

FOUR-YEAR UNDERGRADUATE PROGRAMME (FYUGP) GENERAL FOUNDATION
COURSES
III SEM VALUE ADDED COURSE

Programme	GENERAL FOUNDATION COURSES				
Course Code	ENG3FV108(1A)/ ENG3FV108				
Course Title	FRAMING VALUES: LITERARY AND CULTURAL NARRATIVES FOR LANGUAGES				
Type of Course	VALUE ADDED COURSES- BA LANGUAGES				
Semester	III				
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 Indian Constitution and its structure.				
Course Summary	This course aims to provide learners with a comprehensive understanding of Constitutional values with special emphasis on values like democracy, equality, secularism etc. to celebrate the plurality of the nation.				

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Comprehend the plurality and diversity of the nation.	U	C	Exam/Quiz/ Assignment/ Seminar
CO2	Explore how values shall be applied with reference to the foundational principles of the Constitution.	E	C	Exam/presentation/ Assignment
CO3	Appreciate and interpret, through cultural productions, the core values of the Constitution.	An	C	Exam/GD/Assignment / Seminar
CO4	Inculcate an awareness of the primacy of constitutional values among learners in the digital age through diverse representations.	An	C	Discussion//Quiz/ Assignment/ Seminar
CO5	Distinguish and celebrate the true spirit of democracy which consists of the dissenting voices in a scientific and critical sense.	E	C	Exam/Quiz/ Assignment/ GD
CO6	Apply the spirit of constitutional values in everyday life.	C	C	Exam/Quiz/ 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(45)	Marks (50)
I	Democracy		9	10
	1	Introduction-Democratic Values through Literature	1	
	2	Excerpt from the speech 'Tryst with Destiny'- Jawaharlal Nehru https://youtu.be/b4_KGqgsDiU?si=SJAdG0XwxwW0jsR9	3	
	3	My English-Aleena Akashamittayi	2	
	4	Don't Call Me Panan (Chp.1)- <i>Ethiru</i> -Kunjaman	3	
		<p>Suggested Activities:</p> <ol style="list-style-type: none"> 1. Organize a debate on the effectiveness of the Indian democratic system, focusing on recent political events and their impact on governance. 2. Assign learners to analyze landmark Supreme Court cases related to democratic principles and discuss their implications on Indian society. 3. Conduct a mock parliamentary session where learners role-play as members of parliament, debating and passing legislation on contemporary issues in India. 		

II	Liberty		9	15
	5	Liberty in Indian Context-An Introduction	2	
	6	Liberty Song (Cement Kaadu)- Arun Prabhu	2	
	7	The Republic of Dreams-Mahasweta Devi	3	
	8	In Defence of Freedom- Dir. Nandita Das	2	
		<p>Suggested Activities:</p> <ol style="list-style-type: none"> 1. Hold a debate on the balance between national security and individual freedoms in India, concerning recent laws and policies. 2. Analyze pivotal Supreme Court rulings on fundamental rights, such as the right to privacy and freedom of speech, and their impact on civil liberties. 3. Facilitate a panel discussion with experts on the challenges and progress in upholding civil liberties in India, encouraging learners to ask critical questions. 		

III	Secularism		9	15
	9	Historical Overview of the Concept of Secularism	2	
	10	To Warris Shah -Amrita Pritam	2	
	11	Salapila-V Shinilal	2	
	12	<i>Kai Po Che</i> – Dir. Abhishek Kapoor	3	
	<p>Suggested Activities:</p> <ol style="list-style-type: none"> 1. Analyse the constitutional provisions and landmark judgments on secularism in India, discussing their impact on religious freedom and minority rights. 2. Facilitate a discussion on the challenges and successes of implementing secular policies in a diverse, multi-religious society like India. 3. Assign learners to conduct field research on secularism in practice, interviewing community leaders and citizens about their experiences with religious tolerance and state neutrality. 			

	IV	Justice	9	10
	13	Evolving Sense of Constitutional Value of Justice	1	
	14	Don't Tell That to Me- Kalki Subramaniam	2	
	15	November is the Month of Migration-Hansda Sowvendra Shekhar	3	
	16	<i>Thondimuthalum Driksakshiyum</i> : Dir. Dileesh Pothan	3	
		<p>Suggested Activities:</p> <ol style="list-style-type: none"> 1. Conduct a mock trial based on a real-life Indian legal case, where learners play roles of judges, lawyers, and witnesses to understand the judicial process and principles of justice. 2. Analyze landmark judgments from the Indian judiciary that have advanced social justice, such as those related to affirmative action, gender equality, and environmental justice. 3. Invite a legal expert or social activist to discuss contemporary issues of justice in India, including challenges and reforms in the criminal justice system. 		
V		Open Ended Module	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 examination, however, covers only the 16 units from the fixed modules.

