File Ref.No.74589/Ac A V (A)/2024/UOK

UNIVERSITY OF KERALA

(Abstract)

Four year UG programmes in English and Communicative English (with effect from 2024 admission) - Revised Syllabus for Semester IV - Approved- Orders issued.

Ac A V (A)

10201/2025/UOK	Dated: 28.11.2025

Read:-1. UO No. 32912/4/2024/ UOK dtd 02.07.2024.

2. UO No. 10983/2024/UOK dated: 19.12.2024.

3. UO No. 5671/2025/UOK Dated: 18.06.2025.

4. Minutes of the Additional Meeting of the BoS in English held from 31.10.2025 to 13.11.2025

5. Endorsement of the Dean, Faculty of Arts via e-mail dated 24.11.2025.

ORDER

The Scheme and Syllabus for the courses of FYUGP in English and Communicative English implemented w.e.f 2024 admissions was approved by the Academic Council held on 10.05.2024 and U.O read as (1) above has been issued accordingly. Modified Syllabus for the Courses in FYUG Programmes in English and Communicative English for II and III Semester to be implemented w.e.f 2024 admissions was approved vide paper read as (2) & (3) above.

The Additional Meeting of Board of Studies in English (UG) held from 31.10.2025 to 13.11.2025 vide paper read as (4), recommended to revise the syllabus for the courses in FYUG Programmes in English and Communicative English for Semester IV w.e.f 2024 admissions.

The Dean, Faculty of Arts vide paper read as (5), endorsed the recommendations of the Board of Studies in English (UG).

Sanction has therefore been accorded by the Vice-Chancellor, subject to reporting to the Academic Council, approving the revised Syllabus for the courses in the IV Semester of FYUG Programmes in English and Communicative English, to be implemented w.e.f 2024 admissions, as recommended by the Chairperson, BoS in English (UG) and as endorsed by the Dean, Faculty of Arts (Syllabus appended).

Orders are issued accordingly.

MEERA RAJ S

DEPUTY REGISTRAR
For REGISTRAR

To

1. Principals of all Affiliated Colleges.
2. Dean, Faculty of Arts / Chairperson, Bos in English (UG)
3. Director, Computer Centre
4. PA to Registrar / CE

5. JR/ DR/AR (Exams/ Academic)
6. FYUGP / EB/ IT Cell sections / PRO / Enquiry.

Forwarded / By Order
Sd/-
Section Officer

University Of Kerala

Four Year Under Graduate Programme

(UoK FYUGP)

Revised SEMESTER FOUR Syllabus

Major Discipline ENGLISH

November 2025

SEMESTER 4

Sl No.	Category	Course Code	Course Title	Course Description	Page No.
1	DSC	UK4DSCENG200	Regional Writing in English Translation	Imparts a critical understanding of literatures produced in regional languages of India. The concepts of plurality and diversity are highlighted - 4 hours	5
2	DSC	UK4DSCENG201	20th and 21st Century Malayalam Literature in Translation	Gives an understanding of Malayalam literature and the importance of translation in mediating manifold cultural, social and political experiences. - 5 hours	10
3	DSC	UK4DSCENG202	British Literature: Augustans to Victorians	Literary developments in Britain from the latter half of the seventeenth century to the nineteenth century. - 4 hours	14
4	DSC	UK4DSCENG203	World Classics	Helps students to identify the diversity of different cultures and interpret various world literatures. - 4 hours	19
5	DSC	UK4DSCENG204	Shakespeare Studies	Gives an idea of the social background of Elizabethan England, Shakespeare's works, and their modern adaptations. - 4 hours	23
6	DSC	UK4DSCENG205	Literary Criticism	Gives a thorough understanding of the history and principles of literary criticism.- 4 hours	27

7	DSC	UK4DSCENG206	African and Caribbean Literature	An exploration of the extensive and varied literary heritages of Africa and the Caribbean- 4 hours	31
8	DSE	UK4DSEENG200	Urban Studies	Enables students to comprehend the implications of the urban anthropocene through multiple narratives and perspectives. - 5 hours	35
9	DSE	UK4DSEENG201	Young Adult Narratives	Traces the evolution of young adult narratives and enables the students to navigate the various dilemmas they address. - 5 hours	38
10	DSE	UK4DSEENG202	Brand Narratives	Gives an understanding of effective brand storytelling, and enables students to create content for specific target audiences. - 5 hours	43
11	DSE	UK4DSEENG203	People, Texts, and Voices	This course will delve into the world of popular literature, examining works that have captured the imagination of readers/viewers across different cultures and time periods - 5 hours	48
12	VAC	UK4VACENG200	Cinema and the Art of Communication	The course uses films as a gateway to understand emotional intelligence, empathy and social skills.- 4 hours	53
13	VAC	UK4VACENG201	Digital Empowerment	Gives a basic understanding of ideas related to digital empowerment and introduces Indian initiatives in the field.- 4 hours	57

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University of Kerala   Revised S4

14	VAC	UK4VACENG202	Securing a Sustainable Future	The course fosters the empathy, critical thinking and cultural understanding necessary for navigating diverse societies. - 4 hours	61
15	SEC	UK4SECENG200	English for Employability	Builds a strong foundation in Grammar, Vocabulary, Reading Comprehension and Writing essential for competitive exams and job interviews.-4 hours	64
16	SEC	UK4SECENG201	English for Effective Communication	Introduces students to the fundamentals of communication skills.- 4 hours	69
17	SEC	UK4SECENG202	Tourism for Cultural Communication	Equips students with the necessary skills to interact effortlessly with people from diverse cultural backgrounds - 4 hours	74
18	SEC	UK4SECENG203	Soft Skills for Tourism and Hospitality	Equips students with the soft skills needed for effective handling of the clientele of tourism and hospitality industries-4 hours	78
19	SEC	UK4SECENG204	Writing for Cyberspaces	The course imparts the skills necessary to create content for online sites. – 4 hours	81
20	SEC	UK4SECENG205	Essential Skills for Everyday Life	The course imparts the soft skills necessary for everyday interactions. – 4 hours	85
21	INT	UK4INTENG200	Summer Internship		

University of Kerala

Discipline	ENGLISH				
Course Code	UK4DSCENG200				
Course Title	**Regional Writing in English Translation**				
Type of Course	**DSC**				
Semester	IV				
Academic Level	200-299.				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	4		-		4
Pre-requisites					
Course Summary	As a nation with diverse languages and cultures, India's regional literature plays a pivotal role in narrating her socio-cultural peculiarities/diversities. This course gives a critical understanding of literatures produced in regional languages of India which have shaped the literary identity of the nation. The course throws light over the cultural vibrancy of Indian literature produced in different languages. By the end of the course, the students will get a critical understanding about the concepts of plurality and diversity which become key aspects of postmodern literary production.				

Detailed Syllabus:

Module	Unit	Content	Hrs
		INTRODUCING THE SIGNIFICANCE OF REGIONAL LITERARY WORKS AND THEIR TRANSLATIONS	**12**
I	1	K. Satchidanandan: "The Plural and the Singular: The Making of Indian Literature," Positions: Essays on Indian Literature. New Delhi: Niyogi Books, 2019.	
II		**POETRY IN ENGLISH TRANSLATION**	**12**
	2	Amrita Pritam: "To Waris Shah" SM_65c74f52-4e90-43cf-887d-e8ff0f567598_6.pdf (lkouniv.ac.in)	
	3	Bharat Majhi: "Some Words"	

		Some Words - Bharat Majhi - India - Poetry International	
	4	Jecinta Kerketta: "Time for Civilization to Die"	
		Time for Civilizations to Die: A Poem by Jecinta Kerketta	The Beacon Webzine	
	5	Namdeo Dhasal: "The Day She was Gone"	
		Must Read 7 Poems of Namdeo Dhasal - Velivada - Educate, Agitate, Organize	
	6	Kamala Hemmige: "Gini (The Parrot)"	
		AVVAS_STACK_OF_GRIEF_by_JOOPAKA_SUBHADRA_1.pdf (adbcollege.org)	
	7	Nighat Sahiba: "Forward"	
		from Duniyaadaari: Selected Poems by Nighat Sahiba – The dreaming machine	
	8	Perumal Murugan: "A Strange Beast"	
		Five poems by Perumal Murugan from his days in exile (scroll.in)	
	9	Veerankutty: "Earthen Pot"	
		Malayalam Poetry : Veerankutty's Poems - Modern Literature	
III		**SHORT-FICTION IN ENGLISH TRANSLATION**	**12**
	10	Amin Kamil: "The Cock-fight"	
		Kashmiri shortstory -- The Cockfight (neabinternational.org)	
	11	Mahasweta Devi: "Breast-Giver"	
	12	O.V.Vijayan: "After the Hanging"	
		https://archive.thedailystar.net/2004/11/20/d41120210199.htm	
	13	Rabindranath Tagore: "The Editor"	
		Tagore, The Editor (l-adam-mekler.com)	
	14	Premchand: "Deliverance"	
		https://litpile.wordpress.com/2017/07/31/the-deliverance-a-story-by-munshi-premchand/	
IV		**PLAYS IN ENGLISH TRANSLATION**	**12**
	15	Girish Karnad: *Nagamandala*	
	16	Kavalam Narayana Panikkar: *The Lone Tusker*	
V		**NOVEL IN ENGLISH TRANSLATION**	**12**

		Suggested Reading	
		Sandhya Mary: *Maria, Just Maria*	

RECOMMENDED READING

1. Bassnet, Susan. *Translation and World Literature.* Routledge, 2018.

0. Devy, G. N. *After Amnesia: Tradition and Change in Indian Literary Criticism.* Sangam Books, 1992.

0. Mukherjee, Sujit. "Modern Indian Literature in English Translation". *Indian Literature.*

0. ---. *Translation as Recovery.* Pencraft International, 2004.

0. ---. *Translation as Discovery and Other Essays on Indian Literature in English Translation.* Orient Longman, 1994.

0. ---. "The Idea of an Indian Literature". *Towards a Literary History of India.*

0. Paniker, K Ayyappa. *Indian Narratology.* Sterling, 2003.

0. Simon, Sherry and Paul St. Pierre, eds. *Changing the Terms: Translating in the Postcolonial Era.* University of Ottawa Press, 2000.

Course Outcomes

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addressed

CO-1	Explore the literary works produced in various regional Indian languages and thereby comprehend the repertoire of plural forms of narratives produced in various regions.	U	PSO- 2, PSO- 3
CO-2	Understand how the process of translation helps the bringing together of various cultural and social narratives produced in diverse spaces and critically examine these diversities.	U, An, E	PSO- 2
CO-3	Know the eminent writers belonging to various regions whose contributions have enriched the entire stream of literature evolving in regional languages.	R	PSO- 3
CO-4	Critically perceive the vitality of various Indian languages and thereby theoretically subvert the superior/inferior divisions of languages.	An, E	PSO- 2, PSO- 11
CO-5	Trace the evolution of regional literatures from the past to the present and examine how literary works produced in regional languages become potent tools which subvert the pan Indian image existing on various levels.	Ap, An	PSO- 11, PSO- 15

R-Remember, U-Understand, Ap-Apply, An-Analyse, E-Evaluate, C-Create

Name of the Course: Credits: 4:0:0 (Lecture:Tutorial:Practical)

CO No.	CO	PO/PSO	Cognitive Level	Knowledge Category	Lecture (L)/Tutorial (T)	Practical (P)
1.	CO-1	1/2,3	U	C	L	-
0.	CO-2	1,3/2	U, An, E	F, C, P	L	-
0.	CO-3	1/3	R	F	L	-
0.	CO-4	6,8/2,11	An, E	C, P	L	-
0.	CO-5	6,8/11, 15	Ap, An	C, P	L	-

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Mapping of COs with PSOs and POs:

	PSO2	PSO3	PSO11	PSO15	PO1	PO3	PO6	PO8
CO 1	1	2			2			
CO 2	2				1	3		
CO 3		2			3			
CO 4			2				2	1
CO 5			1	3			2	2

Correlation Levels:

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

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Programming Assignments
- Final Exam

Mapping of COs to Assessment Rubrics :

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

CO 3	✓	✓		✓
CO 4	✓	✓		✓
CO 5	✓	✓		✓

University of Kerala

Discipline	ENGLISH				
Course Code	UK4DSCENG201				
Course Title	**20ᵗʰ and 21ˢᵗ Century Malayalam Literature in Translation**				
Type of Course	**DSC**				
Semester	4				
Academic Level	200 – 299.				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	4	3 hours	-	2	5
Pre-requisites	1. 2.				
Course Summary	Gives a basic understanding of the vastness of Malayalam literature and the importance of translation as a literary genre in mediating manifold cultural, social and political experiences				

Detailed Syllabus:

Module	Unit	Content	Hrs
I		**An Overview**	**15**

	1	Introduction to Malayalam Literature - History- - Malayalam Literature before and after independence' – 21st century- -rise of the Malayalam novel- poetry- drama – fiction and the short story - theatre groups- genres and trends **Core Text** Malayalam literature https://www.indianetzone.com/malayalam_literature#article-6 **Reading Materials** • Raveendran, P.P. "Dissemination of Cultural Capital: Literary Historiography in Malayalam." *Indian Literature* 46.5 (2002): pp.143-153. Print.. • Leela Devi, R. *History of Malayalam Literature*. 1997 • George, K M. *Malayalam Drama and Theatre*. https://archive.org/details/dli.ministry.16679	
II	**Poetry**		**15**
	1	Kamala Das- *My Grandmother's house* Poem: My Grandmother's House by Kamala Das (poetrynook.com)	
	2	Savithri Rajeevan- *Moonrise* MOONRISE - Savithri Rajeevan - India - Poetry International	
	3	Balachandran Chullikkad- *Possessed* POSSESSED	Malayalam Poetry In Translation (wordpress.com)	
	4	S Joseph - *The Fish Monger* (Trans. By AJ Thomas) The Fishmonger - S. Joseph - India - Poetry International	
	5	Vijayalekshmi- *Carpenter's Daughter* https://www.samyuktapoetry.com/2021/06/25/vijayalakshmi-2/	

III		**Fiction/Non Fiction**	15
	1	M Kunjaman- *Dissent* (Memoir) Trans. H Poornima, DCB, 2023	
IV		**Short Story**	15
	1	N.S.Madhavan- "Higuita" (Trans)	
	2	Sara Joseph- "The Rain" Joseph Sara, *The Masculine of Virgin,* (trans. By Devika J). OUP, 2012	
	3	Ashitha- "In the Moonlit Land" *Nilavinte Nattil,* Mathrubhoomi Books, 2002	
	4	Vaikom Muhammed Basheer - "Poovan Banana" *Poovan Banana and Other Stories* Translated by V. Abdulla	
	5	Santhosh Aechikkanam- "Biriyani" *Biriyani and Other Stories* Translated by Antony Fernandez, DC, 2020	
V		**Translation Practice**	15
		Translate any literary piece into English **Suggested Reading:** Narendra Prasad- *Souparnika* Trans. by V C Harris	

Course Outcomes

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addressed
CO-1	To develop an insight into ages, movements and literary traditions of Malayalam literature	R	1,2,3
CO-2	Get a basic knowledge of the literary and the non-literary works produced in Malayalam	R,U	2,3
CO-3	To acquire literary sensibility and competency in critical thinking by analyzing translated works	Ap,An	11,13
CO-4	To initiate an interest in understanding the historical, social and cultural facets of translation	E	13,15
CO-5	To understand the role of translation in making a literary tradition	E,C	11

R-Remember, U-Understand, Ap-Apply, An-Analyse, E-Evaluate, C-Create

Name of the Course: Credits: 4:0:0 (Lecture:Tutorial:Practical)

CO No.	CO	PO/PSO	Cognitive Level	Knowledge Category	Lecture (L)/Tutorial (T)	Practical (P)
1	CO-1	1/1,2,3	R	F, C	L	P
2	CO-2	1,4/2,3	R,U	F,C	L	P
3	CO-3	1,4/11,13	Ap,An	C,P	L	P
4	CO-4	1,6,8/3,15	E	C,P	L	P

5	CO-5	3/11	E,C	P,M	L	P

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Mapping of COs with PSOs and POs :

	PSO1	PSO2	PSO3	PSO11	PSO13	PSO15	PO1	PO3	PO4	PO6	PO8
CO 1	2	2	3				2				
CO 2		1	2				1		1		
CO 3				2	1		2		2		
CO 4			1			3	1			2	2
CO 5				2				3			

Correlation Levels:

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

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Programming Assignments
- Final Exam

Mapping of COs to Assessment Rubrics :

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations

CO 1	✓	✓		✓
CO 2	✓	✓		✓
CO 3	✓	✓		✓
CO 4	✓	✓		✓
CO 5	✓	✓		✓

University of Kerala

Discipline	ENGLISH				
Course Code	UK4DSCENG202				
Course Title	British Literature: Augustans to Victorians				
Type of Course	**DSC**				
Semester	IV				
Academic Level	200-299.				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	4	4 hours	-		4
Pre-requisites	1. Familiarity with British Literature till the Age of Puritans, which would give the students a comprehensive outlook to approach history as a continuum, and not as isolated units. 2. Students should be aware of the interrelationship between the social and the literary history of a nation, to understand how literature is at once a social product, and in turn moulds society.				
Course Summary	The course intends to offer the students a comprehensive view of the historical and literary developments of different time periods; and to help them explore how socio-political backdrop goes into the making of the cultural context of a literary text. The select core texts are representative of the Age and the literary trend of the respective periods.				

Module	Unit	Content	Hrs
I		**Restoration Age**	**12**
	1	Restoration of Monarchy- 1660- Social life of England in the Restorat Age	
	2	Literature in the Restoration Age – Restoration Theatre – Comedy of Manners –	

		Heroic Tragedy – distinctive features - representative playwrights – contributions of Aphra Ben	
	3	Augustan Age – features of Neo-classical Poetry – Mock-epic literary contributions of Dryden and Pope	
	4	**Core Text** John Dryden – Extract from "Mac Flecknoe" lines 1-63: (From "All human things are subject to decay" to "That for anointed dullness he was made") https://www.poetryfoundation.org/poems/44181/mac-flecknoe	
II		**18ᵗʰ Century Literature**	**12**
	5	Sentimental and Anti-Sentimental Comedy- literary contributions of Oliver Goldsmith and Sheridan	
	6	Periodical Literature – Essayists - Addison and Steele	
	7	18ᵗʰ century fiction – growth of satire – major prose writers – literary contributions of Daniel Defoe and Jonathan Swift	
	8	Rise of the English Novel – Epistolary novel - Picaresque novel – Four Wheels of the Novel- literary contributions of Eliza Haywood, Fanny Burney	
	9	**Core Texts** Richard Steele – "The Spectator Club" https://www.bartleby.com/lit-hub/hc/english-essays-from-sir-philip-sidney-to-macaulay/the-spectator-club/	
	10	Jonathan Swift – *Gullivers Travels: A Voyage to Lilliput* **https://archive.org/details/in.ernet.dli.2015.31485/page/n93/mode/2up**	
III		**Transition Period & The Romantic Age**	**12**
	11	Age of Dr Johnson – Johnson's literary contributions – Johnson's *Dictionary*	
	12	Transitional Poetry– features – Transitional Poets	
	13	The French Revolution and Romantic Revival – Features of Romanticism	
	14	First and Second generation of Romantic poets – literary contributions of Felicia Hemans	
	15	Essayists – Charles Lamb, Mary Lamb, William Hazlitt, Thomas de Quincey, Mary Wollstonecraft	
	16	Fiction - Jane Austen – Gothic fiction – Mary Shelley — Historical novels of Walter Scott	
	17	**Core Texts** Thomas Gray – "Elegy Written in a Country Churchyard"	
	18	P.B Shelley : "Ode to the West Wind"	
	19	William Hazlitt: "My First Acquaintance with Poets"	
IV		**The Victorian Age**	**12**
	20	Era of Scientific advance – Charles Darwin and the Theory of Evolution	

	21	Victorian Conflict and Compromise	
	22	Victorian Literature Victorian Poets –Dramatic Monologue – Pre-Raphaelite Poetry	
	23	Victorian Novelists – Women Novelists of the Victorian Era	
	24	Oscar Wilde –Art for Art's Sake Movement - Plays	
	25	**Core Text** Arnold – "Dover Beach" https://www.poetryfoundation.org/poems/43588/dover-beach	
	26	Oscar Wilde- *Lady Windermere's Fan*	
V		**Literary Context**	
		Suggested Reading Albert, Edward. *History of English Literature*. OUP, 1979.chapters 6-11	

Recommended Reading

Alexander, Michael J. *A History of English Literature*. Palgrave Macmillan, 2000.

Ashok, Padmaja. *The Social History of England*. Orient Black Swan, 2011.

Baugh, A.C. *A History of English Literature*. Routledge. 2013.

Carter, Ronald, and John McRae. *The Routledge History of Literature in English*. Routledge, 2017

Daiches, David. *A Critical History of English Literature*. Supernova Publishers, 2010.

Nayar, Pramod K. *A Short History of English Literature*. CUP, 2011.

Poplawski, Paul. *English Literature in Context*. CUP, 1993.

Peck, John, and Martin Coyle. *A Brief History of English Literature*. Palgrave, 2012.

Sanders, Andrew. *The Short History of English Literature*. OUP, 1994.

