FOUR-YEAR UNDERGRADUATE PROGRAMME (FYUGP)
BA ENGLISH LANGUAGE AND LITERATURE HONOURS
MAJOR

Programme	**BA ENGLISH LANGUAGE AND LITERATURE HONOURS**			
Course Code	**ENG2CJ101/ENG2MN100**			
Course Title	**READING FICTION**			
Type of Course	**MAJOR**			
Semester	2			
Academic Level	100-199			
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4 hours	-	-	60 hours
Pre-requisites	Basic English language comprehension and inclination towards literature			
Course Summary	This course offers a comprehensive understanding of cross-cultural fictional narratives and its adaptations around the globe. The course will offer the opportunity to the students to engage with works from variety of genres, including short stories, novels, and experimental fiction. Special attention will be given to socio-cultural contexts in which these works were written, allowing students to appreciate the diversity of voices and perspectives that fiction offers.			

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Identify and explain key elements of fiction such as theme, plot structure, and narrative techniques.	R, U, An	P	Review, Quiz, poster making, podcast, blogs, vlogs etc.
CO2	Critically analyse and interpret fictional texts examining the components and their interrelations.	An, C	C, P	Roleplay, Review, writing exercise.
CO3	Critically evaluate the effectiveness of different narrative techniques and literary styles.	E	C, P	Brainstorming Quiz Viva Voce, Presentation.
CO4	Critically evaluate and analyse the historical, cultural and socio-political contexts that influence and are reflected in fiction, appreciating the diversity and complexity of literary voices and perspectives.	An, E, C	C	Debate, GD, Critic and Creative exercise.
CO5	Learns to deconstruct the canonical works by understanding layered nuances of socio, cultural and political relationships. Critically evaluate and debate the politics behind the construction of canons.	C	C	Debate, Discussion, Practices of reading and interpretation.

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

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

Detailed Syllabus:

Module	Unit	Content	Hrs (60)	Marks (70)
I		**GENRES**	**12**	20
	1	Gothic/Mystery: Dracula (Movie Adaptation 1958) -Terence Fisher	4	
	2	Detective: The Tuesday Night Club -Agatha Christie	2	
	3	Epistolary: The Color Purple- Alice Walker (Excerpt (179-193 Phoenix 2004)	2	
	4	Epic Sci Fi: Dune part 1 (Movie Adaptation) -Denis Villeneuve	4	
		Suggested Activities: 1. Select any text of any other genre not mentioned in the syllabus and review them by submitting a written document, podcast or three-minute video, vlog, blog etc 2. Quiz based on texts (prescribed and suggested reading) 3. Representation (like installations, cartoons, posters, etc) based on the texts, scenes, or themes. 4. Choose any plot point text from the module and write your on versions or genre as a creative assignment.		
II		**NARRATIVE TECHNIQUES**	**12**	15
	5	Ist person and stream of Consciousness: The Yellow Wallpaper- Charlotte Perkins Gilman	3	
	6	The Million Pound Note -Mark Twain	3	
	7	Backstory: Frankenstein(chapter 13)-Mary Shelley	3	
	8	Hypertext: The Game of Life -Naemie Breard https://virtualwritingtutor.com/hypertext-narratives/23930/the-game-of-life.html	3	
		Suggested Activities: 1. Identify other narrative techniques, select one text from that and submit review either as a written document, podcast or three-minute video, vlog, blog etc. 2. Group discussion on possible different climaxes based on contemporary movies and fiction. 3. Create a short hypertext fiction (group activity) 4. Write scripts for the fictional narratives for an imaginary adaptation.		

III		**DECONSTRUCTING CANON**	**12**	15
	9	a. Cendrillon -Charles Perrault, (https://www.pookpress.co.uk/cendrillon-french-cinderella-perrault/) b. 'Cinderella' from Politically Correct Bedtime stories-James Finn Garner	6	
	10	a. Heart of Darkness -Joseph Conrad (Excerpt- page no 20-23) ("Black shapes crouched, lay, sat between the trees, leaning against the trunks, clinging to earth………..Next day I left the station at last, with a Caravan of sixty men, for a two hundred mile tramp). b. "An Image of Africa: Racism in Conrad's Heart of Darkness"- Chinua Achebe (page No 253- 256) (From 'The most interesting and revealing passages in Heart of Darkness are however about people……..to 'Marlow seems to me enjoy Conrad's complete confidence- a feeling reinforced by the close similarities between their two careers). (Heart of Darkness Norton Critical Edition Ed by Robert Kimbourgh)	6	
		Suggested Activities: 1. Debate on different perspectives based on any prescribed text 2. Rewrite any canonical texts, movies, epics 3. Create a page on a character or theme (from the syllabus) on any social media platform and submit the report (not necessarily in written format)		
IV		**EXPLORING THE MARGINS**	**12**	20
	11	Dalit: A Corpse in the Well-(excerpt from Taral Antaral-Shankar Ramachandra Kharat)	3	
	12	War: Open It -Sadat Hasan Manto	3	
	13	Ecology: The Great Indian Tee and Snakes- Kartika Pandey	3	
	14	Race and Gender: Droupadi-Mahashweta Devi	3	
		Suggested Activities: 1. Script writing/ drama/ video/audio presentations (based on the prescribed stories). 2. Compilation of anthologies/ magazines based on specific themes. 3. Learners should produce an audiobook prescribed in the text. 4. GD on each genre suggested in the module then write short notes on it.		
V		**OPEN-ENDED**	12	

