools

CO	Formative Assessment		Summative Assessment		ESE
	Assignment	Viva voce	Exam I	Exam II	
CO1	-	x	x	x	x
CO2	-	x	x	x	x
CO3	x	x	x	x	x
CO4	-	x	x	x	x

Course Content & Transaction Mechanism

Course Content	Unit	CO	Hours	Transaction Mechanism
Module 1: Theoretical Framework				
Margo DeMello: “Human-Animal Studies” (from <i>Animals And Society: An Introduction to Human-Animal Studies</i> . Columbia University Press, 2012, pp. 3-28)	1.1	1	15	Lecture and discussion
Module 2: Key Terms				
Anthropocentrism	2.1	2	3	Lecture and discussion
Anthropomorphism	2.2	2	3	Lecture and discussion
Captivity	2.3	2	3	Lecture and discussion



Pets	2.4	2	3	Lecture and discussion
Speciesism (from <i>Animal Studies: The Key Concepts</i> . Routledge, 2021)	2.5	2	3	Lecture and discussion
Module 3: Poetry				
Rainer Maria Rilke: “The Panther” (from <i>Rilke: Selected Poems</i> , translated by C F MacIntyre, University of California Press, 1971, pp. 65)	3.1	3	4	Lecture and discussion
Anna Letitia Barbauld: “The Mouse’s Petition” (from <i>Anna Letitia Barbauld: Selected Poetry and Prose</i> , edited by William McCarthy & Elizabeth Kraft, Broadview Press, 2002, pp. 70-72)	3.2	3	4	Lecture and discussion
Philip Levine: “Animals are Passing From Our Lives” (from <i>Not This Pig: Poems</i> . Wesleyan University Press, 2011, pp. 79).	3.3	3	3	Lecture and discussion
D H Lawrence: “Snake” (from <i>The Collected Poems of D H Lawrence</i> . William Heinemann, 1933, pp. 445-447.)	3.4	3	4	Lecture and discussion
Module 4: Fiction				
Yann Martel: <i>Life of Pi</i>	4.1	4	15	Lecture and discussion

Reference

1. Calarco, Matthew R. *Animal Studies: The Key Concepts*. Routledge, 2021.
2. DeMello, Margo. *Animals And Society: An Introduction to Human-Animal Studies*. Columbia University Press, 2012.
3. Humphreys, Rebekah. *Animals, Ethics, and Language: The Philosophy of Meaningful Communication in the Lives of Animals*. Palgrave MacMillan, 2023.
4. Taylor, Nik. *Humans, Animals, and Society: An Introduction to Human-Animal Studies*. Lantern Books, 2013.
5. *Theorizing Animals: Re-thinking Humanimal Relations*, edited by Nik Taylor and Tania Signal, Brill, 2011.
6. *What is an Animal?*, edited by Tim Ingold, Routledge, 1994.
7. Waldau, Paul. *Animal Studies: An Introduction*. OUP, 2013.
8. Weil, Kari. *Thinking Animals: Why Animal Studies Now?*. Columbia University Press, 2012.

Course designed by: Nithin Varghese



SBU24EN5DSE303: THEORIES OF IDEOLOGY AND IDENTITY

Type of Course	Elective (For Specialisation in Shakespeare Studies and Literary Theory)		
Course Level	300-399		
Credit	4		
Course Delivery Duration	Theory (Hrs)	Practicum (Hrs)	Total (Hrs)
	60	-	60
Pre-requisite (if any)			

Course Outcomes

On successful completion of the course, students shall be able to:

No.	Description	Cognitive Level
CO1	Analyse power and structures of power as conceived in the Marxist ideology and its manifestation in literary texts and society	Analyse
CO2	Explain the key notions of psychoanalysis as a critical tool in analysing a text	Analyse
CO3	Distinguish the feminist concerns in a male-centric society and how women's writing represent it	Analyse
CO4	Discuss how Queer theory perceives sexual identity and sexual orientation and its reflection in literary texts	Analyse

Cognitive Levels: R – Remember; U – Understand; A – Apply; An – Analyse; E - Evaluate

Course Mapping Table

CO	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5
CO1	1	2	1	1	1	1	1	1	1	1
CO2	1	2	1	1	1	1	1	1	1	1
CO3	1	2	1	1	1	1	1	1	1	1
CO4	1	2	1	1	1	1	1	1	1	1

Mapping of CO to Assessment Tools

CO	Formative Assessment		Summative Assessment		ESE
	Reviewing a Text	Written Assignment	Exam I	Exam II	
CO1	-	x	x	x	x
CO2	x	x	x	x	x
CO3	x	x	x	x	x
CO4	x	x	x	x	x

Course Content & Transaction Mechanism

Course Content	Unit	CO	Hours	Transaction Mechanism
Module 1: Marxism and Post-Marxism				
Dialectical Materialism, Class Struggle, Base structure, Superstructure, Alienation, Ideology, ISA, RSA, Hegemony, Reification	1.1	1	7	Lecture and discussion
'What is New Historicism' and 'What is Cultural Materialism' by John Brannigan from <i>New Historicism and Cultural Materialism</i>	1.2	1	8	Lecture and discussion



Module 2: Psychoanalysis				
Introducing Freud and Lacan	2.1	2	4	Lecture and discussion
Freudian Theories of the Unconscious, Psychosexual development, Oedipus Complex, Defence Mechanisms Lacan's Theories of The Mirror Stage and the Three Registers	2.2	2	11	Lecture and discussion
Module 3: Feminism				
Introducing the Three Waves of Feminism	3.1	3	5	Lecture and discussion
Feminine, Feminist, Female Androtexts and Gynotexts Three phases of Women's Writing Gynocriticism, the Semiotic Female World, Ecriture Feminine Anglo-American Feminism, French Feminism, Post-Feminism, Black Feminism, Third World Feminism	3.2	3	10	Lecture and discussion
Module 4: Queer and Masculinity Studies				
Sex and Gender, Hegemonic and Subordinate Masculinities, LGBTQIA+, Heteronormativity, Homosociality, Homoeroticism, Homophobia,	4.1	4	7	Lecture, discussion
Queer Culture, Epistemology of the closet, Liminality	4.2	4	4	Lecture, discussion
Michael Lassell: "How to Watch Your Brother Die"	4.3	4	4	Discussion

Reference

Marxism and Post-Marxism

1. Marx, Karl. *Capital: Critique of Political Economy*. Translated by Ben Fowkes, Penguin Books, 1976.
2. Marx, Karl, and Friedrich Engels. *The Communist Manifesto*. Translated by Samuel Moore, Penguin Books, 2002.
3. Marx, Karl, and Friedrich Engels. *The German Ideology*. International Publishers, 1970.
4. Korsch, Karl. *Marxism and Philosophy*. Translated by Fred Halliday, Monthly Review Press, 1970.
5. Althusser, Louis, and Étienne Balibar. *Reading Capital*. Translated by Ben Brewster, Verso, 2009.
6. Engels, Friedrich. *The Condition of the Working Class in England*. Translated by W.O. Henderson and W.H. Chaloner, Stanford University Press, 1968.
7. Lefebvre, Henri. *Critique of Everyday Life*. Translated by John Moore, Verso, 1991.

Psychoanalysis

1. Freud, Sigmund. *The Interpretation of Dreams*. Translated by James Strachey, Basic Books, 2010.
2. Freud, Sigmund. *The Ego and the Id*. Translated by Joan Riviere, W.W. Norton & Company, 1962.
3. Freud, Sigmund. *Beyond the Pleasure Principle*. Translated by James Strachey, W.W. Norton & Company, 1961.



4. Lacan, Jacques. *Ecrits: A Selection*. Translated by Bruce Fink, W.W. Norton & Company, 2002.
5. Lacan, Jacques. *The Four Fundamental Concepts of Psychoanalysis*. Edited by Jacques-Alain Miller, translated by Alan Sheridan, W.W. Norton & Company, 1998.
6. Freud, Sigmund, and Josef Breuer. *Studies on Hysteria*. Translated by James Strachey, Basic Books, 2000.
7. Freud, Sigmund. *Totem and Taboo*. Translated by James Strachey, Routledge, 2001.

Feminism

1. Beauvoir, Simone de. *The Second Sex*. Translated by Constance Borde and Sheila Malovany-Chevallier, Vintage Books, 2011.
2. Butler, Judith. *Gender Trouble: Feminism and the Subversion of Identity*. Routledge, 1990.
3. hooks, bell. *Feminist Theory: From Margin to Center*. South End Press, 1984.
4. Friedan, Betty. *The Feminine Mystique*. W.W. Norton & Company, 1963.
5. Gilligan, Carol. *In a Different Voice: Psychological Theory and Women's Development*. Harvard University Press, 1982.
6. Federici, Silvia. *Caliban and the Witch: Women, the Body and Primitive Accumulation*. Autonomedia, 2004.
7. hooks, bell. *Ain't I a Woman: Black Women and Feminism*. South End Press, 1981.

Queer Theory

1. Butler, Judith. *Gender Trouble: Feminism and the Subversion of Identity*. Routledge, 1990.
2. Sedgwick, Eve Kosofsky. *Epistemology of the Closet*. University of California Press, 1990.
3. Bornstein, Kate. *Gender Outlaw: On Men, Women, and the Rest of Us*. Vintage Books, 1994.
4. Jagose, Annamarie. *Queer Theory: An Introduction*. New York University Press, 1996.
5. Halberstam, Jack. *The Queer Art of Failure*. Duke University Press, 2011.
6. Muñoz, José Esteban. *Disidentifications: Queers of Color and the Performance of Politics*. University of Minnesota Press, 1999.
7. Feinberg, Leslie. *Stone Butch Blues*. Firebrand Books, 1993.

Course Designed by: Fr Jose Jacob



SBU24EN5DSE304: FILM MOVEMENTS – THE EVOLUTION OF THE PHILOSOPHY OF FILM

Type of Course	Elective (For Specialisation in Media Studies and Film Studies)		
Course Level	300-399		
Credit	4		
Course Delivery Duration	Theory (Hrs)	Practicum (Hrs)	Total (Hrs)
	60	-	60
Pre-requisite (if any)	Introduction to Film Studies		

Course Outcomes

On successful completion of the course, students shall be able to:

No.	Description	Cognitive Level
CO1	Understand and explain the technical and philosophical roots of the origins of cinema by engaging with the nuances of some early and canonical film texts	Understand
CO2	Understand and explain the trajectory of the evolution of early cinema through some European film movements and understand their import in contemporary cinema	Understand
CO3	Understand and explain the innovative and experimental forms that American cinema took since the early 1970s and understand their relevance to cinema of the contemporary era.	Understand
CO4	Understand and explain the distinctive filmmaking style and philosophy of Indian and Malayalam cinema through a survey of its origins and key points in its evolution	Understand

Cognitive Levels: R – Remember; U – Understand; A – Apply; An – Analyse; E - Evaluate

Course Mapping Table

CO	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5
CO1	2	1	1	1	2	2	2	1	1	2
CO2	2	1	1	1	1	2	1	1		1
CO3	2	1	1	1	1	2	1	1		1
CO4	2	1	1	1	1	2	1	1		1

Mapping of CO to Assessment Tools

CO	Formative Assessment		Summative Assessment		ESE
	Assignment	Seminar	Exam 1	Exam 2	
CO1	x	x	x	x	x
CO2	x	x	x	x	x
CO3	x	x	x	x	x
CO4	x	x	x	x	x

Course Content & Transaction Mechanism

Course Content	Unit	CO	Hours	Transaction Mechanism
Module 1: The Philosophy of Film I – The Classic Hollywood and Soviet Cinema				
The Origins of Cinema	1.1	1	5	Lecture and Discussion, Film Screening



Classic Hollywood – Case Study <i>The Searchers, Psycho</i>	1.2	1	5	Lecture and Discussion, Film Screening
Early Soviet Cinema – Case Study <i>Battleship Potemkin</i>	1.3	1	5	Lecture and Discussion, Film Screening
Module 2: The Philosophy of Film II – The European Movements				
German Expressionist Cinema – Case Study <i>Metropolis/ The Cabinet of Dr. Caligari</i>	2.1	2	5	Lecture and Discussion, Film Screening
The French New Wave – Case Study <i>Les Quatre Cents Coups (The 400 Blows)</i>	2.2	2	5	Lecture and Discussion, Film Screening
Italian New Realist Cinema – Case Study - <i>Ladri di Biciclette (The Bicycle Thieves)</i>	2.3	2	5	Lecture and Discussion, Film Screening
Module 3: The New Hollywood to the Contemporary Era				
New Hollywood Cinema – Case Study <i>Bonnie and Clyde</i>	3.1	3	5	Lecture and Discussion, Film Screening
The Blockbuster Era – Case Study <i>Rambo: First Blood</i>	3.2	3	5	Lecture and Discussion, Film Screening
The Indie Cinema Movement - Case Study <i>Magnolia</i>	3.3	3	5	Lecture and Discussion, Film Screening
Module 4: Indian Cinema				
Origins and Early Years to the Indian New Wave – Case Study <i>Pather Panchali</i>	4.1	4	5	Lecture and Discussion, Film Screening
Bollywood Cinema: Case Study <i>Dev D</i>	4.2	4	5	Lecture and Discussion, Film Screening
Cinema of Kerala: Classic and Contemporary Movements – Case Study <i>Aadaminte Variyellu</i>	4.3	4	5	Lecture and Discussion, Film Screening

Suggested Reading

1. Film Art: An Introduction by David Bordwell & Kristin Thomson
2. Filmmaker's Handbook by Steven Ascher & Edward Pincus
3. History of Narrative film by David A. Cook
4. Our Films & Their Films by Satyajit Ray
5. Bollywood: A Guidebook to Popular Hindi Cinema - Tejaswini Ganti
6. Cinema Studies: The Key Concepts - Susan Hayward
7. Film History: An Introduction - Kristin Thompson, David Bordwell
8. The Classical Hollywood Cinema: Film Style & Mode of Production to 1960 by David
9. Bordwell, Kristin Thomson Janet Staiger
10. Film Genre: Theory & Criticism by Barry Keith Grant
11. From Caligari To Hitler: A Psychological History the German Film by Siegfried Kracauer
12. Italian Cinema: From Neorealism to the Present by Peter Bondanella
13. The New Wave: Truffaut, Godard, Chabrol, Rohmer, Rivette by James Monaco
14. 'Eisenstein's Aesthetics', in Signs and Meaning in the Cinema by Peter Wollen
15. The Cinema of Eisenstein by David Bordwell
16. Selected Essays by V.I.Pudovkin
17. Movies & Methods by Bill Nichols
18. Film and the Critical Eye by Dennis DeNitto, William Herman
19. Bollywood: A Guidebook to Popular Hindi Cinema - Tejaswini Ganti
20. Chick Flicks: Theories and Memories of the Feminist Film Movement - B. Ruby Rich



21. New Queer Cinema: The Director's Cut - B. Ruby Rich

Course designed by: Dr. Vimal Mohan John



SBU24EN5DSE305: CRITICAL DISCOURSE STUDIES

Type of Course	Elective		
Course Level	300-399		
Credit	4		
Course Delivery Duration	Theory (Hrs)	Practicum (Hrs)	Total (Hrs)
	60	-	60
Pre-requisite (if any)	NA		

Course Outcomes

On successful completion of the course, students shall be able to:

No.	Description	Cognitive Level
CO1	Identify the key concepts associated with critical discourse studies	Understand
CO2	Analyse the interaction between identities and the discursive spaces	Analyse
CO3	Assess the discursive space created by media in society	Analyse
CO4	Compare and contrast the growth and development of critical discourse within the ideology of nationalism	Analyse

Cognitive Levels: R – Remember; U – Understand; A – Apply; An – Analyse; E - Evaluate

Course Mapping Table

CO	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5
CO1						1	1	2	2	2
CO2						1	1	2	2	2
CO3						1	1	2	2	2
CO4						1	1	2	2	2

Mapping of CO to Assessment Tools

CO	Formative Assessment		Summative Assessment		ESE
	Assignment	Seminar	Exam I	Exam II	
CO1	x	x	x		x
CO2	x	x	x		x
CO3	x	x		x	x
CO4	x	x		x	x

Course Content & Transaction Mechanism

Course Content	Unit	CO	Hours	Transaction Mechanism
Module 1: Key Concepts				
Defining Discourse - Discourse Community - Text and Textuality - Discourse and Context - Intertextuality - Text Producers, Users and Historicity - Metadiscourse - Rhetoric - Socio-linguistics - Language as System - Ludwig Wittgenstein - John Austin - Mikhail Bakhtin - Heteroglossia - Discourse and Literary Studies	1.1	1	8	Lecture and discussion
Discourse and Power - Politics of Representation - Context and Culture - Michel Foucault - Power / Knowledge - Archaeology of Knowledge -	1.2	1	7	Lecture and discussion



Episteme - Subject-Positions - Louis Althusser – Ideology				
Module 2: Identities as Discursive Formations				
The Postmodern Self - Anti-essentialist View of Identity - Identity & Performativity - Identity as a Construct - Identity & Self-fashioning - Identity & Performance - Context of Identity Construction - Identity Politics - Interpellation - Narrative Identities - Commodified Identities - Spatial Identities - Virtual Identities	2.1	2	8	Lecture and discussion
Embodied Self - Body & History - Body as a Discursive Space - Culture and Body - - Ageing Bodies - Deviant / Undesirable Bodies - Black Bodies - Caste Bodies - Gendered Bodies - Sexualised Bodies - Ritualised Bodies - Protest Bodies	2.2	2	7	Lecture and discussion
Module 3: Media Discourses				
Media Discourse - Media as a Site of Knowledge - Agenda Setting - Politics of Media - Representations - Popular Culture - Mediatization - Everyday Life – Democracy	3.2	3	8	Lecture and discussion
New Media Discourses - Social Media & Society - Digital Media & Democracy	3.3	3	7	Lecture and discussion
Module 4: Discourses of Nationalism				
New Media Discourses - Social Media & Society - Digital Media & Democracy	4.1	4	7	Lecture and Discussion
Nation & Marginalities - (Il)legitimate Citizens - Subaltern - Indigenous - Islam & Nationalism - Queer Communities & Homonationalism	4.2	4	8	Lecture and Discussion

Reference

1. Goddard, Angela, and Neil Carey. *Discourse: The Basics*. Taylor and Francis, 2017.
2. Hyland, Ken. *Metadiscourse: Exploring Interaction in Writing*. Bloomsbury Publishing, 2018.
3. Macdonell, Diane. *Theories of Discourse: An Introduction*. Wiley-Blackwell, 1991.
4. Wetherell, Margaret, et al. *Discourse Theory and Practice: A Reader*. SAGE Publications Limited, 2001.
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6. Van Dijk, Teun A. *Society and Discourse: How Social Contexts Influence Text and Talk*. Cambridge UP, 2009.
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9. Jajszczok, Justyna, and Aleksandra Musiał. *The Body in History, Culture, and the Arts*. Routledge, 2019.
10. Thomas, Jamie A., and Christina Jackson. *Embodied Difference: Divergent Bodies in Public Discourse*. Rowman and Littlefield, 2019.
11. Devereux, Eoin. *Understanding the Media*. Sage 2013. Devi, Sudeshna. *Media Discourse in Contemporary India: A Study of Television News*. Routledge, 2022.



- Fairclough, Norman. *Media Discourse*. Hodder Arnold, 1995. Storey, *From Popular Culture to Everyday Life*. Routledge, 2014.
12. Talbot, Mary. *Media Discourse: Representation and Interaction*. Edinburgh UP, 2007.
 13. Andrews, Leighton. *Facebook, the Media and Democracy: Big Tech, Small State?* Routledge, 2019.
 14. Jones, Rodney H., et al. *Discourse and Digital Practices: Doing discourse analysis in the digital age*. Routledge, 2015.
 15. KhosraviNik, Majid. *Social Media and Society: Integrating the Digital with the Social in Digital Discourse*. John Benjamins Publishing Company, 2023.
 16. Balakrishnan, Gopal, ed. *Mapping the Nation*. Verso Books, 2012. Grosby, Steven, and Steven Elliott Grosby. *Nationalism: A Very Short Introduction*. Oxford UP, 2005.
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 18. Spencer, Philip, and Howard Wollman. *Nationalism: A Critical Introduction*. SAGE, 2002.
 19. Ansari, M. T. *Islam and Nationalism in India: South Indian contexts*. Routledge, 2015. Biswas, Debajyoti, and John Charles Ryan. *Nationalism in India: Texts and Contexts*. Routledge, 2021.
 20. Chatterjee, Shraddha. *Queer Politics in India: Towards Sexual Subaltern Subjects*. Routledge, 2018.
 21. Roy, Anupama. *Mapping Citizenship in India*. Oxford UP, 2010. Sarkar, Sumit. *Essays of a Lifetime: Reformers, Nationalists, Subalterns*. SUNY Press, 2018.
 22. Rycroft, Daniel J., and Sangeeta Dasgupta. *The Politics of Belonging in India: Becoming Adivasi*. Routledge, 2011.
 23. Van Der Veer, Peter. *Religious Nationalism: Hindus and Muslims in India*. Univ of California Press, 1994.

