

DEPARTMENT OF ENGLISH

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



St Berchmans College
Founded 1922

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



BOARD OF STUDIES

CHAIRMAN

| Name | Official Address |
|--------------------|---|
| Dr. Raju Sebastian | Associate Professor and Head Department of English St Berchmans College, Changanacherry, Kottayam - 686101 |

SUBJECT EXPERTS NOMINATED BY THE COLLEGE ACADEMIC COUNCIL

| Name | Official Address |
|------------------|---|
| Dr C S Biju | Principal & Professor Sacred Heart College, Kochi |
| Dr Anne Angeline | Associate Professor and Head, Department of English, Bishop Moore College, Mavelikara |

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 |



**TEACHERS FROM THE DEPARTMENT NOMINATED BY THE PRINCIPAL TO THE
BOARD OF STUDIES**

| Name | |
|----------------------|---------------------|
| Mr Josy Joseph | Associate Professor |
| 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

Number of Seats: **25**

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

Number of Seats: **24**

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 | Introduction to Literature: Poetry | 5 | 75 | 4 |
| SBU24EN1DSC102 | Allied Minor | Understanding Media | 5 | 75 | 4 |
| SBU24EN1DSC103 | Allied Minor | Introduction to Theatre and Performance | 5 | 75 | 4 |
| SBU24EN1DSC104 | Allied Minor | Introduction to Language and Linguistics | 5 | 75 | 4 |
| SBU24EN1DSC105 | Allied 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 | Introduction to Literature: Fiction | 5 | 75 | 4 |
| SBU24EN2DSC102 | Allied Minor | Writing for Media | 5 | 75 | 4 |
| SBU24EN2DSC103 | Allied Minor | History of Western Theatre | 5 | 75 | 4 |
| SBU24EN2DSC104 | Allied Minor | Introduction to English Phonetics and Phonology | 5 | 75 | 4 |
| SBU24EN2DSC105 | Allied 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 | Allied Minor | Media, Society and Democracy | 5 | 75 | 4 |
| SBU24EN3DSC203 | Allied Minor | Theatre: 20th Century and Beyond | 5 | 75 | 4 |
| SBU24EN3DSC204 | Allied Minor | Linguistic Stylistics | 5 | 75 | 4 |
| SBU24EN3DSC205 | Allied 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 | Allied Minor | AI and Media | 5 | 75 | 4 |
| SBU24EN4DSC203 | Allied Minor | Studies in Indian Theatre | 5 | 75 | 4 |
| SBU24EN4DSC204 | Allied Minor | English Morphology, Syntax and Semantics | 5 | 75 | 4 |
| SBU24EN4DSC205 | Allied 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 |
| SBU24EN7DSE400 | Major/ Minor | Marginal Voices | 4 | 60 | 4 |
| SBU24EN7DSE401 | Major/ Minor | Theories of Knowledge | 4 | 60 | 4 |
| SBU24EN7DSE402 | Major/ Minor | Stage and Screen: Theory and Practice | 4 | 60 | 4 |
| SBU24EN7DSE403 | Major/ Minor | History of English Language and Introduction to Linguistics | 4 | 60 | 4 |
| SBU24EN7DSE404 | Major/ Minor | Shakespeare Across Cultures | 4 | 60 | 4 |
| SBU24EN7DSE405 | Major/ Minor | Readings in Shakespeare | 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 |
| SBU24EN8DSC400 | | 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 | Shea (For Specialisation in Shakespeare Studies) | 5 | 75 | 4 |
| SBU24EN3DSE201 | Elective | Media Laws and Ethics (For Specialisation in Media 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 Literary Theory) | 5 | 75 | 4 |
| SBU24EN4DSE201 | Elective | Introduction to Film Studies (For Specialisation in 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) | 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 |
| Choose any 1 | | | | | |
| SBU24EN5DSE303 | Elective | Theories of Ideology and Identity (For Specialisation in Literary Theory) | 4 | 60 | 4 |
| SBU24EN5DSE304 | Elective | Film Movements – The Evolution of the Philosophy of Film (For Specialisation in 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) | 5 | 75 | 4 |
| SBU24EN6DSE301 | Elective | Fundamentals of PR and Advertising (For Specialisation in Media 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 Literary Theory) | 5 | 75 | 4 |
| SBU24EN6DSE304 | Elective | Medical Humanities | 5 | 75 | 4 |
| SBU24EN6DSE305 | Elective | Advanced Concepts in Film Studies (For Specialisation in 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 (SEC)