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

Suggested Reading:

1. Romance: Pride and Prejudice- Jane Austen
2. Fantasy: Harry Potter Vol 1-JK Rawling
3. Graphic: Akira Vol 1-Katsushiro Otomo
4. Flash Fiction: Girl -Jamaica Kincaid
5. Gothic/ Mystery: Dracula (novel) -Bram Stoker
6. Epic Sci Fi: Dune-Frank Herbert
7. Study on Fiction: The Art of Fiction-David Lodge
8. II-person narrative/ metafiction: If on a Winter's Night a Traveller-Italo Calvino
9. Magical Realism: The Color Master -Aimee Bender
10. Non-linear narrative: The Garden of Forking Paths-Jorge Luis Borges
11. Pair
    a. Ravana's tale from Ramayana
    b. Oorukaval- Sara Joseph
12. Pair
    a. Scavenger's Son-Thakazhi
    b. Vrithiyude Jathi dir-Vidhu Vincent
13. Pair
    a. Hamlet from Shakespera's Tales
    b. Ophelia by Lisa M Klein
14. "Canon Fodder: Denouncing the Classics." The New Yorker, 23 May 2013, www.newyorker.com/books/pageturner/canon- fodder-denouncing-the-classics Sam Sacks "Value: criticism, canons, and evaluation." Literary Theory and Criticism Patricia Waugh
15. Queer: Middlesex-Jeffrey Eugenides
16. Diaspora: The Namesake-Jhumpa Lahiri
17. Ethnicity: The Judgement-Ananya Guha
18. Disability: Out of my Mind-Sharon M Draper

Mapping of COs with PSOs and POs:

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	2	-	1	-	1	1	3	2	-	1	1	-	2
CO2	2	3	3	-	2	1	3	2	-	1	1	-	2
CO3	3	1	2	1	-	2	3	-	2	1	1	-	2
CO4	1	3	3	-	2	2	3	1	-	-	3	3	3
CO5	3	-	1	-	2	2	3	3	2	3	2	-	-
CO6	-	3	3	-	2	2	3	1	1	-	-	3	3

Correlation Levels:

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

Assessment Rubrics:

- Class Participation/ Discussions/ Seminars/ Interactive essays with multimedia elements/ peer teaching (10 %)
- Quizzes/Assignments/ Digital Story Telling/ Podcasts or Audio Essays/ (10 %)
- Mid-Semester Test/Viva/ Creative projects/ Social Media Simulation (10 %)
- Final Exam (70%)

Mapping of COs to Assessment Rubrics:

	Internal Exam/ Creative projects/ social media simulation	Assignment/Quizzes/ Digital story telling/ podcasts/	Class Participation/ Discussion/ interactive essays with multimedia elemets/ peer teaching	End Semester Examinations
CO 1	✓	✓	✓	✓
CO 2	✓	✓	✓	✓
CO 3	✓		✓	✓
CO 4	✓		✓	✓
CO 5	✓	✓	✓	✓
CO 6	✓		✓	✓

FOUR-YEAR UNDER GRADUATE PROGRAMME (FYUGP)

BA ENGLISH LANGUAGE AND LITERATURE HONOURS

MINOR

BASKET 1: ENGLISH FOR CONTENT CREATION

Programme	ENGLISH LANGUAGE AND LITERATURE HONOURS				
Course Code	ENG2MN101				
Course Title	TRAVEL NARRATIVES FOR PRINT AND DIGITAL MEDIA				
Type of Course	MINOR				
Semester	2				
Academic Level	100-199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60
Pre-requisites	Basic communication skills with emphasis on written communication.				
Course Summary	This course is designed to equip learners with the basic techniques and skills in travel content creation. Through the modules, the learner will understand the prerequisites and skills to produce compelling travel literature and content for the media.				

Course Outcomes (CO):

CO	CO Statement	Cognitive Level	Knowledge Category	Evaluation Tools Used
CO1	Enhance communication proficiency by crafting engaging travel narratives across diverse platforms, integrating advanced language skills and cross-cultural awareness.	C	P	Assignment, Seminar
CO2	Cultivate social responsibility by advocating for sustainable tourism practices in travel content creation.	Ap	P	Assignment, Project
CO3	Analyse and interpret literary and cultural texts within travel writing, discerning underlying themes and values.	An	C	Project, AssignmentGroup Discussion
CO4	Demonstrate digital proficiency to create compelling travel content for web platforms, utilizing SEO techniques, scripting vlogs, and producing podcasts to reach diverse audiences.	C	P	Assignment, Exam
CO5	Develop imaginative prowess through creative expression in travel storytelling, using different media to convey unique perspectives and experiences.	C	P	Assignment, Project & Presentation
CO6	Foster narrative skills to evaluate Create comprehensive investigations to destinations and cultural phenomena to enrich narratives with depth and accuracy.	An	C	Assignment, Seminar

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

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

Detailed Syllabus:

Module	Unit	Content	Hrs	Marks
I		**Travel Narratives: An Introduction**	**12**	**18**
	1	Realms of travel content- features of travel content in newspapers, magazines, books, guidebooks, travel brochures, newsletters, itineraries, promotional literature, blogging and vlogging	7	
	2	History of Sancharam Part 01 by Santhosh George Kulangara (YouTube Video) https://youtu.be/BA6xFbuKNkE?si=cyho_stJO1hhwBVf	2	
	3	"How a stopover at Tokyo Airport changed my life" by Pico Iyer (Newspaper article) https://www.theguardian.com/travel/2020/may/16/pico-iyer-how-stopover-at-tokyo-airport-japan-changed-my-life	2	
	4	Kerala Tourism Newsletter, Issue: 365 January, 2024 (Newsletter) https://www.keralatourism.org/kerala-article/2024/ayiramthengu-kollam/1370	1	
		Activities 1. Compare the travel content from newspapers and magazines, vlogs and blogs focusing on the use of language in print and the web. 2. Group Activity– students create a sample itinerary for a chosen destination, focusing on engaging descriptions and practical information. 3. Assess the features of a guidebook for a chosen destination and how it differs based on the target audience.		

II			Travel Writing for Print and Digital Media	16	24
	4		Finding Your Story- The right subject, travel trends, your voice, professional niche (food, sustainability, lifestyle etc), repurposing (creation of different publishable articles as possible from one trip)	4	
	5		Developing your story -on-trip research, note-taking, interviewing, finding your focus	4	
	6		Writing a structured article, use of dialogues, characters, anecdotes, details, accuracy, avoiding cliches, word count	6	
	7		Rewriting and self-editing, copyright, photo release, electronic rights, responsible and ethical travel practices	2	

Suggested Activities:

1. Visit a local site to hone your narrative skills and apply techniques learned in pre-trip and on-trip research (finding focus, note-taking, interviewing, and writing)

2. Conduct mock interviews with locals or experts to practise effective interviewing techniques and gather insights for your travel narratives.

3. Engage in a content repurposing exercise with the learners to generate maximum travel narratives from one trip.

III		Web Publishing and Online Media Production	12	18
	8	Vlogging- narration, length of the content, writing attractive captions for images, script writing, subtitling, and SEO	3	
	9	"The Legacy of Living Root Bridges of Meghalaya" by Neelima Vallangi (Blogpost) https://travelwithneelima.blogspot.com/2015/12/living-root-bridges-meghalaya.html	6	
	10	"A Traditional Onam Experience" National Geographic India, YouTube https://youtu.be/ELY7mjQLwEM?si=8XqIo9MUjDgHGJVV	1	
	11	Content Making - podcasts, travel website, and blog	2	

		Suggested Activities:		
		1. Create a blog on a historically relevant place in your locality.		
		2. Plan the theme and script of a travel podcast.		
		3. Create content for a travel website of your choice		
IV		**Travel Narratives: Career Prospects**	8	10
	12	Career prospects - Freelance writing, travel columnist, sustainable tourism advocate, travel influencing (content collaborations, destination marketing, event and festival promotion), social media managers for travel brands/ agencies, travel journalist/editor	5	
	13	Portfolio Preparation	3	
		Suggested Activities:		
		1. Create a portfolio incorporating the travel content created across a variety of platforms.		
		2. Analyse the prospects of creating content on crowd-sourced sustainable travel.		
		3. Create a travel brochure		
V		**OPEN ENDED**	12	

Note: The course is divided into five modules, with four having total 13 fixed units and one open-ended module with a variable number of units. There are total 48 transaction hours for the fixed modules and 12 hours for the open-ended one. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). The final exam, however, covers only the 13 units from the fixed modules.

Suggested Reading:

1. "The Sound of Travelers: Analysing Online Travel Podcasts Interest Communities" by Leonor Lima & Maria João Antunes Part of the Communications in Computer and Information Science book series (CCIS,volume 1655)

2. *The Lonely Planet's Guide to Travel Writing* by Don George, published by Lonely Travel Publishers, 2010 ebook
3. *The Cambridge History of Travel Writing* edited by Nandini Das and Tim Youngs published by Cambridge University Press, 2019
4. https://www.nation
5. algeographic.com/travel/article/the-new-world-of-travel-writing
6. Travel Writing and Global Change: TedTalk by Lavinia Spalding at TEDxParkCity https://youtu.be/_CNuIcWfi-0?si=C87xfxBb36o2uhb6

7. Part 1 of *The Lonely Planet's Guide to Travel Writing* by Don George. Lonely Planet Publications, 2010 (e-book)
8. Part II of *The Lonely Planet's Guide to Travel Writing* by Don George, Lonely Travel Publishers, 2010(e-book)
9. https://egyankosh.ac.in/bitstream/123456789/13661/1/Unit-14.pdf
10. Jonathan Raban changed travel writing forever | The Spectator
11. https://egyankosh.ac.in/bitstream/123456789/13661/1/Unit-14.pdf
12. www.writtenroad.com
13. www.thetravelwriterslife.com
14. www.freelancetravelwriter.com
15. https://youtu.be/N-DN34Zdvo8?si=QVyc__z1chOzuZBd
16. https://www.nomadicmatt.com/travel-blogs/my-current-list-of-favorite-blogs/
17. https://link.springer.com/chapter/10.1007/978-3-031-19682-9_49
18. https://thetraveldiariespodcast.com/
19. https://open.spotify.com/show/3AwRGIPRytKa9Txnz1cGBK
20. https://www.lonelyplanet.com/
21. "How to Make Travel Videos for Beginners" by Pascal Basel
   https://youtu.be/QYA7Jy8Z0lA?feature=shared
22. "Shoot CINEMATIC travel videos on your Smartphone" by Content Creators
   https://youtu.be/owLFKbRbvN8?si=G4lT6B-fjHDqbHYJ