Suggested Reading:

1. Bala, Pa. Ranjith, director. *Kaala*. Wunderbar Films, 2018
2. Dangle, Arjun, editor. *The Poisoned Bread: Translations from Modern Marathi Dalit Literature*. Orient Longman, 1992.
3. Davidar, David, editor. *A Clutch of Indian Masterpieces: Extraordinary Short Stories from the 19th Century to the Present*. Aleph Book Company, 2014.
4. Gokhale, Shanta, editor. *Collected Plays of Mahesh Elkunchwar*. Oxford University Press, 2009.
5. Mehrotra, Arvind Krishna, editor. *The Oxford India Anthology of Twelve Modern Indian Poets*. Oxford University Press, 1992.
6. Nair, Mira, director. *The Reluctant Fundamentalist*. IFC Films, 2012.
7. Patel, Jabbar, director. *Ambedkar*. National Film Development Corporation of India, 2000.
8. Rushdie, Salman, and Elizabeth West, editors. *Mirrorwork: 50 Years of Indian Writing 1947-1997*. Henry Holt and Co., 1997.
9. Subramaniam, Arundhathi, editor. *Eating God: A Book of Bhakti Poetry*. Penguin Books, 2014.
10. Jana, Jaydev. "Gandhi and Democracy." *The Statesman*, 2021.

Mapping of COs with PSOs and POs:

	P S O 1	P S O 2	P S O 3	P S O 4	P S O 5	P S O 6	P O 1	P O 2	P O 3	P O 4	P O 5	P O 6	P O 7
C O 1	2	2	1	2	2	-	2	3	2	2	2	2	3
C O 2	-	1	2	3	2	2	3	1	2	3	2	3	-
C O 3	2	2	-	3	2	1	3	3	2	2	2	3	-
C O 4	2	2	-	2	3	1	3	2	3	-	2	3	2
C O 5	3	-	2	1	-	3	2	2	1	2	3	-	3
C O 6	1	3	2	3	-	1	3	-	3	2	3	2	1

Correlation Levels:

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

Assessment Rubrics:

- Quiz/ Discussion / Seminar
- Internal Exam
- 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		✓		✓
C05	✓		✓	✓
C06	✓	✓	✓	✓

FOUR-YEAR UNDERGRADUATE PROGRAMME (FYUGP) GENERAL FOUNDATION
COURSES
VALUE ADDED COURSE

Programme	GENERAL FOUNDATION COURSES				
Course Code	ENG3FV108(1B)				
Course Title	FRAMING VALUES: LITERARY AND CULTURAL NARRATIVES FOR HUMANITIES AND OTHER BA PROGRAMMES				
Type of Course	VALUE ADDED COURSES (VAC)- HUMANITIES AND OTHER BA PROGRAMMES				
Semester	III				
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 nuances of literary and cultural influences that shape narratives.				
Course Summary	This course promotes a diverse and inclusive perspective by teaching skills to analyze environmental, ethical, and cultural issues in a changing world. It encourages learners to understand global interconnectedness between humans and nature for sustainable futures, fostering logical, evidence-based reasoning.				

Course Outcomes (CO):

CO No.	CO Statement	Cognitive Level*	Knowledge Category	Evaluation Tools used
CO1	Develop a scientific mindset by exploring the science behind every day phenomena and examining the harmful impacts of superstitions and supernatural beliefs in society.	C	M	GD/ Presentation
CO2	Evaluate the impact of ethical issues on social, economic, and political development.	E	C	Group Discussion/Review
CO3	Apply ethical principles to propose solutions to issues in daily life, health care and business.	A	P	Assignment/ Mini project
CO4	Demonstrate adequate knowledge of the major environmental issues of the millennium.	U	C	Term paper/ seminar
CO5	Appreciate the interconnectedness of human societies and the ecosystem and propose sustainable solutions to environmental challenges.	Ap	P	GD/ exam
CO 5	Analyse the factors contributing to gender discrimination, ableism and racism to promote inclusiveness.	An	C	Review/ Report
<p>* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C)</p> <p># - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)</p>				

Detailed Syllabus:

Module	Unit	Content	Hrs(45)	Marks(50)
I	Sustainable Ecology		9	10
	1	Nobel Prize Acceptance Speech- Wangari Maathai	2	
	2	Excerpt from <i>Mayilamma: The Life of Tribal Eco-Warrior</i> (Chapter 1)	2	
	3	Colonialism as an Ecological Watershed(p116-118)- Madav Gadgil& Ramachandra Guha -The Use and Abuse of Nature-incorporating THIS FISSURED LAND: An Ecological History of India ECOLOGY AND EQUITY	3	
	4	Water – Ralph Waldo Emerson	2	
		Suggested Activities: <ol style="list-style-type: none"> 1. Screen documentaries related to sustainable ecology and facilitate a discussion or debate on the issues presented. 2. Assign essays or projects based on the understanding of global sustainability issues and critical thinking skills. 		