Course Adapted from Kerala University Syllabus



SBU24EN5SEC300: BUSINESS COMMUNICATION

Type of Course	SEC		
Course Level	300-399		
Credit	3		
Course Delivery Duration	Theory (Hrs)	Practicum (Hrs)	Total (Hrs)
	30	30	60
Pre-requisite (if any)	NA		

Course Outcomes

On successful completion of the course, students shall be able to:

No.	Description	Cognitive Level
CO1	Communicate effectively using Transactional, Human Resource, and Office communication strategies.	Apply
CO2	Use Sales and Business communications effectively.	Apply
CO3	Apply the principles of content writing to create content for marketing real-life products	Apply
CO4	Negotiate successfully and acquire adequate Presentation and Management Communication skills.	Apply

Cognitive Levels: R – Remember; U – Understand; A – Apply; An – Analyse; E - Evaluate

Course Mapping Table

CO	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5
CO1						1	1	2	1	1
CO2						1	1	2	1	2
CO3						1	1	2	1	1
CO4						1	1	2	1	1

Mapping of CO to Assessment Tools

CO	Formative Assessment			Summative Assessment		ESE
	Assignment			Exam I	Exam II	
CO1		x		x	x	x
CO2		x		x	x	x
CO3		x		x	x	x

Course Content & Transaction Mechanism

Module	Unit	CO	Hours	Transaction Mechanism
Module 1: Transactional, Human Resources, Office				
Transactional Communication: Every day interactions using email, chats, phone/speech.	1.1	1	5	Practice- Workbook method
Human Resources Communication: Interacting with HR managers while searching for job- email, chats, phone/speech	1.2	1	5	Practice- Workbook method
Practicum Office Communication- Interactions within the office after getting employed – email, chats, phone/speech	1.3	1	5	



Module 2: Sales and Business Communication				
Sales Communication—oral and written (emails and chats) communication to sell products/ideas	2.2	2	5	Practice- Workbook method
Practicum Business Communication – Formal communication after clinching a deal for processing payment and other negotiations	2.3	2	10	
Module 3: Marketing Communication				
Marketing Communication – Content writing to market a product	3.1	3	5	Practice- Workbook method
Practicum Writing contents for marketing purposes	3.2	3	10	
Module 4: Negotiation, Presentation, Management				
Negotiation Communication	4.1	3	5	Practice- Workbook method
Management Communication	4.2	3	5	Practice- Workbook method
Practicum Presentation Communication	4.3	3	5	

Reference

1. Sethi, Ramit. 50 Proven Email Scripts.
2. Weiss, Alan. The Martial Arts of Language.

Course designed by: Dr Raju Sebastian in collaboration with ZOHO Solutions



SEMESTER VI

Course Code	Type of Course	Course Title	Hours /Week	Total Hours	Credit
SBU24EN6DSC300	Major	Modernism and After in Art and Literature	4	60	4
SBU24EN6DSC301	Major	Literature and the Empire	4	60	4
SBU24EN6DSE300	Elective	Shakespeare: Tragedy (For Specialisation in Shakespeare Studies and Literary Theory)	5	75	4
SBU24EN6DSE301	Elective	Fundamentals of Public Relations and Advertising (For Specialisation in Media Studies and Film Studies)	5	75	4
SBU24EN6DSE302	Elective	Partition Literature	5	75	4
SBU24EN6DSE303	Elective	Trajectory of the 'Post' in Theory (For Specialisation in Shakespeare Studies and Literary Theory)	5	75	4
SBU24EN6DSE304	Elective	Medical Humanities	5	75	4
SBU24EN6DSE305	Elective	Advanced Concepts in Film Studies (For Specialisation in Media Studies and Film Studies)	5	75	4
SBU24EN6DSE306	Elective	Voices of Dissent and Resistance	5	75	4
SBU24EN6SEC300	SEC	Digital Marketing for Copywriters	4	60	3
SBU24EN4VAC400	VAC	Diversity, Equity and Inclusion	3	45	3
SBU24EN4VAC401	VAC	Environment and Literature	3	45	3



SBU24EN6DSC300: MODERNISM AND AFTER IN ART AND LITERATURE

Type of Course	Major		
Course Level	300-399		
Credit	4		
Course Delivery Duration	Theory (Hrs)	Practicum (Hrs)	Total (Hrs)
	60	-	60
Pre-requisite (if any)	NA		

Course Outcomes

On successful completion of the course, students shall be able to:

No.	Description	Cognitive Level
CO1	Explain the philosophy and intention of various Modernist styles and approaches through a study of seminal Modernist artefacts in art and architecture	Understand
CO2	Analyse a representative sample of Modernist and postmodernist poems by focusing on their thematic and linguistic peculiarities	Understand
CO3	Distinguish the Modernist and postmodernist impulse through a reading of select European and Latin American short fiction	Understand
CO4	Illustrate the modernist and postmodernist approach to Theatre through a study of a representative Modern play	Understand

Cognitive Levels: R – Remember; U – Understand; A – Apply; An – Analyse; E - Evaluate

Course Mapping Table

CO	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5
CO1	2	1	1	1	2	2	2	1	1	2
CO2	2	1	1	1	1	2	1	1		1
CO3	2	1	1	1	1	2	1	1		1
CO4	2	1	1	1	1	2	1	1		1

Mapping of CO to Assessment Tools

CO	Formative Assessment		Summative Assessment		ESE
	Assignment	Seminar	Exam I	Exam II	
CO1	x	x	x	x	x
CO2	x	x	x	x	x
CO3	x	x	x	x	x
CO4	x	x	x	x	x

Course Content & Transaction Mechanism

Course Content	Unit	CO	Hours	Transaction Mechanism
Module 1: The Modernist Impulse in Art				
Expressionism: “The Scream” (1893) Edvard Munch	1.1	1	3	Lecture and Discussion
Analytical Cubism: “Girl with a Mandolin”, (1910) Pablo Picasso	1.2	1	3	Lecture and Discussion
Dadaism: “The Fountain” (1917)- Marcel Duchamp	1.5	1	3	Lecture and Discussion



Surrealism: “The Persistence of Memory”, (1931) Salvador Dali	1.3	1	3	Lecture and Discussion
Art Deco Architecture: The Empire State Building	1.4	1	3	Lecture and Discussion
Module 2: Poetry				
T S Eliot: “The Love Song of J Alfred Prufrock” (Part 1: lines 1-74)	2.3	2	3	Lecture and Discussion
Ezra Pound: “L’art” & “In a Station of Metro”	2.1	2	3	Lecture and Discussion
Wallace Stevens: “Thirteen Ways of Looking at a Blackbird”	2.2	2	3	Lecture and Discussion
John Ashbery: “Some Trees”	2.4	2	3	Lecture and Discussion
Allen Ginsberg: “A Supermarket in California”	2.5	2	3	Lecture and Discussion
Module 3: Short Stories				
Virginia Woolf: “A Mark on the Wall”	3.1	3	4	Lecture and Discussion
James Joyce: “A Little Cloud”	3.2	3	3	Lecture and Discussion
Garbriel Garcia Marquez “The Handsomest Drowned Man in the World”	3.3	3	3	Lecture and Discussion
Jorge Luis Borges “The Garden of Forking Paths”	3.4	3	3	Lecture and Discussion
Italo Calvino: “The Man Who Shouted Teresa”	3.5	3	2	Lecture and Discussion
Module 4: Theatre				
Samuel Beckett: <i>Endgame</i>	4.1	4	15	Lecture and Discussion

Reference

Modernism:

1. Huyssen, Andreas. *Modernism After Modernism*. Thames & Hudson, 1990.
2. Levenson, Michael H. *A Genealogy of Modernism: A Study of English Literary Doctrine 1908-1922*. Cambridge University Press, 1984.
3. Brooker, Peter. *Modernism/Postmodernism*. Longman, 1992.
4. Bradbury, Malcolm, and James McFarlane. *Modernism: A Guide to European Literature 1890-1930*. Penguin, 1991.
5. Perloff, Marjorie. *21st-Century Modernism: The "New" Poetics*. Wiley-Blackwell, 2002.
6. Childs, Peter, and R.W. Stevenson. *Modernism*. Routledge, 2007.
7. Eagleton, Terry. *The Ideology of the Aesthetic*. Wiley-Blackwell, 1990.
8. Caws, Mary Ann. *Manifesto: A Century of Isms*. University of Nebraska Press, 2001.

Postmodernism:

1. Hutcheon, Linda. *The Politics of Postmodernism*. Routledge, 1989.
2. Best, Stephen, and Douglas Kellner. *Postmodern Theory: Critical Interrogations*. Palgrave Macmillan, 1991.
3. Harvey, David. *The Condition of Postmodernity: An Enquiry into the Origins of Cultural Change*. Blackwell, 1989.



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5. Cahoon, Lawrence E. *From Modernism to Postmodernism: An Anthology*. Wiley-Blackwell, 2003.
6. Sim, Stuart. *The Routledge Companion to Postmodernism*. Routledge, 2001.
7. Docherty, Thomas. *Postmodernism: A Reader*. Columbia University Press, 1993.
8. Sarup, Madan. *An Introductory Guide to Post-Structuralism and Postmodernism*. University of Georgia Press, 1993.

Course designed by: Dr Vimal Mohan John and Fr Jose Jacob



SBU24EN6DSC301: LITERATURE AND THE EMPIRE

Type of Course	Major		
Course Level	300 -399		
Credit	4		
Course Delivery Duration	Theory (Hrs)	Practicum (Hrs)	Total (Hrs)
	60	-	60
Pre-requisite (if any)			

Course Outcomes

On successful completion of the course, students shall be able to:

No.	Description	Cognitive Level
CO1	Explain the theoretical foundations of postcolonial studies	Understand
CO2	Identify the themes and techniques of poetry in the context of empire	Understand
CO3	Illustrate critical understanding of the representation of empire in the prescribed short stories and novel	Understand
CO4	Analyse the portrayal of empire and resistance in drama	Understand

Cognitive Levels: R – Remember; U – Understand; A – Apply; An – Analyse; E - Evaluate

Course Mapping Table

CO	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5
CO1	2	1	1	1	1	2	1	1	1	1
CO2	1	2	1	2	1	1	1	1	1	2
CO3	1	2	1	2	1	1	1	1	1	2
CO4	1	2	1	2	1	1	1	1	1	2

Mapping of CO to Assessment Tools

CO	Formative Assessment		Summative Assessment		ESE
	Assignment 1	Assignment 2/ Class Presentation	Exam 1	Exam 2	
CO1	x	-	x	x	x
CO2	x	-	x	x	x
CO3	-	x	x	x	x
CO4	-	x	x	x	x

Course Content & Transaction Mechanism

	Unit	CO	Hours	Transaction Mechanism
Module 1: Introducing Postcolonialism				
C L Innes: “Introduction: situating the postcolonial”. <i>The Cambridge Introduction to Postcolonial Literatures in English</i> . 2007. pp. 1 -13.	1.1	1	8	Lecture & Discussion
Dave Gunning: “Finding a Voice” <i>Postcolonial Literature</i> , extracts: pp. 23- 30 & pp. 33-43	1.2	1	7	
Module 2: Poetry				
Pablo Neruda: “The United Fruit Co.”	2.1	2	3	Lecture & Discussion
Kofi Awoonor: “The Weaver Bird”	2.2	2	3	Lecture & Discussion



John Agard: "Listen Mr. Oxford Don"	2.3	2	3	Lecture & Discussion
Keki N. Daruwalla: "Migrations"	2.4	2	3	Lecture & Discussion
Nissim Ezekiel: "Background, Casually"	2.5	2	3	
Module 3: Short Story				
Nadine Gordimer: "Once Upon a Time"	3.1	3	5	Lecture & Discussion
Ngugi wa Thiong'o: "The Upright Revolution: Or Why Humans Walk Upright"	3.2	3	5	Lecture & Discussion
Chimamanda Ngozi Adichie: "A Private Experience"	3.3	3	5	Lecture & Discussion
Module 4: Drama				
Badal Sircar: <i>Indian History Made Easy</i>	4.1	4	15	Lecture & Discussion

Reference

1. Robert J C Young: "Introduction: Montage". *Postcolonialism: A Very Short Introduction*. Oxford, 2003. pp. 1 - 8.
2. Bill Ashcroft et al. *The Empire Writes Back: Theory and Practice in Postcolonial Literature*.
3. Dave Gunning. *Postcolonial Literature*. Edinburgh, 2013.
4. Jahan Ramazani (Ed). *The Cambridge Companion to Postcolonial Poetry*. Cambridge, 2017.
5. Rajeev S. Patke. *Postcolonial Poetry in English*. Oxford, 2006.
6. Badal Sircar. *Two Plays: Indian History Made Easy, Life of Bagala*. Oxford, 2009.
7. Shailaja B Wadhikar: "Indian History Made Easy: India- Yesterday and Today" (from *Badal Sircar: People's Playwright Atlantic*, 2018)

Course designed by: Anish K Joseph



SBU24EN6DSE300: SHAKESPEARE: TRAGEDY

Type of Course	Elective (For Specialisation in Shakespeare Studies and Literary Theory)		
Course Level	300 -399		
Credit	4		
Course Delivery Duration	Theory (Hrs)	Practicum (Hrs)	Total (Hrs)
	45	30	75
Pre-requisite (if any)	NA		

Course Outcomes

On successful completion of the course, students shall be able to:

No.	Description	Cognitive Level
CO1	Analyse the timeless relevance, philosophical and psychological depth, and complexity of Shakespeare's characters and themes.	Analyse
CO2	Analyse the key elements of Shakespeare's tragedy, including plot, character, theme, language and imagery.	Analyse
CO3	Explain Hamlet's significance within the Elizabethan era and its relation to Shakespeare's broader body of work.	Analyse
CO4	Examine a film adaptation of Shakespeare's <i>Hamlet</i>	Analyse

Cognitive Levels: R – Remember; U – Understand; A – Apply; An – Analyse; E - Evaluate

Course Mapping Table

CO	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5
CO1	1	-	-	2	1	1	1	-	2	2
CO2	1	-	-	-	1	1	2	-	-	2
CO3	1	-	-	-	1	1	2	-	-	2
CO4	1	-	-	-	1	1	2	-	-	2

Mapping of CO to Assessment Tools

CO	Formative Assessment		Summative Assessment		ESE
	Assignment 1	Seminar/ Viva	Exam 1	Exam 2	
CO1	x	x	x	x	x
CO2	x	x	x	x	x
CO3	x	x	x	x	x
CO4	x	x	x	x	x

Course Content & Transaction Mechanism

Course Content	Unit	CO	Hours	Transaction Mechanism
Module 1: Introduction to Shakespeare				
Practicum – Shakespeare's Universalism (From <i>Shakespeare: The Invention of the Human</i>): Harold Bloom	1	1	15	Lecture and discussion
Module 2- Shakespeare's Tragedy				
<i>Hamlet</i> : William Shakespeare	2	2,3	45	Lecture and discussion

**Module 3- Analysis of an Adaptation of *Hamlet***

Practicum- Shakespeare's <i>Hamlet</i> and Vishal Bhardwaj's <i>Haider</i> : A Comparative Analysis: Fatimah Javed	3	4	15	Lecture and discussion
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Reference

1. Bradley, A.C. *Shakespearean Tragedy: Lectures on Hamlet, Othello, King Lear, and Macbeth*. Penguin Classics, 1991.
2. Bloom, Harold. *Shakespeare: The Invention of the Human*. Riverhead Books, 1999.
3. Eliot, T. S. "Hamlet and His Problems." *In the Sacred Wood*. Dover Publications, reprint edition 1997.
4. Frye, Northrop. *Fools of Time: Studies in Shakespearean Tragedy*. University of Toronto Press, reprint edition 1996.
5. Greenblatt, Stephen. *Hamlet in Purgatory*. Princeton University Press, 2001.
6. Husain, Adrian A. *Politics and Genre in Hamlet*. Oxford University Press, reprint edition 2007.
7. Kerrigan, William. *Hamlet's Perfection*. Johns Hopkins University Press, 1996.
8. Kinney, Arthur F. *Hamlet: Critical Essays*. Routledge, Inc., 2001.
9. Thompson, Ann and Neil Taylor, Eds. *Hamlet -The Arden Shakespeare*, Bloomsbury Publishing, 2017.
10. Wilson, John Dover. *What Happens in Hamlet*. Cambridge University Press, 1951.

Course designed by: Jerin B Sebastian and Dr Neville Thomas



SBU24EN6DSE301: FUNDAMENTALS OF PUBLIC RELATIONS AND ADVERTISING

Type of Course	Elective (For Specialisation in Media Studies and Film Studies)		
Course Level	300-399		
Credit	4		
Course Delivery Duration	Theory (Hrs)	Practicum (Hrs)	Total (Hrs)
	45	30	75
Pre-requisite (if any)	NA		

Course Outcomes

On successful completion of the course, students shall be able to:

No.	Description	Cognitive Level
CO1	Explain the evolution, the basic principles, techniques, and scope of public relations and advertising	Understand
CO2	Develop PR strategies for organisations	Apply
CO3	Understand the advertising history, types, techniques, and copywriting principles.	Understand
CO4	Explain the operations and functions of advertising agencies, and differentiate between various types of agencies.	Understand

Cognitive Levels: R – Remember; U – Understand; A – Apply; An – Analyse; E - Evaluate

Course Mapping Table

CO	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5
CO1	-	-	1	-	-	1	1	-	-	1
CO2	-	1	1	-	1	2	1	-	1	1
CO3	-	-	-	-	-	1	1	-	-	1

Mapping of CO to Assessment Tools

CO	Formative Assessment		Summative Assessment		ESE
	Presentation	Assignment 1	Exam 1	Exam 2	
CO1	x		x	x	x
CO2		x		x	x
CO3		x	x	x	x
CO4				x	x

Course Content & Transaction Mechanism

Course Content	Unit	CO	Hours	Transaction Mechanism
Module 1: Public Relations: Definitions, History and Job Prospects				
Public Relations: Definitions	1.1	1	2	Lecture and discussion
Famous Cases from History: Ivy Lee and Edward Bernays	1.2	1	3	Lecture and discussion
Evolution of Public Relations in India	1.3	1	3	Lecture and discussion
Differences between PR & Advertising	1.4	1	2	Lecture and discussion
Practicum: Qualities of a PR professional	1.5	1	3	Lecture and discussion



Job Prospects	1.6	1	2	Lecture and discussion
Module 2: PR Publics, Tools and Ethics				
Types of PR publics	2.1	1	3	Lecture and discussion
Traditional PR tools	2.2	1, 2	2	Lecture and discussion
Digital PR: Strategies and tools	2.3	1, 2	5	Lecture and discussion
Ethics in PR	2.4	1	1	Lecture and discussion
Practicum: a. Presentation of successful PR stories b. Presentation of innovative PR tools c. Researching about an organisation and developing a PR strategy for its growth	2.5	2	5	
Module 3: Advertising: History, Types and Copywriting				
The history of advertising	3.1	3	2	Lecture and discussion
The functions of advertising	3.2	3	2	Lecture and discussion
Types and techniques of advertising	3.3	3	3	Lecture and discussion
Visualisation in advertising	3.4	3	2	Lecture and discussion
Copywriting	3.5	3	1	Lecture and discussion
Practicum: a. Advertising - samples and practice b. Copywriting - samples and practice	3.6	3	5	
Module 4: Advertising Agencies: Structure, Operations and Types				
The structure of an Advertising Agency	4.1	4	5	Lecture and discussion
Outlining the functions of an Advertising Agency	4.2	4	5	Lecture and discussion
Types of advertising agencies ● Full Service ● Creative Agency ● Media Agency ● In-house Agency ● Digital Agency	4.3	4	5	Lecture and discussion
Practicum: ● Introducing Integrated Marketing Communication ● Tools of IMC ● Importance of IMC	4.4	4	10	Lecture and discussion
● Role of Advertising in Society ● Approaches in Brand Building	4.5	4	5	Lecture and discussion



Build a hypothetical brand of yours and then think of all possible measures to market it.				
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Reference

1. Hasan, Seema. "Advertising" & "Public Relations". *Mass Communication*. CBS, New Delhi. 2010.
2. Chunawalla. *Advertising Theory and Practice*, Himalaya Publishing House.
3. Jefkins, Frank. *Advertising Made Simple*, Rupa & Co.
4. Jethwaney, Jaishri. *Advertising*, Phoenix Publishing House.
5. Ogilvy, David. *Ogilvy on Advertising*, Pan/Prion Books.
6. Goldman, R. *Reading Ads Socially*, London Routledge, 1992.