Mapping of Cos with PSOs and POs:

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

Correlation Levels:

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

Assessment Rubrics:

- Quiz / Assignment (10%)
- Project/Seminar (10%)
- Midterm Exam (10%)
- Final Exam (70%)

Mapping of COs to Assessment Rubrics:

	Assignment	Seminar	Internal Evaluation	Project Evaluation	End Semester Examination
CO 1	✓	✓	✓		✓
CO 2	✓		✓	✓	✓
CO 3	✓			✓	✓
CO 4	✓				✓
CO 5	✓			✓	✓

Programme	**BA ENGLISH LANGUAGE AND LITERATURE HONOURS**				
Course Code	**ENG2MN102**				
Course Title	**PROFESSIONAL SKILLS IN MEDIA PRESENTATION**				
Type of Course	**MINOR**				
Semester	2				
Academic Level	100-199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60
Pre-requisites	Basic communication skills giving emphasis to spoken communication.				
Course Summary	The course is designed to enhance the professional competency of the learners by improving their presentation skills. The course covers a range of topics, including news anchoring, reading, virtual presentations, and business presentations, providing a comprehensive understanding of effective communication in English.				

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Identify practical techniques to master public speaking successfully.	U	C	Presentations
CO2	Understand different types and modes of presentations and their varied requirements in each field.	U	F	Assignments and presentations
CO3	Identify different components of presentations in each area.	Ap	P	Seminar Presentation Presentation with peers
CO4	Develop verbal and non-verbal skills that are required for presentation	C	M	Group assignments and brainstorming sessions
CO5	Utilize technology and digital tools to enhance presentations to engage and captivate the audience	Ap	M	Mock Presentation

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

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

Detailed Syllabus:

MODULE	UNIT	CONTENT	Hrs	Marks
I		**INTRODUCTION TO PUBLIC SPEAKING IN DIGITAL ERA**	**14**	**22**
	1	Synchronous and Asynchronous Public Speaking	**2**	
	2	Overcoming nervousness and adapting to changes in social media platforms.	**2**	
	3	The benefits of Persuasive Speaking for social media influencers and aspirants	**2**	
	4	Captivating audiences with delivery techniques, mastering the art of vocal projection and modulation	**2**	
	5	Digital public speaking, exploring Virtual Reality and Augmented Reality in presentations.	**3**	
	6	Building a personal brand through public speaking	**3**	
		Suggested Activities: 1. Use AR apps on smartphones or tablets and they will create presentations with overlays of additional information (e.g., graphs, images) to enhance their delivery and engage the audience. 2. Participate in a VR platform where they present to a simulated audience that reacts in real-time. This helps them practise adapting to audience cues and feedback. 3. Participate in a TED-Ed Club and deliver a persuasive talk on a topic of your choice. They can use the TED-Ed platform to create and share their talks with a global audience.		

II			NEWS READING, ANCHORING SKILLS AND TECHNIQUES	13	19
	7		News Anchor versus News Reader	2	
	8		Anchoring from an Outdoor Location-Sports Anchoring Business Anchoring-Entertainment Anchoring- Lifestyle Anchoring-Weather Anchoring	2	
	9		Deciphering Fake from Fact	1	
	10		Conducting Phonos, OBs, and Interviews	2	
	11		Panel Discussions and Talk Shows	1	
	12		Reading a Teleprompter and voice modulation	2	
	13		Preparing for a Career in Anchoring	2	
	14		Preparing anchoring scripts	1	
			Suggested Activities: 1. Record yourself reading the anchor links of five news stories with the smartphone. Analyse the performance for tone, pace, and clarity, then practise and re-record to improve. 2. Use AI-powered tools that analyse anchoring performances and provide real-time feedback on aspects like tone, pacing, and body language. For instance, certain media offer AI-powered tools that can analyse video content, including anchoring performances and emotion recognition technology that can analyse facial expressions and provide insights into the emotional impact of an anchoring performance. 3. Record a short news segment script and practice voice modulation to convey different emotions and tones (e.g., serious, empathetic, enthusiastic).		

III		ESSENTIAL SKILLS FOR RADIO AND PODCAST PRESENTATION	11	17
	15	Introduction to Radio and Podcast Presentation- Engaging the audience through voice	3	
	16	Voice Modulation and Tone-Pitch and Volume, Pace and Rhythm, Clarity and Pronunciation	3	
	17	Engagement Techniques – Story telling, Audience Interaction, Imagery and Description; Script writing- Structure, Conversational Tone, Brevity	2	
	18	Technical Skills and Content Preparation	2	
	19	Time Management and Adaptability	1	
		Suggested Activities: 1. Record a podcast on any topic and analyse the tone variation. 2. Draft a script for a radio programme/ drama and peer review the drafted script. 3. Conduct mock interviews with your peer group and draft the audio as a radio/ podcast interview.		

