

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

#### Course Outcomes (CO):

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

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

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

**Detailed Syllabus:**

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

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

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

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

Mapping of COs with PSOs and POs :

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

Correlation Levels:

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

Assessment Rubrics:

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

#### Mapping of COs to Assessment Rubrics:

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

#### Suggested Reading List:

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

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

Course Outcomes (CO):

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

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

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

Detailed Syllabus

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

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

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

## Mapping of COs with PSOs and POs:

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

## Correlation Levels:

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

## Assessment Rubrics

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

## Final Exam (70 Marks)

Mapping of COs to Assessment Rubrics :

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

Core Reading

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

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

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

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

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

## Suggested Reading

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

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

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

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

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

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

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

## Online Resources:

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

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

[LearnEnglish Teens](#)

[Duolingo](#)

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

[ESL Lab](#)

<https://breakingnewsenglish.com/>

[Speaking | Learn English](#)

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

Course Title	<b>Translation Theory and Practice</b>				
Type of Course	Minor				
Semester	3				
Academic Level	200-299				
Course Details	Credit 4	Lecture per week 4	-	-	Total Hours 60
	4	4	-	-	60
Pre-requisites	1. Proficiency in English and at least one more language				
Course Summary	This course serves to improve the bilingual proficiency of the learners by introducing them to the basic theoretical concepts of translation along with emphasis on practical exercises. The learners also acquire an overview of the various technological aids in the field.				

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO 1	Comprehend the basic terminologies and concepts of translation theory	U	C	Instructor-created exams / Quiz
CO 2	Comprehend the relevance of translation in the global context	U	P	Practical Assignment / Observation of Practical Skills
CO 3	Gain ability and experience in translation skills	Ap	C	Practical Assignment
CO 4	Acquire enhanced communication competence across languages	Ap	C	Instructor-created exams / Home Assignments
CO 5	Acquire proficiency in using language learning technologies and digital communication tools that augment translation skills	Ap	P	Practical Assignments
CO 6	Familiarised with translated works	Ap	M	Reading assignments

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

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

**Detailed Syllabus:**

Module	Unit	Content	Hrs (48 +12 )	Marks (70)
I		Overview of the Evolution of Translation	10	15
	1	Definition of translation	1	
	2	Brief overview of its evolution	1	
	3	Cultural aspects of translation	1	
	4	Untranslatability	2	
	5	Equivalence	3	
	6	Translation of idioms and phrases	2	
		Activities: Translating idioms and phrases to comprehend issues in translation		
		References:		
		1. Translation Studies: Susan Bassnett		
		2. Encyclopedia of Translation: Mona Baker (Ed.)		
II		Types of Translation	10	15
	7	Translation types- interlingual, intralingual, inter-semiotic, rank, scale, full, partial, literal, phonological, graphological, reverse translation, transcreation	4	
	8	Technical translation	2	
	9	Translating business and legal documents	2	
	10	Translating media	2	
		Activities: Translating samples of business letters, legal documents, news reports, magazine articles		

	References:		
	<p>1.Translation Studies:Susan Bassnett</p> <p>2.Encyclopedia of Translation: Mona Baker (Ed.)</p> <p>3.Eric Poirier, Daniel Gallego-Hernandez. (Ed.) Business and Institutional Translation</p>		
III	<p>Literary Translation</p> <p>11 Translation as rewriting</p> <p>12 Translation of poetry</p> <p>13 Translation of prose</p> <p>14 Translation of drama</p> <p>15 Strategies employed to deal with issues in translation</p>	20	25
	Activities: Translating samples of poems, prose and drama		
	References:		
	<p>1.Translation Studies:Susan Bassnett</p> <p>2.Encyclopedia of Translation: Mona Baker (Ed.)</p>		
IV	<p>Interpretation and Real-time Translation</p> <p>16 Interpreting and other forms of real-life translation</p> <p>17 Issues faced in real-life/real-time translation</p> <p>18 Technological aids for translation</p> <p>19 Dubbing, Subtitling</p> <p>20 An overview of the various career opportunities available in translation</p>	8	15
	Activities: Translating live speech, dialogues with and without the help of technological aids		