Course designed by: Anish K Joseph, Amal Toms & Neville Thomas



SBU24EN6DSE302: PARTITION LITERATURE

Type of Course	Elective		
Course Level	300-399		
Credit	4		
Course Delivery Duration	Theory (Hrs)	Practicum (Hrs)	Total (Hrs)
	45	30	75
Pre-requisite (if any)	NA		

Course Outcomes

On successful completion of the course, students shall be able to:

No.	Description	Cognitive Level
CO1	Demonstrate theoretical understanding of partition experiences and identities in the South Asian context.	Understand
CO2	Explain the portrayal of Partition in poetry, focusing on how poets across different regions and experiences articulate the trauma, loss, and fragmented identities resulting from the event.	Understand
CO3	Understand the narrative strategies used in Partition short stories to convey the psychological and social impacts of the division.	Understand
CO4	Examine literary representations of partition and understand how narrative forms and critical interpretations reflect the complex histories and legacies of Partition in South Asia.	Understand

Cognitive Levels: R – Remember; U – Understand; A – Apply; An – Analyse; E - Evaluate

Course Mapping Table

CO	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5
CO1	1	2	1	-	1	1	1	1	1	1
CO2	1	2	1	-	1	1	1	1	1	1
CO3	1	2	1	-	1	1	1	1	1	1
CO4	1	2	1	-	1	1	1	1	1	1

Mapping of CO to Assessment Tools

CO	Formative Assessment		Summative Assessment		ESE
	Assignments	Viva Voce/ Seminar	Exam I	Exam II	
CO1	x	x	x	x	x
CO2	x	x	x	x	x
CO3	x	x	x	x	x
CO4	x	x	x	x	x

Course Content & Transaction Mechanism

Course Content	Unit	CO	Hours	Transaction Mechanism
Module 1				
Jasbir Jain: “Lost Homes, Shifting Borders, and the Search for Belonging” (from <i>Revisiting India’s Partition: New Essays on Memory, Culture, and Politics</i> , edited by Amritjit Singh, Nalini Iyer, and Rahul K. Gairola, Orient BlackSwan, 2016)	1.1	1	10	Lecture and discussion



Practicum: Nalini Iyer: “Partition’s Others: The View from South India” (from <i>Revisiting India’s Partition: New Essays on Memory, Culture, and Politics</i> , edited by Amritjit Singh, Nalini Iyer, and Rahul K. Gairola, Orient BlackSwan, 2016)	1.2	1	5	Lecture and discussion
Module 2				
Taslina Nasrin: “Broken Bengal”	2.1	2	3	Lecture and discussion
Sujata Bhatt: “Partition”	2.2	2	2	Lecture and discussion
Agha Shahid Ali: “The Country Without a Post Office” (from <i>The Country Without a Post Office: Poems</i> , W. W. Norton & Company, 1998, pp. 48-51).	2.3	2	5	Lecture and discussion
Practicum: Jibanananda Das: “I shall return to this Bengal”	2.4	2	5	Lecture and discussion
Module 3				
Saadat Hasan Manto: “Toba Tek Singh”	3.1	3	3	Lecture and discussion
Mohinder Singh Sharma: “The Smaller Gandhis”	3.2	3	3	Lecture and discussion
Ismat Chughtai’s “Roots”	3.3	3	4	Lecture and discussion
Practicum: Lalithambika Antharjanam: “A Leaf in the Storm”	3.4	3	5	Lecture and discussion
Module 4				
Khushwant Singh: <i>Train to Pakistan</i>	4.1	4	15	Lecture and discussion
Practicum: a) Arjun Mahey: “Partition Narratives: Some Observations” b) Sukeshi Kamra: “Partition and Post-Partition Acts of Fiction: Narrating Painful Histories”	4.2	4	15	Lecture and discussion

Reference

1. Pandey, Gyanendra. *Remembering Partition: Violence, Nationalism and History in India*. CUP, 2001.
2. *Partition Literature: An Anthology*, edited by Debjani Sengupta, Worldview, 2018.
3. *Revisiting India’s Partition: New Essays on Memory, Culture, and Politics*, edited by Amritjit Singh, Nalini Iyer, and Rahul K. Gairola, Orient Black Swan, 2016.
4. Roy, Rituparna. *South Asian Partition Fiction in English: From Khushwant Singh to Amitav Ghosh*. Amsterdam University Press, 2010.

Course designed by: This course has been adapted and edited from the original course offered by Mahatma Gandhi University under the same title.

Course compiled by: Nithin Varghese



SBU24EN6DSE303: TRAJECTORY OF THE 'POST' IN THEORY

Type of Course	Elective (For Specialisation in Shakespeare Studies and Literary Theory)		
Course Level	300-399		
Credit	6		
Course Delivery Duration	Theory (Hrs)	Practicum (Hrs)	Total (Hrs)
	45	30	75
Pre-requisite (if any)	NA		

Course Outcomes

On successful completion of the course, students shall be able to:

No.	Description	Cognitive Level
CO1	Analyse the impact of postmodernism in contemporary culture and society	Analyse
CO2	Assess the multiple manifestations of and reactions to colonialism as evidenced in postcolonial theory	Analyse
CO3	Differentiate the perspectival shift from humanism to post-humanism	Analyse
CO4	Examine the discussions happening around the notion of post-theory	Analyse

Cognitive Levels: R – Remember; U – Understand; A – Apply; An – Analyse; E - Evaluate

Course Mapping Table

CO	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5
CO1	1	2	1	1	1	1	1	1	1	1
CO2	1	2	1	1	1	1	1	1	1	1
CO3	1	2	1	1	1	1	1	1	1	1
CO4	1	2	1	1	1	1	1	1	1	1

Mapping of CO to Assessment Tools

CO	Formative Assessment		Summative Assessment		ESE
	Class Presentation	Assignment	Exam I	Exam II	
CO1	x	x	x	x	x
CO2	x	x	x	x	x
CO3	x	x	x	x	x
CO4	x	x	x	x	x

Course Content & Transaction Mechanism

Course Content	Unit	CO	Hours	Transaction Mechanism
Module 1: Postmodernism				
Introduction to Habermas, Lyotard, Baudrillard, Fredric Jameson	1.1	1	5	Lecture and discussion
Critique of Metanarratives, Fragmentation, Simulacra, Hyperreality, Pastiche, Eclecticism, Metafiction, Magical Realism, crisis of historicity	1.2	1	5	Lecture and discussion
Practicum Linda Hutcheon: Theorizing the Postmodern	1.3	1	5	Lecture and discussion



Module 2: Postcolonial Criticism				
Colonialism, Orientalism, Imperialism, Negritude, Decolonization, Neocolonialism, Diaspora	2.1	2	5	Lecture and discussion
Adopt, Adapt, Adept; Assimilation, Subaltern, Hybridity, Mimicry, Othering, Double Consciousness	2.2	2	5	Lecture and discussion
Practicum Ngũgĩ wa Thiong’o: ‘The Language of African Literature’ Part IX	2.3	2	5	Lecture and discussion
Module 3: Post-humanism				
Ontological and Critical Posthumanism, Transhumanism, Antropocene, Biocentrism, Biopolitics and Bioethics, Technoculture and Digital Humanities, Cyborg Studies	3.1	3	5	Lecture and discussion
Ecocriticism, Nature and Culture, Ecofeminism, Wilderness and rewilding, Urban Ecology, Environmental Apocalypse, Animal Studies	3.2	3	5	Lecture and discussion
Practicum Jay David Bolter: ‘Posthumanism’	3.3	3	5	Lecture and discussion
Module 4: Post-theory				
Martin McQuillan: The Joy of Theory	4.1	4	8	Lecture, discussion
Terry Eagleton: The Rise and Fall of theory	4.2	4	7	Lecture, discussion
Practicum				
"The Politics of Theory: An Interview with Gayatri Chakravorty Spivak" by Jennifer Wicke and Michael Sprinker	5.1	4	15	Lecture, discussion

Reference

Postmodernism

1. Baudrillard, Jean. *Simulacra and Simulation*. Translated by Sheila Faria Glaser, University of Michigan Press, 1994.
2. Jameson, Fredric. *Postmodernism, or, The Cultural Logic of Late Capitalism*. Duke University Press, 1991.
3. Lyotard, Jean-François. *The Postmodern Condition: A Report on Knowledge*. Translated by Geoff Bennington and Brian Massumi, University of Minnesota Press, 1984.
4. Natoli, Joseph, and Linda Hutcheon, editors. *A Postmodern Reader*. State University of New York Press, 1993.
5. Barthes, Roland. *S/Z*. Translated by Richard Miller, Hill and Wang, 1974.
6. Foster, Hal, editor. *The Anti-Aesthetic: Essays on Postmodern Culture*. New Press, 1998.
7. Best, Steven, and Douglas Kellner. *The Postmodern Turn*. Guilford Press, 1997.

Postcolonialism

1. Said, Edward. *Orientalism*. Pantheon Books, 1978.
2. Fanon, Frantz. *The Wretched of the Earth*. Translated by Richard Philcox, Grove Press, 2004.
3. Spivak, Gayatri Chakravorty. "Can the Subaltern Speak?" *Marxism and the Interpretation of Culture*, edited by Cary Nelson and Lawrence Grossberg, University of Illinois Press, 1988, pp. 271-313.



4. Ashcroft, Bill, Gareth Griffiths, and Helen Tiffin. *The Empire Writes Back: Theory and Practice in Post-Colonial Literatures*. Routledge, 1989.
5. Said, Edward. *Culture and Imperialism*. Knopf, 1993.
6. Spivak, Gayatri Chakravorty. *In Other Worlds: Essays in Cultural Politics*. Routledge, 1987.
7. Fanon, Frantz. *Black Skin, White Masks*. Translated by Richard Philcox, Grove Press, 2008.

Posthumanism

1. Hayles, N. Katherine. *How We Became Posthuman: Virtual Bodies in Cybernetics, Literature, and Informatics*. University of Chicago Press, 1999.
2. Halberstam, Judith, and Ira Livingston, editors. *Posthuman Bodies*. Indiana University Press, 1995.
3. Haraway, Donna. "A Cyborg Manifesto: Science, Technology, and Socialist-Feminism in the Late Twentieth Century." *Simians, Cyborgs, and Women: The Reinvention of Nature*, Routledge, 1991, pp. 149-181.
4. Wolfe, Cary. *What Is Posthumanism?* University of Minnesota Press, 2010.
5. Hayles, N. Katherine. *Unthought: The Power of the Cognitive Nonconscious*. University of Chicago Press, 2017.
6. Braidotti, Rosi. *The Posthuman*. Polity Press, 2013.
7. Roden, David. *Posthuman Life: Philosophy at the Edge of the Human*. Routledge, 2014.

Post-Theory

1. Eagleton, Terry. *After Theory*. Basic Books, 2003.
2. McQuillan, Martin, editor. *Post-Theory: New Directions in Criticism*. Edinburgh University Press, 1999.
3. Eagleton, Terry. *The Illusions of Postmodernism*. Blackwell, 1996.
4. Bookstaber, Richard. *The End of Theory: Financial Crises, the Failure of Economics, and the Sweep of Human Interaction*. Princeton University Press, 2017.
5. Eagleton, Terry. *Criticism and Ideology: A Study in Marxist Literary Theory*. Verso, 1976.

Course Designed by: Fr Jose Jacob



SBU24EN6DSE304: MEDICAL HUMANITIES

Type of Course	Elective		
Course Level	300-399		
Credit	4		
Course Delivery Duration	Theory (Hrs)	Practicum (Hrs)	Total (Hrs)
	45	30	75
Pre-requisite (if any)	NA		

Course Outcomes

On successful completion of the course, students shall be able to:

No.	Description	Cognitive Level
CO1	Understand the theoretical and historical foundations of the field of Health Humanities.	Understand
CO2	Examine the ways in which experience of illness is mediated by society and culture.	Understand
CO3	Gain competence to critically read and appreciate literary and cultural texts on health and illness.	Understand
CO4	Probe into the interrelationship between literary studies and the discourses of medicine.	Understand

Cognitive Levels: R – Remember; U – Understand; A – Apply; An – Analyse; E - Evaluate

Course Mapping Table

CO	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5
CO1						1	1	1		1
CO2						1	1			
CO3						1	1		1	1
CO4						1	1	1		

Mapping of CO to Assessment Tools

CO	Formative Assessment		Summative Assessment		ESE
	Assignment	Seminar/ Viva Voce	Exam I	Exam II	
CO1	x	x	x		x
CO2	x	x	x		x
CO3	x	x		x	x
CO4	x	x		x	x

Course Content & Transaction Mechanism

Course Content	Unit	CO	Hours	Transaction Mechanism
Module 1: Key Terms and Concepts				
Key Terms and Concepts: Disease and Illness, Medical Humanities and Health Humanities, Narrative Medicine	1.1	1	4	Lecture and discussion
Pathography, Lived experience of illness, Doctor-patient relationship,	1.2	1	3	Lecture and discussion
Literature and medicine, Graphic Medicine, Art therapy,	1.3	1	3	Lecture and discussion



Bioethics, Patient identity, Illness narrative.				
Practicum Susan Sontag; <i>Illness as Metaphor</i>	1.4	1	5	Seminar and Discussion
Module 2: Essays				
Keith Wailoo. "Patients Are Humans Too The Emergence of Medical Humanities."	2.1	2	5	Lecture and discussion
Virginia Woolf. "On Being Ill."	2.2	2	5	Lecture and discussion
Practicum Thomas Couser. "Medical Humanities and Illness Narratives" 5 2,3	2.3	2	5	Seminar and discussion
Module 3: Poetry and Fiction				
Billy Collins: "Sick Room" Karenne Wood: "The Lillies" Melvin Dixon: "Heartbeats"	3.2	3	8	Lecture and discussion
<i>The Plague</i> by Albert Camus	3.3	3	7	Lecture and discussion
Practicum <i>Never Let Me Go</i> by Kazuo Ishiguro	3.4	3	5	Lecture and discussion
Module 4: Memoirs and Films				
<i>Laughing Cancer Away: An Actor's Memoir</i> by Innocent	4.1	4	8	Lecture and Discussion
<i>A Beautiful Mind</i> directed by Ron Howard	4.2	4	7	Lecture and Discussion
Practicum				
<i>When Breath Becomes Air</i> by Paul Kalanithi <i>Private Life</i> directed by Tamara Jenkins	4.4	4	15	Seminar and Discussion

Reference

1. Crawford, P., Brown, B., Baker, C., Tischler, V., Abrams, Brian. *Health Humanities*. United Kingdom: Palgrave Macmillan, 2015.
2. Frank, Arthur W. *The Wounded Storyteller: Body, Illness & Ethics*. United Kingdom: University of Chicago Press, 2013.
3. ---. *At the Will of the Body: Reflections on Illness*. Mariner Books, 2002.
4. Das Gupta Sayantani and Marsha Hurst. *Stories of Illness and Healing: Women Write Their Bodies*. Kent State Univ. Press 2007.
5. Foucault, Michel. *The Birth of the Clinic: An Archaeology of Medical Perception*. Vintage Books 1994. Sontag, Susan. *Illness As Metaphor and Aids and Its Metaphors*. Penguin, 1990.
6. Scarry Elaine. *The Body in Pain: The Making and Unmaking of the World*. Oxford University Press 1985.
7. Hawkins Anne Hunsaker. *Reconstructing Illness: Studies in Pathography*. 2nd ed. Purdue University Press 1999.
8. Couser, G. Thomas. *Signifying Bodies: Disability in Contemporary Life Writing*. Ann Arbor: University of Michigan Press. 2009.
9. Bleakley, Alan. *Medical Humanities and Medical Education: How the Medical*



- Humanities Can Shape Better Doctors. London: Routledge. 2015.
10. Bleakley, Alan, and Therese Jones. *Medicine, Health and the Arts: Approaches to the Medical Humanities*. London: Routledge. 2014.
 11. Charon, Rita. *Narrative Medicine: Honouring the Stories of Illness*. Oxford: Oxford University Press. 2008.
 12. Czerwiec, M.K., Ian Williams, Susan Merrill Squier, Michael J. Green, Kimberly R. Myers, and Scott Thompson Smith. 2015. *Graphic Medicine Manifesto*. University Park: Pennsylvania State University Press. 2015.