Thornley G C, and Gwyneth Roberts. *An Outline of English Literature*. Pearson, 2011.

 e- resources

 https://library.baypath.edu/english-and-literature-web-sites

https://www.gutenberg.org/ebooks/search/?query=shakespeare&submit_search=Go%21

https://www.gutenberg.org/ebooks/search/?query=chaucer&submit_search=Go%21

http://www.literature-study-online.com/resources/#historical

http://www.universalteacher.org.uk/lit/history.htm

https://www.britannica.com/art/English-literature/Elizabethan-poetry-and-prose

https://www.encyclopedia.com/humanities/culture-magazines/restoration-literature-england

https://chaucer.fas.harvard.edu/ https://chaucer.fas.harvard.edu/pages/Synopses-Prolegomena

http://www.dartmouth.edu/~milton/reading_room/contents/text.shtml

https://www.gutenberg.org/files/29854/29854-h/29854-h.htm(Aphra Behn)

http://www.mindfulteachers.org/2013/05/women-writers-at-time-of-shakespeare-e.html

https://internetshakespeare.uvic.ca/Library/SLT/literature/women%20writers/morewomen.html

Course Outcomes

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addressed
CO-1	Understand and explain the social and political background of different periods of British history	U	3
CO-2	Explain the different stages of development of British literary history	U	3, 15
CO3	Identify the distinct traits of various Ages and Movements in British literary history	An	13
CO4	Illustrate how a writer represents a particular literary school or movement	Ap	2
CO5	Identify the literary techniques employed by a writer	An	2
CO6	Evaluate the literary contributions of a writer	E	2

R-Remember, U-Understand, Ap-Apply, An-Analyse, E-Evaluate, C-Create

Name of the Course: Credits: 4:0:0 (Lecture:Tutorial:Practical)

CO No.	CO	PO/PSO	Cognitive Level	Knowledge Category	Lecture (L)/Tutorial (T)	Practical (P)
1	CO-1	1/3	U	F	L	-
2	CO-2	1,2/3, 15	U	F	L	-
3	CO3	1,2,3/13	U, An	C,P	L	-
4	CO4	2/2	Ap	C,P	L	-
5	CO5	2,6/2	An	C,P	L	-
6	CO6	1/2	E	C,M	L	-

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Mapping of COs with PSOs and POs :

	PSO2	PSO3	PSO13	PSO15	PO1	PO2	PO3	PO6
CO 1		1			2			
CO 2			2	2	2	1		
CO 3			2		2	1	3	
CO 4	2					2		
CO 5	1					2		3
CO 6	2				2			

Correlation Levels:

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

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Programming Assignments
- Final Exam

Mapping of COs to Assessment Rubrics :

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

University of Kerala

Discipline	ENGLISH				
Course Code	UK4DSCENG203				
Course Title	**World Classics**				
Type of Course	**DSC**				
Semester	IV				
Academic Level	200-299				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	4	4 hours	-		4
Pre-requisites	1. 2.				
Course Summary	The course will help the students to identify the diversity of various cultures. Also it will help the student to develop an aesthetic sense to read and interpret the various world literatures.				

Detailed Syllabus:

Module	Unit	Content	Hrs
I		**Classics** **(Only short questions to be asked from units 3,4,5,6)**	**12**
	1	Exploring literary classics: defining key concepts What Is a Classic?-Charles Augustin Sainte-Beuve https://www.bartleby.com/lit-hub/hc/literary-and-philosophical-essays/what-is-a-classic/	
	2	Crisis in the Classics-Sheldon Pollock, pgs 1-9 https://sheldonpollock.org/archive/pollock_crisis_2011.pdf	
	3	Italian: Dante, Boccaccio, Tasso, Ariosto, Machiavelli Russian: Dostoevsky, Tolstoy, Gorky, Solzhenitsyn	
	4	German: Goethe, Hermann Hesse Sanskrit: Vyasa, Valmiki, Kalidasa, Sudraka, Bhasa, Shriharsha, Jayadeva	
	5	Japanese - Murasaki Shikibu, Matsuo Bashō Middle East - Rumi, Qasim al-Hariri,Al Khanza	

	6	Greek and Roman: Homer, Virgil, Aeschylus, Sophocles, Euripides, Aristophanes, and Nikos Kazantzakis	
II		**Poetry**	**12**
	7	Verse 101-110 - "Gratitude" and Verse 781-790 - "Friendship" from Thiruvalluvar's - *Tirukural - An American English and Modern Tamil translation of Saint Tiruvalluvar's ancient Tirukural* by Satguru Sivaya Subramuniyaswami https://thirukkural133.wordpress.com/2015/11/15/chapter-79-friendship/ https://thirukkural133.wordpress.com/2011/11/26/chapter-11-gratitude/	
	8	Rainer Maria Rilke-Duino Elegies: The First Elegy https://rilkepoetry.com/duino-elegies/first-duino-elegy/	
	9	Rumi – "Love has Nothing to do with Five Senses" (Kulliyat-e Shams 21) https://www.rumi.org.uk/love_poems/#LoveHasNothingtoDoWithFiveSenses	
III		**Drama**	**12**
	10	Aristophanes- Lysistrata https://blackclassicismsp18.files.wordpress.com/2018/01/aristophanes-lysistrata.pdf	
IV		**Fiction**	**12**
	11	Franz Kafka - *Metamorphosis*	
	12	Arabian Nights - "Ali Baba and the Forty Thieves" *Tales from 1001 Arabian Nights* by Sir Richard F. Burton	
	13	Anthony C. Yu's translation of "The Journey to the West" - Chapter 1 https://journeytothewestresearch.com/wp-content/uploads/2021/10/the-journey-to-the-west-wu-chengen_-anthony-c.-yu-the-journey-to-the-west-volume-1-university-of-chicago-press-2013.pdf	
V		**Re-imagining of Classics**	**12**
		Suggested Reading: Jean Rhys - *Wide Sargasso Sea* Jenny Lee- Anna K.	13

Books for Reference:

T. S. Eliot - "What is a Classic?"

Beard Mary, and John Henderson. Classics: A Very Short Introduction. Indian Edition, OUP, 2006.

Why Read the Classics? Valdir Chagas | TEDxYouth@ACS
https://www.youtube.com/watch?v=Ss36LZ5xoPA

The Complete Greek Drama: All the extant tragedies of Aeschylus, Sophocles and Euripides, and the comedies of Aristophanes and Menander, in a variety of translations

Edited by Whitney J. Oates and Eugene O'Neill, Jr. Random House, New York, 1938.

Course Outcomes

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addressed
CO-1	To promote students' insight into global literary masterpieces.	U	2,3
CO-2	To foster a deeper understanding of cultural heritage, timeless themes, and human experiences across diverse societies.	U, R	3,6
CO 3	To improve analytical and critical thinking skills as the students examine and analyse ancient cultures.	Ap, An	3,9,11
CO4	To engage in discussions about ethical, moral and philosophical questions raised by world classic texts.	C	13
CO5	To familiarize students with contemporary reinterpretations and re-evaluations of classical texts	E,C	11

R-Remember, U-Understand, Ap-Apply, An-Analyse, E-Evaluate, C-Create

Name of the Course: Credits: 4:0:0 (Lecture:Tutorial:Practical)

CO No.	CO	PO/PSO	Cognitive Level	Knowledge Category	Lecture (L)/Tutorial (T)	Practical (P)
1	CO-1	1/2,3	U	F, C	L	-
2	CO-2	1,2/3,6	U, R	F,C	L	-
3	CO 3	1,3/3,9,11	Ap, An	C,P	L	-
4	CO4	6,8/13	C	P,M	L	-
5	CO5	8/11	E,C	P,M	L	-

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Mapping of COs with PSOs and POs :

	PSO2	PSO3	PSO6	PSO9	PSO11	PSO13	PO1	PO2	PO3	PO6	PO8
CO 1	1	2					2				
CO 2		2	2				2	1			
CO 3		1		3	3		1		3		
CO 4						2				2	2
CO 5					3						3

Correlation Levels:

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

Assessment Rubrics:

- Assignment/ Discussion / Seminar
- Midterm Exam
- Programming Assignments
- Final Exam

Mapping of COs to Assessment Rubrics :

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

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CO 5	✓	✓		✓

University of Kerala

Discipline	ENGLISH
Course Code	UK4DSCENG204
Course Title	**Shakespeare Studies**
Type of Course	**DSC**
Semester	IV
Academic Level	200 - 299

Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	4	4 hours	-		4

Pre-requisites	1. 2.
Course Summary	This course offers an exploration of Shakespeare's works through careful reading, contextual study, and performative practice. Students will engage with Shakespeare's sonnets and plays while developing critical analysis skills and understanding of theatrical performance.

Detailed Syllabus:

Module	Unit	Content	Hrs
I		**Shakespeare in Context & The Sonnets**	**12**
	1	William Shakespeare: The life and legacy of England's bard https://www.bbc.co.uk/teach/articles/zfw6d6f	
	2	Chapter V: An Introduction to the study of Literature by William Henry Hudson: pg 227-241 https://archive.org/details/introductiontost00hudsrich/page/226/mode/2up	
	3	Sonnet 18 ("Shall I compare thee to a summer's day?")	
	4	Sonnet 116 ("Let me not to the marriage of true minds")	
	5	Sonnet 130 ("My mistress' eyes are nothing like the sun")	
II		**Tragedies**	**12**
	6	**Macbeth** Act 1 Scene 3, Act 5 Scene 1 & Act 5 Scene 8	
	7	**Hamlet**: "To be or not to be" soliloquy (Act 3, Scene 1) Lines 56 - 90	
	8.	**Othello**: Iago's manipulation - Iago's first soliloquy (Act 1, Scene 3) Lines 168 - 189	

III		Comedies	12
	9.	**A Midsummer Night's Dream**: The mechanicals' rehearsal and performance (Act 3, Scene 1)	
	10.	**Twelfth Night:** Act I, Scene 1	
	11.	**The Tempest :** Act I, Scene 2 and Act 3, Scene 1	
IV		History Plays	12
	12	**Julius Caesar** : Mark Antony's speech (Act 3 Scene 2) Lines 73-108	
	1 3	**Richard III**: Opening soliloquy (Act 1, Scene 1) Lines 1-41 **Henry V**: "Once more unto the breach" (Act 3, Scene 1) Lines 1-37	
	14		
V		Performance and Adaptation	12
		Explore contemporary relevance and adaptation of Shakespeare Select and rehearse a scene from any studied play	

Reading List

- Bradley, AC. *Shakespearean Tragedy*. Fourth Edition, Palgrave, Macmillian, January 2007.

- Dusinberre, Juliet, *Shakespeare and the Nature of Women*.

- Elliot,T.S. "Hamlet" in Selected Essays.

- G.B. Harrison. Introducing Shakespeare, Penguin Books.l

- Northrop Frye on Shakespeare. Ed. Robert Sandier. Markham,ON: Fitzhenry & Whiteside.

- Dollimore, Jonathan and Alan Sinfield. Eds. *The Political Shakespeare: Essays in Cultural Criticism*.UK: Manchester University Press, 2003.

- Drakakis, John. Ed. *Alternative Shakespeare*. Psychology Press, 2002.

- Shapiro, James. Contested Will: Who Wrote Shakespeare?. New York: Simon & Schuster, 2010.

Course Outcomes

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addressed

CO-1	Develop a comprehensive understanding of Shakespeare's life, works, and historical context	R, U	2,3
CO-2	Conduct close textual analysis of selected Shakespearean plays and sonnets, identifying key themes, literary techniques, and character dynamics.	U	2,4
CO-3	Contextualize Shakespeare's works within the social, political, and cultural milieu of Elizabethan England	An, E	3,9,13
CO-4	Understand Shakespeare's global influence and legacy, exploring adaptations of his works in different cultural and linguistic contexts	E,C	11,15

R-Remember, U-Understand, Ap-Apply, An-Analyse, E-Evaluate, C-Create

Name of the Course: Credits: 4:0:0 (Lecture:Tutorial:Practical)

CO No.	CO	PO/PSO	Cognitive Level	Knowledge Category	Lecture (L)/Tutorial (T)	Practical (P)
1	CO-1	1/2,3	R, U	F, C	L	
2	CO-2	1,2,6/2,4	U	C,P	L	
3	CO-3	1,8/3,9,13	An, E	C,P	L	
4	CO-4	1,8/11,15	E,C	M	L	

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Mapping of COs with PSOs and POs :

	PSO2	PSO3	PSO4	PSO9	PSO11	PSO13	PSO 14	PO1	PO2	PO6	PO8
CO 1	2	3						1			
CO 2	2		2					2	1	2	

CO 3		1		1		3		1			2
CO 4					3	3		2			3

Correlation Levels:

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

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Programming Assignments
- Final Exam

Mapping of COs to Assessment Rubrics :

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

University of Kerala

Discipline	ENGLISH
Course Code	UK4DSCENG205
Course Title	LITERARY CRITICISM
Type of Course	**DSC**
Semester	IV

Academic Level	200-299.				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	4	4	-		4
Pre-requisites					
Course Summary	The course intends to provide students with a thorough understanding of the history and principles of literary criticism since Plato and to cultivate in them the philosophical and analytical skills essential for critically analysing and appreciating literary texts.				

Detailed Syllabus:

Module	Unit	Content	Hrs
I		**CLASSICAL CRITICISM**	**12**
	1	Nature and Function of Criticism- Plato: Mimesis, views on art, poetry- Aristotle: Poetics, definition of tragedy, elements of tragedy, Mimesis, Tragic hero, Catharsis, Hamartia- Longinus: Sublimity, sources of sublimity Indian Aesthetics- Bhava, Rasa, Alamkara, Dhwani	
	2	**Core Reading** Nagarajan, M S. *English Literary Criticism and Theory*. Hyderabad: Orient Blackswan, 2011 - chapter 1	
	3	Indian Aesthetics https://philosophy.institute/aesthetics/indian-aesthetics-bhava-rasa-dhvani/	
II		**RENAISSANCE & NEO-CLASSICAL CRITICISM**	**12**
	4	Sir Philip Sidney- Definition of Poetry, Function of Poetry- Dryden- Estimate of authors, views on rhyme, unities and tragic comedy-Dr Johnson -The Lives of Poets, Preface to Shakespeare	
	5	**Core Reading:** Nagarajan, M S. English Literary Criticism and Theory. Hyderabad: Orient Blackswan, 2011 - chapters 2 and 3	
III		**ROMANTIC & VICTORIAN CRITICISM**	**12**
	6	Romantic: William Wordsworth- Preface to Lyrical Ballads, Definition of poetry, Concept of poetic diction and language- Victorian: Matthew Arnold- Definition of Poetry, Grand Style, Touchstone Method, Disinterestedness	
	7	**Core Reading** Nagarajan, M S. English Literary Criticism and Theory. Hyderabad: Orient Blackswan, 2011 - chapter 4	

	8	William Wordsworth: Preface to Lyrical Ballads	
IV		TWENTIETH CENTURY CRITICISM	12
	9	T.S. Eliot- Views on Tradition, Theory of Impersonality, Objective Correlative, Dissociation of Sensibility - I A Richards - Practical Criticism, Poetry and Synaesthesia, Four kinds of meaning	
	10	**Core Reading** Nagarajan, M S. English Literary Criticism and Theory. Hyderabad: Orient Blackswan, 2011 - chapter 5	
	11	I.A Richards: Practical Criticism: Part III, Chapter 1 https://archive.org/details/dli.ernet.15391/page/189/mode/2up	
V		CRITICISM THROUGH THE AGES	12
		Suggested Reading: Literary Criticism from Plato to the Present https://www.davcollegekanpur.ac.in/assets/ebooks/English/Liteary%20Criticism%20by%20Habib.pdf Aesthetics according to Indian and Western Philosophers https://www.myexamsolution.com/2023/02/aesthetics-according-to-indian-and-western-philosophers.html	

Recommended Reading

Prasad,B. *An Introduction to Literary Criticism*. New Delhi: Macmillian India Ltd,1965.

Das, B and J M Mohanty. *Literary Criticism: A Reading*. Noida: Oxford UP, 1997.

Habeeb, M A R. *Literary Criticism from Plato to the Present: An Introduction*. New Jersey: Wiley-Blackwell, 2011

Pollock, Sheldon. *A Rasa Reader: Classical Indian Aesthetics*. New York: Columbia UP, 2016.

Seturaman, V S. *Indian Aesthetics*. New Delhi: Laxmi Publications, 2017.

Upadhyay, Ami. *A Handbook of The Indian Poetics and Aesthetics*. Bareilly: Prakash Book Depot, 2017.

e-resources

Classical Criticism http://www.egyankosh.ac.in/bitstream/123456789/22610/1/Unit-1.pdf

Classical Criticism https://www.academia.edu/35408906/CLASSICAL_CRITICISM_A_CRITICAL_ENQUIRY From Plato to the Present

Matthew Arnold as critic https://www.lsj.org/literature/essays/arnold

Indian Aesthetics https://www.openart.in/general-topics/indian-aesthetics/

https://egyankosh.ac.in/handle/123456789/21564

literaryCriticismhttps://dde.pondiuni.edu.in/files/StudyMaterials/PG/MAEnglish/1year/MAE
G1004LiteraryCriticismandTheory.pdf

https://oms.bdu.ac.in/ec/admin/contents/175_P16EN24_2020051610241895.pdf

https://englishliterature.in/literary-theory-and-criticism-from-classical-to-modern-times/

https://www.britannica.com/art/literary-criticism/Historical-development

Course Outcomes

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addressed
CO-1	Introduce the origin and development and function of literary criticism	U	2,4
CO-2	Understand the developments in literary criticism from the beginnings to the 20ᵗʰ century.	R, U	2,4
CO-3	Develop an aptitude for critical analysis of literary works.	U	8,9,11
CO-4	Analyze and appreciate texts critically, from different critical perspectives.	Ap, An	11,12,15
CO-5	Appreciate Indian Aesthetics and find linkages between Western thought and Indian critical tradition	U, An	11,15

R-Remember, U-Understand, Ap-Apply, An-Analyse, E-Evaluate, C-Create

Name of the Course: Credits: 4:0:0 (Lecture:Tutorial:Practical)

CO No.	CO	PO/PSO	Cognitive Level	Knowledge Category	Lecture (L)/Tutorial (T)	Practical (P)
1	CO-1	1/2,4	U	F,C	L	-
2	CO-2	1/2,4	R, U	F,C	L	-
3	CO-3	2,6/8,9,11	U	C,P	L	-
4	CO-4	1,3/11,12,15	Ap, An	C,P,M	L	-

| 5 | CO-5 | 1,2,8/11,15 | U, An | C,P | L | - |

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Mapping of COs with PSOs and POs :

	PSO 2	PSO 4	PSO 8	PSO 9	PSO11	PSO12	PSO15	PO 1	PO 2	PO 3	PO 6	PO 8
CO 1	1	2						2				
CO 2	2	2						2				
CO 3			2	3	3				2		1	
CO 4					2	1	3	2		1		
CO 5					2		3	1	1			3

Correlation Levels:

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

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Programming Assignments
- Final Exam

Mapping of COs to Assessment Rubrics :

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

University of Kerala

Discipline	ENGLISH				
Course Code	UK4DSCENG206				
Course Title	AFRICAN AND CARIBBEAN LITERATURE				
Type of Course	**DSC**				
Semester	IV				
Academic Level	200-299				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	4	4			4
Pre-requisites	Willingness to explore diverse cultural contexts and narratives with sensitivity and respect.				
Course Summary	The course offers an in-depth exploration of the extensive and varied literary heritages of Africa and the Caribbean. It is meticulously structured to cultivate a profound comprehension of the cultural, political, and social landscapes through an extensive array of literary genres, including novels, poetry, drama, and essays.				

Detailed Syllabus:

Module	Unit	Content	Hrs
I		**Historical Background**	**12**
		Race and Ethnicity, Harlem Renaissance- Negritude Movement, Hybridity and Migration, African Diaspora, African Mythology and Oral Literature, Post-apartheid Literature- Importance of Festivals and Rituals in Afro-Caribbean Culture, Sugar, slavery and the colonial gaze.	
	1.	**Core Texts** Recent Trends in African and Caribbean Literatures- Africana Studies - Pan Africanism African and Caribbean Writing in English: An Overview https://ebooks.inflibnet.ac.in/engp06/chapter/african-and-caribbean-writing-in-english-an-overview/	
	2.	African Myth - "How Spider Won the Sky-God's Stories" (Folklore of Ashanti) https://yale.imodules.com/s/1667/images/gid6/editor_documents/yacol_fall_course_readings/flick_readings/radin__african_folktales.pdf?sessionid=272b75de-20e2-4ccf-846f-95a0536fc&cc=1	

II		**Poetry**	12
	3	Ben Okri – "An African Elegy" https://www.poemhunter.com/poem/an-african-elegy-2/	
	4	Gabriel Okara – "Once Upon a Time" https://www.studypage.in/reading/once-upon-a-time-poem-by-gabriel-okara	
	5	Louise Bennett- "Colonization in Reverse" https://www.poetrybyheart.org.uk/poems/colonization-in-reverse	
	6	Leopold Sedar Senghor : "Black Woman" https://allpoetry.com/poem/8594637-Black-Woman-by-Leopold-Sedhar-Senghor	
	7	Dub Poetry -Performance Poetry Linton Kwesi Johnson – "Sonny's Lettah" https://poetryarchive.org/poem/sonnys-lettah/ https://www.youtube.com/watch?v=bzSLoo3grXM	
III		**Fiction**	12
		Short Stories	
	8	Chimamanda Ngozi Adichie - "The Headstrong Historian" https://www.scribd.com/document/474295280/1-The-Headstrong-Historian	
	9	Jean Rhys – "I Used to Live here Once" https://calhoun40.net/wp-content/uploads/2018/02/I-Used-to-Live-Here-Once-Rhys.pdf	
		Novel	
	10	Chinua Achebe – "Arrow of God" https://aflitmw.com/items/Arrow%20of%20God%20%28%20PDFDrive%20%29.pdf	
IV		**Prose and Drama**	12
	11	"Nation Language" by Edward Kamau Brathwaite https://seai.web.uniroma1.it/sites/default/files/E.K.Brathwaite,%20NATION%20LANGUAGE.pdf	
	12	Derek Walcott – *Pantomime* https://www.scribd.com/document/510810503/Derek-Walcott-Pantomime	
V		**African Folklore**	12
	13	Suggested Reading:	

| | | " Why the Sky is so High" Kalulu Stories – African Folklore pages 56-58 https://static1.squarespace.com/static/557edb36e4b0c3993dee95d1/t/5730f85707eaa0ea485a2145/1462827100470/Kalulu+the+Hare+and+other+Zambian+Folk-Tales.pdf | |

RECOMMENDED READING

Olaniyan, Tejumola and Ato Quayson. *African Literature: An Anthology of Criticism and Theory.* Blackwell, 2010.