	Sections from References:		
	1.The Interpreter's Resource: Mary Phelan		
V	Open Ended Module	12	
1	Translation activities from English to mother tongue and vice versa  Choose any translated work (one sample) and discuss the techniques of translation used in it by comparing with the SL work	12	
	References:		

Books and References:

1. A Linguistic Theory of Translation: J C Catford
2. Translation Studies: Susan Bassnett
3. A Textbook of Translation: Peter Newmark
4. Encyclopedia of Translation: Mona Baker (Ed.)
5. How to become a good translator: Douglas Robinson
6. Essay on the Principles of Translation: Alexander Fraser Tytler
7. The Interpreter's Resource: Mary Phelan
8. James S Holmes. “The Name and Nature of Translation Studies”
9. Eric Poirier, Daniel Gallego-Hernandez. (Ed.) Business and Institutional Translation

Mapping of COs with PSOs and POs :

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

Correlation Levels:

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

## Assessment Rubrics

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

## Mapping of COs to Assessment Rubrics :

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

Course Title	<b>Introduction to Cultural Studies</b>				
Type of Course	Minor				
Semester	III				
Academic Level	200-299				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60
Pre-requisites	Basic language proficiency and critical thinking skills. Familiarity with Cultural Concepts.				
Course Summary	This course provides an overview of Cultural Studies, covering foundational texts, key concepts, and case studies. Through readings and activities, students explore the evolution of Cultural Studies, analyze key concepts like Body and Globalization, examine Culture Industries, and also delve into Cultural Studies in South Asia. By the end of the course, students gain analytical skills to understand and critique cultural phenomena in diverse contexts.				

#### Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledg e Category#	Evaluation Tools used
CO1	Interpret the intricacies of daily life shaped by diverse cultural practices.	U	C	Task Completion Debates Discussion In-class Discussion Written Test
CO2	Foster critical reasoning skills and social/cultural awareness to their fullest extent.	Ap	P	Debates Discussion Presentation Writing Assignments Written Test
CO3	Cultivate a critical mindset to analyse entrenched cultural phenomena like nationality, class, gender, ideology, ethnicity, etc.	An	P	Writing Assignments Seminar/Speech Presentation In-class discussion Peer Assessment
CO4	Evaluate societal frameworks by questioning differing ideological stances.	E	M	Interactive Tasks Debates Discussion Written Test Seminars

\* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C)  
# - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P)  
Metacognitive Knowledge (M)

## Detailed Syllabus

Module	Unit	Content	Hours	Marks
I		Introduction to Cultural Studies	8	10
	1.	<i>Introducing Cultural Studies</i> by Ziauddin Sardar, and Borin Van Loon. pp-( 3-24)	4	
	2	Colin Sparks- The Evolution of Cultural Studies (pp. 14-30) from <i>What is Cultural Studies? : A Reader</i> Edited by John Storey	4	
		<p>Suggested Activities:</p> <p>Instruct students to create a conceptual map or diagram illustrating the central themes, key concepts, and historical developments discussed in their assigned readings. Provide time for groups to collaborate and construct their visual representations. Then, have each group present their conceptual map to the class, explaining the connections between different ideas and the evolution of cultural studies as outlined in the text. Encourage discussion and critical reflection on the presented concepts and their implications for understanding culture and society.</p>		
II		Key Concepts	20	20
	3	Body	2	
	4	Consumption	2	
	5	Discourse	2	
	6	Fundamentalism	2	
	7	Ideology	2	
	8	Resistance	2	