Web Resources

1. <https://healthhumanitiesconsortium.com/>
2. <https://guides.libraries.psu.edu/medicalhealthhumanities>
3. <https://medhum.med.nyu.edu>
4. <https://www.graphicmedicine.org/> <http://somatosphere.net/>
5. <https://medicalhealthhumanities.com/> <https://thepolyphony.org/>

Course Adapted from MGU & KU Syllabi



SBU24EN6DSE305: ADVANCED CONCEPTS IN FILM STUDIES

Type of Course	Elective (For Specialisation in Media Studies and Film Studies)		
Course Level	300-399		
Credit	4		
Course Delivery Duration	Theory (Hrs)	Practicum (Hrs)	Total (Hrs)
	45	30	75
Pre-requisite (if any)	Introduction to Film Studies		

Course Outcomes

On successful completion of the course, students shall be able to:

No.	Description	Cognitive Level
CO1	Understand and explain some basic theoretical schools of film explaining aspects of film form, film craft and ideology in cinema	Understand
CO2	Understand and explain some core theoretical aspects of feminist and psychoanalytic film theory and the question of representation in cinema	Understand
CO3	Understand and explain some key aspects of the theory and philosophy of film adaptation and fidelity in adaptations	Understand
CO4	Understand and explain the distinctive filmmaking styles of some contemporary auteurs with case study examples	Understand

Cognitive Levels: R – Remember; U – Understand; A – Apply; An – Analyse; E - Evaluate

Course Mapping Table

CO	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5
CO1	2	1	1	2	1	2	1	1	1	1
CO2	2	1	1	1	1	2	2	1	1	1
CO3	2	1	1	1	1	2	1	1	1	1
CO4	2	1	1	1	2	2	1	1	1	1

Mapping of CO to Assessment Tools

CO	Formative Assessment		Summative Assessment		ESE
	Film Review	Assignment	Exam 1	Exam 2	
CO1	x	x	x	x	x
CO2		x	x	x	x
CO3		x	x	x	x
CO4	x	x	x	x	x

Course Content & Transaction Mechanism

Course Content	Unit	CO	Hours	Transaction Mechanism
Module 1: Film Theory and Film Criticism - I				
Realism, Formalism, Auteursism	1.1	1	10	Lecture and Discussions
Apparatus Theory – “Ideological Effects of the Basic Film Apparatus” – Jean Louis Baudry	1.2	1	5	Lecture and Discussions
Practicum: Cinema and Ideology – <i>Fight Club</i>	1.3	1	5	Film Screening and Discussions/Presentations



Module 2: Film Theory and Film Criticism - II				
Feminist Film Theory – <i>Visual Pleasure and Narrative Cinema</i>	2.1	2	5	Lecture and Discussions
Psychoanalytic Film Criticism	2.2	2	5	Lecture and Discussions
Practicum: Cinema and Representation – <i>Kammatipadam</i>	2.3	2	5	Film Screening and Discussions/Presentations
Module 3: Literature and Cinema				
The language of Literature and the Language of Cinema	3.1	3	5	Lecture and Discussions
The notion of fidelity – “Adaptation and Appropriation”	3.2	3	5	Lecture and Discussions
Practicum: Studying Film Adaptation: <i>Haider</i>	3.3	3	5	Film Screening and Discussions/Presentations
Module 4: Reading Cinema: Case Studies of Genres and Auteurs				
Case Study I - Tim Burton’s Neo Gothic Chiaroscuro - Case Study – <i>Edward Scissorhands</i>	4.1	4	5	Lecture and Discussions
Case Study II –The Castaways’ Cinema of Sean Baker – Case Study - <i>The Florida Project</i>	4.3	4	5	Lecture and Discussions
Practicum: Wes Anderson’s Aesthetic of Fauvism - Case Study – <i>The Royal Tenenbaums</i>	4.4	4	15	Film Screening and Discussions/Presentations

Suggested Reading

1. Film Art: An Introduction by David Bordwell & Kristin Thomson
2. Filmmaker’s Handbook by Steven Ascher & Edward Pincus
3. History of Narrative film by David A. Cook
4. Our Films & Their Films by Satyajit Ray
5. Bollywood: A Guidebook to Popular Hindi Cinema - Tejaswini Ganti
6. Cinema Studies: The Key Concepts - Susan Hayward
7. Film History: An Introduction - Kristin Thompson, David Bordwell
8. The Classical Hollywood Cinema: Film Style & Mode of Production to 1960 by David Bordwell, Kristin Thomson Janet Staiger
9. Bordwell, Kristin Thomson Janet Staiger
10. Film Genre: Theory & Criticism by Barry Keith Grant
11. From Caligari To Hitler: A Psychological History the German Film by Siegfried Kracauer
12. Italian Cinema: From Neorealism to the Present by Peter Bondanella
13. The New Wave: Truffaut, Godard, Chabrol, Rohmer, Rivette by James Monaco
14. ‘Eisenstein’s Aesthetics’, in Signs and Meaning in the Cinema by Peter Wollen
15. The Cinema of Eisenstein by David Bordwell
16. Selected Essays by V.I. Pudovkin
17. Movies & Methods by Bill Nichols
18. Film and the Critical Eye by Dennis DeNitto, William Herman
19. Bollywood: A Guidebook to Popular Hindi Cinema - Tejaswini Ganti
20. Chick Flicks: Theories and Memories of the Feminist Film Movement - B. Ruby Rich
21. New Queer Cinema: The Director's Cut - B. Ruby Rich

Course designed by: **Dr. Vimal Mohan John**



SBU24EN6DSE306: VOICES OF DISSENT AND RESISTANCE

Type of Course	Elective		
Course Level	300 – 399		
Credit	4		
Course Delivery Duration	Theory (Hrs)	Practicum (Hrs)	Total (Hrs)
	45	30	75
Pre-requisite (if any)	NA		

Course Outcomes

On successful completion of the course, students shall be able to:

No.	Description	Cognitive Level
CO1	Explain the themes and issues in the prescribed texts	Understand
CO2	Illustrate the condition of the displaced and dispossessed people as expressed in the poems	Understand
CO3	Analyse the feminine specific experience as assertion of identity and a note of dissent in the prescribed poems	Understand
CO4	Identify the various socio-political and Cultural concerns of the marginalized through their writings	Understand

Cognitive Levels: R – Remember; U – Understand; A – Apply; An – Analyse; E - Evaluate

Course Mapping Table

CO	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5
CO1	1	2	1	-	-	1	1	1	2	1
CO2	-	1	1	-	-	1	1	1	2	1
CO3	1	-	-	1	1	1	1	1	2	1
CO4	-	1	-	1	-	1	1	1	2	1

Mapping of CO to Assessment Tools

CO	Formative Assessment		Summative Assessment		ESE
	Assignment	Seminar	Exam I	Exam II	
CO1	x	x	x		x
CO2	x	x	x		x
CO3	x	x		x	x
CO4	x	x		x	x

Course Content & Transaction Mechanism

Course Content	Unit	CO	Hours	Transaction Mechanism
Module 1: Imagined Boundaries				
Ather Zia: In Kashmir Friday is for Azadi (and every other day)	1.1	1,2	3	Lecture and Discussion
Najwan Darwish: Barely Breathing	1.2	1,2	3	Lecture and Discussion
Zaki Ovais: Someone I'm Afraid of	1.3	1,2	4	Lecture and Discussion
Practicum - Yehuda Amichai: Tourists Fady Joudah: Mimesis	1.4	1,2	5	Lecture and Discussion



Module 2: Menstrual Poems				
Lucille Clifton: Poem in Praise of Menstruation	2.1	1,3	4	Lecture and Discussion
Leena Manimekalai: Menstrual Flower	2.2	1,3	3	Lecture and Discussion
Ntozake Shange: we need a god who bleeds	2.3	1,3	3	Lecture and Discussion
Practicum - Anne Sexton: Menstruation at Forty	2.4	1,3	5	Lecture and Discussion
Module 3: Spectre of the Wretched				
Maya Angelou: Still I Rise	3.1	1,4	4	Lecture and Discussion
Audre Lorde: A Litany for Survival	3.2	1,4	3	Lecture and Discussion
Meena Kandasamy: We are not Citizens	3.3	1,4	3	Lecture and Discussion
Practicum Sidhalingaiah: The Dalits are Coming	3.5	1,4	5	Lecture and Discussion
Module 4 : Female Genital Mutilation				
Waris Dirie: The Desert Flower (Readers Digest July 1999)	4	1,4	15	Lecture and Discussion
Practicum “Desert Flower” 2009 Biographical Film	4	1,4	15	Discussion
Module 5: Teacher Specific Content				

Reference

1. Anderson, Benedict. *Imagined Communities*. Verso Books, 2016.
2. Vinay, Dharwadker and A K Ramanujan. *The Oxford Anthology of Modern Indian Poetry*. OUP, 2000.
3. K Satyanarayana & Susie Tharu, *No Alphabet in Sight*.
4. Christensen, Linda and Dyan Watson. *Rhythm and Resistance: Teaching poetry for Social Justice*.
5. Dungy, Camille T. *Black Nature: Four Centuries of African American Nature Poetry*.
6. Harlow, B. *Resistance Literature*. Routledge.
7. Romila Thappar. *Voices of Dissent*. Seagull Books, 2020.

Course designed by: Fr. Jose Jacob



SBU24EN6SEC300: DIGITAL MARKETING FOR COPYWRITERS

Type of Course	SEC		
Course Level	300-399		
Credit	3		
Course Delivery Duration	Theory (Hrs)	Practicum (Hrs)	Total (Hrs)
	30	30	60
Pre-requisite (if any)	NA		

Course Outcomes

On successful completion of the course, students shall be able to:

No.	Description	Cognitive Level
CO1	Explain digital marketing and copywriting techniques	Understand
CO2	Use the tools of SEO and CRO to write compelling and Persuasive copies	Apply
CO3	Create legally and ethically sound engaging content for the market with special focus on social media	Apply
CO4	Create legally and ethically sound copies for email marketing with cutting-edge tools	Apply

Cognitive Levels: R – Remember; U – Understand; A – Apply; An – Analyse; E - Evaluate

Course Mapping Table

CO	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5
CO1						1	1	1	1	1
CO2						1	2	2	2	2
CO3						1	2	2	2	2
CO4						1	2	2	2	1

Mapping of CO to Assessment Tools

CO	Formative Assessment	Summative Assessment		ESE
	Assignment	Exam I	Exam II	
CO1	x	x	x	x
CO2	x	x	x	x
CO3	x	x	x	x

Course Content & Transaction Mechanism

Course Content	Unit	CO	Hours	Transaction Mechanism
Module 1: Introduction to Digital Marketing and Copywriting				
Digital marketing channels: social media, email, search engine marketing etc.	1.1	1	1	Lecture and Discussion
Digital marketing strategies and how copywriting fits into each strategy.	1.2	1	2	Lecture and Discussion
The role of copywriting in different digital channels	1.3	1	2	Lecture and Discussion
Practicum: Copywriting Techniques and Best Practices	1.4	1,2,3,4	10	



Crafting compelling headlines and subject lines. Writing persuasive copy for different platforms (e.g., website, social media, email) Understanding the psychology of persuasion and consumer behavior. A/B testing and optimization techniques for copywriting.				
Module:2 SEO and CRO				
Basics of Search Engine Optimization (SEO) and Key Word search	2.1	2	2	Lecture and Discussion
Optimizing meta description, title tags, and headers for search engines	2.2	2	3	Lecture and Discussion
Principles of Conversation Rate Optimization (CRO) and its importance in digital marketing.	2.3	2	2	Lecture and Discussion
Analyzing and optimizing landing page copy for higher conversation	2.4	2	3	Lecture and Discussion
Practicum Writing SEO-friendly copy without sacrificing readability Writing persuasive copy that encourages readers to take desired actions.	2.5	2	5	
Module 3: Content Marketing Strategies and Social Media Copywriting				
Content Marketing Strategies:				
Developing content marketing strategies aligned with business goals	3.1	1,3	1.5	Lecture and Discussion
Creating engaging content that resonates with target audiences.	3.2	1,3	1.5	Lecture and Discussion
Understanding content formats (e.g., blog posts, infographics, videos) and how to write for each format.	3.3	1,3	1	Lecture and Discussion
Understanding the nuances of tone, voice, and style on different social media platforms.	3.4	1,3	1	Lecture and Discussion
Practicum: Social Media Copywriting Crafting effective social media posts for various platforms (e.g., Facebook, Twitter, Instagram, LinkedIn). Writing content for each format like blogs, videos, infographics effectively Leveraging storytelling techniques for social media copywriting.	3.5	13	10	
Module 4: Email Marketing Copywriting & Legal and Ethical Considerations				
Copyright laws and intellectual property rights.	4.1	3, 4	3	Lecture and Discussion
Ensuring compliance with advertising regulations and industry standards.	4.2	3,4	2	Lecture and Discussion
Transparency and ethical standards in copywriting practices	4.3	3,4	2	Lecture and Discussion



Understanding email marketing best practices and regulations (e.g., GDPR, CAN-SPAM Act).	4.4	4	3	Lecture, Exercises, Pair Work and Group Work
Practicum Writing compelling email subjectlines and preview text	4.5	4	5	
Creating engaging email content that drives opens, clicks, and conversions.	4.6	4		

Course designed by: Dr Raju Sebastian in collaboration with alumni working in the Corporate Communication sector.



SBU24EN4VAC400: DIVERSITY, EQUITY AND INCLUSION

Type of Course	VAC		
Course Level	300-399		
Credit	3		
Course Delivery Duration	Theory (Hrs)	Practicum (Hrs)	Total (Hrs)
	45	-	45
Pre-requisite (if any)	NA		

Course Outcomes

On successful completion of the course, students shall be able to:

No.	Description	Cognitive Level
CO1	Explain the key terms related to diversity, equity, and inclusion	U
CO2	Analyse the power dynamics across various societal dimensions	An
CO3	Develop and implement strategies for creating inclusive environments in educational, workplace, and community settings.	A

Cognitive Levels: R – Remember; U – Understand; A – Apply; An – Analyse; E - Evaluate

Course Mapping Table

CO	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5
CO1						1		2		1
CO2							1	1	1	1
CO3						2	1	1		1

Mapping of CO to Assessment Tools

CO	Formative Assessment	Summative Assessment		ESE
	Assignment	Exam I	Exam II	
CO1	x	x	x	x
CO2	x	x	x	x
CO3	x	x	x	x

Course Content & Transaction Mechanism

Course Content	Unit	CO	Hours	Transaction Mechanism
Module 1: Key Concepts				
Diversity: racial, ethnic, gender, cultural, socio-economic	1.1	1	2	Lecture and discussion
Sexual orientations-Inclusion	1.2	1	1	Lecture and discussion
Equity v/s Equality	1.3	1	1	Lecture and discussion
Biases: unconscious, stereotypes, prejudices, harassment	1.4	1	2	Lecture and discussion
Power, Hegemony, Ideology, Marginalisation, Disability- Intersectionality- allyship	1.5	1	5	Lecture and discussion
Adaptability- Emotional Intelligence-Cultural Intelligence-Awareness and Education-Celebrating Disabilities	1.6	1	4	Lecture and discussion



Module 2: Essays and Ted Talks				
Essay On Power And Privilege. (2024, March 13). GradesFixer. Retrieved April 13, 2024, from https://gradesfixer.com/free-essay-examples/essay-on-power-and-privilege/	2.1	2	5	Lecture and discussion
Kimberlé Crenshaw. The Urgency of Intersectionality (Ted Talk) https://youtu.be/akOe5-UsQ2o?feature=shared	2.2	2	5	Lecture and discussion
Catalina Devandas Aguilar. Celebrating Disability as Part of Human Diversity https://youtu.be/z6D0LbPZxnA?si=HJHGnffyLoume_MR	2.3	2	5	Lecture and discussion
Module 3: Poems, Short Stories				
Charles Bennfield: “I am Diversity”	3.1	3	5	Lecture and discussion
Hans Christian Anderson: “The Ugly Duckling”	3.1	3	5	Lecture and discussion
Thomas King: “Borders”	3.1	3	5	Lecture and discussion

Reference

1. "Belonging: The Key to Transforming and Maintaining Diversity, Inclusion and Equality at Work." *Academy of Management Learning & Education*, 22(4), pp. 735 – 736
2. Biased: Uncovering the Hidden Prejudice that Shapes What We See, Think, and Do. (2021). Ameri Quests, 16(1). <https://doi.org/10.15695/cyrf8056>
3. Corsino, Leonor, and Anthony T. Fuller. "Educating for diversity, equity, and inclusion: A review of commonly used educational approaches." *Journal of Clinical and Translational Science*, Aug. 2021
4. Clark, Colin, et al. "Power, privilege and justice: intersectionality as human rights?" *The International Journal of Human Rights*, vol. 22, no. 1, Oct. 2017, pp. 108– 26, <https://doi.org/10.1080/13642987.2017.1390333>.
5. Foucault, Michel. 1980. *Power/Knowledge*. Brighton: Harvester Press
7. Goleman, Daniel. *Emotional Intelligence: Why It can matter more than IQ*. Bloomsbury Publishing India Pvt. Ltd, 1995.
8. Kafer, Alison and Eunjung Kim.” Disability and the Edges of Intersectionality.” *The Cambridge Companion to Literature and disability*, edited by Claire Barker and Stuart Murray, Cambridge UP, 2017, pp.123-38
9. Livermore, David A. *Cultural Intelligence: Improving your CQ to Engage our Multicultural World*. Baker Academic, Grand Rapids, Mich., 2009.
10. Viner, Mark, et.al.” Assistive Technology to Help Students with Disabilities”. *Special Education Design and Development Tools for School Rehabilitation Professionals*, 2020, pp. 240-67. Research Gate. <https://doi.org/10.4018/978-1-7998-1431-3.ch012>.
11. American Sign Language (ASL) Poetry Collection.
12. <https://www.youtube.com/watch?v=3Wvd836gjZ4>

Course compiled by: Fr Jose Jacob



SBU24EN4VAC401: ENVIRONMENT AND LITERATURE

Type of Course	VAC		
Course Level	300-399		
Credit	3		
Course Delivery Duration	Theory (Hrs)	Practicum (Hrs)	Total (Hrs)
	45	-	45
Pre-requisite (if any)	NA		

Course Outcomes

On successful completion of the course, students shall be able to:

No.	Description	Cognitive Level
CO1	Demonstrate an understanding of the ecological principles that sustain our world.	Understand
CO2	Express with clarity their understanding of the complex environmental issues from a regional, national and global perspective.	Understand
CO3	Explain the multifaceted relationships between humans and the environment as expressed in literary texts.	Understand

Cognitive Levels: R – Remember; U – Understand; A – Apply; An – Analyse; E - Evaluate

Course Mapping Table

CO	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5
CO1						1	1	1	1	1
CO2						1	1	1	1	1
CO3						1	1	1	1	1

Mapping of CO to Assessment Tools

CO	Formative Assessment	Summative Assessment		ESE
	Assignment	Exam I	Exam II	
CO1	x	x	x	x
CO2	x	x	x	x
CO3	x	x	x	x

Course Content & Transaction Mechanism

Course Content	Unit	CO	Hours	Transaction Mechanism
Module 1: Essays				
Fritjof Capra: “Deep Ecology – A New Paradigm” (from <i>The Web of Life: A New Scientific Understanding of Living Systems</i> . Anchor Books, 1996, pp. 3-13.)	1.1	1	8	Lecture and discussion
Rachel Carson: “The Obligation to Endure” (from <i>Silent Spring</i> . Fawcett Publications, Inc., 1962, pp. 16-23.)	1.2	1	7	Lecture and discussion
Module 2: Environmental Echoes – 1				
Robinson Jeffers: “The Last Conservative”	2.1	2, 3	2	Lecture and discussion
Robert Frost: “A Brook in the City”	2.2	2, 3	3	Lecture and discussion



Vaikkom Muhammed Basheer: “The Inheritors of the Earth”	2.3	2, 3	5	Lecture and discussion
Margaret Atwood: “Time Capsule Found on the Dead Planet”	3.4	2, 3	5	Lecture and discussion
Module 3: Environmental Echoes – 2				
Ambikasuthan Mangad: <i>Swarga</i> (translated by J Devika, Juggernaut, 2017.)	3.1	2, 3	15	Lecture and discussion

Reference

1. *A Global History of Literature and the Environment*, edited by John Parham and Louise Westling, CUP, 2017.
2. Capra, Fritjof. *The Web of Life: A New Scientific Understanding of Living Systems*. Anchor Books, 1996.
3. Carson, Rachel. *Silent Spring*. Fawcett Publications, Inc., 1962.
4. *Ecocriticism and Environment: Rethinking Literature and Culture*, edited by Debashree Dattaray and Sarita Sharma, Primus Books, 2018.
5. Emmett, Robert S and David E. Nye. *The Environmental Humanities: A Critical Introduction*. The MIT Press, 2017.
6. *Framing the Environmental Humanities*, edited by Hannes Bergthaller and Peter Mortensen, Brill, 2018.
7. *Humanities for the Environment: Integrating Knowledge, Forging New Constellations of Practice*, edited by Joni Adamson and Michael Davis, Routledge, 2017.
8. *Literature and the Environment*, edited by Lorraine Anderson, Scott Slovic and John P. O’Grady, Pearson Education, Inc., 2013.
9. Porselvi, P Mary Vidya. *Environmental Humanities in Folktales: Theory and Practice*. Routledge, 2023.
10. *The Cambridge Companion to Environmental Humanities*, edited by Jeffrey Cohen and Stephanie Foote, CUP, 2021.