Badiane, Mamadou. The Changing Face of Afro-Caribbean Cultural Identity. Lexington Books. 2010.

Soyinka, Wole. *Myth, Literature, and the African World*. Cambridge University Press, 2005.

The Cambridge History of African and Caribbean Literature Vol.1 & 2. Cambridge University Press, 2004.

Williams, Patrick. *Colonial Discourse and Post-Colonial Theory: A Reader*. London: Routledge 2015.

Falola, Toyin. *African World Series. Contemporary African Literature: New Approaches*. Carolina Academic Press.2010

Course Outcomes

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addressed
CO1	Investigate themes of colonialism, identity, race, gender and sexuality	R,U	2,4
CO2	Explore diverse perspectives and experiences from African and Caribbean authors, expanding global awareness and empathy	U,An	4,9
CO3	Gain a deeper appreciation and understanding of the cultural and social context of African and Caribbean Literatures.	U,E	9,11
CO4	Examine themes on memory, trauma and post-colonial consciousness in African Caribbean literary works	An,E	11,13
CO5	Reflect the significance of African and Caribbean Literature within the broader context of World Literature	Ap,C	13,15

R-Remember, U-Understand, Ap-Apply, An-Analyse, E-Evaluate, C-Create

Name of the Course: Credits: 4:0:0 (Lecture:Tutorial:Practical)

CO No.	CO	PO/PSO	Cognitive Level	Knowledge Category	Lecture (L)/Tutorial (T)	Practical (P)

1	CO1	1/2,4	R,U	F	L	-
2	CO2	1/4,9	U,An	C	L	-
3	CO3	1,2/9,11	U,E	C	L	-
4	CO4	2,3,8/11,13	An,E	C,P	L	-
5	CO5	1,2,5/13,15	Ap,C	P,M	L	-

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Mapping of COs with PSOs and POs :

	PSO2	PSO4	PSO9	PSO11	PSO13	PSO15	PO1	PO2	PO3	PO5	PO8
CO 1	1	2					2				
CO 2		2	2				1				
CO 3			2	3			2	2			
CO 4				2	2			2	1		1
CO 5							2	2		1	
CO 6					2	3					

Correlation Levels:

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

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Programming Assignments
- Final Exam

Mapping of COs to Assessment Rubrics :

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

CO 5	✓	✓		✓

University of Kerala

Discipline	ENGLISH				
Course Code	UK4DSEENG200				
Course Title	**Urban Studies**				
Type of Course	**DSE**				
Semester	IV				
Academic Level	200 –299.				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	4	3 hours	-	2	5
Pre-requisites	1. 2.				
Course Summary	It enables to situate and contextualise urban spaces and geographies and enable the learner to appreciate the complexities of urban space - place dynamics. It enable to comprehend the implications of the urban anthropocene through multiple narratives and perspectives and critique representations of the individual in the city and the city in the individual. The paper enables the observation of urban spaces as sites of power, resistance and resilience.				

Detailed Syllabus:

Module	Unit	Content	Hrs
I		**Introducing Urban Studies**	**15**
	1	Defining the urban and the rural- city and its purpose- cities- metropolis- megacity- megapolis- cities of antiquity	
	2	What is urban studies? https://www.worldhistory.org/city/	
	3	What's the Difference between a Megacity, a Metropolis, a Megalopolis and a Global City?	

		https://www.archdaily.com/896568/whats-the-difference-between-a-megacity-a-metropolis-a-megalopolis-and-a-global-city	
	4	Mohenjo Daro101: National Geographic https://youtu.be/QUng-iHhSzU?si=BPQI-532EIw5rhv_	
II		**Urban Ecologies**	**15**
	5	Urban Ecologies, ghettos, slums, sustainable cities, smart cities, Futuristic cities, Henri Lefebvre space triad, right to the city, Le Corbusier, Manuel Castells A New Way to Understand the City: Henri Lefebvre's Spatial Triad https://will-brown.medium.com/a-new-way-to-understand-the-city-henri-lefebvres-spatial-triad-d8f800a9ec1d	
	6	Those streets are made for Walking http://www.sanjeevsanyal.com/index.php/home/article_detail/41	
	7	URBAN ECOLOGICAL FUTURES: Five Eco-Community Strategies for more Sustainable and Equitable Cities https://onlinelibrary.wiley.com/doi/10.1111/1468-2427.13209	
II I		**The Anthropocene City**	**15**
	8	Psychogeography, Human geography, the Tramp figure, inclusive cities, the growing, polluting city and its impact on rural spaces	
	9	Exploring the Literary Urban Imagination in India: A Historical Overview of Cities, Culture, and Storytelling Through Time https://www.researchgate.net/publication/391694923_Exploring_the_Literary_Urban_Imagination_in_India_A_Historical_Overview_of_Cities_Culture_and_Storytelling_Through_Time	
	10	Curse of the Sea: Why men of Bengal's Ghoramara island don't get brides. Mridulika Jha https://www.indiatoday.in/sunday-special/story/sinking-island-ghoramara-west-bengal-climate-change-refugees-rising-seas-men-dont-get-brides-global-warming-2461036-2023-11-12	
	11	Power of inclusive architecture (video) https://youtu.be/6DQ1b2atPZA?si=ePIYACEtMFB8o5gD	
I V		**Urban Imaginaries**	**15**
	12	"The City" short story by Ray Bradbury https://thephilosopher.net/bredberi/wp-content/uploads/sites/429/2025/02/The-City-Ray-Bradbury.pdf	
	13	Art, Urban Ecologies and the City https://architexturez.net/pst/az-cf-246733-1761987649	
	14	"Urban Planning" short story by Amit Varma https://indiauncut.com/urban-planning-a-short-story/	
	15	"The City Which Doesn't Go Anywhere" by Sachin Ketkar	

	https://www.poetryinternational.com/en/poets-poems/poems/poem/103-21028_THE-CITY-WHICH-DOESN-T-GO-ANYWHERE		
V	**Practicum**		**15**
	Debate and discuss the politics of inclusivity, sustainability, waste management, migration, branding of cities. Observe an area, a building, a landmark, a shop, a public place in your city and prepare a report on its salient features, it's equations of power with its environment, the cultural (dis) connect, architectural resonance/ dissonance etc or its most striking feature.		

Course Outcomes

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addressed
CO-1	To situate and contextualise urban spaces and geographies.	R, U	2, 3
CO-2	To enable the learner appreciate the complexities of urban space - place dynamics	An	3, 9, 14
CO 3	To comprehend the implications of the urban anthropocene through multiple narratives and perspectives.	An, Ap	2, 11
CO 4	To be able to observe urban spaces as sites of power, resistance and resilience	E, C	7, 9
CO 5	To critique representations of the city in fictional works	R,U,An,AP,E,C	13, 15

R-Remember, U-Understand, Ap-Apply, An-Analyse, E-Evaluate, C-Create

Name of the Course: Credits: 3:0:2 (Lecture:Tutorial:Practical)

CO No.	CO	PO/PSO	Cognitive Level	Knowledge Category	Lecture (L)/Tutorial (T)	Practical (P)
1	1	1/2, 3	R, U	F, C	L	P
2	2	1,7/3, 9, 14	An	C	L	P
3	3	1,6/2, 11	An. Ap	C, P	L	P
4	4	3/7, 9	E, C	C, M	L	P
5	5	1,3/ 13, 15	C	M	T	P

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Mapping of COs with PSOs and POs :

	PSO 2	PSO 3	PSO 7	PSO 9	PSO11	PSO13	PSO14	PSO15	PO 1	PO 3	PO 6	PO 7
CO 1	2	2							1			
CO 2		1		2			3		2			3
CO 3	1				3				2		2	
CO 4			2	2						3		
CO 5						3		3	2	1		

Correlation Levels:

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

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Programming Assignments
- Final Exam

Mapping of COs to Assessment Rubrics :

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

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

University of Kerala

Discipline	ENGLISH				
Course Code	**UK4DSEENG201**				
Course Title	Young Adult Narratives				
Type of Course	DSE				
Semester	IV				
Academic Level	200-299.				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	4	3 hours	-	2 hours	5 hours
Pre-requisites	1. Have a basic repertoire of reading skills 2. Familiarity with literature designed for various age groups				
Course Summary	The course will strengthen the student's perception of narratives that address the complex concerns of an adolescent and look at the various dilemmas that navigate the journey towards adulthood.				

Detailed Syllabus:

No specific questions to be asked from the works given for discussion

Module	Unit	Contents	Hrs
I		**Module 1: The Evolution of YA Narratives**	15
		Evolution of the genre – the pioneers – the intended audience – identity and self-discovery – relatability and acceptance – the predicaments and angst – fluidity and connections – gender and sexuality	
	1 2	Required Reading: Young Adult Narrative **https://bookishbay.com/young-adult-literature/** *The Outsiders* by S.E. Hinton **Suggested Reading**	

		The Catcher in the Rye by J.D. Salinger	
		The Hobbit by J.R.R. Tolkien	
		To Kill a Mockingbird by Harper Lee	
II		**Module 2: YA Narratives**	**15**
		Popularity of YA narratives in the 2000s – coming of age narratives – conundrums and resolutions – the idea of choice – "to be seen and heard" as the motto of the millennial youth	
	3 4	**Required Reading**: *I am Malala* by Malala Yousafzai *The Problems of Teenagers are Real* by Nikki Marsh – TED talk https://youtu.be/aIBWPAT-ukE?si=_cZsYdNKmqryH3gs **Suggested Reading** *Perks of being a Wallflower* by Stephen Chbosky *For Everyone* by Jason Reynolds	
III		**Module 3: Contextualising YA Narratives in India**	**15**
		Relatively new genre – the modern Indian youth – discussion of erstwhile taboo topics – personal becomes political	
	5	**Required Reading** Emergence of Young Adult Fiction in Indian English. **https://www.researchgate.net/publication/337111452_Emergence_of_Young_Adult_Fiction_in_Indian_English** **For discussion:** *The Room on the Roof*: Ruskin Bond *Three Mistakes of My Life:* Chetan Bhagat	
		Suggested Reading *Asmara's Summer* by Andaleeb Wajid *Unmasked: Stories from the Pandemic* by Paro Anand *Faces in the Water* by Ranjit Lal	
IV		**Module 4: YA Narratives and Visual Media**	**15**
		YA's influx in New Media – graphic narratives – movies – TV sitcoms – interactive games – a whole new gamut of experience	
	6	**Required Reading**: The Impact of the Hunger Games on Young Adult Literature	

		https://readtm.com/the-impact-of-the-hunger-games-on-young-adult-literature/ **For discussion:** *Hunger Games* – movie franchise *Tintin in Tibet* - comics	
		Suggested for discussion: Life is Strange – video game	
V		**Practicum: Creating YA Narratives**	15
		Project Work/ Assignment: The student can attempt to create original narratives that mirror the experiences of youth. The student can present the narrative either as short fiction or memoirs. The student can even present the narratives in oral form, either as an audio recording or as a podcast. The focus must be on the student's ingenuity and the originality of thought.	

Reference

1.Chris Crowe: Young Adult Literature: YA Boundary Breakers and Makers" *The English Journal* 91.6 (2002): pp. 116-118

2."From Insider to Outsider: The Evolution of Young Adult Literature" by Michael Cart Role play interactions between people with different non verbal communication traditions
3. Beyond the Blockbusters: Themes and Trends in Contemporary Young Adult Fiction by Rebekah Fitzsimmons

4.Toliver, S.R. "Eliminating Extermination, Fostering Existence: Diverse Dystopian Fiction and Female Adolescent Identity" *Beyond the Blockbusters: Themes and Trends in Contemporary Young Adult Fiction* Edited Rebekah Fitzsimmons and Casey Alane Wilson. 2020.

Course Outcomes

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addressed
CO-1	Attain an enhanced comprehension of the genre of YA narratives,	R, U	2,3
CO-2	Analyse how YA narratives cross over to various sub-genres.	An, E	2,11
CO-3	Process how these narratives mirror the evolving times.	Ap, An	3,8
CO-4	Engage with these narratives to generate their individual worldviews.	Ap,An, C	10,11

CO-5	Engage in discussions about diverse perspectives and social issues related to YA presented in the literature.	C	4,11

R-Remember, U-Understand, Ap-Apply, An-Analyse, E-Evaluate, C-Create

Name of the Course: Credits: 3:0:2 (Lecture:Tutorial:Practical)

CO No.	CO	PO/PSO	Cognitive Level	Knowledge Category	Lecture (L)/Tutorial (T)	Practical (P)
1	CO-1	1/2,3	R, U	F,C	L	P
2	CO-2	2,3/2,11	An, E	C	L	P
3	CO-3	6/3,8	Ap, An	C	L	P
4	CO-4	8/10,11	Ap,An, C	P,M	L	P
5	CO-5	5,8/4,11	C	M	L	P

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive
Mapping of COs with PSOs and POs :

	PSO 2	PSO 3	PSO 4	PSO 8	PSO10	PSO11	PO 1	PO 2	PO 3	PO 5	PO 6	PO 8
CO1	2	2					1					
CO2	2					3		2	2			
CO3		1		2							2	
CO4					1	1						3
CO5			2			3				1		2

Correlation Levels:

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

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Programming Assignments
- Final Exam

Mapping of COs to Assessment Rubrics :

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

University of Kerala

Discipline	ENGLISH				
Course Code	UK4DSEENG202				
Course Title	BRAND NARRATIVES				
Type of Course	**DSE**				
Semester	IV				
Academic Level	200 - 299				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	4	3 hours	-	2 hours	5
Pre-requisites					
Course Summary	The course is designed for those learners who want to study how to create persuasive content for marketing. The course begins by imparting a deep understanding of the term brand storytelling and how to formulate an effective narrative. In a world of competition among the brands, the course focuses on creating specific contents depending on the diverse target audience. The course concludes by providing a deeper insight about how to shift the trajectories of narratives according to the demands of the age.				

Detailed Syllabus:

Module	Unit	Content	Hrs
I		**Brand Storytelling**	15
	1	What is brand storytelling? - The role of research- Brand language History of Branding. /www.vistaprint.com/hub/history-of-branding	
	2	Creating stories v/s content marketing– storytelling in brand communication-planning and developing engaging, intriguing, authentic stories- creating values- brand loyalty Brand Storytelling https://www.shopify.com/blog/brand-storytelling	
II		**Case Studies**	15
	3	Amul: A Longest Running Marketing Campaign https://www.atlantis-press.com/article/125985773.pdf Amul Hits Amul Hits :: Amul - The Taste of India	
	4	New Coke: A Classic Branding Case Study on a Major Product Change Failure https://www.thebrandingjournal.com/2025/02/new-coke/	
III		**Storytelling in Ad Campaigns**	15
	5	Diverse ad campaigns for an inclusive society: The Power of Inclusive Marketing: Creating a More Diverse and Welcoming Brand https://medium.com/@ev-elin/the-power-of-inclusive-marketing-creating-a-more-diverse-and-welcoming-brand-27bb5978f357 **For discussion:** - Women- Femvertising- Dove- #realbeauty, Ariel- #ShareTheLoad - Transgender centred ads-Bhima #PureAsLove, Brooke Bond -# *Swad Apnepan Ka'* - Disabled -#EatQual - McDonald's India, Samsung Ads - India Good Vibes App : Caring for the impossible - Water conservation -Hindustan Unilever Limited-https://www.youtube.com/watch?v=2bdvoVr64HI - Education for all- Idea- "What an idea sirji? Idea new ad on 'Education for all' (youtube.com)	

	6	Strategies to create effective brand stories: The Evolution of TV Commercials: From Jingles to Storytelling https://creativesplash.co.in/blog/the-evolution-of-tv-commercials/ **For discussion:** - Jingles- Titan watches (Mozart symphony No.25), Cadbury's Dairy Milk Chocolate– 'Kiss me' - Oxymorons- Surf Excel- '*Dag achhe hain*,' Mountain Dew- '*dar le aage jit ha*i' - Humour- Vodafone Zoo Zoo Ads, Fevicol Ads - Childhood innocence- Dhara oil https://www.youtube.com/watch?v=7I5OvEzLG6I - Celebrating cricket- Cadbury's Dairy Milk *Asali Swad Zindagi Ka* male and female version- https://www.youtube.com/watch?v=z_OtC06ndUE & https://www.youtube.com/watch?v=e7JATezA1nY - Celebrating festivals- Coca-Cola's #*MilkeHiManegiDiwali*, Tanishq's *Ekatvam* campaign	
IV		**Brand- Consumer Communication in the Digital Era**	**15**
	7	Types of brand stories- strategic brand story- tactical brand story- company-centric tactical stories-customer centric tactical stories Storytelling:10 strategies for maximum impact https://storychief.io/blog/brand-storytelling-techniques-audience-engagement	
	8	Media,the partner in storytelling- create strong social media narratives- short reels and stories Power of Influencer marketing in the Digital Age https://online.lindenwood.edu/blog/the-power-of-influencer-marketing-in-the-digital-age/	
V		**Practicum**	**15**
		Create brand Headlines, slogans, taglines, illustrations, whitespace	
		Analyse different brands and the effectiveness of their stories	
		Formulate brand stories	
		Identify three advertisements that rely on customer centric tactical stories	
		Explore the future possibilities of brand storytelling using AI, AR and big data.	

Recommended Reading

Walter, Ekaterina, and Jessica Gioglio. *The Laws of Brand Storytelling: Win - and Keep - Your Customers' Hearts and Minds*. McGraw-Hill Education, 2019.

Moin, S M A. *Brand Storytelling in the Digital Age: Theories, Practice and Application*. Cham, Switzerland, Palgrave Macmillan, Imprint of Springer Nature, 2020

Rodriguez, Miri. *Brand Storytelling: Put Customers at the Heart of Your Brand Story*. Kogan Page, 2023.

Miller, Donald. *Building a Story Brand*. Harper Collins Leadership, 2017.

Kingsnorth, Simon. Digital Marketing Strategy : An Integrated Approach to Online Marketing. 2nd ed., New York, Kogan Page Ltd, 2019.http://elibrary.gci.edu.np/bitstream/123456789/3389/1/Bt.bm.522Digital%20Marketing%20Strategy%20An%20Integrated%20Approach%20to%20Online%20Marketing%20by%20Simon%20Kingsnorth.pdf

234624114.pdf (core.ac.uk)

15 Steps to Get Started with Content Marketing | NYTLicensing

15 Content Marketing Objectives to Prioritize in 2023 | NYTLicensing

The Evolving Relationship between Digital and Conventional Media: A Study of Media Consumption Habits in the Digital Era | THE PROGRESS: A Journal of Multidisciplinary Studies (hnpublisher.com)

View of Content marketing strategy in increasing consumer interaction on social media (seaninstitute.or.id)

paper22.pdf (ceur-ws.org)

Slogans-and-Unique-Selling-Propositions-(USP)-Beneficial-to-Advertisers-and-the-Consumers-libre.pdf (d1wqtxts1xzle7.cloudfront.net)

Storytelling in Content Marketing: The Ultimate Toolkit | NYTLicensing

https://www.wisestamp.com/blog/storytelling-marketing/

Rise of the Brand Ambassador: Social Stake, Corporate Social Responsibility and Influence among the Social Media Influencers (srce.hr)

Course Outcomes

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addressed
CO-1	Understand brand storytelling and comprehend the new developments in advertising	U	1,4

CO-2	Evaluate the analytical frameworks and narratives used in marketing	E, An	2,11
CO3	Formulate brand stories to meet the demands of the evolving market	Ap, C	5,12
CO4	Develop strategies for integrated marketing communication	C	5,12

R-Remember, U-Understand, Ap-Apply, An-Analyse, E-Evaluate, C-Create

Name of the Course: Credits: 3:0:2 (Lecture:Tutorial:Practical)

CO No.	CO	PO/PSO	Cognitive Level	Knowledge Category	Lecture (L)/Tutorial (T)	Practical (P)
1	CO-1	1,2/1,4	U	F	L	P
2	CO-2	2,4/2,11	E, An	C,P	L	P
3	CO3	3,5/5,12	Ap, C	C,P	L	P
4	CO4	3,5/5,12	C	M	L	P

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Mapping of COs with PSOs and POs :

	PSO1	PSO2	PSO4	PSO5	PSO11	PSO12	PO1	PO2	PO3	PO4	PO5
CO 1	1		1				1	2			
CO 2		2			2			1		2	
CO 3				2		2			2		3
CO 4				3		1			2		1

Correlation Levels:

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

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Programming Assignments
- Final Exam

Mapping of COs to Assessment Rubrics :

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

University of Kerala

Discipline	ENGLISH				
Course Code	**UK4DSEENG203**				
Course Title	People, Texts and Voices				
Type of Course	DSE				
Semester	IV				
Academic Level	200 – 299				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	4	3 hours	-	2 hours	5
Pre-requisites	An understanding of various genres of popular culture is desirable				
Course Summary	This course will delve into the world of popular literature, examining works that have captured the imagination of readers/viewers across different cultures and time periods. Students will analyze the themes, characters, and writing styles that have contributed to the enduring popularity of the texts in the forms of literature, films, ads and songs.				