	9	Indigenous	2	
	10	Multiculturalism	2	
	11	Postcolonialism	2	
	12	Globalization	2	
		Core text: <i>New Keywords: A Revised Vocabulary of Culture and Society</i> (2005) eds. Tony Bennet etal.		
		<p>NOTE: These concepts must be taken as starting points for discussions on various social and cultural issues familiar to the students.</p> <p>Suggested Activities:</p> <p>Provide excerpts from cultural texts or media and ask students to analyze them for underlying themes, values, or ideologies.</p> <p>Create a comparative analysis activity where students examine how different cultures approach similar concepts (e.g., family structure, gender roles) and identify similarities and differences.</p>		
III		Culture Industries	8	20
	13	Media/ New Media  <u><a href="#">Beware online "filter bubbles"   Eli Pariser</a></u>	1	
	14	Science & Technology - Case Study: “Robots, Minds and Society”  from <i>Science, Technology and Society: A Sociological Approach</i> -Wenda K. Bauchspies etal (pp. 107-110)	2	
	15	”Introducing Cyber-Culture” by Mona Baker  from Web. studies: Rewiring Media Studies for the Digital Age, edited by David Gauntlett (OUP, 2000): 19-30.  <u><a href="https://www.monabaker.org/2014/12/17/introducing-cyberculture/">https://www.monabaker.org/2014/12/17/introducing-cyberculture/</a></u>	2	

16	Art Forms -  “The Politics and Poetics of Porattukali” by Haritha Vijayakumaran  <a href="https://www.ijmra.us/project%20doc/2019/IJRSS_MAY2019/IJRSS%20May19%20Special%20issue.pdf">https://www.ijmra.us/project%20doc/2019/IJRSS_MAY2019/IJRSS%20May19%20Special%20issue.pdf</a>	1	
17	Thiruvathirakkali / Kaikottikali, Traditional Kerala Dance Form(Natyasutra)  <a href="#">Thiruvathirakkali / Kaikottikali, Traditional Kerala Dance Form   Performed During Onam Thiruvathira</a>	1	
18	Places of Consumption- McDonaldization by George Ritzer  <a href="https://www.oxfordreference.com/display/10.1093/oi/authority.20110803100143883">https://www.oxfordreference.com/display/10.1093/oi/authority.20110803100143883</a>	1	
	Suggested Activities:  Watch <a href="https://youtu.be/gDyvR1cO8-8?feature=shared">https://youtu.be/gDyvR1cO8-8?feature=shared</a> and write on the evolution of cyberspace.  Discussions on video games and the avatars as culture at play.  Collect details of High art and Low art and compare both.		
IV	Culture Studies In South Asia	12	20
19	Homi K. Bhabha- Third Space &Mimicry	4	
20	Edward Said- Orientalism	2	
T 21	Short Story <i>The Wedding Suit</i> by Ismat Chughtai	3	
22	Satyajit Ray – <i>Two</i>  <a href="https://youtu.be/zACGLjd9JNY?si=rM0ZcVLqwZGcVj1S">https://youtu.be/zACGLjd9JNY?si=rM0ZcVLqwZGcVj1S</a>	3	

	<p>Core text:</p> <p>Peter Brooker - <i>A Glossary of Cultural Theory</i></p> <p>Suggested Activities :</p> <ol style="list-style-type: none"> <li>1. Discuss how these concepts manifest in contemporary Indian society and culture, providing examples from literature, film, and everyday life.</li> <li>2. Encourage students to draw connections between Bhabha's and Said's theories and colonial/postcolonial experiences in India.</li> <li>3. Facilitate a screening of Ray's film followed by a discussion on the representation of cultural diversity, exploring how characters navigate their dual identities and negotiate belonging in a multicultural society.</li> </ol>		
V	<p>Open Module</p> <p>Multimedia assignment - Students explore contemporary cultural phenomena using concepts from the syllabus such as ideology, globalization, and resistance. Through research and analysis, they create engaging presentations that convey their findings creatively.</p>	12	10

Mapping of COs with PSOs and POs :

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

Correlation Levels:

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

Assessment Rubrics:

- Quiz / Assignment// Discussion / Seminar/Presentation (20%)
- Written Test (10%)
- Final Exam (70%)

Mapping of COs to Assessment Rubrics :

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

### Core Reading

*What is Cultural Studies? : A Reader* Edited by John Storey

*New Keywords: A Revised Vocabulary of Culture and Society*(2005) eds. Tony Bennet et al.