Course designed by: Nithin Varghese



SEMESTER VII

Course Code	Type of Course	Course Title	Hours /Week	Total Hours	Credit
SBU24EN7DSC400	Major	English Writings Across the World	4	60	4
SBU24EN7DSC401	Major	American Literature	4	60	4
SBU24EN7DSC402	Major	Research Writing	5	75	4
SBU24EN7DSC403	Major	Marginal Voices (For Specialisation in Shakespeare Studies and Literary Theory)	4	60	4
SBU24EN7DSC404	Major	Stage and Screen: Theory and Practice (For Specialisation in Shakespeare Studies and Literary Theory)	4	60	4
SBU24EN7DSC405	Major	Shakespeare Across Cultures (For Specialisation in Shakespeare Studies and Literary Theory)	4	60	4
SBU24EN7DSC406	Major	Theories of Knowledge (For Specialisation in Media Studies and Film Studies)	4	60	4
SBU24EN7DSC407	Major	History of English Language and Introduction to Linguistics (For Specialisation in Media Studies and Film Studies)	4	60	4
SBU24EN7DSC408	Major	Readings in Shakespeare (For Specialisation in Media Studies and Film Studies)	4	60	4



SBU24EN7DSC400: ENGLISH WRITINGS ACROSS THE WORLD

Type of Course	Major		
Course Level	400-499		
Credit	4		
Course Delivery Duration	Theory (Hrs)	Practicum (Hrs)	Total (Hrs)
	60	-	60
Pre-requisite (if any)	NA		

Course Outcomes

On successful completion of the course, students shall be able to:

No.	Description	Cognitive Level
CO1	Explain the features and themes of select Australian poems and short stories.	Understand
CO2	Outline the features and themes of select Canadian poems and short stories.	Understand
CO3	Explain the features and themes of select Caribbean poems, prose and short stories.	Understand
CO4	Illustrate the features and themes of select South Asian poems and short stories in English.	Understand

Cognitive Levels: R – Remember; U – Understand; A – Apply; An – Analyse; E - Evaluate

Course Mapping Table

CO	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5
CO1						1	1	1	1	1
CO2						1	1	1	1	1
CO3						1	1	1	1	1
CO4						1	1	1	1	1

Mapping of CO to Assessment Tools

CO	Formative Assessment		Summative Assessment		ESE
	Assignment	Class Presentation	Exam I	Exam II	
CO1	x	x	x	x	x
CO2	x	x	x	x	x
CO3	x	x	x	x	x
CO4	x	x	x	x	x

Course Content & Transaction Mechanism

Course Content	Unit	CO	Hours	Transaction Mechanism
Module 1: Australian Literature				
Banjo Patterson “The Man from Snowy River”	1.1	1	2	Lecture and discussion
A D Hope “Australia”	1.2	1	2	Lecture and discussion
Judith Wright “Woman to Man”	1.3	1	2	Lecture and discussion
Christina Stead “Street Idyll”	1.4	1	4	Lecture and discussion
Patrick White “Miss Slattery and her Demon Lover”	1.5	1	5	Lecture and discussion



Module 2: Canadian Literature				
Margaret Atwood: "This is a Photograph of Me"	2.1	2	3	Lecture and discussion
Lakshmi Gill: "Letter to a Prospective Immigrant"	2.2	2	4	Lecture and discussion
Michael Ondaatje: "The Time around Scars"	2.3	2	4	Lecture and discussion
Sinclair Ross: "The Lamp at Noon"	2.4	2	4	Lecture and discussion
Module 3: Caribbean Literature				
Derek Walcott: "A City's Death by Fire"	3.1	3	2	Lecture and discussion
Kamau Brathwaite: "Schooner"	3.2	3	2	Lecture and discussion
Benjamin Zephaniah: "We Refugees"	3.3	3	3	Lecture and discussion
Jamaica Kincaid: "A Small Place"	3.4	3	3	Lecture and discussion
V S Naipaul: "B Wordsworth"	3.5	3	5	Lecture and discussion
Module 4: South Asian Literature				
Jean Arasanayakam: "Nallur"	4.1	4	4	Lecture and discussion
Kaiser Haq: "Ode on the Lungi"	4.2	4	4	Lecture and discussion
Batool Haidari: "Number Thirteen"	4.3	4	3	Lecture and discussion
Sushma Joshi: "The End of the World"	4.4	4	4	Lecture and discussion

Reference

1. Brians, Paul. *Modern South Asian Literature in English*. Greenwood, 2003.
2. Dalleo, Raphael. *Caribbean Literature and the Public Sphere: From the Plantation to the Postcolonial*. University of Virginia Press, 2011.
3. New, W H. *A History of Canadian Literature*. McGill-Queen's University Press, 2003.
4. *The Cambridge Companion to Canadian Literature*, edited by Eva-Marie Kröller, CUP, 2004.
5. *The Cambridge History of Australian Literature*, edited by Peter Pierce, CUP, 2009.
6. *The Routledge Companion to Anglophone Caribbean Literature*, edited by Michael A Bucknor and Alison Donnell, Routledge, 2011.
7. *The Routledge Companion to Australian Literature*, edited by Jessica Gildersleeve, Routledge, 2020.

Course designed by: Dr Benny Mathew, Nithin Varghese and Neville Thomas



SBU24EN7DSC401: AMERICAN LITERATURE

Type of Course	Major		
Course Level	400-499		
Credit	4		
Course Delivery Duration	Theory (Hrs)	Practicum (Hrs)	Total (Hrs)
	60	-	60
Pre-requisite (if any)	NA		

Course Outcomes

On successful completion of the course, students shall be able to:

No.	Description	Cognitive Level
CO1	Identify the literary trends and movements in American Literature during different stages of its developments	Analyse
CO2	Analyse American poetry with special focus on themes, poetic devices, contexts, and genres.	Analyse
CO3	Examine their understanding of American fiction with special focus on themes, plots, characters, and narrative techniques.	Analyse
CO4	Examine their awareness of American theatre in terms of certain distinctively American themes, plots, characters, and dramatic techniques.	Analyse

Cognitive Levels: R – Remember; U – Understand; A – Apply; An – Analyse; E - Evaluate

Course Mapping Table

CO	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5
CO1	2	1	-	1	1	2	1	1	-	1
CO2	2	1	-	1	1	2	1	1	-	1
CO3	2	1	-	1	1	2	1	1	-	1
CO4	2	1	-	1	1	2	1	1	-	1

Mapping of CO to Assessment Tools

CO	Formative Assessment		Summative Assessment		ESE
	Assignment	Class Presentation	Exam I	Exam II	
CO1	x	x	x	x	x
CO2	x	x	x	x	x
CO3	x	x	x	x	x
CO4	x	x	x	x	x

Course Content & Transaction Mechanism

Course Content	Unit	CO	Hours	Transaction Mechanism
Module 1: Poetry				
Walt Whitman: “There was a Child Went Forth”	1.1	1, 2	4	Lecture and Discussion
Emily Dickinson: “Because I Could not Stop for Death”	1.2	1, 2	4	Lecture and Discussion
Robert Frost: “Mending Wall”	1.3	1, 2	4	Lecture and Discussion



Langston Hughes: “The Negro Mother”	1.4	1, 2	3	Lecture and Discussion
Module 2: Short Stories				
Edgar Allen Poe: The Oval Portrait	2.1	3	4	Lecture and Discussion
Mark Twain: The War Prayer	2.2	3	3	Lecture and Discussion
Kate Chopin: The Story of an Hour	2.3	3	3	Lecture and Discussion
Nathaniel Hawthorne: The Great Carbuncle	2.4	3	5	Lecture and Discussion
Module 3: Novel				
Ernest Hemingway: <i>The Old Man and the Sea</i>	3	1,3	15	Lecture and Discussion
Module 4: Drama				
Arthur Miller: <i>Death of a Salesman</i>	4	1, 4	15	Lecture and Discussion

Reference

1. *American Literature of the Nineteenth Century* Edited by Fisher Samuelson, Reninger Vaid.
2. *American Literature 1890-1965* Edited by Egbert S. Oliver.
3. *Literary History of the United States* Edited by Robert E. Willard Thorp, et.al.
4. *The Oxford Book of American Poetry* edited by David Lehman, John Brehm. OUP
5. *Seven Modern American Novelists-* Edited by William Van O’ Connor
6. *A Pageant of Poems* by Sheppard, C. A. (ed.) Orient Longman Press. 1998
7. *Short Story Masterpieces, Five American Masters*, Jaico Pub. House, Mumbai- 23, 2003.
8. *The Cambridge History of American Literature* Volumes 1-8
9. American Poetry | Encyclopedia.com
10. American literature - Poetry | Britannicawww.britannica.com
11. American Poetry in the New Century by John Barr | Poetry www.poetryfoundation.org

Course designed by: Dr. Benny Mathew and Jerin B. Sebastian



SBU24EN7DSC402: RESEARCH WRITING

Type of Course	Major		
Course Level	400-499		
Credit	4		
Course Delivery Duration	Theory (Hrs)	Practicum (Hrs)	Total (Hrs)
	45	30	75
Pre-requisite (if any)	NA		

Course Outcomes

On successful completion of the course, students shall be able to:

No.	Description	Cognitive Level
CO1	Demonstrate basic research writing skills.	Apply
CO2	Apply MLA Style, plagiarism prevention principles and research ethics in research writing.	Apply
CO3	Write sample research papers observing research protocols.	Apply
CO4	Present research work orally and in writing.	Apply

Cognitive Levels: R – Remember; U – Understand; A – Apply; An – Analyse; E - Evaluate

Course Mapping Table

CO	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5
CO1	1	2	1	-	2	1	1	1	1	1
CO2	1	2	1	-	2	1	1	1	1	1
CO3	1	2	1	-	2	1	1	1	2	2
CO4	1	2	1	-	2	1	1	1	2	2

Mapping of CO to Assessment Tools

CO	Formative Assessment		Summative Assessment		ESE
	Oral Presentations	Oral Presentations	Oral Presentations	Oral Presentations	
CO1	x	-	-	-	x
CO2	-	x	-	-	x
CO3	-	x	-	-	x
CO4	-	-	x	x	x

Course Content & Transaction Mechanism

Course Content	Unit	CO	Hours	Transaction Mechanism
Module 1: Foundations of Research Writing				
Prewriting strategies and essential questions	1.1	1	4	Lecture and discussion
Problem identification techniques	1.2	1	4	Lecture, discussion and practice
Sources: Primary and Secondary	1.3	2	2	Lecture, discussion and practice
Practicum: Presentation: Research Problem	1.3	4	5	



Module 2: Literature Review and Documentation				
Note-taking strategies	2.1	2	2	Lecture, discussion and practice
Plagiarism, and Research Ethics	2.2	2	3	Lecture, discussion and practice
Basics of MLA Style: Referencing, Citations	2.3	2	5	Lecture, discussion and practice
Practicum: Presentation: Literature Review	2.5	4	5	
Module 3: Writing a Research Paper				
Types of Writing: Analytical, Expository, Argumentative	3.1	3	1	Lecture, discussion and practice
Formulating thesis statements and hypotheses	3.2	3	1	Lecture, discussion and practice
Creating an outline, forming arguments, and writing research paper	3.3	3	8	Lecture, discussion and practice
Practicum: Presentation: Draft paper	3.4	4	5	
Module 4: Presenting Research				
Editing and Revision strategies	4.1	3	11	Lecture, discussion and practice
Writing abstracts	4.2	3	4	Lecture, discussion and practice
Practicum: Presenting Research: Final Paper and Oral Presentation	4.3	4	15	

Reference

1. Dorairaj, A Joseph. *FAQs on Research in Literature and Language*. Emerald Publishers, 2019.
2. Flick, Uwe. *Introducing Research Methodology: A Beginner's Guide to Doing a Research Project*. Sage, 2015.
3. Howard, Rebecca Moore and Amy Rupiper Taggart. *Research Matters: A Guide to Research Writing*. McGraw-Hill, 2013.
4. Kirszner, Laurie G and Stephen R Mandell. *Compact Literature: Reading, Reacting, Writing*. Cengage Learning, 2017. Ninth Edition.
5. Lunsford, Andrea A. *The Everyday Writer with Exercises*. Bedford/St. Martin's, 2016. Sixth Edition.
6. Machi, Lawrence A and Brenda T Mcevoy. *The Literature Review: Six Steps To Success*. Sage Publications, Inc. 2022. Fourth Edition.
7. *MLA Handbook*, The Modern Language Association of America, 2021. Ninth Edition.
8. Swales, John M and Christine B Feak. *Abstracts and the Writing of Abstracts*. University of Michigan Press, 2009.



Note: There will not be a written exam for this course. Instead, students enrolled in this course are required to submit a research paper at the end of the semester, applying the techniques and steps covered during the class. The End Semester Evaluation will be based on a seventy-thirty split: seventy percent for the submitted research paper and the remaining thirty percent for the oral presentation. Plagiarism limit stipulated by the UGC will be strictly adhered to in this course.

Course designed by: Nithin Varghese



SBU24EN7DSC403: MARGINAL VOICES

Type of Course	Major (For Specialisation in Shakespeare Studies and Literary Theory)		
Course Level	400-499		
Credit	4		
Course Delivery	Theory (Hrs)	Practicum (Hrs)	Total (Hrs)
Duration	60	-	60
Pre-requisite (if any)	NA		

Course Outcomes

On successful completion of the course, students shall be able to:

No.	Description	Cognitive Level
CO1	Explain the fundamental issues and concerns addressed in Marginal Literatures.	Understand
CO2	Demonstrate an awareness of the injustice and oppression incurred by the disadvantaged and underprivileged.	Understand
CO3	Interrelate the different marginal experiences articulated by various authors from distinct backgrounds.	Understand
CO4	Prepare creative responses to the inequality, exploitation, and exclusion in surroundings similar to those evidenced in Marginal self-writings.	Apply

Cognitive Levels: R – Remember; U – Understand; A – Apply; An – Analyse; E - Evaluate

Course Mapping Table

CO	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5
CO1	2	1	2	2	2	2	2	1	2	2
CO2	2	1	2	2	2	2	2	1	2	2
CO3	2	1	2	2	2	2	2	1	2	2
CO4	2	2	2	2	2	2	2	2	2	2

Mapping of CO to Assessment Tools

CO	Formative Assessment		Summative Assessment		ESE
	Assignment	Class Presentation	Exam 1	Exam 2	
CO1	x	-	x	x	x
CO2	x	-	x	x	x
CO3	x	x	x	x	x
CO4	-	x	-	-	x

Course Content & Transaction Mechanism

Course Content	Unit	CO	Hours	Transaction Mechanism
Module 1: Theory (15 Hrs)				
Frantz Fanon: “The Fact of Blackness” (Excerpts from <i>Black Skin and White Masks</i>)	1.1	1	8	Lecture and discussion
W. E. B. Du Bois: “Of Our Spiritual Strivings” (From <i>The Souls of Black Folk</i> , Chapter 1)	1.2	1	7	Lecture and discussion
Module 2: Poetry (15 Hrs)				
Langston Hughes: “Mother to Son”	2.1	3	3	Lecture and discussion



L. S. Rokade: “To Be or Not to be Born”	2.2	3	3	Lecture and discussion
Oodgeroo Noonuccal: “Dark Unmarried Mothers”	2.3	3	3	Lecture and discussion
S. Joseph: “Identity Card”	2.4	3	3	Lecture and discussion
Lee Mokobe: “What it's Like to be a Transgender”	2.5	3	3	Lecture and discussion
Module 3: Short Fiction (15 Hrs)				
Baburao Ramji Bagul: <i>Revolt</i>	3.1	2	5	Lecture and discussion
Hansa Sowvendra Shekar: <i>The Adivasi will not Dance</i>	3.2	2	5	Lecture and discussion
Leslie Marmon Silko: <i>Lullaby</i>	3.3	2	5	Lecture and discussion
Module 4: Autobiographical Excerpts (15 Hrs)				
Sharankumar Limbale: <i>Akkarmashi</i>	4.1	4	5	Lecture and discussion
Solomon Northup: <i>Twelve Years a Slave</i>	4.2	4	5	Lecture and discussion
Harriet Jacobs: <i>Incidents in the Life of a Slave Girl</i>	4.3	4	5	Lecture and discussion

Reference

1. Arjun Dangle (Ed), *Poisoned Bread*, Orient Longman, 1994
2. Frantz Fanon: *Black Skin and White Masks*, Grove Press, 2008
3. W. E. B. Du Bois, *The Souls of Black Folk*, Chapter1, Dover Publications, 1994
4. Susie Tharu and K Satyanarayana. *No Alphabet in Sight*, 2011

Course Designed by: Dr Teddy C Anthappai



SBU24EN7DSC404: STAGE AND SCREEN: THEORY AND PRACTICE

Type of Course	Major (For Specialisation in Shakespeare Studies and Literary Theory)		
Course Level	400-499		
Credit	4		
Course Delivery Duration	Theory (Hrs)	Practicum (Hrs)	Total (Hrs)
	60	-	60
Pre-requisite (if any)			

Course Outcomes

On successful completion of the course, students shall be able to:

No.	Description	Cognitive Level
CO1	Understand and explain the technical and philosophical roots of the contemporary and avant-garde theatrical approaches in theory and practice	Explain
CO2	Understand and explain the basic aspects and axioms of cinematography, cinematic lighting, mise-en-scene and set design	Explain
CO3	Understand and explain the basic aspects and axioms of film editing, film sound and colour in cinema	Explain
CO4	Understand and explain the distinctive filmmaking style and philosophy Italian Neo-realist, French New Wave and New Hollywood Cinema	Explain

Cognitive Levels: R – Remember; U – Understand; A – Apply; An – Analyse; E - Evaluate

Course Mapping Table

CO	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5
CO1	2	1	1	1	2	2	2	1	1	2
CO2	2	1	1	1	1	2	1	1		1
CO3	2	1	1	1	1	2	1	1		1
CO4	2	1	1	1	1	2	1	1		1

Mapping of CO to Assessment Tools

CO	Formative Assessment		Summative Assessment		ESE
	Assignment	Seminar/ Viva Voce	Exam 1	Exam 2	
CO1	x	x		x	x
CO2		x	x	x	x
CO3		x	x	x	x
CO4	x		x	x	x

Course Content & Transaction Mechanism

Course Content	Unit	CO	Hours	Transaction Mechanism
Module 1: Trends and Movements in 20th Century Theatre				
Richard Schechner: <i>Performance Theory</i> (Chapter 1) “Approaches”	1.1	1	5	Lecture and Discussions
Approaches in Avant-garde Theatre I: Epic Theatre: Bertolt Brecht Theatre of Cruelty: Antonin Artaud	1.2	1	5	Lecture and Discussions



Approaches in Avant-garde Theatre I: Theatre of the Absurd The Method: Stanislavski and Strasberg	1.3	1	5	Lecture and Discussions
Module 2: Reading Cinema - I				
Understanding film Basics: Cinematography: Aspects and axioms	2.1	2	5	Lecture and Discussions, Film Screening
Lighting: Aspects and axioms	2.2	2	5	Lecture and Discussions, Film Screening
Mise-en-scene and set design	2.3	2	5	Lecture and Discussions, Film Screening
Module 3: Reading Cinema - II				
Aspects of film editing	3.1	3	5	Lecture and Discussions, Film Screening
Aspects of film sound	3.2	3	5	Lecture and Discussions, Film Screening
Colour in cinema	3.3	3	5	Lecture and Discussions, Film Screening
Module 4: Film Movements – Texts and Genres				
Italian Neo Realism: Vittorio de Sica - <i>The Bicycle Thieves</i>	4.1	4	5	Lecture and Discussions, Film Screening
The French New Wave: Jean Luc Goddard - <i>Breathless</i>	4.2	4	5	Lecture and Discussions, Film Screening
The New Hollywood: Martin Scorsese – <i>Taxi Driver</i>	4.3	4	5	Lecture and Discussions, Film Screening

Suggested Reading:

1. Bial, Henry, editor. *The Performance Studies Reader*. 3rd ed., Routledge, 2015.
2. Carlson, Marvin. *Performance: A Critical Introduction*. 2nd ed., Routledge, 2003.
3. Huxley, Michael, and Noel Witts, editors. *The Twentieth-Century Performance Reader*. 3rd ed., Routledge, 2014
4. Schechner, Richard. *Performance Studies: An Introduction*. 4th ed., Routledge, 2020.
5. Pavis, Patrice. *Dictionary of the Theatre: Terms, Concepts, and Analysis*. Translated by Christine Shantz, University of Toronto Press, 1998.
6. *Film Art: An Introduction* by David Bordwell & Kristin Thomson
7. *Filmmaker's Handbook* by Steven Ascher & Edward Pincus
8. *History of Narrative film* by David A. Cook
9. *Cinema Studies: The Key Concepts* - Susan Hayward
10. *Film History: An Introduction* - Kristin Thompson, David Bordwell
11. *The Classical Hollywood Cinema: Film Style & Mode of Production to 1960* by David Bordwell, Kristin Thomson Janet Staiger
12. *Film Genre: Theory & Criticism* by Barry Keith Grant



13. *Italian Cinema: From Neorealism to the Present* by Peter Bondanella
14. *The New Wave: Truffaut, Godard, Chabrol, Rohmer, Rivette* by James Monaco
15. *Movies & Methods* by Bill Nichols

Course designed by: Dr. Vimal Mohan John



SBU24EN7DSC405: SHAKESPEARE ACROSS CULTURES

Type of Course	Major (For Specialisation in Shakespeare Studies and Literary Theory)		
Course Level	400-499		
Credit	4		
Course Delivery Duration	Theory (Hrs)	Practicum (Hrs)	Total (Hrs)
	60	-	60
Pre-requisite (if any)	The learner has an aptitude to appreciate and enact the plays of Shakespeare		