Detailed Syllabus:

M od ul e	U ni t	Content	H rs
I		**Adventure - Journeys and Quests**	**15**
	1	*The Adventures of Huckleberry Finn* by Mark Twain	
	2	*Life of Pi* (2012) Movie directed by Ang Lee	
	3	• Chuck Berry: "Johnny B. Goode," (1958) song	
II		**Mystery and Romance**	**15**
	4	'The Red Headed League' Story by Arthur Conan Doyle	
	5	*The Fault in Our Stars* (2014) movie directed by Josh Boone	
	6	"Do I Wanna Know?" song by Arctic Monkeys (2013)	
III		**Resistance**	**15**
	7	"The Solitude of Latin America" Nobel Prize Acceptance speech of Gabriel Garcia Marquez	
	8	"If They Should Come for Us" by Fatimah Asghar https://www.poetryfoundation.org/poetrymagazine/poems/92374/if-they-should-come-for-us	
	9	Gandhi (1982) film by Richard Attenborough https://in.video.search.yahoo.com/search/video?fr=mcafee&p=gandhi+movie&type=E211IN826G0#id=6&vid=acda99bd4d1ebe4da372380f0a319e33&action=click	
IV		**Science Fiction**	**15**
	1 0	"There Will Come Soft Rains" by Ray Bradbury https://www.btboces.org/Downloads/7_There%20Will%20Come%20Soft%20Rains%20by%20Ray%20Bradbury.pdf	
	1 1	*Star Wars: A Vengeance in the Force* (Episodes I to III) https://www.youtube.com/watch?v=HHbt6rPuC3M	
	12	Remembering Apple's "1984" Super Bowl Ad By Eric S. Hintz https://invention.si.edu/invention-stories/remembering-apples-1984-super-bowl-ad	

			15
V		**Practicum**	
		Examine specific examples of the intersection between films, songs, and advertisements from the media	
		Write an opening scene of a mystery with a minimum of five clues.	
		Group discussions and presentations on chosen topics related to popular culture	
		Create original resistance texts on any popular resistance movements familiar in any form like protest song/music video/ spoken word/poetry performance/ Short film/documentary/ Graphic narrative/zine/ Social media campaign	

Suggested Reading

Cawelti, John G. Adventure, Mystery, and Romance : Formula Stories as Art and Popular Culture. Chicago :University of Chicago Press, 1976.

Haraway, Donna J., 'A Cyborg Manifesto: Science, Technology, and Socialist-Feminism in the Late Twentieth Century', *Manifestly Haraway* (Minneapolis, MN, 2016; online edn, Minnesota Scholarship Online, 19 Jan. 2017)

'The Roots of Rock and Roll' from The History of Rock & Roll" by Ed Ward, Geoffrey Stokes, and Ken Tucker

https://he.kendallhunt.com/sites/default/files/uploadedFiles/Kendall_Hunt/Content/Higher_Education/Uploads/LarsonRock_5e_Ch1.pdf

**Amul Topical Story :: Amul - The Taste of India**

Into the Wild: A Modern Wilderness Narrative
https://pehc.colostate.edu/2022/01/into-the-wild-a-modern-wilderness-narrative/

Regis, Pamela. A Natural History of the Romance Novel, Philadelphia: University of Pennsylvania Press, 2013.

Williamson, Judith, 1954-. Decoding Advertisements : Ideology and Meaning in Advertising. London :Boyars : Distributed by Calder and Boyars, 1978.

Course Specific Outcomes
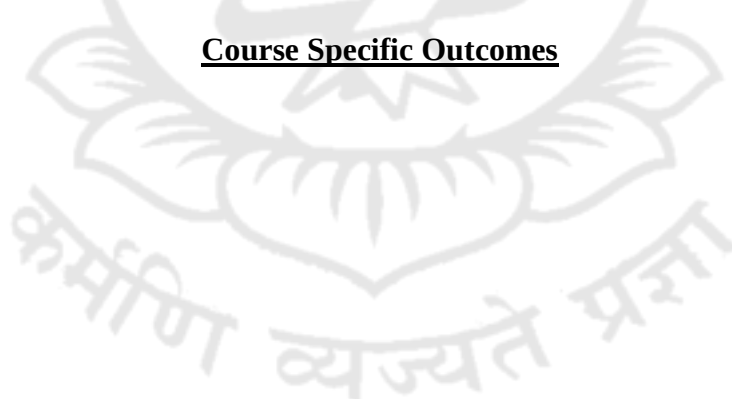
No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addressed
CO 1	Analyze and Interpret Popular Narratives Across Multiple Media	R,An	2,3
CO 2	Evaluate Representation, Ideology, and Power Structures in Popular Texts	E	3,4
CO 3	Synthesize Cross-Cultural and Trans-Historical Perspectives on Popular Narratives	U,Ap,An, Ev	4,9
CO 4	Students will be able to create original narratives in various forms that demonstrate practical understanding of storytelling techniques, genre conventions, and effective communication across different media.	Ap, An, Cr	5,6
CO 5	Communicate Critical Insights Effectively Through Academic and Creative Expression	Ap, E, C	6,13

R-Remember, U-Understand, Ap-Apply, An-Analyse, E-Evaluate, C-Create

Name of the Course: Credits: 3:0:2 (Lecture:Tutorial:Practical)

CO No.	CO	PO/PSO	Cognitive Level	Knowledge Category	Lecture (L)/Tutorial(T)	Practical (P)
1	CO 1	1/2,3	R,An	F, C	L	P
2	CO 2	1/3,4	E	P	L	P
3	CO 3	1,3/4,9	U,Ap,An, Ev	C,P	L	P
4	CO 4	1,3,4/5,6	Ap, An, Cr	C,P	L	P
5	CO 5	5,6/6,13	Ap, E, C	M	L	P

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Mapping of COs with PSOs and POs :

	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 9	PSO1 3	PO 1	PO 3	PO 4	PO 5	PO 6
C O 1	1	2						1				

C O 2		2	2						2				
C O 3			1			3			2	2			
C O 4				2	3				1	2	2		
C O 5					2		1					1	1

Correlation Levels:

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

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Programming Assignments
- Final Exam

Mapping of COs to Assessment Rubrics :

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

University of Kerala

Discipline	ENGLISH				
Course Code	UK4VACENG200				
Course Title	Cinema and the Art of Interpersonal Communication				
Type of Course	VAC				
Semester	IV				
Academic Level	200 - 299.				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	3	2 hours	-	2 hours	4
Pre-requisites	1. 2.				
Course Summary	This is a dynamic course that uses films as a gateway to understand emotional intelligence. Through cinematic examples, participants delve into interpersonal and intrapersonal intelligence, empathy, and social skills. Analysing characters and narratives, students explore how emotions shape relationships and personal growth. By the course's end, participants gain practical insights into emotional literacy, enhancing their ability to navigate life's complexities with empathy and understanding.				

Detailed Syllabus:

No specific questions to be asked from the movies given for screening/discussion

Module	Unit	Content	Hrs
I		**Introduction to Emotional Intelligence**	**12**
	1	Understanding Intelligences **Core Reading** Beyond Wit and Grit: Rethinking the Keys to Success | Howard Gardner | TEDx Beacon Street https://www.youtube.com/watch?v=IfzrN2yMBaQ&t=373s	
II		**Interpersonal Intelligences**	**12**
	2	Exploring Interpersonal Intelligence **Core Reading** "Interpersonal Intelligence: How to Develop It" https://gilp.co.in/interpersonal-intelligence-how-to-develop-it/	
	3	Film Screening/ Discussion: *Dead Poets Society* (1997) Suggested viewing for discussion: *Ustad Hotel* (2012)	

	4	Classroom discussion on Interpersonal intelligence based on the films	
III		**Intrapersonal Intelligence**	**12**
	5	The Significance of Intrapersonal Intelligence **Core Reading** "Intrapersonal Intelligence: A Comprehensive Guide" By Kendra Cherry, MSEd (a psychosocial rehabilitation specialist, psychology educator, and author of the "Everything Psychology Book.") published on March 20, 2024 in the Web Portal Verywell Mind URL: https://www.verywellmind.com/intrapersonal-intelligence-8610181	
	6	Film for Screening/ Discussion: *Inside Out* (2015) Suggested viewing for discussion: *Uyare* (2019)	
	7	Classroom discussion and assignment on Intrapersonal intelligence based on the films	
IV		**Empathy**	**12**
	8	Understanding Empathy and its significance in the professional world **Core Reading** Simon Sinek - Understanding Empathy (A snippet from a keynote, "Most Leaders Don't Even Know the Game") (URL: https://www.youtube.com/watch?v=pi86Nr9Mdms)	
	9	Film Screening/ Discussion: *Spirited Away* (2001) Suggested viewing for discussion: *Kumbalangi Nights* (2019)	
	10	Classroom discussion and seminar on Empathy and its importance in life.	
V		**Emotional Intelligence and Individual Life**	
	11	Students should take up a video project/ review a movie showcasing the importance of Emotional Intelligence	**12**

REFERENCES

Simon Sinek - Understanding Empathy (URL: https://www.youtube.com/watch?v=pi86Nr9Mdms) A snippet form a keynote, "Most Leaders Don't Even Know the Game".

"Intrapersonal Intelligence: A Comprehensive Guide" By Kendra Cherry, MSEd (a psychosocial rehabilitation specialist, psychology educator, and author of the "Everything Psychology Book.") Published on March 20, 2024 in the Web Portal Verywell Mind URL: https://www.verywellmind.com/intrapersonal-intelligence-8610181

Gardner, Howard. *Frames of Mind: The Theory of Multiple Intelligences*. Basic Books, 2011.

Gardner, Howard E. *Multiple Intelligences*. Hachette UK, 2008, books.google.ie/books?id=7Gw4DgAAQBAJ&printsec=frontcover&dq=multiple+intelligene +the+theory+in+practice&hl=&cd=2&source=gbs_api.

Sadiku, Matthew N. O., and Sarhan M. Musa. *A Primer on Multiple Intelligences*. Springer Nature, 2021, books.google.ie/books?id=x_05EAAAQBAJ&printsec=frontcover&dq=a+primer+on+multip le+intelligence&hl=&cd=1&source=gbs_api.

Armstrong, Thomas. *Multiple Intelligences in the Classroom*. Association for Supervision & Curriculum Development, 2009.

Armstrong, Thomas. *In Their Own Way: Discovering and Encouraging Your Child's Multiple Intelligences*. TarcherPerigee, 2000.

Campbell, Linda. *Teaching and Learning Through Multiple Intelligences*. Allyn & Bacon, 2000.

Armstrong, Thomas. *7 (Seven) Kinds of Smart: Identifying and Developing Your Multiple Intelligences*. Plume, 1999.

Course Outcomes

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addressed
CO-1	Understand the concept and importance of Emotional intelligence.	U, R	6,10
CO-2	Develop critical thinking on emotional intelligence by analysing films and nurture skills and strategies to acquire the same in personal and professional life.	An, Ap	2,4
CO-3	Explore the diverse implications of interpersonal intelligence, intrapersonal intelligence and empathy through filmic narratives.	An	6,8
CO-4	Apply theoretical knowledge of emotional intelligence to the creation and production of original film projects	C, Ap	10,12
CO-5	Demonstrating an understanding of how to effectively convey different dimensions of emotional intelligence through visual and narrative means.	Ap,C	10,12

R-Remember, U-Understand, Ap-Apply, An-Analyse, E-Evaluate, C-Create

Name of the Course: Credits: 2:0:1 (Lecture:Tutorial:Practical)

CO No.	CO	PO/PSO	Cognitive Level	Knowledge Category	Lecture (L)/Tutorial (T)	Practical (P)

1	CO-1	1/6,10	U, R	F, C	L	P
2	CO-2	1,2/2,4	An, Ap	F,C	L	P
3	CO-3	5,8/6,8	An	C,P	L	P
4	CO-4	6,7/10,12	C, Ap	C,P	L	P
5	CO-5	6,7/10,12	Ap,C	P,M	L	P

Mapping of COs with PSOs and POs :

	PSO 2	PSO 4	PSO 6	PSO 8	PSO1 0	PS01 2	PO 1	PO 2	PO 5	PO 6	PO 7	PO 8
CO 1			2		1		3					
CO 2	2	2					2					
CO 3			2	2					2			3
CO 4					2	3				1	2	
CO 5					3	3				2	2	

Correlation Levels:

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

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Programming Assignments
- Final Exam

Mapping of COs to Assessment Rubrics :

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

University of Kerala

Discipline	ENGLISH				
Course Code	UK4VACENG201				
Course Title	Digital Empowerment				
Type of Course	VAC				
Semester	IV				
Academic Level	200-299.				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	3	2 hours	-	2 hours	4
Pre-requisites	1. 2.				
Course Summary	The course gives a basic understanding and awareness of ideas related to digital empowerment and Indian initiatives in the field.				

Detailed Syllabus:

Module	Unit	Content	Hrs
I		**Digital Citizenship to Digital Leadership**	**12**
	1	Digital citizenship, Digital Inclusivity, Digital Leadership.	
	2	Phillips, Nelson. " Digital Leadership Vs Digital Transformation". YouTube, uploaded by TEDx Talks, 05/10/2018, https://youtu.be/_lvgdF8OQwI?si=0j0kh34LA9h3Dlhu.	
II		**Digital Governance in India**	**12**
	3	Digital Governance- e- governance- Significance of e-governance- Challenges- Public utility digital initiatives – Digital ID (Aadhar), BHIM, Income tax filing- RTI –DigiLockers - m-Sevanam initiatives, LSGD and AKSHAYA centres by the Government of Kerala,	

	4	"E – governance." Press Information Bureau, Government of India, Ministry of Electronics, and IT, 03/08/2022, https://pib.gov.in/Pressreleaseshare.aspx?PRID=1847837. Press Release.	
III		**Communication in Collaborative Digital Platforms**	**12**
	5	Digital communication- electronic mail, blogs, social media tools- Collaborative Digital Platforms in workplace- Tools/platforms for online learning- SWAYAM- MOOCS 15 Essential Apps for Workplace Collaboration and Communication https://www.elcom.com.au/resources/blog/15-essential-communication-platforms-and-software-to-use	
	6	Government Apps Encouraging Online Education in India- The Borgen Project https://borgenproject.org/online-education-in-india/	
IV.		**Cyberspace Security and Cyber Ethics**	**12**
	7	Digital privacy – advantages and disadvantages- Cyber Security- Cyber Ethics and its elements	
	8	**C U Soon**. Directed by Mahesh Narayanan, Fahad Fazil and Friends, 2020.	
V		**Digital Empowerment in the Real World**	**12**
		Assignment Students should engage and prepare assignments on various student oriented digital initiatives taken by Kerala University/ Universities. **Final Project** Students should take up field visits and submit projects related to digital services and their impact / scope in the field of education, culture, health, financial inclusion, and justice. Projects can be submitted digitally in the form of short videos/ written assignments of 10 pages.	

Note: Concepts to be taken during the practical/practice hours

- Conduct awareness workshops on e-services under the Digital India campaign
- Spreading awareness on digital literacy among the vulnerable sections in the society
- Visit an institution and assess how the digital environment is altering the workplace.

Essential Reading

Sinha R.P. *E-governance in India : Initiatives and Issues.* Concept Publishing Co, 2006.

 Jones, Rodney and Christopher Hafner A. *Understanding digital literacies: A Practical Introduction*. Taylor and Francis,2012.

Redcliffe, Lius D. *Digital Inclusion Blueprint :Empowering All Through Universal Access*. Department of Internal Affairs, 2019.

Shinde, Anand. *Introduction to Cyber Security : Guide to the World of Cyber Security*. Notion Press, 2021.

Online Resources

https://edtechmagazine.com ›

http://www.digitalindia.gov.in

https://www.digitalinclusion.org

https://digitalanedela.lv › uploads › 2016/09 ›
https://shop.collabwith.co/product/innovation-and-collaboration-in-the-digital-era/

https://www.itgovernance.co.uk>what-is-
cybersecurity   https://www.ucpress.edu/blog/60226/why-we-should-all-be-
concerned-about-digital-privacy/   https://www.wipo.int/cws/en/blockchain-and-ip.html
https://www.niti.gov.in/sites/default/files/2019-
07/CyberSecurityConclaveAtVigyanBhavanDelhi_1.pdf
https://www.cybercitizenship.org/cyber-ethics/

https://eitd.kerala.gov.in/en/m-sevanam/

http://www.akshaya.kerala.gov.in/

https://swayam.gov.i

https://www.mooc.org/

Course Outcomes

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addressed
CO-1	Basic understanding of the rights, challenges and possibilities associated with the ushering in of the digital in the governance mechanisms.	U	7, 8
CO-2	Initiatives undertaken by the government of India and Kerala in the field of digital governance.	R, U	7,8
CO-3	The scope and possibilities offered by the collaborative digital platforms and the use of e- learning and academic tools.	A, E	7, 14
CO-4	An awareness about the possible challenges thrown up by the digital environment such as cyber security issues and digital privacy	U, A	7, 8,14

| CO5 | Undertake awareness campaigns among the public at large. | A, C | 7,8, 14 |

R-Remember, U-Understand, Ap-Apply, An-Analyse, E-Evaluate, C-Create

Name of the Course: Credits: 2:0:2 (Lecture:Tutorial:Practical)

CO No.	CO	PO/PSO	Cognitive Level	Knowledge Category	Lecture (L)/Tutorial (T)	Practical (P)
1	CO-1	2,5/7, 8	U	F, C	L	P
2	CO-2	4,5/7,8	R, U	F,C	L	P
3	CO-3	6,7/7, 14	A, E	C,P	L	P
4	CO-4	7/7, 8,14	U, A	C,P	L	P
5	CO-5	5,8/7,8, 14	A, C	P,M	L	P

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Mapping of COs with PSOs and POs :

	PSO7	PSO8	PSO14	PO2	PO4	PO5	PO6	PO7	PO8
CO 1	1	2		2		1			
CO 2	1	2			2	2			
CO 3	2		2				1	2	
CO 4	3	2	2					3	
CO 5	2	1	2			3			3

Correlation Levels:

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

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Programming Assignments
- Final Exam

Mapping of COs to Assessment Rubrics :

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

University of Kerala

Discipline	ENGLISH				
Course Code	UK4VACENG202				
Course Title	**Securing a Sustainable Future**				
Type of Course	VAC				
Semester	IV				
Academic Level	200 - 299				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	3	2 hours	-	2 hours	4
Pre-requisites	1. 2.				
Course Summary	This course fosters empathy, critical thinking, and cultural understanding, vital for navigating diverse societies. It illuminates human experiences, history, and values, enriching perspectives and fostering deeper connections. It enables the student to cultivate creativity, ethical awareness, and communication skills essential for addressing complex global challenges and shaping a more inclusive and compassionate world.				

Detailed Syllabus:

Module	Unit	Content	Hrs

I		**Liberty and Rights**	12
		Civil Rights -Censorship - Freedom of Expression - The Role of Law - Limitations on Rights- Activism - Social Responsibility	
	1	Chentharassery, T.H.P. 'Struggles of Freedom' *No Alphabet in Sight: New Dalit Writings from South India.* Ed. K.Satyanarayana and Susie Tharu. Penguin Books, 2011. Pp 385-389	
	2	Maya Angelou : Caged Bird (Poem) https://www.poetryfoundation.org/poems/48989/caged-bird	
II		**Gender and Social justice**	12
		Gender, Patriarchy- Family- Identities- Essentialism- Difference- Ideology- Intersectionality- Feminisms-Womanism	
	3	What is Gender, and Why Should We Study It? 1.1 Introduction". *A World of Equals: A Textbook on Gender.. Ed Susie Tharu; A. Suneetha; Uma Maheswari Bhrugubanda.* Orient Blackswan. Pp 1-4	
	4	Mahaswetha Devi: Draupadi (Short Fiction) https://archive.org/details/draupadi_202005/page/387/mode/2up	

III		**Climate Change**	12
		Anthropocene - greenhouse effect - global warming - climate activists – dystopia	
	5	What is the Anthropocene and what does it mean for Environmental Monitoring https://www.envirotech-online.com/news/environmental-laboratory/7/international-environmental-technology/what-is-the-anthropocene-and-what-does-it-mean-for-environmental-monitoring/64086	
	6	Rachel Carson : 'The Human Price', Silent Spring (Essay) https://archive.org/details/fp_Silent_Spring-Rachel_Carson-1962/page/n39/mode/2up	
IV		**Health ,Wellness, Geriatrics**	
		Mental health - Wellness - Stress Management - Physical Wellbeing	12
	7	Ageing and Health https://www.who.int/news-room/fact-sheets/detail/ageing-and-health	
	8	Billy Collins : "Forgetfulness" https://www.poetryfoundation.org/poetrymagazine/poems/37695/forgetfulness	
V		**Response to Social Concerns**	
		The students are instructed to submit a project (10 pages) on any socially relevant topic from any one of the modules. The instructor is required to format the question to make the topic relevant to the students.	12

Recommended Reading

Paine, Thomas. Rights of Man. Dover Publications, 1999

Rousseau, Jean-Jacques. The Social Contract. Penguin Books, 1968.

Sen, Amartya. The Idea of Justice. Harvard University Press, 2009.

hooks, bell. Feminist Theory: From Margin to Center. South End Press, 1984.

Butler, Judith. Gender Trouble: Feminism and the Subversion of Identity. Routledge, 2006.

Mohanty, Chandra Talpade. Feminism without Borders: Decolonizing Theory, Practicing Solidarity. Duke University Press, 2003.