Brooker, Peter. *A Glossary of Cultural Theory*. Arnold Publishers, 2003

Sardar, Ziauddin, and Borin Van Loon. *Introducing Cultural Studies*. Edited by Richard Appignanesi, Icon Books,2004

### Suggested Reading

Hitchcock, Louise A. *Theory for Classics: A Student's Guide*. Routledge Taylor and Francis Group, 2008.

Sim, Stuart, and Borin Van Loon. *Introducing Critical Theory*. Edited by Richard Appignanesi, Icon Books, 2004.

Simons, Jon, editor. *Contemporary Critical Theorists: From Lacan to Said*. 2004. Edinburgh UP / Atlantic Publishers, 2005.

Eagleton, Terry. *The significance of Theory*. Basil Blackwell, 1990.

Barry, Peter. *Beginning Theory: An Introduction to Literary and Cultural Theory*. Manchester UP, 2006.

Nayar, Pramod K. *An Introduction to Cultural Studies*. Viva Books, 2016

Course Title	<b>WRITING FOR MEDIA</b>				
Type of Course	VOCATIONAL MINOR				
Semester	III				
Academic Level	200-299				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60
Pre-requisites	Basic writing skills				
Course Summary	Writing for Media is an introductory level course designed to enable students to develop writing skills for various media platforms. Students will learn the basics of media writing and the application of language and style that suit diverse media types. They will also be introduced to styles of writing for traditional and new media platforms.				

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Acquire foundational knowledge to enhance the skills for writing for various media.	U	C	<ul style="list-style-type: none"> <li>● Assignments</li> <li>● Seminar presentations</li> </ul>
CO2	Develop familiarity with different platforms of media and the writing styles suitable for each.	Ap	P	<ul style="list-style-type: none"> <li>● Home Assignments</li> <li>● Portfolio</li> </ul>
CO3	Develop critical skills to produce media communication.	Ap	P	<ul style="list-style-type: none"> <li>● Assignments</li> <li>● Self-evaluation</li> </ul>
CO4	Acquire advanced writing skills necessary for various media platforms	Ap	P	<ul style="list-style-type: none"> <li>● Seminar presentation</li> <li>● Peer-evaluation</li> </ul>
CO5	Demonstrate flexibility in adopting different styles according to the type of media	E	P	<ul style="list-style-type: none"> <li>● Portfolio</li> <li>● Written tests</li> </ul>
CO6	Adapt to work as a part of a team in media production	Ap	P	<ul style="list-style-type: none"> <li>● Podcasts</li> </ul>

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

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

### Detailed Syllabus:

Module	Unit	Content	Hrs	Marks
I		Basics of Media Writing	10	15
	1	Conventions of language in media	02	
	2	Stylistic devices	02	
	3	News reporting- Inverted pyramid style	02	
	4	Scriptwriting for different visual/online media	02	
	5	Mass media, Accuracy, clarity in communication	02	
		Activities:		
		<ol style="list-style-type: none"> <li>1. Prepare a portfolio for different kinds of media, print and visual media</li> <li>2. Analyse various types of media writing with the help of the given samples</li> </ol>		
II		Types of Media Writing	14	20
	6	News writing, Newsletters, press releases, editorial, script, screenwriting, radio script, narrative journalism	03	
	7	Writing for new media, online publishing, PR writing, Memes, Hashtags	03	
	8	Freelance writing, Vlogging Video Publishers/ Digital News Platforms/Alternate media	03	
	9	Advertising, Copywriting	02	