Course Outcomes

On successful completion of the course, students shall be able to:

No.	Description	Cognitive Level
CO1	Demonstrate familiarity with Shakespeare's select tragedy, comedy, history and romance	Understand
CO2	Analyse the key elements of Shakespearean drama, including plot, character, theme, language and imagery.	Analyse
CO3	Compare the socio-cultural milieu of Shakespeare's works with their contemporary adaptations as expressions of individual and human values within a historical and social context	Analyse
CO4	Assess the interpretations, analyses, and evaluations of Shakespeare's works	Apply

Cognitive Levels: R – Remember; U – Understand; A – Apply; An – Analyse; E - Evaluate

Course Mapping Table

CO	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5
CO1						1	1	1	-	1
CO2						1	1	1	-	1
CO3						1	1	1	-	1
CO4						1	1	1	-	1

Mapping of CO to Assessment Tools

CO	Formative Assessment		Summative Assessment		ESE
	Writing Assignments	Oral Presentations – Soliloquy Recitation	Exam I	Exam II	
CO1		x	x	x	x
CO2	x		x	x	x
CO3	x		x	x	x
CO4		x	x	x	x

Course Content & Transaction Mechanism

Course Content	Unit	CO	Hours	Transaction Mechanism
Module 1: Hamlet				
<i>Hamlet</i> Act 3; Scene 1	1.1	1,2	5	Lecture and Discussion



Film Adaptation: <i>Haider</i> dir. By Vishal Bhardwaj	1.2	3,4	5	Lecture and Discussion
“Hamlet and His Problems” by T.S. Eliot	1.3	4	5	Lecture and Discussion
Module 2: A <i>Midsummer Night’s Dream</i>				
<i>A Midsummer Night’s Dream</i> Act 4; Scene 1	2.1	1,2	5	Lecture and Discussion
<i>A Midsummer Night’s Dream</i> Dir. Michael Hoffman (1999)	2.2	3,4	5	Lecture and Discussion
“What is the dream in <i>A Midsummer Night’s Dream</i> ” by Robert Crosman	2.3	4	5	Lecture and Discussion
Module 3: <i>Antony and Cleopatra</i>				
<i>Antony and Cleopatra</i> : Act 1: Scene 3	3.1	1,2	5	Lecture and Discussion
<i>Cleopatra</i> . Dir. Sidney Buchman, Mankiewicz, and Ranald MacDougall, 1963.	3.2	3,4	5	Lecture and Discussion
The Political Context in <i>Antony and Cleopatra</i> by Marilyn Williamson	3.3	4	5	Lecture and Discussion
Module 4: <i>The Tempest</i>				
<i>The Tempest</i> : Act II: Scene II	4.1	1,2	5	Lecture and Discussion
From “The Tempest” Poem by Roberto Carlos Garcia	4.2	3,4	5	Lecture and Discussion
Shakespeare’s <i>Tempest</i> and the Discourse of Colonialism by Deborah Willis	4.3	4	5	Lecture and Discussion

Textbooks

1. Crosman, Robert. “What is the Dream in *A Midsummer Night's Dream*?” *Connotations*, vol. 7.1 (1997/98)
2. Marilyn Williamson. “The Political Context in *Antony and Cleopatra*” *Shakespeare Quarterly*, vol. 21, no. 3 (Summer, 1970), pp. 241-251.
3. Willis, Deborah. “Shakespeare's *Tempest* and the Discourse of Colonialism.” *Studies in English Literature, 1500-1900*, Vol. 29, No. 2, Elizabethan and Jacobean Drama (Spring, 1989), pp. 277-289
4. Eliot, T.S, “Hamlet and his problems.” *The Sacred Wood: Essays on Poetry and Criticism*, 1920

Reference

1. Chaudhuri, Sukanta, and Chee Seng Lim, eds. *Shakespeare without English: The Reception of Shakespeare in Non-Anglophone Countries*. Delhi: Pearson/Longman, 2006.
2. Henderson, Diana E., ed. *A Concise Companion to Shakespeare on Screen*. Oxford: Blackwell, 2006.
3. Loomba, Ania and Martin Orkin. *Post-Colonial Shakespeares*. New York: Routledge, 1998.
4. Mark Thornton. *Filming Shakespeare in the Global Marketplace*. New York: Palgrave Macmillan, 2007.
5. Massai, Sonia, ed. *World-Wide Shakespeares: Local Appropriations in Film and Performance*. London: Routledge, 2006.
6. Panja, Sharmista (ed). *Performing Shakespeare in India.: Exploring Indianness, Literatures and Cultures*. New Delhi: Sage, 2016



7. Trivedi, Poonam and Paromita Chakravarti (eds). *Shakespeare and Indian Cinemas: Local Habitations*. New York: Routledge, 2019.
8. *Karmayogi*. Dir. V. K. Prakash
9. *Queen Cleopatra* Dir. Tina Gharavi. (2013, Netflix)
10. Paul Brown, "'This thing of darkness I acknowledge mine': The Tempest and the discourse of colonialism," in *Political Shakespeare: New Essay Cultural Materialism*, ed. Jonathan Dollimore and Alan Sinfield (Cornell Univ. Press, 1985), pp 48-71

Course designed by: Neville Thomas



SBU24EN7DSC406: THEORIES OF KNOWLEDGE

Type of Course	Major (For Specialisation in Media Studies and Film Studies)		
Course Level	400-499		
Credit	4		
Course Delivery Duration	Theory (Hrs)	Practicum (Hrs)	Total (Hrs)
	60	-	60
Pre-requisite (if any)	NA		

Course Outcomes

On successful completion of the course, students shall be able to:

No.	Description	Cognitive Level
CO1	Explain the key concepts of structuralism and semiotics and their application in interpreting texts.	Understand
CO2	Apply poststructuralist and deconstructive approaches to analyze literary texts.	Apply
CO3	Discuss the role of psychoanalytic and ideological theories in shaping individual identity and subjectivity.	Analyse
CO4	Identify and describe the main features of postmodernism and post-theory in relation to literary studies.	Understand

Cognitive Levels: R – Remember; U – Understand; A – Apply; An – Analyse; E - Evaluate

Course Mapping Table

CO	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5
CO1						1	1	1	1	1
CO2						1	1	1	1	1
CO3						1	1	1	1	1
CO4						1	1	1	1	1

Mapping of CO to Assessment Tools

CO	Formative Assessment		Summative Assessment		ESE
	Assignments	Viva Voce/ Seminar	Exam 1	Exam 2	
CO1	x	x	x	x	x
CO2	x	x	x	x	x
CO3	x	x	x	x	x
CO4	x	x	x	x	x

Course Content & Transaction Mechanism

Course Content	Unit	CO	Hours	Transaction Mechanism
Module 1: Structuralism and Semiotics				
Saussure: “Chapter 1: Nature of Linguistic Sign” (from <i>The Norton Anthology of Theory and Criticism</i> , edited by Vincent B Leitch and William E Cain, W.W. Norton, 2010.)	1.1	1	8	Lecture and discussion
Jonathan Culler: “Semiotics as a Theory of Reading” (from <i>Twentieth-Century Literary Theory: A Reader</i> , edited by K M Newton, Macmillan, 1997, Second Edition.)	1.2	1	7	Lecture and discussion



Module 2: Poststructuralism and Deconstruction				
Jacques Derrida: “Structure, Sign, and Play in the Discourse of the Human Sciences” (from <i>Twentieth-Century Literary Theory: A Reader</i> , edited by K M Newton, Macmillan, 1997, Second Edition.)	2.1	2	9	Lecture and discussion
Roland Barthes: “The Death of the Author” (from <i>Twentieth-Century Literary Theory: A Reader</i> , edited by K M Newton, Macmillan, 1997, Second Edition.)	2.2	2	6	Lecture and discussion
Module 3: Psychoanalysis, Ideology, and Subject Formation				
Jacques Lacan: “The Mirror Stage As Formative of the Function of the / as Revealed in Psychoanalytic Experience” (from <i>Écrits: A Selection</i> , translated by Alan Sheridan, Routledge 1989.)	3.1	3	7	Lecture and discussion
Louis Althusser: “Ideology and Ideological State Apparatuses” (from <i>Literary Theory: An Anthology</i> , edited by Julie Rivkin and Michael Ryan, Wiley Blackwell, 2017. Third Edition.)	3.2	3	8	Lecture and discussion
Module 4: Postmodernism and Post theory				
Jean-Francois Lyotard: “Note on the Meaning of ‘Post-’” (from <i>Postmodernism: A Reader</i> , edited by Thomas Docherty, Columbia University Press, 1993.)	4.1	4	9	Lecture and discussion
Terry Eagleton: “The Rise and Fall of Theory” (from <i>After Theory</i> , by Terry Eagleton, Penguin, 2004.)	4.2	4	6	Lecture and discussion

Reference

1. Barry, Peter. *Beginning Theory: An Introduction to Literary and Cultural Theory*. Viva Books, 2018. Fourth Edition.
2. Bertens, Hans. *Literary Theory: The Basics*. Taylor & Francis, 2007
3. Castle, Gregory. *The Literary Theory: Handbook*. Wiley-Blackwell, 2013.
4. *Contemporary Critical Theorists: From Lacan to Said*, edited by Jon Simons. Edinburgh University Press, 2004.
5. Culler, Jonathan. *Literary Theory: A Very Short Introduction*. OUP, 1997.
6. Eagleton, Terry. *Literary Theory: An Introduction*. University of Minnesota Press, 1983.
7. Habib, M A R. *A History of Literary Criticism: From Plato to the Present*. Blackwell, 2005.
8. Habib, M A R. *Modern Literary Criticism and Theory: A History*. Blackwell, 2008.
9. Harland, Richard. *Literary Theory from Plato to Barthes: An Introductory History*. St Martin’s Press, 1999.
10. Klages, Mary. *Literary Theory: A Guide for the Perplexed*. Bloomsbury, 2006.
11. Ryan, Michael. *Literary Theory: A Practical Introduction*. Wiley & Sons Ltd, 2017. Third Edition.
12. Tyson, Lois. *Using Critical Theory: How to Read and Write about Literature*. Routledge, 2011, pp 86-104. Second Edition.
13. Wolfreys, Julian, Kenneth Womack and Ruth Robbins. *Key Concepts in Literary Theory*. Edinburgh University Press, 2014. Third Edition.

Course designed by: Nithin Varghese



SBU24EN7DSC407: HISTORY OF ENGLISH LANGUAGE AND INTRODUCTION TO LINGUISTICS

Type of Course	Major (For Specialisation in Media Studies and Film Studies)		
Course Level	400-499		
Credit	4		
Course Delivery Duration	Theory (Hrs)	Practicum (Hrs)	Total (Hrs)
	60	-	60
Pre-requisite (if any)	NA		

Course Outcomes

On successful completion of the course, students shall be able to:

No.	Description	Cognitive Level
CO1	Explain the origins and features of human language and language families as well as the history and the development of the English language through various landmark periods.	Understand
CO2	Apply the major concepts of Phonetics and Phonology in appropriate contexts.	Apply
CO3	Apply the major concepts of Morphology and Semantics in appropriate contexts.	Apply
CO4	Apply the major concepts of Syntax in appropriate contexts.	Apply

Cognitive Levels: R – Remember; U – Understand; A – Apply; An – Analyse; E - Evaluate

Course Mapping Table

CO	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5
CO1						1	1	1	1	1
CO2						1	1	1	1	1
CO3						1	1	1	1	1
CO4						1	1	1	1	1

Mapping of CO to Assessment Tools

CO	Formative Assessment		Summative Assessment		ESE
	Assignment	Viva Voce/ Seminar	Exam I	Exam II	
CO1	x	x	x	x	x
CO2	x	x	x	x	x
CO3	x	x	x	x	x
CO4	x	x	x	x	x

Course Content & Transaction Mechanism

Course Content	Unit	CO	Hours	Transaction Mechanism
Module 1: History of the English Language				
Language, Properties of Language, Animal Communication and Human Communication, Theories of the origin of language	1.1	1	3	Lecture and discussion
Language Family, Indo-European family of languages, Grimm's Law, Verner's Law, Umlaut, Ablaut, the Great Vowel Shift	1.2	1	5	Lecture and discussion
Salient features of Old English, Middle English and Major Foreign Influences on English	1.3	1	5	Lecture and discussion



Semantic Changes, Standard English				
Contribution of Authors-Chaucer, Shakespeare, Milton; Evolution of English Dictionaries; Bible Translations and their Impact on Modern English	1.4	1	2	Lecture and discussion
Module 2: Phonetics and Phonology				
Phonetics: Air-stream mechanisms; Organs of Speech; Classification and Description of Consonants and Vowels of English; Cardinal Vowels	2.1	2	4	Lecture and discussion
Transcription: RP, IPA.	2.2	2	1	Lecture and discussion
Phonology: Phone, Phoneme, Allophone, Aspiration, Principles of Phonemic Analysis: Principle of Contrastive Distribution, Principle of Complementary Distribution, Principle of Phonetic Similarity, Principle of Pattern Congruity, Principle Economy Free Variation Phonological Conditioning	2.3	2	3	lecture and Discussion
Syllable, Syllabic Structure, Types of Syllable, Syllabic Consonant	2.4	2	2	Lecture and Discussion
Supra-segmental features: Word stress and Sentence Stress—Stress rules, strong and weak forms; Intonation; Rhythm, Length; Juncture (Transition), Assimilation; Elision, Similitude.	2.5	2	4	Lecture and Discussion
GIE	2.6		1	
Module 3: Morphology and Semantics				
Morphology Classification of Morphemes: Lexical and Grammatical morphemes, Free and Bound morphemes, Base (root) and Affixes, Stem, Stem formatives	3.1	3	2	Lecture and practice
Suffixes, Prefixes, Infixes; Inflectional and Derivational Affixes; Class Maintaining and Class Changing Affixes	3.2	3	2	Lecture and practice
Allomorph, Complementary Distribution, Free Variation, Morph, Morphological Conditioning, Zero Suffix, Zero article	3.3	3	2	Lecture and discussion
Form Classes and Function Classes	3.4	3	2	Lecture and Discussion
Word-building Processes; Morpho-phonological phenomena	3.5	3	2	Lecture and Discussion
Semantics: Elements of Meaning: Conceptual, Connotative, Stylistic, Affective, Reflective, Collocative, Thematic	3.6	3	1	Lecture, Presentation, and Discussion



Sources of Meaning: Lexical, Grammatical, Intonational, Phonological, Socio-cultural; Sememe, Pragmeme	3.7	3	2	Lecture and Discussion
Meaning relations: Synonymy, Polysemy, Homonymy, Metaphor, Metonymy, Ambiguity, Antonymy (incompatibility), Hyponymy, Valency, Inconsistency	3.8	3	2	Lecture and Discussion
Module 4: Syntax				
Analytic Language and Synthetic Language; Basic sentence types	4.1	4	1	Lecture and discussion
Syntactic devices in English: Word order, Function words, Government, Concord, Intonation	4.2	4	1	Lecture and discussion
Traditional Grammar and its fallacies	4.3	4	1	Lecture and discussion
Descriptive grammar/ Structural grammar: Saussure, system and structure, language as a system of signs, Saussurean dichotomies; Contributions of Bloomfield, IC Analysis, Labelled diagram, advantages of IC analysis, disadvantages of IC analysis	4.4	4	4	Lecture and discussion
Phrase Structure Grammar and Constituent Structure: context-free and context-sensitive rules, optional and obligatory rules, selectional restrictions	4.5	4	4	Lecture and Discussion
TG Grammar—transformational and generative components, surface structure and deep structure, important transformation types, advantages of TG grammar	4.6	4	4	Lecture and Discussions

Recommended Reading:

1. Akmajian, A., R. A. Demers and R. M. Harnish. *Linguistics: An Introduction to Language and Communication*, 2nd ed. Cambridge, Mass: MIT Press, 1984; Indian edition, Prentice Hall, 1991.
2. Barber, Charles L, Joan C. Beal, and Philip A. Shaw. *The English Language: A Historical Introduction*. 2nd ed. Cambridge: Cambridge UP, 2012.
3. Baugh, Albert C. *A History of the English Language*. Bombay: Allied Pub., 1968.
4. Bloomfield, Leonard. *Language*. 1933. Chicago: U of Chicago P, 1984.
5. Chomsky, Noam. *Aspects of the Theory of Syntax*. Cambridge, Massachusetts: MIT Press, 1965
6. Chomsky, Noam. *Language and Mind*. Cambridge, Massachusetts: MIT Press, 2006.
7. Crystal, David. *The Cambridge Encyclopaedia of the English Language*. 2nd ed. Cambridge: Cambridge UP, 2003.
8. Crystal, David. *The Cambridge Encyclopedia of Language*. 2010.
9. Jespersen, Otto. *Growth and Structure of the English Language*. Delhi: Oxford UP, 1982.
10. Mesthrie, Rajend and Rakesh M Bhatt. *World Englishes: The Study of New Linguistic Varieties*. Cambridge: Cambridge University Press. 2008.
11. Saussure, Ferdinand de. *Course in General Linguistics*. New York: McGraw Hill, 1966.
12. Verma, S K and N Krishnaswamy. *Modern Linguistics: An Introduction*. New Delhi: Oxford UP, 1997.
13. Widdowson, H G. *Explorations in Applied Linguistic*. Vol.1. Oxford: Oxford UP, 1979.
14. Wood, Frederick T. *An Outline History of the English Language*. Bombay: Macmillan, 1968.



15. Yule, George. *The Study of Language*. 2nd ed. Cambridge: Cambridge U P, 1996.

Course designed by: Dr Raju Sebastian and Nithin Varghese



SBU24EN7DSC408: READINGS IN SHAKESPEARE

Type of Course	Major (For Specialisation in Media Studies and Film Studies)		
Course Level	400 -499		
Credit	4		
Course Delivery Duration	Theory (Hrs)	Practicum (Hrs)	Total (Hrs)
	60	-	60
Pre-requisite (if any)	The learner has an aptitude to appreciate and enact the plays of Shakespeare		

Course Outcomes

On successful completion of the course, students shall be able to:

No.	Description	Cognitive Level
CO1	Understand key ideas from foundational texts on Shakespeare studies to find their impact in interpreting Shakespeare's works.	Understand
CO2	Evaluate the influence of the political and social context of the Elizabethan era on the characters' motivations and actions in <i>Macbeth</i> .	Evaluate
CO3	Identify key plot points and characters in <i>Macbeth</i> .	Understand
CO4	Analyze how Shakespeare's use of foreshadowing and symbolism contributes to the play's overarching themes.	Analyse

Cognitive Levels: R – Remember; U – Understand; A – Apply; An – Analyse; E - Evaluate

Course Mapping Table

CO	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5
CO1						1	1	1	-	-
CO2						1	1	1	-	-
CO3						2	2	-	1	1
CO4						1	1	-	1	1

Mapping of CO to Assessment Tools

CO	Formative Assessment		Summative Assessment		ESE
	Writing Assignment	Oral Presentations – Soliloquy Recitation	Exam I	Exam II	
CO1		x	x	x	x
CO2	x		x	x	x
CO3	x		x	x	x
CO4		x	x	x	x

Course Content & Transaction Mechanism

Course Content	Unit	CO	Hours	Transaction Mechanism
Module 1: Introduction to Shakespeare Studies				
PALMER, D. J. "A Short Guide to Shakespeare Studies." Critical Survey, vol. 1, no. 1, 1962, pp. 34–38. JSTOR, http://www.jstor.org/stable/41553597 . Accessed 18 Aug. 2024.	1.1	1	5	Lecture and Discussion



Shakespeare, William. "Why Shakespeare" Introduction, Edited by Ann Thompson, David Scott Kastan, Richard Proudfoot. <i>Arden Shakespeare Complete Works</i> , A&C Black, 2010.	1.2	1	5	Lecture and Discussion
Excerpts from <i>Shakespearean Tragedy: Lectures on Hamlet, Othello, King Lear, and Macbeth</i> by A C Bradley	1.3	1	5	Lecture and Discussion
Module 2, 3 & 4: Shakespeare Play				
<i>Macbeth</i>	2.1	2,3,4	45	Lecture and Discussion

Textbooks

1. Bradley, A.C. *Shakespearean Tragedy: Lectures on Hamlet, Othello, King Lear, and Macbeth*. Penguin Classics, 1991
2. Thompson, Ann and Neil Taylor, Eds. *Macbeth -The Arden Shakespeare*, Bloomsbury Publishing, 2017.