IV		**EFFECTIVE PRACTICES FOR VIRTUAL PRESENTATIONS IN MEDIA**	**10**	**12**
	20	Challenges of virtual presentations: Information overload, screen fatigue, and lack of emotional connection	**02**	
	21	Crafting an engaging language: Use of compelling openings, short sentences, engaging audience, inclusive language, and avoiding jargons	**03**	
	22	Necessary etiquettes and the use of Vocal and Visual Elements in Virtual Presentation for Media	**03**	
	23	Use of Web and AI tools in virtual presentations for Media Platforms: Presentation Creation Tools, Interactive Engagement Tools, Virtual Background Tools and Visual Engagement Tools	**02**	
		Suggested Activities: 1. Make a virtual team presentation on a desired topic. Constructive feedback is given on the use of language, clarity, structure, audience engagement and the use of visual aids 2. Prepare an integrated presentations using virtual platforms, web tools and storytelling techniques for any media platform. 3. Create a Personal Brand for advertisement using virtual platform and present it in your classroom		
V		**OPEN-ENDED**	**12**	

Note: The course is divided into five modules, with four having a total of 23 fixed units and one open-ended module with a variable number of units. There are a total of 48 instructional hours for the fixed modules and 12 hours for the open-ended module. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). The final exam, however, covers only the 23 units from the fixed modules.

Suggested Reading:

1. Budhale, Prajeet. *The Golden Book of Business Presentation Skills*.Bloomsbury,2021.
2. Coughter, Peter.*The Art of the Pitch: Persuasion and Presentation Skills that Win Business*.Palgrave Macmillan,2012.
3. Lightheart, Andrew (2016) *Presentation Now: Prepare a Perfect Presentation in Less than Three Hours*. Pearson,2016
4. Ofoegbu, Nnenne. (2024) Talk Like TED: Public Speaking Secrets Revealed - The Art of Persuasive Speaking: Public Speaking Secrets for Social Media Influencers and Coaches
5. Robert T. and Cindy Malone, (2004), Broadcast journalism handbook: A Television news survival guide, Lanham, Rowman and Littlefield
6. Kalra, R.(2012), The ABC of News Anchoring, Noida, Pearson education India

Reardon N. (2006), On Camera: how to report anchor and interview, London, Focal Press.

7. Bird, Malcolm. T*he Complete Guide to Business and Sales Presentation.*Quarto,1990

8. The Official Ted Guide: https://www.youtube.com/watch?v=HN0hkfD6c_c

9. AI-powered soft skills training in virtual reality (VR) :https://virtualspeech.com/

10. Practise Public Speaking using VR

    https://youtu.be/vo1EftVfLh

11. Anchoring Script samples:

    https://testbook.com/articles/news-anchoring-script

12. Tips for improving reporting skills

    https://www.wikihow.com/Read-and-Speak-Like-a-TV-News-Reporter
    https://www.decklinks.com/sales-tips/top-10-virtual-presentation-tricks-and-tips-that-will-make-you-shine/

Mapping of COs with PSOs and POs:

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	2	-	-	-	2	-	2	1	1	-	-	-	-
CO2	-	-	-	2	3	-	3	2	2	1	1	-	-
CO3	3	-	-	1	3	-	1	1	3	1	-	-	-
C04	2	-	-	2	2	-	3	3	2	2	-	-	-
CO5	3	-	-	3	2	-	2	2	1	3	1	-	2

Correlation Levels:

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

Assessment Rubrics:

- Assignment/ Discussion / Seminar
- Midterm Exam
- Presentation
- Final Exam (70%)

Mapping of COs to Assessment Rubrics:

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

FOUR-YEAR UNDER GRADUATE PROGRAMME (FYUGP)

BA ENGLISH LANGUAGE AND LITERATURE HONOURS

MINOR

BASKET 3: TEACHING SKILLS IN ENGLISH

Programme	**BA ENGLISH LANGUAGE AND LITERATURE HONOURS**				
Course Code	**ENG2MN103**				
Course Title	**ENGLISH LANGUAGE TEACHING: FOUNDATIONS AND PRACTICE LEVEL 2**				
Type of Course	**MINOR**				
Semester	2				
Academic Level	100-199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60
Pre-requisites	A basic understanding of English grammar and vocabulary, as well as an interest in language teaching methodologies. Familiarity with common educational technology tools is beneficial but not required.				
Course Summary	This course equips learners with diverse strategies for teaching English literature and language effectively, fostering a learner-centred environment through peer observations and lesson plan reviews. Verbal and non-verbal communication skills are improved through activities such as evaluating presentations and role-play, utilizing cooperative learning structures for enhanced teamwork and interaction.				