	10	Substack/Podcasts	03	
		<p><i>Activities:</i></p> <ol style="list-style-type: none"> <li>1. <i>Prepare a podcast about any contemporary social issue or an issue in your campus</i></li> <li>2. <i>With the help of various advertisements ask students to write ads of similar products, events, institutions</i></li> </ol>		
III		Mechanics of Media Writing	14	20
	11	Strategies of writing according to different media	03	
	12	Editing, Proofreading	02	
	13	AP style	02	
	14	Data Journalism	02	
	15	Subtitling	02	
	16	Scripting interview	03	
		<p><i>Activities:</i></p> <ol style="list-style-type: none"> <li>1. <i>Peer activity- edit your peers' features or news reports or scripts and compare the first and the final versions and analyse the changes</i></li> <li>2. <i>Analyse different pieces of writing from different media and discuss the features and work in groups to create similar write ups.</i></li> </ol>		
IV		Ethics of Writing for Media	10	15
	17	Censorship, Privacy	01	
	18	Code of ethics, Defamation, Plagiarism	01	
	19	Objectivity and integrity in writing	02	
	20	Language sensitivity, misgendering	02	
	21	Post Truth	02	
	22	Media and Democracy	02	
		<p><i>Activities:</i></p> <ol style="list-style-type: none"> <li>1. <i>Choose media content of any type ( news article/ video/ image) and in groups discuss</i> <ol style="list-style-type: none"> <li><i>a) its relevance in the post truth scenario.</i></li> <li><i>b) any bias in the language</i></li> </ol> </li> </ol>		
V		Open Ended Module	12	
		Writing in the new era of AI tools and post truth.		

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

Mapping of COs with PSOs and POs:

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

Correlation Levels:

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

Assessment Rubrics:

- Seminar/Assignment (5%)
- Portfolio (5%)
- Group Assignment: Prepare a video feature about any contemporary issue and submit a written report including the script. (20%)
- Final Exam (70%)

- Mapping of COs to Assessment Rubrics:

	Seminar	Assignment	Video Feature Submission	End Semester Examinations
CO 1	✓	✓		✓
CO 2	✓	✓	✓	✓
CO 3	✓	✓	✓	✓
CO 4	✓	✓	✓	✓
CO 5	✓		✓	✓
CO 6			✓	✓

## Core Texts

*Writing for the Media*: Usha Raman

*The Oxford Essential Guide to Writing*: Thomas S Kane

*Whole Numbers and Half Truths: What Data can and Cannot Tell Us About Modern India*: Rukmini S

Jerry Lanson and Mitchell Stephens, *Writing and Reporting the News*, New York: Oxford University Press, 2008.

Nyiro Andras. *21 Century Journalism'-A Practical Guide* .

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

## Reference

1. Denis McQuail. *McQuail's Mass Communication Theory*, 6th edition. New Delhi: Sage Publications Ltd. 2010
2. John Vivian. *The Media of Mass Communication*.12th edition, London: Pearson. 2016
3. Keval J. Kumar, *Mass Communication in India*. 4th edition, Ahmedabad: Jaico Publishing House.2011
4. Margaret H. DeFleur and Melvin Defleur. *Mass Communication Theories:Explaining Origins, Processes, and Effects*, New York: Routledge. 2009
5. Marshall McLuhan. *Understanding Media: The Extensions of Man*, New york: Routledge.1994.

Course Title	<b>TRADE LANGUAGE I</b>				
Type of Course	Vocational Minor				
Semester	III				
Academic Level	200-299				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60
Pre-requisites	It is recommended that students have a basic understanding of English language fundamentals and a willingness to engage in critical thinking and analysis. Additionally, familiarity with basic mathematical concepts such as percentages and simple calculations may be beneficial but is not mandatory.				
Course Summary	This course is designed for students who wish to acquire basic knowledge and language skills related to the share market. Through this course, students will develop an understanding of key concepts, terminology, and communication skills necessary to navigate the share market effectively. Emphasis will be placed on building vocabulary, comprehension, and communication skills specific to the context of the share market. This interdisciplinary course explores the dynamic relationship between language, linguistics, and financial markets.				

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Use essential financial terminology and jargon accurately.	U	C	Group-discussion Assignments
CO2	Acquire and Comprehend the basic functions and significance of the share market language	U	P	Assignment In-class discussion Written Test
CO4	Apply financial jargons to analyse news reports and financial charts	Ap	P	Assignment Seminar Presentation
CO3	Interpret financial texts, including news, reports, and statements, using linguistic tools.	An	C	Seminar Presentation In-class discussion Debate
CO 5	Evaluate the various financial news reports and market sentiments	E	M	Written test Seminar Presentations discussion