Course designed by: Neville Thomas



SEMESTER VIII

Course Code	Type of Course	Course Title	Hours /Week	Total Hours	Credit
SBU24EN8DSC400	Major	European Literature	5	75	4
SBU24EN8DSC401	Major	Multiple Modes of Narration	5	75	4
SBU24EN8DSC402	Major	Critical Disability Studies	5	75	4
SBU24EN8DSC403	Major	Writings on War	5	75	4
SBU24EN8DSC404	Major	Travel and Literature	5	75	4
SBU24EN8DSC405	Major	Food and Indian Literature	5	75	4
SBU24EN8DSC406	Major	Gender and Sexuality Studies	5	75	4
SBU24EN8DSC407	Major	World Classics	5	75	4
SBU24EN8DIS400	Major	Dissertation			12



SBU24EN8DSC400: EUROPEAN LITERATURE

Type of Course	Major		
Course Level	400-499		
Credit	4		
Course Delivery Duration	Theory (Hrs)	Practicum (Hrs)	Total (Hrs)
	45	30	75
Pre-requisite (if any)	NA		

Course Outcomes

On successful completion of the course, students shall be able to:

No.	Description	Cognitive Level
CO1	Explain the context and evolution of European poetic styles and genres such as Romanticism, Symbolism and Modernism through a study of select and representative European poets and their poetry.	Understand
CO2	Outline the style, theme and context of select Classic (including Modern Classic) texts of European fiction	Understand
CO3	Analyze the philosophy and rationale of a representative selection of Post-war and Post-modern European fiction	Analyse
CO4	Explain the style, themes and generic particularities of Classic, Modern and Post-War European Theatre through a study of some representative texts.	Understand

Cognitive Levels: R – Remember; U – Understand; A – Apply; An – Analyse; E - Evaluate

Course Mapping Table

CO	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5
CO1	2	1	1	2	1	2	1	1	1	1
CO2	2	1	1	1	1	2	2	1	1	1
CO3	2	1	1	1	1	2	1	1	1	1
CO4	2	1	1	1	2	2	1	1	1	1

Mapping of CO to Assessment Tools

CO	Formative Assessment		Summative Assessment		ESE
	Assignment	Seminar/ Viva Voce	Exam I	Exam II	
CO1		x	x	x	x
CO2	x	x	x	x	x
CO3	x	x	x	x	x
CO4		x	x	x	x

Course Content & Transaction Mechanism

Course Content	Unit	CO	Hours	Transaction Mechanism
Module 1: Poetry				
Wolfgang von Goethe: “Lovely Night”	1.1	1	2	Lecture and Discussion
Stephene Mallarme: “Swan”	1.2	1	2	Lecture and Discussion



Charles Baudelaire: “Autumn”	1.3	1	2	Lecture and Discussion
Tomas Transtomer: “The Scattered Congregation”	1.4	1	2	Lecture and Discussion
Wisława Szymborska: “Theatre Impressions”	1.5	1	2	Lecture and Discussion
Practicum: Czesław Miłosz: “My Faithful Mother Tongue” Anna Akhmatova: “I Don’t Like Flowers” Jaroslav Seifert: “Autobiography”	1.7	1	5	
Module 2: Fiction - Classics and Modern Classics				
Gustave Flaubert: <i>Madame Bovary</i>	2.1	2	5	Lecture and Discussion
Franz Kafka: <i>The Trial</i>	2.2	2	5	Lecture and Discussion
Practicum: Leo Tolstoy: <i>The Death of Ivan Ilyich</i>	2.3	2	5	
Module 3: Post War and Post Modern Fiction				
Italo Calvino: <i>If on a Winter’s Night a Traveller</i>	3.1	3	5	Lecture and Discussion
Jose Saramago: <i>Blindness</i>	3.2	3	5	Lecture and Discussion
Practicum: Nikos Kazantzakis: <i>Zorba the Greek</i>	3.3	3	5	
Module 4: Classic, Modern and Post-war European Theatre				
Luigi Pirandello: <i>Six Characters in Search of an Author</i>	4.1	4	10	Lecture and Discussion
Dario Fo: <i>Accidental Death of an Anarchist</i>	4.2	4	5	Lecture and Discussion
Practicum: Henrik Ibsen: <i>An Enemy of the People</i>	4.3	4	15	

Suggested Readings:

1. Mikhail Bakhtin: *The Dialogic Imagination*
2. George Lukacs: *Studies in European Realism*
3. Italo Calvino: *Literature as Projection of Desire*
4. Arthur Rimbaud: “Vowels”
5. Aleksandr Pushkin: “The Winter Evening”
6. Paul Verlaine: “Birds in the Night”
7. Fyodor Dostoevsky: *Crime and Punishment*
8. Albert Camus: *The Stranger*
9. Milan Kundera: *The Unbearable Lightness of Being*
10. Günter Grass: *The Tin Drum*
11. Henrik Ibsen: *A Doll’s House*
12. Bertolt Brecht: *Caucasian Chalk Circle*
13. Wolfgang von Goethe: *The Sorrows of Young Werther*
14. Thomas Mann *Death in Venice*



15. Alexander Solshenitsin: *A Day in the Life of Ivan Denissovitch*
16. Umberto Eco: *The Name of the Rose*
17. David Lodge: *Changing Places/Small World*
18. A.S. Byatt *The Game/Possession*
19. Milan Kundera *Immortality*
20. Henrik Ibsen – *Ghosts*
21. Eugene Ionesco – *The Chairs*
22. Franz Kafka – *The Metamorphosis*
23. Thomas Mann – *Death in Venice*
24. James Joyce – ‘A Painful Case’
25. Voltaire – *Toleration and Other Essays*
26. George Orwell’s *Why I Write*
27. Victor Frankl: *Man’s Search for Meaning*

Course designed by: Dr. Vimal Mohan John



SBU24EN8DSC401: MULTIPLE MODES OF NARRATION

Type of Course	Major		
Course Level	400-499		
Credit	4		
Course Delivery Duration	Theory (Hrs)	Practicum (Hrs)	Total (Hrs)
	45	30	75
Pre-requisite (if any)	NA		

Course Outcomes

On successful completion of the course, students shall be able to:

No.	Description	Cognitive Level
CO1	Distinguish the experience of homelessness in migration literature	Understand
CO2	Identify the various responses to pandemics and its influence on everyday life	Understand
CO3	Analyse the literary approaches to urbanization and urban life	Analyse
CO4	Estimate the impact of popular historiography on the reading public	Understand

Cognitive Levels: R – Remember; U – Understand; A – Apply; An – Analyse; E - Evaluate

Course Mapping Table

CO	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5
CO1						2	1	1	1	1
CO2						2	1	1	1	1
CO3						2	1	1	1	1
CO4						2	1	1	1	1

Mapping of CO to Assessment Tools

CO	Formative Assessment		Summative Assessment		ESE
	Assignment	Seminar/ Viva Voce	Exam I	Exam II	
CO1		x	x	x	x
CO2	x	x	x	x	x
CO3	x	x	x	x	x
CO4		x	x	x	x

Course Content & Transaction Mechanism

Course Content	Unit	CO	Hours	Transaction Mechanism
Module 1: Migration Narratives				
Hannah Arendt: We Refugees	1.1	1,2	7	Lecture and discussion
Senait Hagose: “My Brain is an Immigrant”	1.2	1,2	3	Lecture and discussion
Practicum: Abdullah Kasem Al Yatim: “Refugee”	1.3	1,2	5	Discussion



Module 2: Pandemic Narratives				
Slavoj Zizek: “Noli Me Tangere” The Introduction in <i>Pandemic! : COVID-19 Shakes the World</i>	2.1	1,3	5	Lecture and discussion
Sudip Sen: “Obituary”	2.2	1,3	5	Lecture and Discussion
Practicum: Arundhati Roy: “The Pandemic is a Portal”	2.4	1,3	5	Seminar & Discussion
Module 3: Urban Narratives				
David Harvey: <i>The Right to the City</i>	3.1	1,4	5	Lecture and Discussion
Thomas Mann: <i>Death in Venice</i>	3.2	1,4	5	Lecture and discussion
Practicum: Fahim Sayed: <i>Mumbai</i>	3.3	1,4	5	Lecture and discussion
Module 4: Popular History				
Manu S Pillai: History is more than heroes and villains, time to get over binaries (An Interview with A Rajkumar for The News Minute)	4.1	1,5	8	Lecture and discussion
The Company Quartet William Dalrymple in conversation with Shashi Tharoor (A Conversation available in Youtube)	4.2	1,5	7	Lecture and discussion
Practicum: David Craig Harlan: The Rise of Popular History and the Future of Academic History	4.3	1,5	15	Seminar and discussion

Reference

1. Peter van der Veer. *Nation and Migration: The Politics of Space in the South Asian Diaspora*. Pennsylvania. 1995.
2. Khalid Koser. *International Migration: A Very Short Introduction*. OUP, 2016.
3. Slavoj Zizek. *Pandemic: Covid 19 Shakes the World*. Polity, 2020.
4. Sudip Sen. *Anthropocene: Climate Change, Contagion, Consolation*. Pippa Ran Books, 2021.
5. Thomas Mann. *Death in Venice*. Ecco, 2005.
6. Julie Otsuka. *The Budha in the Attic*. Knopf, 2011.
7. Thapar, Romila. *Our History, Their History, Whose History?* Seagull Books, 2023

Course Designed by: Fr Jose Jacob



SBU24EN8DSC402: CRITICAL DISABILITY STUDIES

Type of Course	Minor		
Course Level	400- 499		
Credit	4		
Course Delivery Duration	Theory (Hrs)	Practicum (Hrs)	Total (Hrs)
	45	30	75
Pre-requisite (if any)	NA		

Course Outcomes

On successful completion of the course, students shall be able to:

No.	Description	Cognitive Level
CO1	Identify key concepts and perspectives in understanding disability	Understand
CO2	Explain the representation of disability in literature, examining how narratives shape societal perceptions and understanding	Apply
CO3	Apply critical perspectives to examine the portrayal of disability in different cultural and literary contexts	Apply
CO4	Analyse the complexities of disability studies through critical readings and discussions	Analyse

Cognitive Levels: R – Remember; U – Understand; A – Apply; An – Analyse; E - Evaluate

Course Mapping Table

CO	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5
CO1						2	2	1	2	1
CO2						2	2	2	2	2
CO3						2	2	2	2	2
CO4						2	2	2	2	2

Mapping of CO to Assessment Tools

CO	Formative Assessment		Summative Assessment		ESE
	Assignment / Seminar	Class Presentation/ Creative Representation	Exam I	Exam II	
CO1	x	x	x	x	x
CO2	-	x	x	x	x
CO3	-	x	x	x	x
CO4	-	x	x	x	x

Course Content & Transaction Mechanism

Course Content	Unit	CO	Hours	Transaction Mechanism
Module 1: Understanding Disability				
Lennard J Davis: “Introduction: Disability, Normality and Power”. <i>Disability Studies Reader</i> . 2017.	1.1	1	5	Lecture and discussion
G.J.V Prasad et al. “Introduction”. <i>Reclaiming the Disabled Subject</i> , pp. 6-14	1.2	1	5	Lecture and discussion
Practicum: Disability Rights Movements Documentary:	1.3	1	5	



<i>Crip Camp: A Disability Revolution</i> (2020) Major Models of Disability: Medical, Social, Human Rights and Cultural				
Module 2: Representing Disability				
Alice Hall: “Literature and Disability”. <i>Literature and Disability</i> . Routledge, 2016. pp. 30 -44.	2.1	2	5	Lecture and discussion
G Thomas Couser: “Disability, Life Narrative, and Representation”. <i>Disability Studies Reader</i> . 2017.	2.2	2	5	Lecture and discussion
Practicum: Sarah Jaquette Ray: “Normalcy, Knowledge, and Nature in Mark Haddon's <i>The Curious Incident of the Dog in the Night-Time</i> ”. <i>Disability Studies Quarterly</i> . Vol. 33 No. 3 (2013).	2.3	2	5	
Module 3: Problematizing Disability				
David Bolt: “An Embodied Introduction”. <i>The Metanarrative of Blindness: A Re-reading of Twentieth-Century Anglophone Writing</i> . U of Michigan, 2014.	3.1	3	5	Lecture and discussion
Fiona Kumari Campbell: “Internalised Ableism: The Tyranny Within”. <i>Contours of Ableism: The Production of Disability and Abledness</i> . Palgrave, 2009.	3.2	3	5	Lecture and discussion
Practicum: Short Story: Rashid Jahan: “WOH (That Woman)” (from <i>Reclaiming the Disabled Subject</i> pp. 129- 131) On Translation: Shilpaa Anand: Translating Rhetoricity and Everyday Experiences of Disablement: The case of Rashid Jahan’s ‘Woh’. <i>Disability in Translation: Indian Experience</i> , Routledge, 2020. pp. 231 – 241.	3.3	3	5	
Module 4: New Directions				
Margrit Shildrick: “Critical Disability Studies: Rethinking the conventions for the Age of Postmodernity” <i>Routledge Handbook of Disability Studies</i> . 2020. pp. 30 -40.	4.1	4	7	Lecture and discussion
Laurie Ann Carlson: “‘You Only Need Three Senses for This’: The Disruptive Potentiality of Cyborg Helen Keller”. <i>Disability in Comic Books and Graphic Narratives</i> . Palgrave, 2016. pp.140 – 153.	4.2	4	8	Lecture and discussion
Practicum: Films: <i>Amma Cheppindi</i> (2006, Telugu) <i>Barfi!</i> (2012, Hindi) <i>Peranbu</i> (2018, Malayalam) <i>Hey Jude</i> (2018, Malayalam) <i>Thirike</i> (2021, Malayalam)	4.3	4	15	

Reference

1. Hall, Alice. *Literature and Disability*. Routledge, 2015.



2. Barker, Clare, and Stuart Murray. *The Cambridge Companion to Literature and Disability*. Cambridge University Press, 2018.
3. Hall, Alice. *The Routledge Companion to Literature and Disability*. Routledge, 2023.
4. Someshwar Sati et al. *Reclaiming the Disabled Subject: Representing Disability in Short Fiction*. Bloomsbury, 2022.

Course adapted and edited by Anish K Joseph and Antony Jose from MGU



SBU24EN8DSC403: WRITINGS ON WAR

Type of Course	Minor		
Course Level	400-499		
Credit	4		
Course Delivery Duration	Theory (Hrs)	Practicum (Hrs)	Total (Hrs)
	45	30	75
Pre-requisite (if any)	NA		

Course Outcomes

On successful completion of the course, students shall be able to:

No.	Description	Cognitive Level
CO1	Demonstrate their understanding of different poets' perspectives on war by a comparative analysis of war poems.	Apply
CO2	Illustrate their understanding of narrative techniques and characterization employed in war short stories to depict the realities and complexities of war.	Apply
CO3	Examine the arguments and reflective analyses in selected essays to understand the causes, experiences, and societal impacts of war from diverse perspectives.	Apply
CO4	Interpret and critically assess the key arguments and findings in journalistic and scholarly articles to form a comprehensive understanding of contemporary and historical issues related to war.	Apply

Cognitive Levels: R – Remember; U – Understand; A – Apply; An – Analyse; E - Evaluate

Course Mapping Table

CO	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5
CO1						2	1	1	1	1
CO2						2	2	1	1	2
CO3						2	2	1	2	2
CO4						2	2	1	2	2

Mapping of CO to Assessment Tools

CO	Formative Assessment		Summative Assessment		ESE
	Assignment	Viva Voce/ Seminar	Exam 1	Exam 2	
CO1		x	x	x	x
CO2	x		x	x	x
CO3	x		x	x	x
CO4		x	x	x	x

Course Content & Transaction Mechanism

Course Content	Unit	CO	Hours	Transaction Mechanism
Module 1: Poems on War				
Rupert Brooke: "The Soldier"	1.1	1	2	Lecture and Discussion
Siegfried Sassoon: "Counter-Attack"	1.2	1	2	Lecture and Discussion
W.B. Yeats: "An Irish Airman Foresees His Death"	1.3	1	3	Lecture and Discussion



Walt Whitman: "Eighteen Sixty-One"	1.4	1	3	Lecture and Discussion
Practicum: Adrienne Rich: "Yom Kippur 1984"	1.5	1	5	Lecture and Discussion
Module 2: Short Stories on War				
Guy de Maupassant: "Two Friends"	2.1	2	3	Lecture and Discussion
Isaac Babel: "My First Goose"	2.2	2	3	Lecture and Discussion
Ernest Hemingway: "Soldier's Home"	2.3	2	4	Lecture and Discussion
Practicum: Ambrose Bierce: "An Occurrence at Owl Creek Bridge"	2.4	2	5	Lecture and Discussion
Module 3: Essays on War				
Martin Luther King Jr.: "Beyond Vietnam: A Time to Break Silence"	3.1	3	5	Lecture and Discussion
Arundhati Roy: "The End of Imagination"	3.2	3	5	Lecture and Discussion
Practicum: Jean Baudrillard: "The Gulf War will not take place"	3.3	3	5	Lecture and Discussion
Module 4: Articles on War				
John J. Mearsheimer: "John Mearsheimer on why the West is principally responsible for the Ukrainian crisis" (<i>The Economist</i>)	4.1	4	8	Lecture and Discussion
Stanly Johnny: "Is a future Palestine state possible?" (<i>The Hindu</i>)	4.2	4	7	Lecture and Discussion
Practicum: Patrick Wintour: "We are in 1938 now: Putin's war in Ukraine and lessons from history" (<i>The Guardian</i>)	4.3	4	15	Lecture and Discussion

Suggested Readings:

1. "The Vietnam War in History, Literature, and Film" edited by Mark Taylor.
2. "War and Peace in the Global Village" by Marshall McLuhan and Quentin Fiore
3. "Perpetual War for Perpetual Peace" by Gore Vidal
4. "The War Prayer" by Mark Twain
5. "Hiroshima" by John Hersey
6. "All Quiet on the Western Front" by Erich Maria Remarque
7. "Slaughterhouse-Five" by Kurt Vonnegut
8. "The Guns of August" by Barbara W. Tuchman
9. "The Yellow Birds" by Kevin Powers
10. "The Responsibility of Intellectuals" by Noam Chomsky
11. "The Moral Equivalent of War" by William James
12. "Notes on Nationalism" by George Orwell

Course designed by: Mr. Amal Toms



SBU24EN8DSC404: TRAVEL AND LITERATURE

Type of Course	Minor		
Course Level	400-499		
Credit	4		
Course Delivery Duration	Theory (Hrs)	Practicum (Hrs)	Total (Hrs)
	45	30	75
Pre-requisite (if any)	NA		

Course Outcomes

On successful completion of the course, students shall be able to:

No.	Description	Cognitive Level
CO1	Understand the main ideas and features of travel writing.	Understand
CO2	Explain how women bring unique viewpoints to travel writing.	Understand
CO3	Analyse travel narratives that focus on various landscapes to understand how travellers interact with their environments.	Analyse
CO4	Analyse travel writings that explore cultural encounters to understand how these experiences shape travellers' perceptions of different cultures.	Analyse

Cognitive Levels: R – Remember; U – Understand; A – Apply; An – Analyse; E - Evaluate

Course Mapping Table

CO	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5
CO1						1	1	1	1	1
CO2						1	1	1	1	1
CO3						1	1	1	1	1
CO4						1	1	1	1	1

Mapping of CO to Assessment Tools

CO	Formative Assessment		Summative Assessment		ESE
	Assignment	Viva Voce/ Seminar	Exam I	Exam II	
CO1	x	x	x	x	x
CO2	x	x	x	x	x
CO3	x	x	x	x	x
CO4	x	x	x	x	x