| 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 | | 4 |
| SBU24EN1DSC101 | Minor | Introduction to Literature: Poetry | 5 | | 4 |
| SBU24EN1DSC102 | Allied Minor | Understanding Media | 5 | | 4 |
| SBU24EN1DSC103 | Allied Minor | Introduction to Theatre and Performance | 5 | | 4 |
| SBU24EN1DSC104 | Allied Minor | Introduction to Language and Linguistics | 5 | | 4 |
| SBU24EN1DSC105 | Allied Minor | Introduction to Translation Studies | 5 | | 4 |
| SBU24EN1MDC100 | MDC | Decoding Myths and Legends: From Greece to India | 4 | | 3 |
| SBU24EN1MDC101 | MDC | Life Skills and Personality Development | 4 | | 3 |
| SBU24EN1AEC100 | AEC | English Language Skills, Grammar and Vocabulary for Science - I | 3 | | 3 |
| SBU24EN1AEC101 | AEC | English Language Skills, Grammar and Vocabulary for Social Sciences- I | 3 | | 3 |
| SBU24EN1AEC102 | AEC | English Language Skills, Grammar and Vocabulary for Commerce - I | 3 | | 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: INTRODUCTION TO LITERATURE: POETRY

| | | | |
|---------------------------------|---------------------|------------------------|--------------------|
| Type of Course | DSC B | | |
| 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 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 (Theory)

| CO | Formative Assessment | | Summative Assessment | | ESE |
|-----|----------------------|------------|----------------------|---------|-----|
| | Assignments | 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. Symbol 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



SBU24EN1DSC102: UNDERSTANDING MEDIA

| | | | |
|---------------------------------|---------------------|------------------------|--------------------|
| Type of Course | DSC B | | |
| 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 | 1.2 | 5 | 1 | Lecture and discussion |



| | | | | |
|--|-----|---|---|------------------------|
| Opinion- Importance of Media Literacy | | | | |
| Practicum: Theories of Communication- Hypodermic Needle Theory-Two step theory-Multistep theory- Commercial theory, Play theory- Perception and Retention 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 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. Analysing media messages: important questions to ask Language focus: previewing texts: the title, the pictures and captions, subheadings, and the first paragraph | 4.1 | 5 | 4 | Lecture and discussion |
| 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/ | 4.2 | 10 | 4 | Lecture and discussion |
| 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 | 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



SBU24EN1DSC103: INTRODUCTION TO THEATRE AND PERFORMANCE

| | | | |
|---------------------------------|---------------------|------------------------|--------------------|
| Type of Course | DSC B | | |
| 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



SBU24EN1DSC104: INTRODUCTION TO LANGUAGE AND LINGUISTICS

| | | | |
|---------------------------------|---------------------|------------------------|--------------------|
| Type of Course | Allied 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



SBU24EN1DSC105: INTRODUCTION TO TRANSLATION STUDIES

| | | | |
|--------------------------|--------------|-----------------|-------------|
| Type of Course | DSC C | | |
| 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 | | 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 |
|-----|----------------------|----------------------|---------|-----|
| | 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) | | | | |
|--|--|--|--|--|

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 | 1.4 | 1 | 5 | |



| | | | | |
|---|-----|---|----|---|
| Exercises in interpersonal skills, image management and different type of etiquette | | | | |
| 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 | 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 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: . 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 | 3.1 | 2 | 4 | Lecture and Classroom exercises |



| | | | | |
|--|-----|---|---|---------------------------------|
| . Giving Instructions and Suggestions | | | | |
| 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 |
| 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 | 1.3 | 1 | 3 | Lecture and exercises |