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Equip learners with diverse strategies for teaching English literature and language proficiently	U	C	Use peer observations and lesson plan reviews.
CO2	Foster a learner-centric environment	U	F	Collect and analyze student feedback surveys.
CO3	Enhance critical thinking and analytical abilities through literary studies	An	P	Group assignments and brainstorming sessions
CO4	Cultivate both verbal and non-verbal communication skills	Ap	M	Evaluation - presentations and role-play
CO5	Develop cooperative and collaborative learning structures to promote teamwork and interaction	U	M	Record and analyze presentations
* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)				

Detailed Syllabus:

MODULE	UNIT	CONTENT	Hrs	Marks
I		**Teaching-Learning English Literature**	14	20
	1	Teaching Poetry	3	
	2	Teaching Drama	3	
	3	Teaching Prose	4	
	4	Teaching Fiction	2	
	5	Lesson Plan and Materials Production	2	
		Suggested Activities: 1. Group Activity: Split into small groups, analyze a poem and share your views with the class. 2. Perform a scene assigned from a play assigned to the class in groups focusing on expression and body language 3. Prepare a lesson plan for a particular piece of literature and present it in the class		
II		**Teaching English Proficiency Tests**	13	19
	6	English Language Proficiency Tests	2	
	7	Preparing learners for Reading Tests	2	
	8	Preparing learners for Speaking Tests	3	
	9	Preparing learners for Listening Tests	2	
	10	Preparing learners for Writing Tests	2	
	11	Preparing learners for Vocabulary and Grammar tests	2	
		Suggested Activities: 1. Organise full-length practice tests that simulate the actual test environment, covering all sections (reading, writing, listening, speaking). 2. Prepare passages followed by questions that test comprehension, inference, and vocabulary. 3. Play audio recordings in the class and conduct a question - answer session based on the content.		

III		**Creating Learner- Centred Classrooms**	**11**	**16**
	12	Creating the Learning Environment	3	
	13	Implementing the 5 E Instructional Model(Engage, Explore, Explain, Elaborate, Evaluate)	3	
	14	Introducing Vygotsky and Flow	1	
	15	Cooperative and Collaborative learning structures	2	
	16	Language Exploration Activities	2	
		Suggested Activities: . - Enact roles (e.g., customer and shopkeeper, doctor and patient) and create scenarios to practise relevant vocabulary and expressions. - Divide a text or audio recording into sections and assign each section to different groups. Read or listen to these sections, then come together to share the information and reconstruct the complete story or content. - Prepare a lesson plan for the module.		
IV		**Body Language as a Teaching Resource in ELT Classroom**	**10**	**15**
	17	Non-Verbal Communication -reinforce or demonstrate - initiate student responses- manage disruptive behaviour- organize students for an activity	3	
	18	Facial Expressions- Posture- Proximity- Eye-contact- Voice- Gestures	3	
	19	Tips to teach body language to students and appear more confident Silent Viewing-Comparative Viewing-Mime role plays and dialogues-Mirroring-Attitude drills	4	
		Suggested Activities: 1. Act out scenarios using only body language to convey meaning. 2. Conduct mock interviews focusing on both verbal and non-verbal communication. 3. Prepare a lesson plan for the module		
V		**OPEN-ENDED**	**12**	

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

Suggested Reading:

1. Exploring the Language of Poems, Plays and Prose (Learning About Language) by Prof Mick Short.
2. Cambridge English Proficiency 2 Student's Book with Answers by Cambridge University Press
3. Doing Task-Based Teaching by Dave Willis and Jane Willis Task-Based Language Teaching by David Nunan
4. Tasks for Language Teachers: A Resource Book for Training and Development by Martin Parrott

5. The Effect of the Teachers' Body Language in the Classroom. The Case of Second Year EFL Learners by Kelala Meriem

Links:

Models of Teaching Literature|Teaching Literature Studies
https://youtu.be/uqE0T8fAHBA?si=1NkDBF7mPaFnHaQJ

How to Teach Literature in the ESL Classroom: Activity 1
https://youtu.be/hgSEodWGlQY?si=bxIGJ8Kj5shM1C7T
Teaching Speaking | 5 Ways to Teach Speaking Skills
https://youtu.be/uoaXTU2T49s?si=DD-Jp1U6TMxnSock

How to Teach Vocabulary - Teacher Trainer reacts to a Vocabulary Lesson
https://youtu.be/FSgfjPdwetA?si=SoPk3wLIV_OkGoxU

How to Teach Reading - Teacher Trainer reacts to a Reading Lesson
https://youtu.be/DqrnSrLas3U?si=_wZBy-YdVqh2VqYK
Student Centred Learning: Why, How, & What
https://youtu.be/WvzVAQkuSqU?si=-PEy5aGWMhNozwKx

Facilitating a Learner-Centred Classroom
https://youtu.be/17IHpMJZPGs?si=7FwyJvJnscok2b_Y
Using Body Language in EFL Class –Ganj
https://youtu.be/B7xj88J2u3U?si=H13HQyaWn1KnX2JO
5 Body Language Tips for Teachers
https://youtu.be/bMl0UwDNkuw?si=Zo6bJQnFcJfLbizO

Mapping of COs with PSOs and POs:

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO 1	2	-	-	1	1	-	2	1	2	1	-	-	-
CO 2	3	-	-	2	2	-	1	3	3	3	-	-	-
CO 3	3	-	2	2	1	-	1	1	2	-	-	-	-
C04	3	-	-	-	2	-	2	1	2	-	-	-	-
CO 5	2	-	-	3	2	2	2	1	3	2	1	-	-

Correlation Levels:

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

Assessment Rubrics:

- Quiz / Assignment/ Discussion / Seminar
- Midterm Exam
- Programming Assignments (20%)
- Final Exam (70%)

Mapping of COs to Assessment Rubrics:

	Internal Exam	Assignment	Presentation/seminar	End Semester Examinations
CO 1	✓	✓		✓
CO 2		✓	✓	✓
CO 3	✓	✓		✓
CO 4		✓	✓	✓
CO5		✓		✓

FOUR-YEAR UNDERGRADUATE PROGRAMME (FYUGP)

GENERAL FOUNDATION COURSE

II SEMESTER MULTI-DISCIPLINARY COURSE

Programme	**BA ENGLISH LANGUAGE AND LITERATURE HONOURS**				
Course Code	**ENG2FM106/ ENG3FM106**				
Course Title	**INTRODUCING TRAVEL NARRATIVES: JOURNEY BEYOND BORDERS**				
Type of Course	**MULTI-DISCIPLINARY COURSE (MDC)**				
Semester	2				
Academic Level	100-199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	3	3	-	-	45
Pre-requisites	Basic understanding of the English language, literary sensibility and a desire to enhance language proficiency and sensibility for personal and professional growth.				
Course Summary	This course is designed to introduce to the learners the politics of the representation of cultures in travel narratives and the nuances of different travel narrative forms. By examining the political dimensions and ethical considerations of travel writing, learners will uncover the intricacies of storytelling while traversing cultural landscapes and gain insights into how travel narratives shape perceptions and identities.				

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO 1	Develop a comprehensive understanding of travel narratives as a genre, including the different types and narrations.	R, U, E	F, C	Discussion, Presentation, Panel Discussion
CO 2	Understand the political dimensions inherent in travel narratives, with a focus on colonialism and power dynamics.	U, An	F, C, P	Identifying Narratives, Collecting Caricatures, Presentation, Debate
CO 3	Examine the ethical considerations involved in crafting travel narratives, particularly the implications of representing other cultures.	U, E, An	C, P	Discussion, Itinerary Preparations
CO 4	Cultivate reflective skills through a practical experience, such as a visit to a nearby travel spot, allowing learners to reflect on their own travel experiences and produce meaningful travel narratives that integrate course concepts and personal insights.	C, Ap	P, M	Creating a Travel vlog or blog, Destination Advertisement, Review writing
CO 5	Foster collaborative learning and interdisciplinary engagement by encouraging learners to explore the intersections of travel narratives with various disciplines, including literature, sociology, anthropology, and digital media studies.	E, Ap, C	P, M	Plan an inclusive tour, Debate, Mock Interview
* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)				

Detailed Syllabus:

Module	Unit	Content	Hours	Marks
I		**INTRODUCTION TO TRAVEL NARRATIVES**	**10**	**15**
	1	The Genre Takes Shape – Excerpt from 'Stirrings and Searchings' (1500-1720)-William H Sherman *The Cambridge Companion to Travel Writing*	3	
	2	Travel Writing in India: An Overview-K. Satchidanandan *Travel Writing in India*	2	
	3	Ulysses- Alfred Lord Tennyson	2	
	4	*Journey*- Dir. Keyne Nathania Tan https://www.youtube.com/watch?v=fCjgV7vSK94	3	
		Suggested Activities: 1. Identify similar narratives that focus on self-discovery through travel. 2. Write an itinerary of an intended trip. 3. Prepare a mock interview with a traveller. 4. Create an advertisement about a travel destination in your area.		
II		**ETHICAL & POLITICAL CONTEXTS OF TRAVEL NARRATIVE**	**8**	**13**
	5	*Eat, Pray, Love*- Dir. Ryan Murphy https://www.primevideo.com/detail/Eat-Pray Love/0R1QE66EUFMO1I8KDROUAWU7C5	3	
	6	Writing Back- Santhosh George Kulangara *OruSanchariyude Diary Kurippukal*. Episode- 517. https://youtu.be/evboKxSJBM8?si=1igbiDplWHyENiUM	2	
	7	Shafaq- Excerpt from '13 Powerful Refugee Stories From Around the World' - Miranda Cleland *Global Giving*. https://www.globalgiving.org/learn/listicle/13-powerful-refugee-stories/	2	
	8	The Young Lady's Toilet- William Tayler https://tinyurl.com/2df7dvsj	1	