Lugones, María. The Coloniality of Gender. University of California Press, 2010

Cixous, Hélène. The Laugh of the Medusa. University of Chicago Press, 1986.

Kolbert, Elizabeth. The Sixth Extinction: An Unnatural History. Picador, 2015.

Klein, Naomi. This Changes Everything: Capitalism vs. The Climate. Simon & Schuster, 2015. Shiva, Vandana. Earth Democracy: Justice, Sustainability, and Peace. South End Press, 2005.

Haidt, Jonathan. The Happiness Hypothesis: The New Science of Why We're Happy. Basic Books,2006.

Course Outcomes

No.	he course the graduate will be able to	Cognitive Level	PSO addressed
CO-1	Understand the duties and responsibilities of a citizen and as well have comprehension on liberty and rights of the individual	U,An,E	3,8
CO-2	Understand the nuances behind gender roles and social justice based on equality and inclusivity.	U,An,E	3,13
CO-3	Comprehend the impact of human activities on nature and the vital importance of having a sustainable plan of action to conserve the environment	U,An,E	3,8
CO-4	Understand the importance of having a healthy body and mind and to prioritise their physical and mental well being .	U,An,E	5,13
CO-5	Examine and Analyze the humanitarian side of experiences and to develop an empathetic aspect to the academic foundation.	An,C	5,14

R-Remember, U-Understand, Ap-Apply, An-Analyse, E-Evaluate, C-Create
Name of the Course: Credits: 2:0:2 (Lecture:Tutorial:Practical)

CO No.	CO	PO/PSO	Cognitive Level	Knowledge Category	Lecture (L)/Tutorial (T)	Practical (P)
1	CO-1	1,2/3,8	U,An,E	F, C	L	P

2	CO-2	2,5/3,13	U,An,E	F,C	L	P
3	CO-3	5,6,8/3,8	U,An,E	C,P	L	P
4	CO-4	8/5,13	U,An,E	C,P	L	P
5	CO-5	5,8/5,14	An,C	P,M	L	P

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Mapping of COs with PSOs and POs :

	PSO3	PSO5	PSO8	PSO13	PO14	PO1	PO2	PO5	PO6	PO8
CO 1	1		2			2	2			
CO 2	2			3			2	1		
CO 3	1		1					1	1	2
CO 4		2		2						3
CO 5		3			2			2		2

Correlation Levels:

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

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar

- Midterm Exam
- Programming Assignments
- Final Exam

Mapping of COs to Assessment Rubrics :

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

University of Kerala

Discipline	**ENGLISH**				
Course Code	**UK4SECENG200**				
Course Title	**ENGLISH FOR EMPLOYABILITY**				
Type of Course	**SEC**				
Semester	IV				
Academic Level	200 – 299.				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	3	2 hours	-	2 hours	4 hours
Pre-requisites	1. Students should have basic English language skills 2.Familiarity with professional communication norms may also be beneficial				
Course Summary	The course is designed to build a strong foundation in Grammar, Vocabulary, Reading Comprehension and Writing essential for competitive exams, while also equipping students for job interviews. The course offers effective strategies for approaching different sections of the exam, such as multiple-choice questions, short answer questions and essay writing.				

Detailed Syllabus:

Modul e	Unit	Content	Hr s
I		**Vocabulary**	**12**
	1	Importance of vocabulary in competitive exams-Strategies for building word power	
	2	Word Roots, Prefixes, Suffixes, Synonyms, Antonyms	
	3	Idioms and Phrasal Verbs in sentences and paragraphs	
	4	One Word Substitutes, Words often confused	
	Practicum	Maintain vocabulary journal entries, Give vocabulary usage exercises	
II		**Reading Comprehension**	**12**
	5	Introduction to Reading -Active Reading Techniques-Skimming and Scanning-Making notes	
	6	Passage Analysis and Interpretation- Identifying keywords from passages	
	7	Different types of Comprehension Questions- (Main idea, detail, inference etc)	
	Practicum	Sample passages with varying difficulty levels-Conduct timed practice sessions to improve speed and accuracy	
III		**Writing Skills**	**12**
	8	Introduction to Writing Skills-Components of Effective Writing-Clarity, Coherence, Conciseness-Common mistakes to avoid in writing	
	9	Editing and Proof Reading techniques	
	10	Essay Writing-Types of Essays-Structure	
	11	Precis Writing-Structuring-Paraphrasing-Elimination-Compression	
	12	Time Management Strategies for Writing Tasks in Competitive Exams	
	Practicum	Sample essay prompts from previous question papers of competitive exams- Assignments to practice writing skills	
IV		**Refining Sentences**	**12**
	13	Strategies for Sentence correction-Identifying key parts of speech	
	14	Subject-Verb agreement	
	15	Active- Passive Voice	
	16	Misplaced Modifiers	
	17	Double negatives	
	Practicum	Sentence rewriting exercises, Analysing passages to identify errors	
V		**Practicum**	**12**
		Conduct a seminar about the interview process,types of interview formats-Panel, One-on-one, Group discussions etc Identify common interview questions-Handling behavioural questions-STAR technique (Situation, Task, Action, Result)	

		Conduct Self-Assessment sessions:-Identifying Strength, Weaknesses and Achievements- Managing Nervousness	
		Conduct mock interviews, Work on sample interview questions from previous competitive exams	

Instructions: Grammar and vocabulary questions from competitive exams conducted by PSCs, SSB may be used for classroom exercises and as a model for setting questions for the question bank.

Online Resources:

https://sathee.iitk.ac.in/article/motivational/building_strong_vocabulary_and_communication_skills_for_success_in_competitive_exams_78/

https://opentextbc.ca/advancedenglish/chapter/prefixes-and-suffixes/

https://learnenglish.britishcouncil.org/grammar/b1-b2-grammar/phrasal-verbs

https://mlpp.pressbooks.pub/writingsuccess/chapter/4-1-commonly-confused-words/

https://www.oxfordonlineenglish.com/english-level-test/vocabulary

https://quizlet.com/study-guides/english-grammar-parts-of-speech-sentence-correction-and-clau-6cf4035d-54f4-4a73-8507-14286affaf93

https://learningcenter.unc.edu/tips-and-tools/reading-comprehension-tips/

https://richardwalkerteachingportfolio.wordpress.com/wp-content/uploads/2011/01/five-elements-of-good-writing.pdf

https://owl.purdue.edu/owl/general_writing/academic_writing/essay_writing/index.html

https://mrce.in/ebooks/Exam%20Skills%20Handbook%202nd%20Ed.pdf

https://careerdevelopment.princeton.edu/sites/g/files/toruqf1041/files/media/interview_guide_5.pdf

https://www.goucher.edu/career-education-office/documents/Preparing-for-an-Interview.pdf

https://www.eslgold.com/

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

https://learnenglish.britishcouncil.org/

https://www.examenglish.com/

https://www.englishgrammar.org/

https://www.grammarly.com/blog/

Reference Books

Aarts, Bas. *Oxford Modern English Grammar*. OUP, 2011.

Adams, Valerie. *An Introduction to Modern English Word Formation*. Longman, 1973.

Beshara, Tony. *Powerful Phrases for Successful Interviews*. Amacom, 2014.

Brians, Paul. *Common Errors in English Usage*: Third Edition. Franklin, Beedle& Associates Inc, 2013.

Kane,Thomas S.*The Oxford Essential Guide to Writing*. Berkley, 2000

Lewis, Norman. *Word Power Made Easy.* Penguin, 2015.

Lewis, Norman. *How to Read Better&Faster:* Fourth Edition. Goyal Publishers, 1980.

Moothathu, V.K. *Concise English Grammar*. OUP, 2012.

Prasad, Hari Mohan. *Objective English for Competitive Exams*: Fifth Edition. McGraw-Hill Education, 2014.

Rabel, Kaye. *Manage Your Time*. Sage publications, 2020.

Thorpe, Edgar, Showick Thorpe. *Objective English for Competitive Examinations*: Seventh Edition. Pearson, 2020.

Turton, Nigel D. *ABC of Common Grammatical Errors*. Macmillan India Ltd, 2008.

Course Outcomes

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addressed
CO-1	Demonstrate improved proficiency in English language skills especially grammar, vocabulary, reading comprehension and writing	R,U, Ap	1,5,6,10,12
CO-2	Develop the skills, strategies and confidence necessary to navigate the interview phase of exams	U, Ap, An	1,6,10
CO-3	Demonstrate improved critical thinking and analytical skills.	U, An, E, C	1,6,12
CO-4	Exhibit increased confidence and competence in tackling various sections of competitive exams.	R, U, Ap, An	1,10,12
CO-5	Develop long term learning strategies and habits that extend beyond the duration of the course. Thus, helps in excelling in future academic and professional endeavors	R, U, Ap, An, E, C	1,5,6,10,12

R-Remember, U-Understand, Ap-Apply, An-Analyse, E-Evaluate, C-Create

Note: 1 or 2 COs/module

Name of the Course: Credits: 2:0:2 (Lecture:Tutorial:Practical)

CO No.	CO	PO/PSO	Cognitive Level	Knowledge Category	Lecture (L)/Tutorial (T)	Practical (P)
1	CO1	1,2,4/1,5,6,10,12	R, U, Ap	F, C, P	L	P
2	CO2	1,2,5/1,6,10	U, Ap, An	F, C, P, M	L	P
3	CO3	1,2,8/ 1,6,12	U, An, E, C	F, C, P, M	L	P
4	CO4	1,2,6/1,10,12	R, U, Ap, An	F, C, P, M	L	P
5	CO5	1,2,4,5,6,8/1,5,6,10,12	R, U, Ap, An, E, C	F,C,P,M	L	P

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Mapping of COs with PSOs and POs :

	PSO1	PSO5	PSO6	PSO10	PSO12	PO1	PO2	PO4	PO5	PO6	PO8
CO 1	1	2	2	1	2	1	2	2			
CO 2	2		1	1		2	2		3		
CO 3	2		2		2	1	3				3
CO 4	1			2	2	2	2			3	
CO 5	1	2	1	2	3	2	1	3	1	3	1

Correlation Levels:

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

Assessment Rubrics:

- Quiz
- Mock interview
- Group Discussion
- Seminar
- Assignment
- Role Play
- Final Exam

Mapping of COs to Assessment Rubrics :

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

University of Kerala

Discipline	ENGLISH				
Course Code	UK4SECENG201				
Course Title	**ENGLISH FOR EFFECTIVE COMMUNICATION**				
Type of Course	SEC				
Semester	IV				
Academic Level	200 - 299				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	3	2hours	-	2 hours	4
Pre-requisites					
Course Summary	The course is designed to introduce students to the fundamentals of communication skills. The student masters the four basic skills of English (LSRW) and learns to communicate effectively in English with fluency, accuracy, clarity, and coherence. It provides activities related to the four skills, developing in them vital language skills integral to personal, social, and professional interactions.				

Detailed Syllabus:

Module	Unit	Content	Hrs
I		**What is Communication?**	12
	1	What is communication?- Basics of communication- Communication process- 7 C's of communication- Types of communication- Communication barriers- Overcoming communication barriers.	
		" Introduction" .Effective Communication Skills.pg10-17 https://ia800703.us.archive.org/35/items/effective-communication-skills/effective-communication-skills.pdf	
	2	Strategies in Communication: Your Guide to Better Connections https://www.coursera.org/articles/strategies-in-communication	
		Exercises Role play activities to clarify concepts involved in communication Intra-class quiz	
II		**The Skill of Listening**	12
	3	Importance of listening-Difference between hearing and listening- Types of listening- 5 stages of listening (receiving, understanding, evaluating, remembering and responding)- Importance of suprasegmentals and pauses in listening comprehension	
		Listening Skills Guide https://www.englishclub.com/listening/guide.php	
	4	Listening : An Important Skill and Its Various Aspects https://the-criterion.com/V4/n1/Babita.pdf	
		Exercises Listening for comprehension- audio clips for teaching the concepts- dialogues (2), song, speech or monologue, listening to non-verbal cues	

III		**The Skill of Speaking**	12
		Mechanism of speech in human beings-sounds of English RP- recognising sounds-Contextual dialogue delivery based on the four types of sentences (interrogative, declarative assertive, exclamatory), with focus on vocabulary and syntax	

	5	Interactive Phonemic Chart https://www.englishclub.com/pronunciation/phonemic-chart-ia.php	
		Exercises Audio exercises (same audio clips may be used) Exercises to practice the five components of speaking skill (comprehension, grammar, vocabulary, pronunciation, fluency)	
IV		**The Skill of Reading**	12
	6	Four techniques of reading (skimming, scanning, intensive reading, extensive reading)- Comprehending denotative and connotative meanings- decoding language- reading between lines	
		10 Reading Skills to Master https://blog.readinginno.com/en-10-reading-skills-to-master/	
	7	Reading: Decoding Strategies https://www.usingenglish.com/articles/reading-decoding-strategies.html	
		Exercises Five comprehension passages with questions (direct and indirect) to be given	
V		**The Skill of Writing**	12
		Practicum 1. Create a class newspaper or blog featuring different types of writing (news report, editorial, feature article, opinion column) 2. Prepare a journal where students reflect on learning experiences, communication barriers they faced, or improvements they observed in their own writing. 3. Listen to an audio clip or watch a short lecture, then summarise or respond in writing. 4. Prepare and present a speech on any topic.	

References:

1. Aggrval, Shalini. *Essential Communication Skills*, 2009. New Delhi: Anne Books.

2. Knapp .M. *Essentials of Non-Verbal Communication Theory Reader*. 1995Orlando, FL: Harcourt.

3. McQuail d. Communication, 1975; London; Longman.

4. Prince. S. *Communication Studies*, 1997. London. Longman.

5. Balasubramanian, T. A. *Textbook of English Phonetics for Indian Students*. Second Edition. Madras: Macmillan, 2013. Print.

6. Chalker, Sylvia. *The Little Oxford Dictionary of English Grammar*. Oxford: OUP, 1995. Print. Davidappleyard.com/English/pronunciation.htm.Web

7. Jones, Daniel. English Pronouncing *Dictionary*. Seventeenth Edition. Cambridge, CUP, 2006. Print

Course Outcomes

No.	the course the graduate will be able to	Cognitive Level	PSO addressed
CO 1	Understands the purpose of effective communication	U, Ap	1
CO 2	Learns and applies the basic skills in English at various levels.	R, U, Ap	6
CO 3	Communicates effectively in English with reasonable fluency, accuracy, clarity and coherence.	An, E, C	6, 13
CO 4	Develop critical reading skills.	U, An, E	10, 11
CO 5	Develop proficiency in writing.	Ap, An, C	12,13

R-Remember, U-Understand, Ap-Apply, An-Analyse, E-Evaluate, C-Create

Name of the Course: Credits: SEC: 3 :(2:0:2) (Lecture:Tutorial: Practical)

CO No.	CO	PO/ PSO	Cognitive Level	Knowledge Category	Lecture(L)/ Tutorial(T)	Practical (P)
1	CO 1	4,7/1	U, Ap	F, C	L	P
2	CO 2	4,5/ 6	R, U, Ap	F, C, P	L	P
3	CO 3	3,4,5/6,13	An, E, C	F, C, P	L	P
4	CO 4	1,2,3,4,6,8/10, 11	U, An, E	C, M	L	P
5	CO 5	3,4,5,6/12,13	Ap, An, C	F, C, P	L	P

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Mapping of COs with PSOs and POs:

PSO 1	PSO 6	PSO 10	PSO 11	PSO 12	PSO 13	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8

CO1	3									3			1	
CO2		3								3	1			
CO3		3				2			2	3	1			
CO4			2	2			1	1	2	3		3		2
CO5					3	2			2	3	1	3		

Correlation Levels:

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

Assessment Rubrics

Assignment
Oral (Quiz/ Discussion)
Oral (Presentation/ Seminar)
Written
Continuous Assessment Exam
Summative Assessment Exam (End Semester Exam)

Mapping of COs to Assessment Rubrics:

	Internal Exam	(Oral) Assignment 1a	(Oral) Assignment 1b	(Written) Assignment 2	End Semester Examinations
CO 1	✓	✓	✓		✓

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

University of Kerala

Discipline	ENGLISH				
Course Code	**UK4SECENG202**				
Course Title	**Tourism for Cultural Communication**				
Type of Course	**SEC**				
Semester	IV				
Academic Level	200 - 299				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	3	2 hours	-	2 hours -	4
Pre-requisites	1. 2.				
Course Summary	Tourism, a social and managerial process, involves intensive Guest-Host interactions, and people belonging to different cultures do interact every day in tourism destinations. This course will enable the students to learn the significance of cultural communication, acquire knowledge to manage intercultural communication and apply the necessary skills and knowledge to promote quality intercultural communication for the promotion of tourism and tourist satisfaction				

Detailed Syllabus:

Modu le	Un it	Content	Hr s
I		**Tourism, Culture and Heritage**	

	1	Tourism - Culture and Heritage - Culture as a Resource for Tourism-Cultural Tourism and its types-Heritage Tourism. Cultural Tourism Management Cultural Tourism Management	
	2	Key Trends in Cultural Tourism https://www.slovenia.info/uploads/tta/globaldata_keytrendsinculturaltourism_140119.pdf	
		Practicum: Identify prospects for cultural tourism in your district.	
II		**Cultural Communication**	
	3	Cultural Communication: Concept, Importance, culture and communication relation, cultural communication in tourism-Cross-cultural Communication Cultural Communication, Chapter 8 - Introduction, 8.1 and 8.2 https://wtcs.pressbooks.pub/communications/chapter/chapter-8-cultural-communication/	12
		Practicum: Discuss how cultural differences are humorously presented in the media	
III		**Intercultural Communication**	
	4	Cultural differences- Communication Strategies -Intercultural Communication Competence- Intercultural Conflicts and managing it - Cultural Intelligence Cultural Communication, Chapter 8 - 8.3 to 8.6 https://wtcs.pressbooks.pub/communications/chapter/chapter-8-cultural-communication/	12
		Practicum Make a presentation about cultural differences and conflicts.	
IV		**Nonverbal Communication and culture**	
	5	Nonverbal Communication and culture-Nonverbal Behaviours-Nonverbal Communication Exploring Nonverbal Communication in Intercultural Communication https://scispace.com/pdf/exploring-nonverbal-communication-in-intercultural-3k4hbnim.pdf	12
		Practicum Role play interactions between people with different non verbal communication traditions	
V		**Practicum**	

		Role play communication with people of different cultures who are visiting your hometown. Create a poster depicting the differences in nonverbal cues across two different cultures Develop a cultural tourism plan for a destination of your choice.	

References:

· Fred E. Jandt, 2018, An Introduction to Intercultural Communication: Identities in a Global Community, Sage.
· Hilary du Cros and Bob McKercher, 2020, Cultural Tourism, Routledge.
· Michael Tsangaris, 2024, Communication and Tourism: Reflecting on the construction of the tourist image of Greece, CABI
· Bal Krishna Sharma and Shuang Gao, 2022, Language and Intercultural Communication in Tourism: Critical Perspectives, Routledge.
· Dileep, M.R. (2020), Tourism: Concepts, Theory and Practice, Dreamtech Press-WILEY

Course Outcomes

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addressed
CO-1	Understand cultural heritage and the intersectional nature of identities	U	3
CO-2	Analyse the complexities of intercultural communities	An	9
CO 3	Critically evaluate how the prevalence of negative stereotypes can become barriers to communication	E	8
CO 4	Apply differing non-verbal cues for effective intercultural communication	Ap	13
CO 5	Develop cultural intelligence in order to interact effectively with tourists	C	14

R-Remember, U-Understand, Ap-Apply, An-Analyse, E-Evaluate, C-Create

Name of the Course: Credits: 3 (2:0:2)(Lecture:Tutorial:Practical)

CO No.	CO	PO/PSO	Cognitive Level	Knowledge Category	Lecture (L)/Tutorial (T)	Practical (P)
1	CO-1	1/3	U	F,C	L	P

2	CO-2	1,3/9	An	C	L	P
3	CO 3	2,4/8	E	C,P	L	P
4	CO 4	4,8/13	Ap	P	L	P
5	CO 5	5/14	C	P,M	L	P

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Mapping of COs with PSOs and POs :

	PSO3	PSO 8	PSO9	PSO13	PSO14	PO1	PO2	PO3	PO4	PO5	PO8
CO 1	2					2					
CO 2			3			1		2			
CO 3		2					2		3		
CO 4				2					2		1
CO 5					3					3	

Correlation Levels:

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

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Programming Assignments
- Final Exam

Mapping of COs to Assessment Rubrics :

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

University of Kerala

Discipline	ENGLISH				
Course Code	UK4SECENG203				
Course Title	**Soft Skills for Tourism and Hospitality**				
Type of Course	**SEC**				
Semester	IV				
Academic Level	200-299.				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	3	2 hours	-	2 hours -	4
Pre-requisites	1. 2.				
Course Summary	Tourism and Hospitality sector deal with people from very diverse backgrounds and the professionals working in the sector need a high level of professional traits to be successful. This course deals with the essential soft skills that are to be acquired by the students who aspire to become professionals in the world's largest employment generator, Tourism and Hospitality. Objective is to train and equip the students in interpersonal skills, formal and non-formal communication skills and strategies.				