\* - 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	Mar ks
I	Foundations of Financial Markets and Linguistic Analysis			12 20
	1	Introduction to Stock Market Terminology	2	
	1	The Language of Market Structure Key Words: Bull market, bear market, IPO, market cap	2	
	2	Linguistic Principles in Financial Communication	2	
	3	Decoding Financial Terminology	3	
	4	The Structure of Financial Narratives	3	

		<p><b>Suggested Activities:</b></p> <ul style="list-style-type: none"> <li>● Analyse excerpts from financial news to identify and discuss key terms and their meanings.</li> <li>● Students form groups to research and present the language used by different market participants.</li> <li>● Financial literacy quiz : a quiz or game with questions related to personal finance covered in class, savings ,investing, insurance, and retirement planning so as to reinforce the key concepts</li> <li>● Vocabulary Log - Students maintain a log of new financial and linguistic terms encountered in each unit, adding definitions and example sentences.</li> </ul> <p>Core Text: "The Language of Global Finance: Stocks, Bonds, and Investments" by Michael J Deffosse</p>		
II		<p><b>Financial Terminology and Financial News</b></p>	12	20
	5	Fundamentals of Financial Terminology	2	
	6	The Language of Financial Reports and Statements	3	
	7	Financial News and Journalism	2	
	8	Investor Communications and Shareholder Reports	2	
	9	Digital Financial Communication: Social Media and Blogs	3	
		<p><b>Suggested Activities :</b></p> <ul style="list-style-type: none"> <li>● News Review: Students critique financial news articles for language, bias, and impact.</li> <li>● Glossary Creation: Students compile a glossary of financial terms from different source</li> <li>● Quiz: Test on basic financial terms and concepts to solidify understanding.</li> <li>● Case Study Analysis: Evaluate the effectiveness of different investor communications.</li> <li>● Social Media Audit: Analyse the content and impact of financial influencers on platforms like Twitter and Instagram</li> </ul> <p>Suggested Core Text for 2:</p> <ul style="list-style-type: none"> <li>● "Financial Reporting, Financial Statement Analysis, and Valuation: A Strategic Perspective" by James M. Wahlen, Stephen P. Baginski, and Mark Bradshaw.</li> </ul>		
III		Stock Market Analysis (the Narrative Behind the Numbers)	15	15
	10	Introduction to Financial Narrative Analysis	1	
	11	Linguistic Aspects in Financial Reporting Analysis	2	
	12	Linguistic Insights into Fundamental and Technical Analysis	2	
	13	Language-Centric Financial Analysis	2	
	14	Linguistic Decoding of Financial Charts and Market Pattern	2	
	15	Understanding Linguistic Signifiers of Market Trends	2	
	16	Market Sentiment and Trading Psychology	2	
	17	The Impact of News on Stock Prices	2	

		<p><b>Suggested Activities:</b></p> <ul style="list-style-type: none"> <li>● Create a glossary of key financial terms and concepts</li> <li>● Watch introductory videos or read articles explaining the basics of financial statements (balance sheet, income statement, cash flow statement).</li> <li>● Divide students into groups to discuss and analyse the case studies, encouraging debate and critical thinking about different approaches.</li> <li>● Organize debates on controversial topics in finance, such as the efficient market hypothesis or the role of central banks in influencing stock prices.</li> <li>● <b>Glossary Creation:</b> Students compile a glossary of financial terms from different sources.</li> <li>● <b>Report Analysis:</b> Students dissect real financial reports to identify key terms and their implications.</li> </ul> <p>Core Text:Introduction to Financial Analysis</p> <p>Kenneth S.Bigel, New York City, New York 2022</p>		
IV	Portfolio Management and Investment Strategies	9	15	
18	Key Terms Related to Portfolio Management	3		
19	Investment Objectives and Risk Assessment	2		
20	Building a Diversified Portfolio	2		
21	Ethical Investing	1		
22	Regulatory Environment	1		
	<p><b>Suggested Activities:</b></p> <ul style="list-style-type: none"> <li>● Provide case studies featuring different investment objectives and risk profiles, such as retirement planning, wealth preservation, or growth-oriented strategies analysis and discussion based on the hand outs</li> <li>● Divide students into groups to analyse the cases, identify investment options, assess risks, and propose diversified portfolios to meet the objectives.</li> <li>● Provide them with different portfolios available in the internet and ask them to analyse it</li> <li>● Assign portfolio construction projects where students must design diversified investment portfolios based on specified criteria (e.g., risk tolerance, time horizon, investment preferences).Conduct portfolio simulation exercises using virtual trading platforms or spread sheet-based models.Provide case studies or scenarios for students to analyse, highlighting ethical dilemmas and compliance challenges faced by investment professionals.</li> <li>● Organize debates or panel discussions on ethical investing topics, such as environmental, social, and governance (ESG) considerations or socially responsible investing (SRI) strategies."Investments: Analysis and Management" by Charles P. Jones.</li> </ul>			