		Suggested Activities:		
		1. Discuss terms like Colonialism and Power Dynamics - Representation and 'Othering'- Imperialism and Expansion- Resistance. 2. Collect caricatures based on colonial representations and discuss stereotyping. 3. Identify the narrative and stylistic dimensions of the texts prescribed and write articles using similar structures. 4. Write a review of the travel narrative that concerns colonialism in travel narratives.		
III		**GLOBALIZATION AND TECHNOLOGICAL INFLUENCE**	**9**	**12**
	9	Why We Travel? and Where is Home?- Pico Iyer	2	
	10	24 Hours in Belgium: Be My 33rd Country- Sujith Bhaktan Vlog https://youtu.be/BhNt8j2YdQI?si=vhS7xSTtEknMGkEZ	2	
	11	This Truck Driver's Daughter and Ex-Techie is Giving Wings to Women Who Want to Travel Far and Wide- Rekha Balakrishnan. https://yourstory.com/2018/02/truck-drivers-daughter-giving-wings-women-want-travel-far-wide	2	
	12	Being a Better Traveler: Cultural Appropriation v/s Cultural Appreciation- Abbie https://speckontheglobe.com/2019/05/31/cultural-appropriation-vs-cultural-appreciation/	3	
		Suggested Activities:		
		1. Discuss terms like Globalization and Digital Media, Travel Experiences, Storytelling Practices, Travel Blogging, Digital Storytelling, and Glocal. 2. Visit to the nearest travel spot - Learners can reflect on a travel experience and produce a travel narrative. 3. Present the problems faced by women while travelling. 4. Panel discussion on ethical travelling.		

IV		DIFFERENT DIMENSIONS OF TRAVELLING	9	10
	13	This Couple Sells Tea to Travel the World- *Brut India*. https://www.youtube.com/watch?v=Z3UNAX7Q6ks	2	
	14	These are the LGBTQ+ Travel Trends Shaping the Future of Inclusive Travel- Connor Sturges https://www.cntraveller.com/article/lgbtq-travel-trends	2	
	15	This is how Differently-abled People are Travelling in 2017-Resham Sengar https://timesofindia.indiatimes.com/travel/things-to-do/this-is-how-differently-abled-people-are-travelling-in-2017/articleshow/60320551.cms	2	
	16	Is Travel an Expression of Privilege?- Paris Marx https://medium.com/@parismarx/is-travel-an-experience-of-privilege-a0418c0f9f7a	3	
		Suggested Activities: 1. Write a news report about a traveller who has fought against the odds. 2. Watch vlogs of 'Women Only' Travel Groups and discuss how they enjoy travel in a patriarchal world. 3. Conduct debate on topics related to the texts prescribed. 4. Plan an inclusive tour.		
V		**OPEN-ENDED**	9	

Note: The course is divided into five modules, with four having total 16 fixed units and one open-ended module with a variable number of units. There are total 36 transaction hours for the fixed modules and 9 hours for the open-ended one. Internal assessments (25 marks) are split between the open-ended module (5 marks) and the fixed modules (20 marks). The final exam, however, covers only the 16 units from the fixed modules.

 Suggested References:

1. How to Write a Travel Article- BBC

   https://www.bbc.co.uk/bitesize/articles/z7gkdp3#zrr6hcw

2. Introduction" from *Travel Writing in India*- Shobhana Bhattacharji

3. *Cinderella & the Glass Ceiling: And Other Feminist Fairy Tales*- Laura Lane & Ellen

   Haun

4. *The Cambridge Introduction to Travel Writing*- Tim Youngs

5. Being a Better Traveler: Cultural Appropriation v/s Cultural Appreciation- Abbie
    https://speckontheglobe.com/2019/05/31/cultural-appropriation-vs-cultural-appreciation/

6. The Complicated Ethics of Travel Writing- J W Eberle
    https://jweberle.com/2023/12/13/the-complicated-ethics-of-travel-writing/

7. *Vishakanyaka* (Units 12 to 16) - S K Pottekkatt

8. *The Motorcycle Diaries*- Dir. Walter Salles

9. Migration v/s Travelling - a 4 min Infographic Journey- Pocket Stories
    https://www.youtube.com/watch?v=ZFp6E3ZRdqk

10. *Nothing to Declare: Memoirs of A Woman Traveling Alone- Mary Morris*

11. Life Lessons from the Youngest Person to Travel to Every Country (Ted Talk) -Lexie Alford
    https://www.youtube.com/watch?v=kidwSFte8-E

12. Why, for Me, Travelling is all about what you Eat'- @food_feels (blog)
    https://www.contiki.com/six-two/article/why-base-my-travel-plans-around-food/

13. Adventure Travel is a Growth Industry Thanks to Women Over 40- Ariel Feltonhttps://www.washingtonpost.com/business/2024/01/16/women-adventure-travel/

14. What Travel is Like When You're not a Rich White Kid- Fizzy Noor
    https://www.vice.com/en/article/dy79aa/traveling-when-youre-not-a-rich-white-kid

15. Ladies Only Trip - Dr Indu P.
    True Copy Think
    https://truecopythink.media/travel/ladies-only-trip-dr-indu-p-writes

Mapping of COs with PSOs and POs:

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

Correlation Levels:

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

Assessment Rubrics:

- Quiz/ Discussion/ Seminar (10%)
- Internal Exam (10%)
- Assignment (10%)
- End Semester Exam (70%)

Mapping of Cos to Assessment Rubrics:

	Quiz/ Discussion/ Seminar (10%)	Internal Exam (10%)	Assignment (10%)	End Semester Exam (70%)
C O 1	✓	✓	✓	✓
CO 2	✓	✓	✓	✓
CO 3	✓	✓	✓	✓
CO 4	✓	✓	✓	✓
CO 5	✓	✓	✓	✓