| | | | | |
|---|-----|---|---|-----------------------|
| <ul style="list-style-type: none"> people speaking about public transport systems | | | | |
| Speaking: <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 | 1.4 | 1 | 4 | Lecture and exercises |
| 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 | | 4 |
| SBU24EN2DSC101 | Minor | Introduction to Literature: Fiction | 5 | | 4 |
| SBU24EN2DSC102 | Allied Minor | Writing for Media | 5 | | 4 |
| SBU24EN2DSC103 | Allied Minor | History of Western Theatre | | | |
| SBU24EN2DSC104 | Allied Minor | Introduction to English Phonetics and Phonology | 5 | | 4 |
| SBU24EN2DSC105 | Allied Minor | Malayalam Literature in Translation | 5 | | 4 |
| SBU24EN2MDC100 | MDC | Language Building through Literature: Short Stories | 4 | | 3 |
| SBU24EN2MDC101 | MDC | Understanding Disability through Literature | 4 | | 3 |
| SBU24EN2AEC100 | AEC | English Language Skills, Grammar and Vocabulary for Science – II | 3 | | 3 |
| SBU24EN2AEC101 | AEC | English Language Skills, Grammar and Vocabulary for Social Sciences- II | 3 | | 3 |
| SBU24EN2AEC102 | AEC | English Language Skills, Grammar and Vocabulary for Commerce – II | 3 | | 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-INTRODUCTION TO LITERATURE: FICTION

| | | | |
|--------------------------|--------------|-----------------|-------------|
| Type of Course | DSC B | | |
| 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: c. Analysis and writing exercises on “The Appointment in Samarra” d. 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: c. Analysis and writing exercises on “A Woman on a Roof” d. 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: c. Analysis and writing exercises on “The Catbird Seat” d. 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 c. Flann O'Brien: "Two in One" (Irony) d. Alice Munro: "Wild Swans" (Symbol) | 4.5 | 4 | 5 | |

Reference

-
2. Kennedy, X J. *Literature: An Introduction to Fiction, Poetry, and Drama*. Fourth ed. Little brown, 1987.
- 3.

Course designed by: Dr. Raju Sebastian



SBU24EN2DSC102: WRITING FOR MEDIA

| | | | |
|---------------------------------|---------------------|------------------------|--------------------|
| Type of Course | DSC B | | |
| 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 III – 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 IV – 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

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



SBU24EN2DSC103: HISTORY OF THE WESTERN THEATRE

| | | | |
|---------------------------------|---------------------|------------------------|--------------------|
| Type of Course | DSC B | | |
| 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



SBU24EN2DSC104: INTRODUCTION TO ENGLISH PHONETICS AND PHONOLOGY

| | | | |
|---------------------------------|---------------------|------------------------|--------------------|
| Type of Course | DSC C | | |
| 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



SBU24EN2DSC105: MALAYALAM LITERATURE IN TRANSLATION

| | | | |
|---------------------------------|--|------------------------|--------------|
| Type of Course | DSC C | | |
| 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 I | 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 SHORT STORIES

| | | | |
|---------------------------------|---------------------|------------------------|--------------------|
| Type of Course | MDC | | |
| Course Level | 200-299 | | |
| 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" b. Anton Chekhov: "The Bet" | 3.2 | 2,3 | 10 | |
| 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" b. Pearl S Buck: "Refugees" | 4.2 | 2,3 | 10 | |

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 STUDENTS - II

| | | | |
|---------------------------------|---------------------|------------------------|--------------------|
| Type of Course | AEC | | |
| Course Level | 100-199 | | |
| 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 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 | 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 | 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 | 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 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 | | Renaissance Literature | 4 | | 4 |
| SBU24EN3DSC201 | | Literary Criticism | 5 | | 4 |
| SBU24EN3DSE200 | | Shakespeare: Comedy (For Specialisation in Shakespeare Studies) | 5 | | 4 |
| SBU24EN3DSE201 | | Specialization 1: Media Laws and Ethics (For Specialisation in Media Studies) | 5 | | 4 |
| SBU24EN3DSE202 | | Children's Literature | 5 | | 4 |
| SBU24EN3DSC202 | | Media, Society and Democracy | 5 | | 4 |
| SBU24EN3DSC203 | | Theatre: 20th Century and Beyond | 5 | | 4 |
| SBU24EN3DSC204 | | Linguistic Stylistics | 5 | | 4 |
| SBU24EN3DSC205 | | World Literatures in Translation | 5 | | 4 |
| SBU24EN3DSC206 | | On the Wings of Poesy | 5 | | 4 |
| SBU24EN3MDC200 | | Literature and Kerala Renaissance | 3 | | 3 |
| SBU24EN3VAC200 | | Dalit Narratives | 3 | | 3 |
| SBU24EN3VAC201 | | English Language Skills, Grammar and Vocabulary for Advanced Learners | 3 | | 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