Detailed Syllabus:

Module	Unit	Content	Hrs
I	1	**Self-Empowerment**	12
		Self-Regulation- Self-Motivation - Memory enhancement techniques- Stress management- Time management	

		https://brilliantio.com/what-is-self-empowerment/	
		Practicum 1.Journaling practices for self evaluation 2.Sharing of anecdotes stressing the importance of Stress and Time management. 3. Viewing short reels on the concepts in the module. 4. Practise techniques of self regulation	
II	**2**	**Interpersonal Communication**	**12**
		Communication- interpersonal and intrapersonal - GD skill enhancement- Barriers to effective communication - communication etiquette Importance of Good Communication Skills in a Tourism Career https://limbd.org/importance-of-good-communication-skills-in-a-tourism-career/	
		Practicum: 1.Self introduction 2. Roleplays 3. Group Discussions 4. Personal etiquette sessions	
III	**3**	**Intercultural Communication**	**12**
		Intercultural Communication-Barriers to Intercultural Communication- -Stereotypes and Prejudice-Intercultural Communication Competence Cross cultural Communication https://executive.berkeley.edu/thought-leadership/blog/cross-cultural-communication	
		Practicum: 1. Role play interactions with tourists of different nationalities 2. Identify instances of prejudice that you have noticed and hold discussions on them.	
IV	**4**	**Professional Skills**	**12**
		Presentation Skills – Meet and Greet How to Improve your Presentation Skills. https://usic.sheffield.ac.uk/blog/how-to-improve-your-presentation-skills Mastering the Art of Meeting and Greeting: First Impressions Matter. https://lis.academy/communication-skills/mastering-meeting-greeting-first-impressions/#google_vignette	K
		Practicum:	

		1.Role play meet and greet in formal and informal settings	
V		**Practicum**	**12**
		Create presentations for a travel agency targeting specific categories of tourists.	

References:

· Wallace and Masters, (2012) Personal Development for Life and Work, Cengage India Private Limited.
· Gopalaswamy Ramesh, (2013), The ACE of Soft Skills: Attitude, Communication and Etiquette for Success, Pearson Education.
· Ian Tuhovsky (2015) Communication Skills: A Practical Guide to Improving Your Social Intelligence, Presentation, Persuasion and Public Speaking, Createspace.
· Meenakshi Raman & Prakash Singh, (2015) Business Communication, Oxford.

Course Outcomes

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addressed
CO-1	Apply critical and creative thinking skills for self improvement	Ap,C	1
CO-2	Understand the dynamics of group communication	U	1,6
CO 3	Analyse intercultural differences and create strategies to overcome them	An	3,6
CO 4	Develop the skills and attitudes that create a positive impact	E	6
CO 5	Equip the students to create presentations for the tourism sector	C	1,3,5,6

R-Remember, U-Understand, Ap-Apply, An-Analyse, E-Evaluate, C-Create

Name of the Course: Credits: 2:0:2 (Lecture:Tutorial:Practical)

CO No.	CO	PO/PSO	Cognitive Level	Knowledge Category	Lecture (L)/Tutorial(T)	Practical (P)
1	CO-1	1,2/1	Ap,C	C,P	L	P
2	CO-2	3,4/1,6	U	F	L	P

3	CO 3	4,8/3,6	An	P,M	L		P
4	CO 4	8/6	E	P,M	L		P
5	CO 5	3,7/1,3,5,6	C	C,P	L		P

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Mapping of COs with PSOs and POs :

	PSO1	PSO3	PSO5	PSO6	PO1	PO2	PO3	PO4	PO6	PO7	PO8
CO 1	2				1	2					
CO 2	2			3			2	2			
CO 3		2		1				1			3
CO 4				3							2
CO 5	1	2	2	3			2			2	

Correlation Levels:

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

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Programming Assignments
- Final Exam

Mapping of COs to Assessment Rubrics :

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

CO 4	✓	✓	✓	✓
CO 5	✓	✓	✓	✓

**University of
Kerala**

Discipline	ENGLISH				
Course Code	**UK4SECENG204**				
Course Title	**Writing for Cyberspaces.**				
Type of Course	**SEC**				
Semester	IV				
Academic Level	200-299.				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	3	2 hours	-	2 hours -	4
Pre-requisites	1. Basic competence in creative writing 2. Computer and Internet literacy.				
Course Summary	The course equips learners with essential skills and knowledge in cyberspace and the fundamentals of mastering the art of crafting compelling online content. It also aims to engage audiences through social media writing, and establish an impactful online presence through blogging basics and web copywriting strategies.				

Detailed Syllabus:

Module	Unit	Content	Hrs
I		**Basics of Cyberspace**	
	1.	Cyberspace—cyberspace vs physical space--cyber crime—cyberculture- cyberethics- Cyberspace Governance What is Cyberspace? **https://www.geeksforgeeks.org/computer-networks/what-is-cyberspace/** **Practicum** Practice creating and managing strong passwords using password management tools or techniques Prepare a write-up on the importance of cybercrimes, cyber ethics, and edit using any of the online tools.	12
II		**Crafting Online Content**	

			12
	2.	Definition of electronic writing and its significance in digital communication - Difference between traditional writing and electronic writing, including format, and delivery platforms-Digital tools and software for spell-checking, grammar-checking, and editing electronic text effectively How is Online Writing Different from Traditional Print? https://jamiesnotebook.com/2017/06/19/how-online-writing-differs-from-traditional-print-and-how-its-the-same/ **Practicum** Develop an e-writing on a topic you're passionate about with engaging visuals. Market it strategically through email campaigns and social media to reach your target audience effectively	
III		**Social Media Writing and Blogging**	
	3.	Overview of popular social media platforms and their unique features for content creation and sharing- Tips for creating compelling social media posts - Techniques for selecting blog topics and structuring blog posts, including creating catchy headlines, organizing content with subheadings Are Blogs Considered Social Media? by Stella Morrison **https://thestellastraeffect.com/are-blogs-considered-social-media/** **Practicum** Form groups and create and share short social media posts within a time limit by using an image or prompt and provide feedback to each other, focusing on elements that make the posts compelling and engaging.	12
IV		**Web copywriting**	
	4	Definition and importance of web copywriting -Key differences between traditional copywriting and web copywriting-Guidelines for structuring web copy for easy readability and comprehension Fundamentals of Web copywriting https://backlinko.com/hub/content/web-copywriting **Practicum** Write the content for a teaser of an upcoming movie to be displayed on social media.	12
V		**Practicum**	**12**

	Group activity - Draft a blog post of approximately 200 words within a given time frame. After receiving feedback, participants should revise their posts based on the suggestions provided, focusing on improving clarity, engagement, and overall effectiveness	

Recommended Reading

Understanding the Digital World: What You Need to Know about Computers, the IntEverybody Writes: Your Go-To Guide to Creating Ridiculously Good Content" by Ann Handley

Content Rules: How to Create Killer Blogs, Podcasts, Videos, Ebooks, Webinars (and More) That Engage Customers and Ignite Your Business by Ann Handley and C.C. Chapmanernet, Privacy, and Security by Brian W. Kernighan

Writing for Social Media: Create Shareable, Sharable Content for Facebook, Twitter, Instagram, and More by Tara Zirker

"The Art of Social Media: Power Tips for Power Users" by Guy Kawasaki and Peg Fitzpatrick

How to Blog for Profit: Without Selling Your Soul" by Ruth Soukup

The Copywriter's Handbook: A Step-By-Step Guide to Writing Copy That Sells by Robert W. Bly

Course Outcomes

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addressed
CO-1	Gain foundational knowledge of cyberspace	R, U	3
CO-2	Learn essential techniques for creating engaging and persuasive online content	U, An	3, 5
CO 3	Develop proficiency in crafting effective social media posts and blogs	An, E	5,
CO 4	Learn the fundamentals of web copywriting	R, U, C	11, 15
CO 5	Develop an understanding of the importance of online content creation.	R, U, E, C	15

R-Remember, U-Understand, Ap-Apply, An-Analyse, E-Evaluate, C-Create

Name of the Course: Credits: 2:0:2 (Lecture:Tutorial:Practical)

CO No.	CO	PO/PSO	Cognitive Level	Knowledge Category	Lecture (L)/Tutorial(T)	Practical (P)

1	CO-1	1/3	R, U	F, C	L		P
2	CO-2	2/3, 5	U, An	C	L		P
3	CO 3	3.4/5	An, E	C, P	L		P
4	CO 4	3,7/11, 15	An, Ap, E	P	L		P
5	CO 5	8/15	E, C	M	L		P

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Mapping of COs with PSOs and POs :

	PSO3	PSO5	PSO11	PSO 15	PO1	PO2	PO3	PO7	PO8
CO 1	1	-	-	-	2				
CO 2	2	3	-	-		3			
CO 3	-	1		-			2	3	
CO 4	-	-	2	3			2	1	
CO 5	-		-	1					2

Correlation Levels:

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

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Programming Assignments
- Final Exam

Mapping of COs to Assessment Rubrics :

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

University of Kerala

Discipline	**ENGLISH**				
Course Code	**UK4SECENG205**				
Course Title	**Essential Skills for Everyday Life**				
Type of Course	**SEC**				
Semester	**IV**				
Academic Level	**200-299.**				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	3	2 hours	-	2 hours	4
Pre-requisites	1. Basics of soft skills 2. Basics of digital literacy and environmental conservation				
Course Summary	The course aims to equip learners with the foundational skills needed to thrive in today's dynamic world. The course helps to gain practical knowledge in financial management, budgeting, saving, and investing strategies. It explores soft skills required to foster positive relationships in both personal and professional settings and also highlights the skills that every digital citizen should possess.				

Detailed Syllabus:

Module	Unit	Content	Hrs
I		**Essential Skills**	**12**
	1	Life skills - Definition, types and significance	
	2	16 types of Life Skills https://mind.help/topic/life-skills/types/	
		Practicum	

		Discuss in groups the soft skills we need to develop Write down your strengths, weaknesses, short -term and long-term goals	
II		**Financial Management skills**	**12**
	3	Budgeting - Understanding income, and expenses and creating a budget plan-investment-credit	
	4	Financial Literacy: What it is and Why it is so Important to Teach Teens. https://www.investopedia.com/terms/f/financial-literacy.asp	
		Practicum Track your income and expenses for a month to know your spending habits and financial priorities	
III		**Social Skills**	**12**
	5	Active listening- Interpersonal skills - Social etiquette- Circumstantial use of Language - Problem-Solving Skills - Conflict Management - delegation skills - boundaries	
	6	What are Soft Skills? https://www.themuse.com/advice/soft-skills-definition-examples	
		Practicum Discuss the specific boundaries that you want to set in interpersonal relationships and workplace	
IV		**Digital Literacy Skill**	**12**
	7	Defining digital literacy and its importance in the modern world	
	8	11 Important Skills Every Digital Citizen Should Possess. https://www.parksidefcu.com/11-important-skills-that-every-digital-citizen-should-possess/2770/	
	9	Introduction to Digital Literacy: Chapter 1 https://pressbooks.library.torontomu.ca/digcit/chapter/chapter-1/	
		Practicum Identify areas for improvement in navigating digital tools online	
V		**Practicum**	**12**
		Create a personal budget plan. Form groups for project work and delegate tasks to each member. Discuss strategies for protecting personal privacy online. Create a sustainability action plan outlining steps you will take to incorporate eco-friendly habits into your daily routine.	

Recommended Reading

Peter, Francis. *Soft Skills and Professional Communication*. New Delhi: Tata McGraw Hill.

2012. Print.

Covey, Stephen R. The 7 Habits of Highly Effective People. Simon and Schuster, 2004,
books.google.ie/books?id=upUxaNWSaRIC&printsec=frontcover&dq=Covey,+Stephen+R.+

7+HABITS+of+HIGHLY+EFFECTIVE+PEOPLE+:+Powerful+Lessons+in+Personal+Change.&hl=&cd=1&source=gbs_api

Ramsey, Dave. *The Total Money Makeover: Classic Edition*. Thomas Nelson, 2013, books.google.ie/books?id=5V5_IzjHOdsC&pg=PR3&dq=The+Total+Money+Makeover:+A+Proven+Plan+for+Financial+Fitness%22+by+Dave+Ramse&hl=&cd=1&source=gbs_api

Lowndes, Leil. *How to Talk to Anyone: 92 Little Tricks for Big Success in Relationships*. HarperCollins UK, 2013, books.google.ie/books?id=q3pHOXF3vzAC&pg=PR3&dq=How+to+Talk+to+Anyone:+92+Little+Tricks+for+Big+Success+in+Relationships%22+by+Leil+Lowndes&hl=&cd=1&source=gbs_api

Sieberg, Daniel. The Digital Diet: The 4-step Plan to Break Your Tech Addiction and Regain Balance in Your Life. Three Rivers Press, 2011.

De Bono, Edward. 2000. *Six Thinking Hats*. 2nd Edition. Penguin Books.

E-Resources

https://www.investopedia.com/terms/s/soft-skills.asp#:~:text=Soft%20skills%20can%20also%20be,carried%20over%20to%20any%20position.

https://www.thebalancemoney.com/list-of-soft-skills-2063770

Course Outcomes

No.	Upon completion of the course, the graduate will be able to	Cognitive Level	PSO addressed
CO-1	Develop unique soft skills to deal with the world constructively.	U,Ap	1,2
CO-2	Gain proficiency in budgeting, saving, and investing strategies	R, U	4,7
CO-3	Acquire essential digital literacy skills, including internet navigation and cybersecurity awareness, to access, evaluate, and utilize digital resources effectively	U,An, Ap,	10
CO-4	Gain an insight into the soft skills and etiquette that foster positive relationships	R, U,E, Ap	9,13
CO-5	Empower learners to assume leadership roles and create strategies to carry out tasks effectively	C	7,10

R-Remember, U-Understand, Ap-Apply, An-Analyse, E-Evaluate, C-Create

Name of the Course: Credits: 2:0:2 (Lecture:Tutorial:Practical)

CO No.	CO	PO/PSO	Cognitive Level	Knowledge Category	Lecture (L)/Tutorial(T)	Practical (P)
1	CO - 1	1,2/1,2	U	F, C	L	P
2	CO- 2	2,7/4,7	R, U	C, P	L	P
3	CO- 3	7/10	An, Ap,	C	L	P
4	CO- 4	4,5/9,13	E, C	P	L	P
5	C0-5	5/7,10	C	M	L	P

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Mapping of COs with PSOs and POs :

	PSO 1	PSO 2	PSO 4	PSO 7	PSO 9	PSO10	PSO13	PO 1	PO 2	PO 4	PO 5	PO 7
CO 1	1	2						2	2			
CO 2			2	1					1			2
CO 3						2						2
CO 4					1		3			2	3	
CO 5				2		2					2	

Correlation Levels:

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

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Programming Assignments
- Final Exam

Mapping of COs to Assessment Rubrics :

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

University Of Kerala

Four Year Under Graduate Programme

(UoK FYUGP)

Revised SEMESTER FOUR Syllabus

Major Discipline COMMUNICATIVE ENGLISH

November 2025

SEMESTER 4

Sl No.	Category	Course Code	Course Title	Course Description	Page No.
1	DSC	UK4DSCECE200	Business Communication	Proficiency in the various types of communication which will help to create a better impact in the business world. – 4 hours	3
2	DSC	UK4DSCECE201	Language through Literature	Enhances language proficiency and fluency through Literary works - 5 hours	6
3	DSC	UK4DSCECE202	Reading the Multiverse	Explores the different aspects of the multiverse in popular imagination. 5 hrs	12
4	DSC	UK4DSCECE203	Theatre and Performance	Introduces the different elements and forms of theatre and a deeper understanding of the performative aspect. – 5 hours	16
5	DSC	UK4DSCECE204	British Literature II	Literary developments till the nineteenth century. – 4 hours	20
6	DSC	UK4DSCECE205	Content Writing	Teaches students to write effectively and prepares them for the role of content writer- 5 hours	25
7	DSE	UK4DSEECE200	Adaptation Studies in Folklore	Study of folklore alongside their adaptations into literature, film, and other media. – 4 hours	30
8	DSE	UK4DSEECE201	Selections from American Literature	An overview of American literature. – 4 hours	34
9	INT	UK4INTECE200	Summer Internship		

University of Kerala

Discipline	Communicative English				
Course Code	UK4DSCECE200				
Course Title	Business Communication				
Type of Course	**DSC**				
Semester	IV				
Academic Level	200-299.				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	4	4 hours			4
Pre-requisites	1. 2.				
Course Summary	The course aims to accomplish the skills required for business arena. It helps to practice English which is used in real business situations.				

Detailed Syllabus:

Module	Unit	Content	Hrs
I		**Module1- Introduction**	**12**
	1	**Business language – how to begin- interrupt- organize- control a meeting**	
	2	Getting and giving information- reply to an information shared- agreeing – disagreeing- refusing- expressing an opinion	
	3	Etiquettes- Greetings, Farewells, Invitation, Giving requests, advice, suggestions, apologies, regrets, gratitude	
	4	Conversations: Asking way, making accommodations in hotels, Telephone conversations	
II		Module II Office Regulations and Procedure	
	5	Starting a job in a company-asking for information on a company- conversations between receptionist and visitor, customer- care interactions	
	6	Planning ahead, making arrangements, recruiting, advertising, interviewing	

	7	Presentations- elements of presentation- designing a presentation- using visual aids- appearance and postures-preparations for successful presentations, answering questions	
	8	Meetings- running a meeting, controlling a meeting, evaluating of a meeting, question- group discussions	
III		**Office writings**	**12**
	9	Letters- business letters format and conventions,	
	10	Memoranda – purpose of writing memo, parts of a memo, format.	
	11	Agenda, Minutes, Emails- short message service- teleconferencing- video conferencing	
	12	Report writing- types of business reports- characteristics and purpose of a good report, guiding principles of writing reports, preparing a report, structure of a report.	
IV		**Preparations for a job and interview**	**12**
	13	Job advertisements.	
	14	Applying for a job- Writing application letters, C V, Resume	
	15	Interviews- Preparations for an interview- researching organization- the responsibilities, things to do on the previous day- frequently asked questions during a job interview, how to communicate with confidence Telephonic interviews- do's and don'ts.	
	16	Nonverbal factors- dress, punctuality, body language, eye contact, sitting postures, smiles	
V		**Learning Activity**	**12**
		Divide the students into pairs or groups- provide situations to practise what they have learned. Practise presentations with PPTs.	

Reading Materials

Alred, Gerald J., Charles T Brusaw, and Water Oliu. *The Business Writer's Handbook*, 6ᵗʰ ed. New York: St Martin's 2000

Cypress, Linda. *Let's Speak Business English*. Hauppauge, NY: Barron's Educational series, 1998.

Guffey, Mary Ellen. Business Communication: Process and Product.3ʳᵈ ed. Cincinnati: South-Western College Publishing, 2000.

Piotrowski, Maryann V. *Effective Business Writing*. NY: Harper Collins,1996.

Raman, Meenakshi, and Prakash Singh. *Business Communication*. New Delhi: Oxford University Press, 2006.

Course Outcomes

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addressed
CO-1	Overcome inhibitions about communicating in business life situations	U, R, Ap, E	1,4,7,8
CO-2	Develop proficiency in business communication	U, R, Ap, C	1,4,7,11
CO-3	Able to have a knowledge of the soft skills needed for business communication	Ap, E, C	1,4,7,11
CO-4	Meet the professional needs.	Ap, An, C	1,4,7

R-Remember, U-Understand, Ap-Apply, An-Analyse, E-Evaluate, C-Create

Name of the Course: Credits: 4:0:0 (Lecture:Tutorial:Practical)

CO No.	CO	PO/PSO	Cognitive Level	Knowledge Category	Lecture (L)/Tutorial(T)	Practical (P)
1	CO-1	2,4/1,4,7,8	U, R, Ap, E	F, C, P	L	
2	CO-2	4,5/1,4,7,11	U, R, Ap, C	F, C,P, M	L	
3	CO-3	4,6/1,4,7,11	Ap, E, C	F, C, P	L	
4	CO-4	4,5,6/1,4,7	Ap, An, C	F, C, P	L	

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Mapping of COs with PSOs and POs :

	PSO1	PSO4	PSO7	PSO 11	PO2	PO4	PO5	PO6
CO 1	2	1	1	1	2	3		
CO 2	2	2	1	1		1	2	
CO 3	2	1	2	1		2		2

CO 4	2	2	2	-		3	1	2

Correlation Levels:

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

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Programming Assignments
- Final Exam

Mapping of COs to Assessment Rubrics :

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

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University of Kerala

Discipline	**COMMUNICATIVE ENGLISH**
Course Code	UK4DSCECE201

Course Title	**LANGUAGE THROUGH LITERATURE**				
Type of Course	**DSC**				
Semester	**IV**				
Academic Level	**200-299.**				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	4	**3 hours**	**-**	**2 hours**	**5**
Pre-requisites	1. Basic language competence expected of higher secondary level 2. Basic communicative competence expected of higher secondary level.				
Course Summary	This course is intended to enhance lexical competency by facilitating students' progression from basic word usage to nuanced expression, enabling a proficient application of words, phrases, and idioms through popular texts.				