V	( Open ended) give them opportunity to read and analyse different articles of the financial magazines and ask them to make a report and suggestions for investments	12	
	Invite guest speakers from the finance industry, including portfolio managers, financial advisors, or compliance officers, to share their expertise on portfolio management practices and regulatory compliance.  Organize Q&A sessions to facilitate discussions between students and the guest speakers  These are suggestions but each tutor can provide suitable follow-up activities which can help them to give a real life experience of the topic.		

Mapping of COs with PSOs and POs :

	PSO1	PSO2	PSO3	PSO4	PSO 5	PSO6	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO 1	3	2					3						
CO 2		2			2						3	2	3
CO 3		3	3			2			3	3	2	2	
CO4		2		3		2		2	2	3	2		
CO5	3					3							2

Correlation Levels:

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

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar /Debate(10%)
- Midterm Exam(10%)
- Mini Project/Open Ended Module (10%)
- Final Exam (70%)

Mapping of COs to Assessment Rubrics:

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

#### Core texts

Graham, Benjamin, and Bill McGowan. *The intelligent investor*. New York: Harper Collins, 2017

Michael J Deffosse *The Language of Global Finance: Stocks, Bonds, and Investments*"

Kenneth S. Bigel, *Introduction to Financial Analysis* New York City, New York 2022(available in Open Text Book Library)

Press, Tycho. *Stock Market Investing for Beginners: Essentials to Start Investing Successfully*.

James M. Wahlen, Stephen P. Baginski, and Mark Bradshaw. • *Financial Reporting, Financial Statement Analysis, and Valuation: A Strategic Perspective*

Machiraju, H. R. *Indian financial system*. Vikas Publishing House, 2010. Sourcebooks, Inc., 2013.

Paul, Prasenjit. *How to Avoid Loss and Earn Consistently in the Stock Market: An Easy-To-Understand and Practical Guide for Every Investor*. Partridge Publishing, 2015.

#### Suggested reading:-

Jitendra, Gala. "Guide to Indian Stock Market." (2007).

Hiremath, Gourishankar S. *Indian stock market: An empirical analysis of informational efficiency*. Springer India, 2014.

Fisher, Philip A. *Common stocks and uncommon profits and other writings*. Vol. 40. John Wiley & Sons, 2003.

Alexander, Gordon J. "Reminiscences of a Stock Operator." (1995): 1777-1780.

Schwager, Jack D. *Market wizards, updated: Interviews with top traders*. John Wiley & Sons, 2012.

Hull, John C., and Sankarshan Basu. *Options, futures, and other derivatives*. Pearson education india, 2016.

Bulkowski, Thomas N. *Encyclopedia of chart patterns*. John Wiley & Sons, 2021.A

<https://doi.org/10.1109/SMC.2014.6974028>

#### Online courses available

Investopedia Academy: Investopedia provides an extensive collection of articles and tutorials on various stock market terms.

Khan Academy: Introduction to the Stock Market

Demy: Stock Market from Scratch for Complete Beginners

Skillshare: Stock Market Investing for Beginners

Coursera: Financial Markets

EdX: Introduction to Financial Market

YouTube: Many financial education channels on YouTube, such as "Investopedia," "The Plain Bagel," or "Khan Academy," offer free video tutorials on stock market terms and concepts