SBU24EN3DSE200: SHAKESPEARE: COMEDY

| | | | |
|--------------------------|--------------|-----------------|-------------|
| Type of Course | DSC E | | |
| 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 | DSC E | | |
| 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 | DSC E | | |
| 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



SBU24EN3DSC202: MEDIA, SOCIETY AND DEMOCRACY

| | | | |
|---------------------------------|---------------------|------------------------|--------------------|
| Type of Course | DSC B | | |
| 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 | DSC B | | |
| 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 | DSC C | | |
| 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 | DSC C | | |
| 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 | DSC B | | |
| 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



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 | x |
| CO2 | x | x | x | x |
| CO3 | x | 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) 45 | Practicum (Hrs) NA | Total (Hrs) 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 |
|--|-----|---|---|---------------------------------|

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 | | Neoclassical Literature | 4 | | 4 |
| SBU24EN4DSC201 | | Introduction to English Romantic Revival | 5 | | 4 |
| SBU24EN4DSE200 | | Foundations of Literary Theory (For Specialisation in Literary Theory) | 5 | | 4 |
| SBU24EN4DSE201 | | Introduction to Film Studies (For Specialisation in Film Studies) | 5 | | 4 |
| SBU24EN4DSE202 | | Indian Aesthetics | 5 | | 4 |
| SBU24EN4DSC202 | | AI and Media | 5 | | 4 |
| SBU24EN4DSC203 | | Studies in Indian Theatre | 5 | | 4 |
| SBU24EN4DSC204 | | English Morphology, Syntax and Semantics | 5 | | 4 |
| SBU24EN4DSC205 | | Indian Literatures in Translation | 5 | | 4 |
| SBU24EN4DSC206 | | Relish of Poetry | 5 | | 4 |
| SBU24EN4SEC200 | | Employability Skills | 3 | | 3 |
| SBU24EN4SEC201 | | English for Specific Purposes | 3 | | 3 |
| SBU24EN4VAC300 | | Corporate Communication and Professional Writing | 3 | | 3 |
| SBU24EN4VAC301 | | Gender and Society | 3 | | 3 |
| SBU24EN4VAC302 | | Writings on Contemporary Issues | 3 | | 3 |
| SBU24EN4INT200 | | 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



SBU24EN4DSE200: FOUNDATIONS OF LITERARY THEORY

| | | | |
|---------------------------------|---------------------|------------------------|--------------------|
| Type of Course | DSC E | | |
| 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 | 2.2 | 2 | 5 | Lecture and |



| | | | | |
|---|-------|---|----|------------------------|
| Binary Opposition, Semiotics, Structuralism and Culture | | | | 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 | DSC E | | |
| 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/Presentations |



| 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 | DSC E | | |
| 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



SBU24EN4DSC202: AI AND MEDIA

| | | | |
|---------------------------------|---------------------|------------------------|--------------------|
| Type of Course | DSC B | | |
| 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 | DSC B | | |
| 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 I | 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 | | | | |
| Natyasastra | 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 | DSC C | | |
| 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 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 | DSC C | | |
| 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 | DSC C | | |
| 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

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18. Berman, Marshall. *All That Is Solid Melts into Air: The Experience of Modernity*. Penguin Books, 1988.
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Course Designed by Fr Jose Jacob



SBU24EN4SEC200: EMPLOYABILITY SKILLS

| | | | |
|---------------------------------|---------------------|------------------------|--------------------|
| Type of Course | SEC | | |
| 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 | 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 | 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 | 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
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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, Ilina. “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 | 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 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 |
| Practicum GD and Debate based on the central themes of the essays discussed | 1.4 | 1 | 5 | |
| 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 |
| Practicum GD and Debate based on the central themes of the essays discussed | 2.5 | 2 | 5 | |
| 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 |
| Practicum GD and Debate based on the central themes of the essays discussed | 3.4 | 3 | 15 | |
| 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 |
| Practicum GD and Debate based on the central themes of the essays discussed | 4.6 | 3 | 5 | |