Detailed Syllabus:

Questions should be framed giving equal weightage to grammar (Understand and Apply cognitive levels only) and literary content (All Levels)

Module	Unit	Content	Hrs
I		**The Word Way**	**15**
	1	The Fringe Benefits of Failure, and the Importance of Imagination (Essay) J.K. Rowling *[use of words]* Harvard Commencement Address 2008, J.K. Rowling http://harvardmagazine.com/2008/06/the-fringe-benefits-failure-the-importance-imagination	
	2	Craig Raine – "A Martian Sends a Postcard Home" (Poem) *[Use of phrases]* https://www.poetrybyheart.org.uk/poems/a-martian-sends-a-postcard-home.	
	3	Babak Anvari-"Two & Two"/ "2+2=5" -(short film) *[Use of idiom]* https://youtu.be/EHAuGA7gqFU?si=mN-WzTTN8OS5LHKU	
		Assessment/ Activity/Practical Session Imagine you are a Martian who has landed on planet Earth. Describe what you see from an alien perspective.	
II		**The Syntactic Way**	**15**
	4	Syntax, Diction,Active Voice and Passive Voice, Transformation, Periodic sentences,Parallelism	

	5	Henry Wadsworth Longfellow's "Snowflakes" *(Periodic sentences)* https://www.poetryfoundation.org/poems/44649/snow-flakes	
	6	Harper Lee's *To Kill a Mockingbird Chapter 1 (Parallelism)*	
		Activity/Practical Session Write a different poem with the title "Snowflakes"	
III		**Read between the Lines**	**15**
	7	Interpreting/picking up cues in language – reading between the lines – differentiating fact and opinion – comprehend language in use	
	8	"Metaphors" – Sylvia Plath (poem) *[use of figurative language]* https://allpoetry.com/metaphors	
	9	Calvin & Hobbes – Bill Watterson (comic strip) *[reading between the lines, interpreting sub texts]* https://static1.cbrimages.com/wordpress/wp-content/uploads/2022/10/Calvin-gets-bullies.jpg?q=50&fit=crop&w=480&dpr=1.5	
	10	"The Last Leaf" – O. Henry (short story) *[cues on story flow, insights into character]* https://americanenglish.state.gov/files/ae/resource_files/the-last-leaf.pdf	
		Assessment/Activity/Practical Session Rewrite Plath's poem without using any figurative language or by employing a different metaphor/imagery.	
IV		**Translating Culture**	**15**
	11	Introduction to translation- basic terminology (SL, TL, ST, TT, equivalence, faithfulness, untranslatability)	
	12	Difficulties faced by translators- cultural differences- semantic difficulties (dialects/ slangs, idioms, technical jargon, maintaining style and tone, problem of equivalence, faithfulness and untranslatability)	
	13	**Core Reading** "Vayaskara. Chathurvedi Bhattathiriyum Yakshiyum"- Kottarathil Shankunni (Translation from *Aithihyamala*) https://archive.org/details/AithihyamalaEnglish-KottarathilSankunny/page/n7/mode/1up	
	14	Ayyappa Paniker - "I Can't Help Blossoming"	
	15	M.Mukundan "Breast Milk" translated by Donald R. Davis, Jr https://library.oapen.org/bitstream/handle/20.500.12657/42784/9780472901678.pdf?sequence=1&isAllowed=y	
		Assessment/ Activity/Practical Session Attempt a comparative study of any original and it's translation.	
V		**Language and Creativity**	**15**

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		Assessment/Activity/Practical Session	
		Use an idiom to create a poem/ story/ painting/ photograph/ short film. Read and analyse a poem/story of your choice, highlighting linguistic/literary features Attempt a translation of any text of your choice and write about the difficulties in translation. Attempt a spinoff with the characters of any novel you have studied Write a sequel to any short story that you have read	

References

Foster, Thomas C. *How to Read Poetry Like a Professor: A Quippy and Sonorous Guide to Verse*. HarperCollins, 2018.

Strunk, William. *THE ELEMENTS OF STYLE*. Strelbytskyy Multimedia Publishing, 2021.

Pinker, Steven. *The Sense of Style: The Thinking Person's Guide to Writing in the 21st Century*. Penguin Books, 2015.

Gardner, John. *The Art of Fiction: Notes on Craft for Young Writers*. Vintage, 2010.

Gardner, John. *On Moral Fiction*. Open Road Media, 2013.

Fish, Stanley. *How to Write a Sentence: And How to Read One*. Harper Collins, 2011.
Prose, Francine. *Reading Like a Writer: A Guide for People Who Love Books and for Those Who Want to Write Them*. Union Books, 2012.

Dittmer, Lars. *The Communications System of the Twins in Arundhati Roy's "the God of Small Things": How They Apply the English Language in a Postcolonial Indian Setting*. GRIN Verlag, 2006.

Mullaney, Julie. *Arundhati Roy's the God of Small Things: A Reader's Guide*. 2002, ci.nii.ac.jp/ncid/BA79515336.

Tasnim, Zakiyah. "Reading the Language of Children in Arundhati Roy's the God of Small Things." *Crossings (Dhaka)*, vol. 7, Dec. 2016, pp. 117–23, doi:10.59817/cjes.v7i.169

Yule G. Semantics. In: *The Study of Language*. Cambridge University Press; 2010:112-126.
 https://www.masterclass.com/articles/writing-101-what-is-figurative-language-learn-about-10-types-of-figurative-language-with-examples

https://www.grammarly.com/blog/how-to-write-a-story/

https://literacyideas.com/teaching-fact-and-opinion/

https://theurbanwriters.com/blogs/publishing/reading-between-the-lines-the-art-of-leaving-dialogue-unsaid

https://pressbooks.pub/compositionforcommodores/chapter/18-2-what-is-literary-interpretation/
https://lewisu.edu/writingcenter/pdf/final-writing-a-literary-analysis3212019.pdf
 https://blambot.com/pages/comic-book-grammar-tradition#:~:text=Captions,Monologue%2C%20Spoken%2C%20and%20Editorial.

https://web.stanford.edu/group/cslipublications/cslipublications/site/1575865688.shtml

English Syntax: An Introduction by Andrew Radford (published by CUP)
An Introduction to English Syntax by J. Miller

Course Outcomes

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addressed
CO-1	Exhibit an expanded vocabulary and adept usage of words, phrases, and idioms in diverse contexts	R, U, Ap	1,6
CO-2	Understand of syntax, discerning changes in meaning, formality, and appropriateness across different structures	R, U, Ap	1,6
CO-3	Develop enhanced semiotic awareness, enabling them to interpret language cues, discern underlying meanings, and distinguish between fact and opinion	U, Ap, An	6,10
CO-4	Demonstrate the ability to distinguish literary texts from popular literature and develop an understanding of different genre fiction,	U, An, E	9,11
CO-5	Possess foundational skills in translation, enabling them to comprehend the challenges inherent in translating texts and facilitating their ability to engage with translated materials effectively	Ap, An, C	11,12

R-Remember, U-Understand, Ap-Apply, An-Analyse, E-Evaluate, C-Create

Name of the Course: Credits: 4:0:0 (Lecture:Tutorial:Practical)

CO No.	CO	PO/PSO	Cognitive Level	Knowledge Category	Lecture (L)/Tutorial (T)	Practical (P)
1	CO-1	1,2/1,6	R, U, Ap	F, C	L	P

2	CO-2	2,4/1,6	R, U, Ap	F,C	L	P
3	CO-3	4,6/6,10	U, Ap, An	C,P	L	P
4	CO-4	1,8/9,11	U, An, E	C,P	L	P
5	CO-5	3,8/11,12	Ap, An, C	P,M	L	P

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Mapping of COs with PSOs and POs :

	PSO 1	PSO 6	PSO 9	PSO 10	PSO 11	PSO 12	PO 1	PO 2	PO 3	PO 4	PO 6	PO 8
CO1	1	2					1	1				
CO2	2	2						2		2		
CO3		3		2						2	2	
CO4			2		2		2					1
CO5					2	2			3			3

Correlation Levels:

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

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar

- Midterm Exam
- Programming Assignments
- Final Exam

Mapping of COs to Assessment Rubrics :

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

University of Kerala

Discipline	COMMUNICATIVE ENGLISH				
Course Code	UK4DSCECE202				
Course Title	Reading the Multiverse				
Type of Course	DSC				
Semester	IV				
Academic Level	200-299.				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	4	3 hours	-	2 hours	5
Pre-requisites					
Course Summary	The course seeks to impart a comprehensive idea about the multiverse in popular imagination.				

Detailed Syllabus:

M o d ul e	Un it	Contents	Hr s

I		Introduction to the Multiverse	15
	1	William James' definition- alternative universe-bubbleverse-megaverse-multiverse-parallel universe-visible universe-universe branching-metaverse- quantum mechanics-Heisenberg's uncertainty principle- MWI-Eternal Inflation-Brane Theory. **Core Reading** What Is a Multiverse? Theories of Multiple Realities https://www.sciencenewstoday.org/what-is-a-multiverse-theories-of-multiple-realities	
	2	The Many Worlds Theory, Explained. https://thereader.mitpress.mit.edu/the-many-worlds-theory/	
	3	Four Ways to Understand the Multiverse https://www.bbc.com/reel/video/p0g9hhcg/four-ways-to-understand-the-multiverse	
		Suggested Reading/ Viewing https://www.newsweek.com/multiverse-theory-explained-spider-man-no-way-home-marvel-brian-greene-alan-guth-fred-adams-1652915 https://youtu.be/2bZi3Xm9tJE?si=aUK_Cv3pg3TxZTds	
II		The Multiverse in Literature	15
	4	Olena Ilina: "Multiple Worlds of The Literary Text" Pg 267-273 http://dspace.nua.kharkov.ua/jspui/bitstream/123456789/3096/1/%D0%92%D1%87%D0%B5%D0%BD%D1%96%20%D0%B7%D0%B0%D0%BF%D0%B8%D1%81%D0%BA%D0%B8_%D0%A2%D0%BE%D0%BC%2031.pdf#page=267	
	5	Jorge Louis Borges - *The Garden of Forking Paths* https://archive.org/stream/TheGardenOfForkingPathsJorgeLuisBorges1941/The-Garden-of-Forking-Paths-Jorge-Luis-Borges-1941_djvu.txt	
		Suggested Reading Isaac Asimov *Living Space* Philip Pullman: *The Northern Lights* (*The Golden Compass Book 1*) also called Book 1 of *His Dark Materials*	
III		The 'Other' Multiverse	15
	6.	Futurisms- Indigenous Futurisms-Afro-Futurisms- Dalit Futurisms-Queer futurism An 'unapologetically Indian' universe by Nyshka Chandran	

		https://www.bbc.com/culture/article/20230106-the-ancient-indian-myths-resonating-now	
	7	The Space Between Worlds: Micaiah Johnson https://wecima.uk/storage/book_files/472EUT5YQI.pdf	
		Suggested Viewing Osheen Siva https://www.youtube.com/watch?v=fwoGWD2U_Js Suggested Reading https://cdn.bookey.app/files/pdf/book/en/the-space-between-worlds.pdf	
I V		**The Multiverse in Film**	15
	8	Multiverse Movies Analysis: Understanding Their Unique Impact https://glcoverage.com/2024/09/25/multiverse-movies-analysis/	
	9	Sustaining the multiverse in Cinema https://edition.cnn.com/style/article/multiverse-movies-newfound-popularity/index.html	
	10	Spider-Man: Across The Spider Verse https://www.youtube.com/watch?v=Fe5bOlAQ-j4	
		Suggested Viewing Back to the Future Part 1 The Matrix (Part 1) Everything Everywhere All At Once. Directed by Daniel Kwan and Daniel Scheniart, 2022	
V		**Practicum**	15
		Discussion: What is reality? Explore the multiple possibilities of reality. Make a list of literary works that feature multiverse storytelling. Are equal societies an alternate universe? The cinema as an ideal medium of the multiverse Does cinema engender socio-cultural, racial, economic, political diversity through the multiverse? Can your desire to be someone else create an alternate universe	

Course Outcomes

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addressed
CO-1	Contextualise the multiverse	U	2,4
CO-2	Understand the scientific underpinnings of the multiverse.	U, Ap	2,4,9
CO-3	Examine the multiverse as an imaginative, creative space.	R, Ap, An, E	4,11
CO-4	Critique the philosophical, social, sociological possibilities of the multiverse.	Ap, An	9,11
CO-5	Interrogate the representations of the multiverse.	Ap, A, E, C	11,15

R-Remember, U-Understand, Ap-Apply, An-Analyse, E-Evaluate, C-Create

Name of the Course: Credits: 4:0:0 (Lecture:Tutorial:Practical)

CO No.	CO	PO/PSO	Cognitive Level	Knowledge Category	Lecture (L)/Tutorial(T)	Practical (P)
1	CO-1	1/2,4	U	F	L	P
2	CO-2	1,6/2,4,9	U, Ap	F,C	L	P
3	CO-3	3/4,11	R, Ap, An, E	F,C,P	L	P
4	CO-4	2,3/9,11	Ap, An	C,P	L	P
5	CO-5	3,8/11,15	Ap, A, E, C	P.M	L	P

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Mapping of COs with PSOs and POs :

	PSO2	PSO4	PSO9	PSO11	PSO15	PO1	PO2	PO3	PO5	PO6	PO8
CO 1	1	2				2					
CO 2	2	1	2			2				2	
CO 3		2		3				3			
CO 4			3	2			2	1			

CO 5				2	2			3			2

Correlation Levels:

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

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Programming Assignments
- Final Exam

Mapping of COs to Assessment Rubrics :

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

University of Kerala

Discipline	COMMUNICATIVE ENGLISH				
Course Code	UK4DSCECE203				
Course Title	**Theatre and Performance**				
Type of Course	**DSC**				
Semester	IV				
Academic Level	200 –299.				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	4	3 hours	-	2	5
Pre-requisites	1. 2.				
Course Summary	This course provides an overview of the history, and practice of theatre. Students will explore various elements of theatre, while examining the cultural, social, and historical contexts in which theatre operates. Through readings, discussions, performances, and practical				

exercises, students will develop a deeper understanding and appreciation of the art of theatre.

Detailed Syllabus:

Module	Unit	Content	Hrs
I		**Origin and Growth of Theatre**	**15**
	1	Ancient Greek and Roman theatre - Sophocles, Aeschylus, Euripides, Aristophanes – The Chorus- Plautus and Terrence - Medieval and Renaissance theatre - Miracle and mystery plays, Interlude – Tragedy, Comedy – Comedy of Humours - Elizabethan and Jacobean theatre	
	2	Sophocles - *Oedipus Rex*, Chorus (Chorus parts in the text to be taught in detail)	
	3	Shakespeare - *The Merchant of Venice*, Act 4, Scene 1	
II		**Modern and Contemporary Theatre**	**15**
	4	Exploration of experimental and avant-garde theatre Expressionism, Epic Theatre, Theatre of the Absurd. Diaspora theatre, Feminist theatre, Environmental theatre	
	5	Samuel Beckett - *Waiting for Godot,* Act 1	
	6	Henrik Ibsen - *A Doll's House* (Act III)	
III		**Global Theatre Traditions**	**15**
	7	Asian theatre (e.g., Kabuki, Noh, Beijing Opera) – African and Caribbean theatre – Latin American theatre – Indigenous and folk theatre traditions –	
	8	*Nadugadhika* - K.J.Baby https://online.fliphtml5.com/pqgst/fjmt/#p=8	
	9	*The Feather Mantle* (*Hagromo*) https://jti.lib.virginia.edu/japanese/noh/TylHago.html	

IV		**Indian Theatre**	15
	10	Indian classical drama – Kalidasa –Folk theatre - Street theatre- Major contributors of Indian English drama – Major contributors of Indian English drama – Girish Karnad, Mahasweta Devi, Badal Sircar, Mahesh Dattani, Vijay Tendulkar	

		Origin of Theatre in Kerala – Theatre movements in Kerala –KPAC - An overview of Thanathu Nataka Vedi and Radio plays – Contemporary stage-Nireeksha	
	11	Girish Karnad - *Nagamandala*, Act Two	
	12	V.T.Bhattathiripad - *From the Kitchen to the Stage*	
V		**Practicum**	**15**
		Preparation of a script – writing a one-act play based on a story Critical approaches to analyzing plays and performances- Writing and presenting theatre reviews Social and community engagement through theatre. Students will work individually or in groups to develop and present a Street Play.	

Reading List

1. Antonin Artaud, "The Theatre and Its Double" (1938)
2. Bertolt Brecht, "Brecht on Theatre: The Development of an Aesthetic" (1964)
3. Viola Spolin, "Improvisation for the Theater" (3rd edition, 1999)
4. Augusto Boal, "Theatre of the Oppressed" (1974)
5. Brockett, Oscar G. "The Golden Age of Theatre: Greece and Rome." Holt, Rinehart, and Winston, 1955.
6. Bevington, David. "English Renaissance Drama." Norton, 2002.
7. Das, Sisir Kumar. "A History of Indian Literature: 500-1399: From Courtly to the Popular." Sahitya Akademi, 2005.
8. Dharwadker, Aparna Bhargava. "Theatres of Independence: Drama, Theory, and Urban Performance in India since 1947." University of Iowa Press, 2005.
9. Singh, N.K. "Modern Indian Drama: An Anthology." Sahitya Akademi, 2004

Course Outcomes

No.	he course the graduate will be able to	Cognitive Level	PSO addressed
CO-1	Describe the impact stories can have on individuals	R, U	2, 3
CO-2	Think critically about stories and their performance contexts	An	3, 9, 14
CO 3	Analyse stories and place them culturally	An, Ap	2, 6, 11

| CO 4 | Communicate perceptions into forms of cultural expression | E, C | 7, 9 |
| CO 5 | Demonstrate the ability to identify and target specific audiences | C | 5, 13, 15 |

R-Remember, U-Understand, Ap-Apply, An-Analyse, E-Evaluate, C-Create

Name of the Course: Credits: 4:0:0 (Lecture:Tutorial:Practical)

CO No.	CO	PO/PSO	Cognitive Level	Knowledge Category	Lecture (L)/Tutorial (T)	Practical (P)
1	CO-1	1,2/2, 3	R, U	F, C	L	P
2	CO-2	2,3/3, 9, 14	An	C	L	P
3	CO 3	3,8/2, 6, 11	An. Ap	C, P	L	P
4	CO 4	4,8/7, 9	E, C	C, M	L	P
5	CO 5	4,8/5, 13, 15	C	M	T	P

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Mapping of COs with PSOs and POs :

	PSO2	PSO3	PSO5	PSO6	PSO7	PSO9	PSO11	PSO13	PSO14	PSO15	PO1	PO2	PO3	PO4	PO8
CO-1	1	2									1	2			
CO-2		3				2			1			2	2		
CO 3	1	2	1				2						1		3
CO 4					2	2								2	1
CO 5			2					2		3				1	2

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low

| 2 | Moderate / Medium |
| 3 | Substantial /High |

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Programming Assignments
- Final Exam

Mapping of COs to Assessment Rubrics :

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

University of Kerala

Discipline	COMMUNICATIVE ENGLISH				
Course Code	UK4DSCECE204				
Course Title	British Literature II				
Type of Course	**DSC**				
Semester	IV				
Academic Level	200-299.				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	4	4 hours	-		4
Pre-requisites	1. Familiarity with British Literature (I), which would give the students a comprehensive outlook to approach history as a continuum, and not as isolated units. 2. Students should be aware of the interrelationship between the social and the literary history of a nation, to understand how literature is at				

Modul e	Uni t	Content	Hrs
		once a social product, and in turn moulds society.	
Course Summary		The course intends to offer the students a comprehensive view of the historical and literary developments of different time periods; and to help them explore how socio-political backdrop goes into the making of the cultural context of a literary text. The select core texts are representative of the Age and the literary trend of the respective periods.	

Modul e	Uni t	Content	Hr s
I		**Restoration Age**	**12**
	1	Restoration of Monarchy- 1660- Social life of England in the Restorat Age	
	2	Literature in the Restoration Age – Restoration Theatre – Comedy of Manners – Heroic Tragedy – distinctive features - representative playwrights – contributions of Aphra Ben	
	3	Augustan Age – features of Neo-classical Poetry – Mock-epic literary contributions of Dryden and Pope	
	4	**Core Text** John Dryden – Extract from "Mac Flecknoe" lines 1-63: (From "All human things are subject to decay" to "That for anointed dullness he was made") https://www.poetryfoundation.org/poems/44181/mac-flecknoe	
II		**18th Century Literature**	**12**
	5	Sentimental and Anti-Sentimental Comedy- literary contributions of Oliver Goldsmith and Sheridan	
	6	Periodical Literature – Essayists - Addison and Steele	
	7	18th century fiction – growth of satire – major prose writers – literary contributions of Daniel Defoe and Jonathan Swift	
	8	Rise of the English Novel – Epistolary novel - Picaresque novel – Four Wheels of the Novel- literary contributions of Eliza Haywood, Fanny Burney	
	9	**Core Texts** Richard Steele – "The Spectator Club" https://www.bartleby.com/lit-hub/hc/english-essays-from-sir-philip-sidney-to-macaulay/the-spectator-club/	
	10	Jonathan Swift – *Gulliver's Travels: A Voyage to Lilliput* **https://archive.org/details/in.ernet.dli.2015.31485/page/n93/mode/2up**	
		Transition Period & The Romantic Age	**12**
	11	Age of Dr Johnson – Johnson's literary contributions – Johnson's *Dictionary*	
	12	Transitional Poetry– features – Transitional Poets	
	13	The French Revolution and Romantic Revival – Features of Romanticism	

III	14	First and Second generation of Romantic poets – literary contributions of Felicia Hemans	
	15	Essayists – Charles Lamb, Mary Lamb, William Hazlitt, Thomas de Quincey, Mary Wollstonecraft	
	16	Fiction - Jane Austen – Gothic fiction – Mary Shelley — Historical novels of Walter Scott	
	17	**Core Texts** Thomas Gray – "Elegy Written in a Country Churchyard"	
	18	P.B Shelley : "Ode to the West Wind"	
	19	William Hazlitt: "My First Acquaintance with Poets"	
IV		**The Victorian Age**	**12**
	20	Era of Scientific advance – Charles Darwin and the Theory of Evolution	
	21	Victorian Conflict and Compromise	
	22	Victorian Literature Victorian Poets –Dramatic Monologue – Pre-Raphaelite Poetry	
	23	Victorian Novelists – Women Novelists of the Victorian Era	
	24	Oscar Wilde –Art for Art's Sake Movement - Plays	
	25	**Core Text** Arnold – "Dover Beach" https://www.poetryfoundation.org/poems/43588/dover-beach	
	26	Oscar Wilde- *Lady Windermere's Fan*	
V		**Literary Context**	
		Suggested Reading Albert, Edward. *History of English Literature*. OUP, 1979.chapters 6-11	

Recommended Reading

Alexander, Michael J. *A History of English Literature*. Palgrave Macmillan, 2000.