Course Content & Transaction Mechanism

Course Content	Unit	CO	Hours	Transaction Mechanism
Module 1: Introduction to Travel Writing				
Pico Iyer: Why We Travel (https://www.wheretherebedragons.com/wp-content/uploads/2013/06/Why-We-Travel.pdf)	1.1	1	2	Lecture and discussion
Charles Forsdick: Travel (from <i>Keywords for Travel Writing Studies</i> . Anthem Press, 2019)	1.2	1	4	Lecture and discussion
Paul Smethurst: Traveller/Travellee (from <i>Keywords for Travel Writing Studies</i> . Anthem Press, 2019)	1.3	1	4	Lecture and discussion
Practicum: Carl Thompson: “Defining the Genre” (from <i>Travel Writing</i> . Routledge, 2011.)	1.4	1	5	Lecture and discussion



Module 2: Travel Writing by Women				
Clare Boylan: A Journey with My Mother (from <i>Without a Guide: Contemporary Women's Travel Adventures</i> , edited by Katherine Govier, Hungry Mind Press, 1994.)	2.1	2	5	Lecture and discussion
Alice Walker: China (from <i>Without a Guide: Contemporary Women's Travel Adventures</i> , edited by Katherine Govier, Hungry Mind Press, 1994.)	2.2	2	5	Lecture and discussion
Practicum: Dúnlaith Bird: Travel Writing and Gender (from <i>The Routledge Companion to Travel Writing</i> , edited by Carl Thompson, Routledge, 2016)	2.3	2	5	Lecture and discussion
Module 3: Exploring Landscapes				
Ernesto Che Guevara: <i>The Motorcycle Diaries</i>	3.1	3	10	Lecture and discussion
Practicum: Jennifer Hayward: Latin America (from <i>The Routledge Companion to Travel Writing</i> , edited by Carl Thompson, Routledge, 2016.)	3.2	3	5	Lecture and discussion
Module 4: Cultural Encounters				
S K Pottekkatt: Kwahe-ri (translated by S Gupatan Nair), from <i>Modern Indian Literature: An Anthology - Fiction, Vol Two</i> , Sahitya Akademi, 1993, pp. 627-633	4.1	4	7	Lecture and discussion
William Dalrymple: The Dancer of Kannur (from <i>Nine Lives: In Search of the Sacred in Modern India</i> . Bloomsbury, 2009.)	4.2	4	8	Lecture and discussion
Practicum: (a) Tabish Khair: India / South Asia (from <i>The Routledge Companion to Travel Writing</i> , edited by Carl Thompson, Routledge, 2016.) (b) Srinath Perur: Desert Knowledge Camel College (from <i>If It's Monday It Must Be Madurai: A Conducted Tour Of India</i> , Penguin, 2013.)	4.3	4	15	Lecture and discussion

Reference

1. *Keywords for Travel Writing Studies*. Anthem Press, 2019.
2. *Perspectives on Travel Writing*, edited by Glenn Hooper and Tim Young, Routledge, 2017.
3. *Postcolonial Travel Writings: Critical Explorations*, edited by Justin D Edwards and Rune Graulund, Palgrave Macmillan, 2011.
4. *The Routledge Companion to Travel Writing*, edited by Carl Thompson, Routledge, 2016.
5. *The Cambridge Companion to Travel Writing*, edited by Peter Hulme and Tim Young, CUP, 2002.
6. Thompson, Carl. *Travel Writing*. Routledge, 2011.
7. *Travel Writing and Empire: Postcolonial Theory in Transit*, edited by Steve Clark, Zed Books, 1999.



8. *Travel Writing and the Empire*, edited by Sachidananda Mohanty, Katha, 2004.

Course designed by: Dr Binny Mathew and Nithin Varghese



SBU24EN8DSC405: FOOD AND INDIAN LITERATURE

Type of Course	Minor		
Course Level	400-499		
Credit	4		
Course Delivery Duration	Theory (Hrs)	Practicum (Hrs)	Total (Hrs)
	45	30	75
Pre-requisite (if any)	The learner has an aptitude to appreciate food studies in Indian literature		

Course Outcomes

On successful completion of the course, students shall be able to:

No.	Description	Cognitive Level
CO1	Explore how food serves as a medium for expressing individual and collective identities across different cultural contexts.	Understand
CO2	Demonstrate how food negotiate and challenge traditional gender roles and societal expectations.	Analyze
CO3	Examine how food serves as a vehicle for exploring cultural identity and memory.	Analyze
CO4	Analyse how food serves as a means of resistance and empowerment.	Analyse

Cognitive Levels: R – Remember; U – Understand; A – Apply; An – Analyse; E - Evaluate

Course Mapping Table

CO	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5
CO1						1	1	-	-	1
CO2						1	1	-	-	1
CO3						1	1	-	-	1
CO4						1	1	-	-	1

Mapping of CO to Assessment Tools

CO	Formative Assessment		Summative Assessment		ESE
	Assignment	Oral Presentation	Exam 1	Exam 2	
CO1		x	x		x
CO2	x		x		x
CO3		x	x		x
CO4	x		x	x	x

Course Content & Transaction Mechanism

Module	Unit	CO	Hours	Transaction Mechanism
Module 1: Introducing Food Studies				
Claude Fischler: “Food, Self and Identity”	1.1	1	5	Lecture and discussion
Tulasi Srinivas: Exploring Indian Culture through Food	1.2	1	5	Lecture and discussion
Practicum: Carole Counihan, Penny Van Esterik. “Why Food? Why Culture? Why Now? Introduction to the	1.3	1	5	Seminar and discussion



Third Edition.” <i>Food and Culture: A Reader</i> . Routledge, 2012.				
Module 2: Food and Gender				
Shruti Sareen: “Food, Love and Self in Indian Women’s poetry in English”	2.1	2	7	Lecture and discussion
Sumana Roy: “Every Girl is a Dinner”	2.2	2	3	Lecture and discussion
Practicum: Gita Hariharan: “Remains of the Feast”	2.3	2	5	Lecture and discussion
Module 3: Food and Diaspora				
Anita Mannur: “Culinary Nostalgia: Authenticity, Nationalism, and Diaspora”	3.1	3	7	Lecture and discussion
Hiba Ashraf. “The Great Indian Kitchen”	3.2	3	3	Lecture and discussion
Practicum: Jhumpa Lahiri. “When Mr. Pirzada came to Dine”	3.3	3	5	Lecture and discussion
Module 4: Food and Resistance				
Leda Cooks. Excerpts from “You are What You (Don't) Eat?”	4.1	4	7	Lecture and discussion
Hira Bansode. “Bosom Friend” – Dalit Food Poem	4.2	4	3	Lecture and discussion
Practicum: Manju Kapur. “Chocolate”	4.3	4	5	Lecture and discussion

Reference

1. Alvi, Moniza. “Indian Cooking” <https://www.poetrybyheart.org.uk/poems/indian-cooking>
2. Ashraf, Hiba. “The Great Indian Kitchen”; poemsindia.in
3. Cooks, Leda. Excerpts from “You are What You (Don't) Eat?” *Food, Identity, and Resistance, Text and Performance Quarterly*, 29:1, 2009 Pgs 94-110,
4. Kapur, Manju. “Chocolate” <https://shortstoryproject.com/stories/chocolate/>
5. Lahiri, Jhumpa. “When Mr. Pirzada came to Dine” *Interpreter of Maladies*, Houghton Mifflin, 1999.
6. Mannur, Anita. “Culinary Nostalgia: Authenticity, Nationalism, and Diaspora” *Culinary Fictions: Food in South Asian Diasporic Culture*, Temple University Press, 2010, Pgs 27-49,
7. Roy, Sumana. “Every Girl is a Dinner” <https://scroll.in/article/919316/out-of-syllabus-three-poems-from-sumana-roys-dazzling-debut-collection>
8. Sareen, S. “Food, Love and the Self in Indian Women’s Poetry in English.” In: Malhotra, S., Sharma, K., Dogra, S. (eds) *Food Culture Studies in India*. Springer, Singapore. https://doi.org/10.1007/978-981-15-5254-0_6

Course designed by: Neville Thomas



SBU24EN8DSC406: GENDER AND SEXUALITY STUDIES

Type of Course	Minor		
Course Level	400-499		
Credit	4		
Course Delivery Duration	Theory (Hrs)	Practicum (Hrs)	Total (Hrs)
	45	30	75
Pre-requisite (if any)	NA		

Course Outcomes

On successful completion of the course, students shall be able to:

No.	Description	Cognitive Level
CO1	Explain diverse perspectives on gender inequality and patriarchy.	Understand
CO2	Demonstrate a comprehensive understanding of queer identities, theories and representations.	Understand
CO3	Trace how masculinity is constructed across various historical, cultural, and social contexts.	Understand

Cognitive Levels: R – Remember; U – Understand; A – Apply; An – Analyse; E - Evaluate

Course Mapping Table

CO	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5
CO1						1	1	1	1	1
CO2						1	1	1	1	1
CO3						1	1	1	1	1

Mapping of CO to Assessment Tools

CO	Formative Assessment		Summative Assessment		ESE
	Assignment	Viva voce/ Seminar	Exam I	Exam II	
CO1	x	x	x	x	x
CO2	x	x	x	x	x
CO3	x	x	x	x	x

Course Content & Transaction Mechanism

Course Content	Unit	CO	Hours	Transaction Mechanism
Module 1: Feminism and Female Writings - I				
Virginia Woolf: “Professions for Women” (<i>The Death of the Moth and Other Essays</i> . Penguin Books, 1961, pp. 201-207)	1.1	1	5	Lecture and discussion
V Geetha: “God Made You Different, Nature Made Us Different” (from <i>Theorizing Feminism: Gender</i> . Stree, 2002.)	1.2	1	5	Lecture and discussion
Practicum: Audre Lorde: “A Woman Speaks” (from <i>The Black Unicorn: Poems by Audre Lorde</i> . W. W. Norton & Company, 1978, pp. 4-5.)	1.3	1	5	Lecture and discussion
Module 2: Feminism and Female Writings - II				
Chimamanda Ngozi Adichie: “We spend too much time teaching girls” (excerpts from <i>We Should All Be Feminists</i> , Fourth Estate, 2014, pp. 24-34.)	2.1	1	4	Lecture and discussion



Taslina Nasrin: “Happy Marriage” (from <i>The Game in Reverse: Poems</i> . George Braziller, Inc., 1995, pp. 18.)	2.3	1	2	Lecture and discussion
Jamaica Kincaid: “Girl” (from <i>At the Bottom of the River</i> . Farrar, Straus and Giroux, 1991, pp. 3-5.)	2.4	1	4	Lecture and discussion
Practicum: Anita Desai: “Surface Textures” (from <i>Games at Twilight and Other Stories</i> . Vintage, 1998, pp. 34-40.)	2.5	1	5	Lecture and discussion
Module 3: Queer Studies and Queer Writings				
Eve Kosofsky Sedgwick: “Christmas Effects” (excerpt from “Queer and Now”, <i>Tendencies</i> . Routledge, 1994, pp. 5-8.)	3.1	2	7	Lecture and discussion
Judith Butler: “Queer trouble” (excerpt from “Critically Queer”, <i>Bodies that Matter: On the Discursive Limits of “Sex”</i> . Routledge, 1993, pp. 226-230).	3.2	2	8	Lecture and discussion
Practicum: (a) Pat Parker: “My Lover is a Woman” (from <i>My Lover is a Woman: Contemporary Lesbian Love Poems</i> , edited by Lesléa Newman, Ballantine Books, 1996, pp. 188-192. (b) Janét Bohac: “Don’t call me” (from <i>Bi Any Other Name: Bisexual People Speak Out</i> , edited by Lani Ka’ahumanu and Loraine Hutchins, Riverdale Avenue Books, 2015, pp. 220-221. Second Edition.)	3.3	2	15	Lecture and discussion
Module 4: Masculinity Studies				
“masculinity/masculinities” (from <i>50 Key Concepts in Gender Studies</i> by Imelda Whelehan and Jane Pilcher, SAGE Publications Ltd, 2004, pp. 82-85.)	4.1	3	7	Lecture and discussion
A E Housman: “The lads in their hundreds” (from <i>A Shropshire Lad</i> . Shakespeare House, Inc., 1951, pp. 38-41.)	4.2	3	3	Lecture and discussion
Practicum: (a) Rudyard Kipling, “If—” (from <i>A Choice of Kipling’s Verse Made By T S Eliot</i> . Faber and Faber, 1963, pp. 273-274.) (b) Henry Van Dyke: “Heroes of the “Titanic”” (from <i>The Poems of Henry Van Dyke</i> . Good Press, 2023)	4.3	3	5	Lecture and discussion

Reference

1. Jagose, Annamarie. *Queer Theory: An Introduction*. Melbourne University Press, 1996.
2. Edwards, Jason. *Eve Kosofsky Sedgwick*. Routledge, 2009.
3. Gamble, Sarah. *The Routledge Companion to Feminism and Postfeminism*. Routledge, 2010.
4. *Routledge International Handbook of Masculinity Studies*, edited by Lucas Gottzén, Ulf Mellström and Tamara Shefer. Routledge, 2020.
5. *The Ashgate Research Companion to Queer Theory*, edited by Noreen Giffney and Michael O’Rourke. Ashgate, 2009.



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8. Whelehan, Imelda and Jane Pilcher. *50 Key Concepts in Gender Studies*. SAGE Publications Ltd, 2004.
9. Whitehead, Stephen M and Frank J Barrett. *The Masculinities Reader*. Polity, 2001.

Course designed by: Nithin Varghese and Amal Toms



SBU24EN8DSC407: WORLD CLASSICS

Type of Course	Minor		
Course Level	400-499		
Credit	4		
Course Delivery Duration	Theory (Hrs)	Practicum (Hrs)	Total (Hrs)
	45	30	75
Pre-requisite (if any)	NA		

Course Outcomes

On successful completion of the course, students shall be able to:

No.	Description	Cognitive Level
CO1	Explain the parameters that define a classic in artistic terms and compose critical responses to some classic selections from poetry	Understand
CO2	Explain and compose critical responses to some classic texts from Classic Greek and Indian Theatre	Understand
CO3	Explain and compose critical responses to some classic German and Russian texts of fiction	Understand
CO4	Demonstrate their understanding of the classic qualities in artefacts of Visual Art including paintings and cinema	Understand

Cognitive Levels: R – Remember; U – Understand; A – Apply; An – Analyse; E - Evaluate

Course Mapping Table

CO	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5
CO1						2	1	1	1	1
CO2						2	2	1	1	1
CO3						2	1	1	1	1
CO4						2	1	1	1	1

Mapping of CO to Assessment Tools

CO	Formative Assessment		Summative Assessment		ESE
	Assignment	Viva Voce/ Seminar	Exam 1	Exam 2	
CO1		x		x	x
CO2	x	x	x	x	x
CO3	x	x	x	x	x
CO4		x		x	x

Course Content & Transaction Mechanism

Course Content	Unit	CO	Hours	Transaction Mechanism
Module 1: Introduction to Classics and selections from Classical Poetry				
Homer: Odyssey (Book XXII, 201-258)	1.1	1	3	Lecture and Discussion
Dante Alighieri: The Divine Comedy (selections from Canto V of The Inferno)	1.2	1	3	Lecture and Discussion
Virgil: Invocation to the Muse (Aenid 1: 1-11)	1.3	1	2	Lecture and Discussion
Rubaiyat of Omar Khayyam: Quatrains XII - XV	1.4	1	2	Lecture and Discussion



Practicum: Italo Calvino: “Why Read the Classics”	1.5	1	5	
Module 2: Fiction - Classical Theatre				
Sophocles: <i>Oedipus Rex</i>	2.1	2	10	Lecture and Discussion
Practicum: Bhasa: <i>Urubhanga</i>	2.2	2	5	
Module 3: Classical Fiction and Short Fiction				
Johann Wolfgang von Goethe: <i>The Sorrows of Young Werther</i>	3.1	3	10	Lecture and Discussion
Practicum: Fyodor Dostoevsky: “An Honest Thief”	3.2	3	5	
Module 4: Visual Art: Cinema and Paintings				
Orson Welles: <i>Citizen Kane</i>	4.1	4	5	Lecture and Discussion, Film Screening
Akira Kurasova: <i>Rashomon</i>	4.2	4	5	Lecture and Discussion, Film Screening
Satyajith Ray: <i>Pather Panchali</i>	4.3	4	5	Lecture and Discussion, Film Screening
Practicum: Classic Renaissance – <i>The Birth of Venus</i> – Sandro Botticelli	4.4	4	3	
Practicum: Japanese Woodblock Print – <i>The Great Wave</i> - Kasushika Hokusai	4.5	4	3	
Practicum: European Modernism – <i>Guernica</i> – Pablo Picasso	4.6	4	3	
Practicum: Impressionism – <i>Bain a la Grenouillere</i> – Claude Monet	4.7	4	3	
Practicum: Post-Impressionism – <i>The Starry Night</i> Vincent van Gogh	4.8	4	3	

Course designed by: Dr. Vimal Mohan John



SBU24EN8DIS400: DISSERTATION

Type of Course	Major		
Course Level	400-499		
Credit	12		
Course Delivery Duration	Theory (Hrs)	Practicum (Hrs)	Total (Hrs)
Pre-requisite (if any)			

Course Outcomes

On successful completion of the course, students shall be able to:

No.	Description	Cognitive Level
CO1	Demonstrate one's understanding of research methodology in accordance with the latest edition of MLA Handbook	Apply
CO2	Formulate proper arguments and write the dissertation with coherence and cohesion.	Apply
CO3	Present one's arguments and defend them successfully before the panel.	Apply

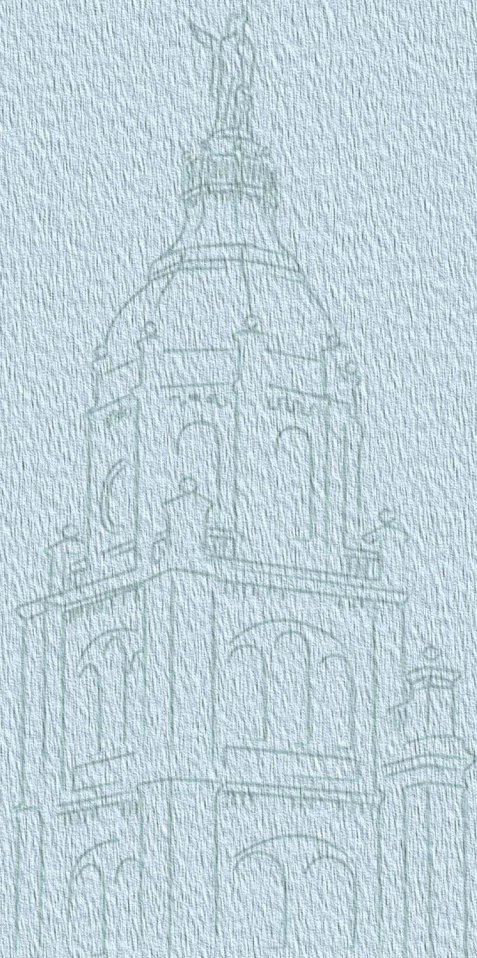
Cognitive Levels: R – Remember; U – Understand; A – Apply; An – Analyse; E - Evaluate

Course Mapping Table

CO	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5
CO1	2	2	1	-	2	2	2	2	2	2
CO2	2	2	1	-	2	2	2	2	2	2
CO3	2	2	1	-	2	2	2	2	2	2

Course Details:

- Students will have to do individual dissertation under the guidance of a supervising teacher and take a viva voce examination on the same.
- The length of the dissertation must be between 65-70 pages. The maximum and minimum limits are to be strictly observed.
- The dissertation should follow the documentation style of the latest edition of the MLA Handbook.
- The maximum marks for the dissertation is 100 with a seventy-thirty (70: 30) division between external and internal evaluation respectively.
- For the external evaluation, thirty five (35) marks is for the dissertation while the other thirty five (35) marks is for the defence of the thesis.
- For the internal evaluation, ten (10) marks is for the dissertation while twenty (20) marks is for the defence of the thesis.
- Plagiarism policy is strictly in accordance with the UGC Regulations on the Promotion of Academic Integrity and Prevention of Plagiarism in Higher Educational Institutions, 2018 and its subsequent amendments.
- Dissertations which are not bona fide / AI generated will be summarily rejected.
- Decision in this regard will be taken on the basis of plagiarism report and the comments of the supervising teacher by the appellate committee appointed by the Head of the Department. The decision of the appellate committee will be final.



St Berchmans College

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