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 | | Literature of Post-Romantic Period | 4 | | 4 |
| SBU24EN5DSC301 | | Indian Writing in English | 4 | | 4 |
| SBU24EN5DSC302 | | Cultural Studies | 5 | | 4 |
| SBU24EN5DSE300 | | Shakespeare: History Play (For Specialisation in Shakespeare Studies) | 4 | | 4 |
| SBU24EN5DSE301 | | The Art of Reporting and Editing (For Specialisation in Media Studies) | 4 | | 4 |
| SBU24EN5DSE302 | | Introduction to Animal Studies | 4 | | 4 |
| SBU24EN5DSE303 | | Theories of Ideology and Identity (For Specialisation in Literary Theory) | 4 | | 4 |
| SBU24EN5DSE304 | | Film Movements – The Evolution of the Philosophy of Film (For Specialisation in Film Studies) | 4 | | 4 |
| SBU24EN5DSE305 | | Critical Discourse Studies | 4 | | 4 |
| SBU24EN5SEC300 | | Business Communication | 4 | | 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 | 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 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 | 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 | 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 | DSC E | | |
| 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 | 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 |

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

- Bloom, Harold. *Bloom's Shakespeare Through the Ages: Henry IV, Part 1*. Chelsea House, 1996.
- 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 | DSC E | | |
| Course Level | 300 - 399 | | |
| Credit | 4 | | |
| Course Delivery Duration | Theory (Hrs) | Practicum (Hrs) | Total (Hrs) |
| | 60 | NA | 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 | DSC E | | |
| 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 | DSC E | | |
| Course Level | 300-399 | | |
| Credit | 4 | | |
| Course Delivery Duration | Theory (Hrs) | Practicum (Hrs) | Total (Hrs) |
| | 60 | NA | 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. *Écrits: 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 | DSC E | | |
| Course Level | 300-399 | | |
| Credit | 4 | | |
| Course Delivery Duration | Theory (Hrs) | Practicum (Hrs) | Total (Hrs) |
| | 60 | NA | 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 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



SBU24EN5DSE305: CRITICAL DISCOURSE STUDIES

| | | | |
|---------------------------------|---------------------|------------------------|--------------------|
| Type of Course | DSC E | | |
| 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 | 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.
5. Macdonell, Diane. *Theories of Discourse: An Introduction*. Wiley-Blackwell, 1991.
6. Van Dijk, Teun A. *Society and Discourse: How Social Contexts Influence Text and Talk*. Cambridge UP, 2009.
7. Wetherell, Margaret, et al. *Discourse Theory and Practice: A Reader*. SAGE Publications Limited, 2001.
8. Benwell, Bethan and Elizabeth Stokoe. *Discourse and Identity*. Edinburgh UP, 2006.
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.
 17. Rathore, Aakash Singh, and Ashis Nandy. *Vision for a Nation: Paths and Perspectives*. Penguin Random House India Private Limited, 2019.
 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 hrs |
| 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 | 1.3 | 1 | 5 | |



| | | | | |
|--|-----|---|----|---------------------------|
| Office Communication- Interactions within the office after getting employed – email, chats, phone/speech | | | | |
| 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 | | Modernism and After in Art and Literature | 4 | | 4 |
| SBU24EN6DSC301 | | Literature and the Empire | 4 | | 4 |
| SBU24EN6DSE300 | | Shakespeare: Tragedy (For Specialisation in Shakespeare Studies) | 5 | | 4 |
| SBU24EN6DSE301 | | Fundamentals of PR and Advertising (For Specialisation in Media Studies) | 5 | | 4 |
| SBU24EN6DSE302 | | Partition Literature | 5 | | 4 |
| SBU24EN6DSE303 | | Trajectory of the 'Post' in Theory (For Specialisation in Literary Theory) | 5 | | 4 |
| SBU24EN6DSE304 | | Medical Humanities | 5 | | 4 |
| SBU24EN6DSE305 | | Advanced Concepts in Film Studies (For Specialisation in Film Studies) | 5 | | 4 |
| SBU24EN6DSE306 | | Voices of Dissent and Resistance | 5 | | 4 |
| SBU24EN6SEC300 | | Digital Marketing for Copywriters | 4 | | 3 |
| SBU24EN4VAC400 | | Diversity, Equity and Inclusion | 3 | | 3 |
| SBU24EN4VAC401 | | Environment and Literature | 3 | | 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 | 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 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.