Ashok, Padmaja. *The Social History of England*. Orient Black Swan, 2011.

Baugh, A.C. *A History of English Literature*. Routledge. 2013.

Carter, Ronald, and John McRae. *The Routledge History of Literature in English*. Routledge, 2017

Daiches, David. *A Critical History of English Literature*. Supernova Publishers, 2010.

Nayar, Pramod K. *A Short History of English Literature*. CUP, 2011.

Poplawski, Paul. *English Literature in Context*. CUP, 1993.

Peck, John, and Martin Coyle. *A Brief History of English Literature*. Palgrave, 2012.

Sanders, Andrew. *The Short History of English Literature*. OUP, 1994.

Thornley G C, and Gwyneth Roberts. *An Outline of English Literature*. Pearson, 2011.

e- resources

https://library.baypath.edu/english-and-literature-web-sites

https://www.gutenberg.org/ebooks/search/?query=shakespeare&submit_search=Go%21

https://www.gutenberg.org/ebooks/search/?query=chaucer&submit_search=Go%21

http://www.literature-study-online.com/resources/#historical

http://www.universalteacher.org.uk/lit/history.htm

https://www.britannica.com/art/English-literature/Elizabethan-poetry-and-prose

https://www.encyclopedia.com/humanities/culture-magazines/restoration-literature-england

https://chaucer.fas.harvard.edu/ https://chaucer.fas.harvard.edu/pages/Synopses-Prolegomena

http://www.dartmouth.edu/~milton/reading_room/contents/text.shtml

https://www.gutenberg.org/files/29854/29854-h/29854-h.htm(Aphra Behn)

http://www.mindfulteachers.org/2013/05/women-writers-at-time-of-shakespeare-e.html

https://internetshakespeare.uvic.ca/Library/SLT/literature/women%20writers/morewomen.html

Course Outcomes

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addressed
CO-1	Understand and explain the social and political background of different periods of British history	U	3
CO-2	Explain the different stages of development of British literary history	U	3, 15
CO3	Identify the distinct traits of various Ages and Movements in British literary history	An	13
CO4	Illustrate how a writer represents a particular literary school or movement	Ap	2
CO5	Identify the literary techniques employed by a writer	An	2
CO6	Evaluate the literary contributions of a writer	E	2

R-Remember, U-Understand, Ap-Apply, An-Analyse, E-Evaluate, C-Create

Name of the Course: Credits: 4:0:0 (Lecture:Tutorial:Practical)

CO No.	CO	PO/PSO	Cognitive Level	Knowledge Category	Lecture (L)/Tutorial (T)	Practical (P)

1	CO-1	1/3	U	F	L	-
2	CO-2	1,2/3, 15	U	F	L	-
3	CO3	1,2,3/13	U, An	C,P	L	-
4	CO4	2/2	Ap	C,P	L	-
5	CO5	2,6/2	An	C,P	L	-
6	CO6	1/2	E	C,M	L	-

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Mapping of COs with PSOs and POs :

	PSO2	PSO3	PSO13	PSO15	PO1	PO2	PO3	PO6
CO 1		1			2			
CO 2			2	2	2	1		
CO 3			2		2	1	3	
CO 4	2					2		
CO 5	1					2		3
CO 6	2				2			

Correlation Levels:

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

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar

- Midterm Exam
- Programming Assignments
- Final Exam

Mapping of COs to Assessment Rubrics :

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

University of Kerala

Discipline	**COMMUNICATIVE ENGLISH**				
Course Code	UK4DSCECE205				
Course Title	**CONTENT WRITING**				
Type of Course	**DSC**				
Semester	IV				
Academic Level	200 – 299				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	4	3 hours	-	2 hours	5
Pre-requisites					

Course Summary	With the world going digital, the demands of the job market have changed and Content Writing has emerged as a very lucrative and promising career. The course exposes and prepares students for a lucrative employment opportunity. It aims to equip students with demands of the digital world with global competency.

Detailed Syllabus:

Questions to be framed from the course outline and not from the resources provided

Module	Unit	Content	Hrs
I		**Introduction to Content Writing**	15
	1	Digital content writing- scope and relevance - types of content creation- articles, blogs, e-books, press releases, newsletters etc - print and web content writing - technical and marketing content development-corporate communication **Resources**: https://www.mindler.com/blog/how-to-become-a-content-writer-in-india/ https://iimskills.com/what-is-content-writing/	
		Practicum: Invited talk by a Content Writer.	
II		**Process of Content Writing**	15
	2	Role of a content writer- content writing in digital marketing and social media marketing.	
	3	The process of Content Writing – prewriting- writing – revising – editing -publishing – wrapping up.	
	4	Editing and Proof-Reading—following company style sheet, grammar, copy flow, restructuring, market research Practicum: **Resources**: Skrabanek, Britt, et al. "Content Writers: 10 Types and When to Use Them – Clearvoice." https://www.clearvoice.com/resources/types-of-content-writers/ 5-Step Writing Process to Create Better Content https://www.elegantthemes.com/blog/marketing/using-the-5-step-writing-process-to-create-better-content	

		Practicum: Summarise passages (over 150 words) to one third length and provide suitable title.	
III		**Writing for the Social Media**	**15**
	5	Writing Styles – Reports, Advertisements, blogs	
	6	Social media writing-writing for web landing pages and e commerce websites-blog writing articles-introduction to WordPress website, LinkedIn profile creation, podcast creation. **Resources**: Gray, Sherry. "The 5 Skills You Need to Become a Successful Content Writer." Entrepreneur, Entrepreneur, 5 Aug. 2015, www.entrepreneur.com/article/247908 . https://www.entrepreneur.com/growing-a-business/the-5-skills-you-need-to-become-a-successful-content-writer/247908 How to start a blog https://blog.hubspot.com/marketing/how-to-start-a-blog	
		Practicum: Practice content writings in blogs	
IV		**Ethics in Content Writing**	**15**
	7	What is plagiarism? Rules of plagiarism. How to write plagiarism free copies	
	8	Visual Contents in Content Writing- Its importance -Infographics – images – screenshots- GIFs- videos – memes . **Resources**: https://blog.unisquareconcepts.com/content-writing/what-is-plagiarism-why-is-itimportant-for-blog-writing/ "What Is Plagiarism & Why Is It Important for Blog Writing?" The Uni Square Blog, 30 Apr. 2019, blog.unisquareconcepts.com/content-writing/what-is-plagiarism-why-is-it-important-forblog-writing/ . https://contentwritingtrainings.com/8-ethical-writing-attributes-of-a-content-writer/ Prevent content theft https://wordpress.com/support/prevent-content-theft/	
		Practicum:	

		Analyse the writings of prominent content writers and construct a report on it.	
V		**Content Writing**	**15**
		Practicum: Select text in any two styles and practice editing and proof-reading Write a short advt promoting a product and write a social media caption for the same product. Write 5 different headlines for the same article topic.Discuss which one works best and why? Create 3 short posts for the same topic in Linkedin, Twitter and Instagram	

Reference:

John Seely. Oxford Guide to Effective Writing and Speaking

Handley, Ann. Everybody Writes: Your Go-to Guide to Creating Ridiculously Good Content.

Sharma, Vibha, et al. "A Career in Content Writing: 5 Easy Steps to Get Started." Mindler Blog, 28 May 2021, www.mindler.com/blog/how-to-become-a-content-writer-in-india/ .

ClearVoice Blog, 29 June 2021, www.clearvoice.com/blog/10-types-content-writers-use/ .

"Want to Start b2b Writing? Here's Everything You Need to Know." Location Rebel, 21 Feb. 2022, www.locationrebel.com/b2b-writing/ .

https://www.pdfdrive.com/content-writing-books.html

https://www.clearvoice.com/blog/10-types-content-writers-use/

Course Outcomes

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addressed
CO-1	Understand what content writing is and attain an awareness of its scope.	R, U	1,6
CO2	Gain familiarity with various digital platforms and the formats of online publications.	R,U,Ap	7,12
CO3	Introduce various aspects of content writing.	R,U	1,5,6
CO4	Enhance and nourish the creative writing among the students.	R, U, Ap	1,5,6

| CO5 | Create an awareness on the ethics in Content Writing . | R,U | 8 |
| CO6 | Strengthen content writing skills through practice tasks and gain an awareness about style and specifications in digital media platforms. | R, U,Ap,An,,EC | 7,12 |

R-Remember, U-Understand, Ap-Apply, An-Analyse, E-Evaluate, C-Create

Name of the Course:

Credits: 3:0:2 (Lecture: Tutorial: Practical)

CO No.	CO	PO/PSO	Cognitive Level	Knowledge Category	Lecture (L)/Tutorial (T)	Practical (P)
1	CO-1	1,4/1,6	R, U	F	L	P
2	CO2	4,7/7,12	R,U,Ap	C,P	L	P
3	CO3	4,7/1,5,6	R,U	P	L	P
4	CO4	3,6/1,5,6	R, U, Ap	P,M	L	P
5	CO5	8/8	R,U	P	L	P
6	CO6	4/7,12	R,U,Ap,An,,EC	P,M	L	P

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Mapping of COs with PSOs and POs :

	PSO 1	PSO 5	PSO 6	PSO 7	PSO 8	PSO12	PO 1	PO 3	PO 4	PO 6	PO 7	PO 8
CO1	1		2				1		1			
CO2				2		3			2		2	
CO3	2	1	3						2		3	
CO4	1	2	3					2		2		
CO5					3							3

C O 6				2		2			3			

Correlation Levels:

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

Assessment Rubrics:

- Quiz
- Role play
- Assignment
- Seminar
- Midterm Exam
- Final Exam

Mapping of COs to Assessment Rubrics :

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

University of Kerala

Discipline	COMMUNICATIVE ENGLISH
Course Code	UK4DSEECE200
Course Title	Adaptation Studies in Folklore

Type of Course	DSE			
Semester	IV			
Academic Level	200 - 299			
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week
	4	4 hours	-	-
Pre-requisites				
Course Summary	The course will equip students to understand Folklore as a cultural construct and to make them aware of the role of Folklore in shaping various literary and art forms			

Detailed Syllabus:

Module	Unit	Content	Hrs
I		**Introduction**	12
		Adaptation – definition and types - Fidelity	
	1	**Core Reading** Beginning theory – Perspectives Hutcheon,Linda. *A Theory of Adaptation*. Routledge (2006), pp 1- 15 https://filmadapter.wordpress.com/wp-content/uploads/2014/10/linda_hutcheon_a_theory_of_adaptationbookfi-org1.pdf	
	2	Folklore Studies - Impact of folklore and its interaction with other genres http://www.ciil-ebooks.net/html/folkintro/ch1.htm	
II		**Adaptation of folklore to literature**	12
	3	**Core Reading** Folklore as cultural construct in shaping literature - R Rajeshwari. History Preservation and Folk LIterature-A Study. Vidyabharati International Interdisciplinary Research Journal 12(2) ISSN 2319-4979 https://www.viirj.org/vol12issue2/117.pdf	
	4	Literary adaptations - Key Concepts – A.K. Ramanujan's Selections from *Folktales from India (Outwitting Fate, Other Lives, A Friend in Need, The Lord of Death, The Barber and the Brahman Demon, Winning a Princess)*	
III		**Adaptation of folklore to cinema**	12

	5	History of folk adaptations in films - Challenges of visual art - Cultural Assimilation **Core Reading** Indian Folklore and Cinema: Tales on Screen https://www.academicblock.com/life-and-leisure/history-of-indian-cinema/indian-folklore-and-cinema	
	6	**For discussion** *Oru Vadakkan Veeragadha* (1989) Directed by Hariharan *Paheli* (2005) Directed by Amol Palekar	
IV		**Adaptation of folklore in music**	12
	7	**Core Reading** Folklore in contemporary music: Revival of cultural traditions "Reinterpretation of Folklore Narratives" onwards) https://www.researchgate.net/publication/386743156_Folklore_in_contemporary_music_Revival_of_cultural_traditions	
	8	Folklore in Drama: A Performance perspective https://www.numberanalytics.com/blog/folklore-in-drama-a-performance-perspective	
V		**Case Studies**	12
		Suggested Reading/ Viewing Familiarising Kudiyattam, Krishnanattam, Kalamezhuthu, Ghoomar , Morini Bhagama etc.	

References

1. Vilmos Voigt (1981) Adaptation and Interaction of Professional and Folk Literature in Adaptation and change and Decline in Oral Literaturer Laui Honko and Vilmos Voigt (eds) Helsiniki, S. K. Seura
2. Linda Hutcheon, A Theory of Adaptation, Routledge (2013)
3. Cutchins, D., Raw, L.,Welsh, J.M. (red.), Redefining Adaptation Studies, The Scarecrow Press, Lanham, Toronto, Plymouth 2010. 181 pages.
4. Ben-Amos Dan (Ed),Folklore Genres, Austin, University of Texas, Press, 1976.
5. Dundas, Aian (Ed), The Study of Folklore, PRENTICE Hall, 1965.
6. Handoo Jawaharlal, *Folklore -an Introduction*, C.I.I.L. Mysore, 1989
7. Handoo Jawaharlal, *Folklore in modern C.I.I.L.* Mysore-1998
8. Peter Clauss and Frank J Korom, 'Folkloristics and Indian Folklore' Regional Resource, Centre.Udupi. 1991.

9. https://www.ijfmr.com/papers/2020/2/14224.pdf

10. C, S, Sajeesh., Dr K.K.Geethakumari. Folk Elements in Classical Artforms of Kerala – A Study Based on Krishnanattam. IOSR – JHSS. Vol 20, Issue 5, Ver VII (May 2015), PP 07 -12.

11. Nenola, Aili. Cultural Traditions and Women. ELO, 5 (1999), pp. 21 – 42

12. https://academic.oup.com/bjaesthetics/article/58/1/89/4838369

13. http://www.asjournal.org/53-2009/adapting-history-and-literature-into-movies/

14. Propp, Vlladimir. *Theory and History of Folklore*. University of Minnesota Press. 1997

15. https://sapientia.ualg.pt/bitstream/10400.1/1277/1/ELO-02-10-JH.pdf

16. Merriam, Alan P. *The Anthropology of Music*. Northwestern University Press. 1980

17. Ramanujan, A.K. *Folktales from India*. Penguin Books. 1991.

Course Outcome

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addressed
CO-1	Compare and evaluate folklore in its different forms of adaptations	U, E	1, 7
CO-2	Understand the elements involved in adapting folklore into literature, film, music, dance and other forms	U, R, An	1, 4, 12
CO-3	Analyse specific texts, film and other art forms	An, E	1, 4, 12
CO-4	Determine adaptations through notions of fidelity	An, E	1, 5
CO-5	Create community engagement by connecting with culture	Ap, C	4, 8, 12

R-Remember, U-Understand, Ap-Apply, An-Analyse, E-Evaluate, C-Create

Name of the Course: Credits: 3:0:0 (Lecture:\)

CO No.	CO	PO/PSO	Cognitive Level	Knowledge Category	Lecture (L)/Tutorial (T)	Practical (P)
1	CO-1	1/1, 7	U, E	F, P	L	-
2	CO-2	1,2,3/1, 4, 12	U, R, An	C, P	L	-
3	CO-3	1,2/1, 4, 12	An, E	F, M	L	-
4	CO-4	3/1, 5	An, E	F, P	L	-

| 5 | CO-5 | 5,8/4, 8, 12 | Ap, C | C, M | L | - |

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Mapping of COs with POs :

	PSO1	PSO4	PSO5	PSO7	PSO8	PSO 12	PO 1	PO 2	PO 3	PO 5	PO 8
CO 1	2	-	-	1	-	-	1				
CO 2	2	1	-	-	-	2	1	2	1		
CO 3	1	1	-	-	-	2	2	2			
CO 4	2	-	1	-	-	-			2		
CO 5	-	2	-	-	1	1				3	2

Correlation Levels:

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

Assessment Rubrics:
- Assignment/ Discussion / Seminar / Project
- Midterm Exam
- Programming Assignments
- Final Exam √√

Mapping of COs to Assessment Rubrics :

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

CO 5	✓	✓	✓	

University of Kerala

Discipline	COMMUNICATIVE ENGLISH				
Course Code	UK4DSEECE201				
Course Title	Selections from American Literature				
Type of Course	**DSE**				
Semester	IV				
Academic Level	200-299.				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	4	4	-	-	4
Pre-requisites					
Course Summary	**AMERICAN LITERATURE** The course throws light upon the historical, cultural and the political contexts under which American literature as a significant stream of literature became popular. The students get an opportunity to understand how American literature developed through times, to know the eminent writers who shaped the identity of the country's literature and critically analyse how the literary works reflect the cultural, social and political scenario of the nation. After completion of the course, the students should be equipped enough to trace the evolution of American Literature, critically analyse the literary works, identify their Americanness as well as vibrancy and continue to critically evaluate the emerging tendencies of American literature.				

Detailed Syllabus:

Module	Unit	KEY CONCEPTS	Hrs
I		**Introduction to American Literature**	**12**
		Native Americans and colonialism – Colonial literature – Puritanism and New England –Literature of the Revolutionary period –Post-Independence era and Nationalism –American	

	1.	Renaissance - Transcendentalism –Rise of Literary Realism –Civil War – Modernism – Jazz age and Harlem Renaissance –Great Depression and literature –Post-War Literature – American Theatre - Broadway –Developments in poetry, fiction, drama – American Multiculturalism and contemporary literature. **Core Texts** A Brief History of Americal Literature https://publishingstate.com/brief-history-of-american-literature/	
II		**AMERICAN POETRY**	**12**
	2	Walt Whitman: "For You O Democracy" For You O Democracy by Walt Whitman | Poetry Foundation	
	3	Emily Dickinson: "Because I Could Not Stop for Death" Because I could not stop for Death – (479) by… | Poetry Foundation	
	4	Robert Frost: "The Road not Taken" The Road Not Taken by Robert Frost | Poetry Foundation	
	5.	Allen Ginsberg: "Homework" Homework by Allen Ginsberg | Poetry Foundation	
	6	Louise Gluck: "Telescope" https://www.kimberlytrowbridge.com/notes/telescope	
III		**PROSE and FICTION**	**12**
	7.	Henry David Thoreau: "The Battle of the Ants" https://americanliterature.com/author/henry-david-thoreau/essay/the-battle-of-the-ants	
	8.	Alice Walker: "Everyday Use" Everyday Use, by Alice Walker (harpers.org)	
IV		**AMERICAN DRAMA**	**12**
	9.	Eugene O' Neil: *Thirst* Thirst by Eugene O' Neill – EnglishLiterature.Net	
V		**ADDITIONAL READING**	**12**

		Suggested Readings	
		James Baldwin: "If Black English isn't a Language, Then Tell Me, What Is" scholar.archive.org/work/zqcwjodlwndvjl2c7eb5nvvvhu	
		Toni Morrison: "Peril" Peril by Toni Morrison (and the Necessity of Writing) - Julie Tallard Johnson	
		Bob Dylan: " Nobel Acceptance Speech" Bob Dylan- Nobel Lecture- NobelPrize.org	

REFERENCES

1. Burt, Daniel S., *The Chronology of American Literature.* Houghton Mifflin, 2004.
2. Cunliffe, Marcus. *The Literature of the United States.* Penguin, 1954.
3. Bercovitch, Sacvan. Ed. *The Cambridge History of American Literature.* CUP, 1994.
4. Richards, Jeffrey H. Ed. *The Oxford Handbook of American Drama.* OUP, 2014.
5. Lehman, David. John Brehm. Ed. *The Oxford Book of American Poetry.* OUP, 2006.

Course Outcomes

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addressed
CO-1	To know who the major American writers are and develop a sense of Americanism that characterizes American literature.	R, An	2, 3
CO-2	Trace the historical/ political contexts of American literary works and develop a critical perspective about American literary history.	Ap, An, E	3, 11
CO-3	Determine the place of American literature within the corpus of world literature, even while identifying its uniqueness.	Ap, An	15
CO-4	To distinguish American literature from the literatures of other countries and infer the themes and narratives particular to American literary expressions.	An, U	2, 11
CO-5	Explore further about the recent and more popular forms of American literature.	An, U	2

R-Remember, U-Understand, Ap-Apply, An-Analyse, E-Evaluate, C-Create

Name of the Course: Credits: 4:0:0 (Lecture:Tutorial:Practical)

CO No.	CO	PO/PSO	Cognitive Level	Knowledge Category	Lecture (L)/Tutorial (T)	Practical (P)
1.	CO-1	1/2, 3	R, An	F, C	L	-
0.	CO-2	1/3, 11	Ap, An, E	F, C, P	L	-
0.	CO-3	1,3/15	Ap, An	P, C	L	-
0.	CO-4	2,6/2, 11	An, U	F, C, P	L	-
0.	CO-5	8/2	An, U	F, C	L	-

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Mapping of COs with PSOs and POs:

	PSO1	PSO2	PSO3	PSO11	PSO15	PO1	PO2	PO3	PO6	PO8
CO 1	-	1	2			1				
CO 2	-	-	2	2		1				
CO 3	-	-	-		2	2		2		
CO 4	-	2, 3		2, 3			3		2	
CO 5	-	2, 3								2

Correlation Levels:

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

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam

- Programming Assignments
- Final Exam

Mapping of COs to Assessment Rubrics :

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

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