4. Lyotard, Jean-François. *The Postmodern Condition: A Report on Knowledge*. University of Minnesota Press, 1984.
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 | NA | 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

| Module | 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 | DSC E | | |
| 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 <i>Hamlet</i> | | | | |
| Practicum- Shakespeare's <i>Hamlet</i> and Vishal Bhardwaj's <i>Haidar</i> : A Comparative Analysis: Fatimah Javed | 3 | 4 | 15 | Lecture and discussion |



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 | DSC E | | |
| 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. | | | | |
|---|--|--|--|--|

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 | DSC E | | |
| 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 | DSC E | | |
| 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 | C O | 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 | DSC E | | |
| 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, Bioethics, Patient identity, Illness narrative. | 1.3 | 1 | 3 | Lecture and discussion |
| 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 | DSC E | | |
| 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 | DSC E | | |
| 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 hrs |
| 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 Conversion 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 | NA | 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 | Understand |
| CO2 | Analyse the power dynamics across various societal dimensions | Analyse |
| CO3 | Develop and implement strategies for creating inclusive environments in educational, workplace, and community settings. | 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 |
| 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 | NA | 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 | | English Writings Across the World | 4 | | 4 |
| SBU24EN7DSC401 | | American Literature | 4 | | 4 |
| SBU24EN7DSC402 | | Research Writing | 5 | | 4 |
| SBU24EN7DSC403 | | Marginal Voices | 4 | | 4 |
| SBU24EN7DSC404 | | Theories of Knowledge | 4 | | 4 |
| SBU24EN7DSE400 | | Stage and Screen: Theory and Practice | 4 | | 4 |
| SBU24EN7DSE401 | | History of English Language and Introduction to Linguistics | 4 | | 4 |
| SBU24EN7DSE402 | | Shakespeare Across Cultures | 4 | | 4 |
| SBU24EN7DSE403 | | Readings in Shakespeare | 4 | | 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 | DSC B | | |
| 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 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*, Chapter 1, Dover Publications, 1994
4. Susie Tharu and K Satyanarayana. *No Alphabet in Sight*, 2011

Course Designed by: Dr Teddy C Anthappai



SBU24EN7DSC404: THEORIES OF KNOWLEDGE

| | | | |
|---------------------------------|---------------------|------------------------|--------------------|
| Type of Course | DSC B | | |
| 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



SBU24EN7DSE400: STAGE AND SCREEN: THEORY AND PRACTICE

| | | | |
|------------------------|--------------|-----------------|-------------|
| Type of Course | DSC B | | |
| Course Level | 400-499 | | |
| Credit | 4 | | |
| Course Delivery | Theory (Hrs) | Practicum (Hrs) | Total (Hrs) |
| Duration | 60 | 0 | 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



SBU24EN7DSE401: HISTORY OF THE ENGLISH LANGUAGE AND INTRODUCTION TO LINGUISTICS

| | | | |
|---------------------------------|---------------------|------------------------|--------------------|
| Type of Course | DSC B | | |
| Course Level | 400-499 | | |
| Credit | 4 | | |
| Course Delivery Duration | Theory (Hrs) | Practicum (Hrs) | Total (Hrs) |
| | 60 | Nil | 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



SBU24EN7DSE402: SHAKESPEARE ACROSS CULTURES

| | | | |
|---------------------------------|--|------------------------|--------------------|
| Type of Course | DSC B | | |
| 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: <i>A 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



SBU24EN7DSE403: READINGS IN SHAKESPEARE

| | | | |
|---------------------------------|--|------------------------|--------------------|
| Type of Course | DSC B | | |
| 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." <i>Critical Survey</i> , 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 | | European Literature | 5 | | 4 |
| SBU24EN8DSC401 | | Multiple Modes of Narration | 5 | | 4 |
| SBU24EN8DSC402 | | Critical Disability Studies | 5 | | 4 |
| SBU24EN8DSC403 | | Writings on War | 5 | | 4 |
| SBU24EN8DSC404 | | Travel and Literature | 5 | | 4 |
| SBU24EN8DSC405 | | Food and Indian Literature | 5 | | 4 |
| SBU24EN8DSC406 | | Gender and Sexuality Studies | 5 | | 4 |
| SBU24EN8DSC407 | | World Classics | 5 | | 4 |
| SBU24EN8DIS400 | | 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 | DSC B | | |
| 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 | DSC B | | |
| 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 | DSC B | | |
| 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 | DSC B | | |
| 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 | DSC B | | |
| 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.



6. *The Routledge Queer Studies Reader*, edited by Donald E. Hall and Annamarie Jagose, Routledge, 2013.
7. Walters, Margaret. *Feminism: A Very Short Introduction*. Oxford University Press, 2005.
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 | DSC B | | |
| 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.