II	Science and Society		9	15
	5	I, a Universe of Atoms, An Atom in the Universe- Richard Feynman	3	
	6	The Mark of Vishnu-Khushwant Singh	3	
	7	How to Escape from Intellectual Rubbish- Bertrand Russel	3	
		<p>Suggested Activities:</p> <ol style="list-style-type: none"> 1. Assign a research project that examines a societal issue from a scientific angle. 2. Assign readings or viewings of science fiction works that address scientific and technological themes. 		
III	Secularism		9	15
	8	He for She– Emma Watson https://www.youtube.com/watch?v=gkjW9PZBRfk	2	
	9	Telephone Conversation-Wole Soyinka	2	
	10	Subha- Rabindranath Tagore	2	
	11	<i>Hitchki</i> - Dir. Sidharth P Malhotra	3	
		<p>Suggested Activities:</p> <ol style="list-style-type: none"> 1. Facilitate small group discussions on personal experiences and strategies for promoting inclusiveness. 2. Create posters, social media content, and workshops to spread awareness about social inclusiveness. 		

IV	Ethical Horizons		9	10
	12	When the Soul Cries Out-Harishankar Parsai	1	
	13	How Ethics Will Change the Future of Technology- Olivia Gambelin (TEDx Talks) https://www.youtube.com/watch?v=H9Esi2kD_Usc	2	
	14	Mother and Son-Iain Chrichton Smith	3	
	15	Three cartoons on ethical issues: a) https://www.researchgate.net/figure/The-comic-strip-Dilbert-ss-Scott-Adams-illustrating-the-unethical-use-of_fig1_45504561 b) https://www.e-education.psu.edu/geog30/node/455 c) https://www.pinterest.com/pin/313000242823786163/	3	
	Suggested Activities: 1. Organize a hackathon where learners develop solutions to ethical problems in technology, business, or social issues. 2. Partner with local organizations for a service-learning project that addresses an ethical issue, such as environmental conservation, social justice, or public health.			
V	Open Ended Module		9	

Note: The course is divided into five modules, with four having total 15 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 examination, however, covers only the 16 units from the fixed module

Suggested Reading:

1. *A Theory of Justice*- John Rawls
2. *After Virtue*- Alasdair MacIntyre
3. *Braiding Sweetgrass: Indigenous Wisdom, Scientific Knowledge, and the Teachings of Plants*- Robin Wall Kimmerer
4. *Environmental Ethics: An Anthology* edited by Andrew Light and Holmes Rolston
5. *Ethics*- Baruch Spinoza
6. *Groundwork for the Metaphysics of Morals*- Immanuel Kant
7. *India as a Secular State*- Donald Eugene Smith
8. *Science, Technology, and Society: A Sociological Approach*- Wenda K. Bauchspies, Jennifer Croissant, and Sal Restivo
9. *Secularism in India: Concept and Practice* edited by Rajeev Bhargava
10. *Silent Spring*- Rachel Carson
11. *Technopoly: The Surrender of Culture to Technology*- Neil Postman
12. *The Climate of History in a Planetary Age*- Dipesh Chakrabarty
13. *The Crisis of Secularism in India* edited by Anuradha Dingwaney Needham and Rajeswari Sunder Rajan -
14. *The Ecological Indian: Myth and History*- Shepard Krech
15. *The Idea of India*- Sunil Khilnani
16. *The Republic*- Plato
17. *The Social Construction of Reality*- Peter L. Berger and Thomas Luckmann
18. *The Structure of Scientific Revolutions*- Thomas S. Kuhn
19. *The Two Cultures*- C.P. Snow
20. *Why I Am Not a Hindu*- Kancha Ilaiah

Mapping of COs with PSOs and POs :

	P S O 1	P S O 2	P S O 3	P S O 4	P S O 5	P S O 6	P O 1	P O 2	PO 3	PO 4	PO 5	PO 6	PO 7
C O 1	3	3	1	3	3	-	2	3	2	2	2	2	3
C O 2	-	1	3	3	2	2	3	1	2	3	2	3	-
C O 3	2	2	-	3	2	1	3	3	2	2	2	3	-
C O 4	2	3	-	2	3	1	3	2	3	-	2	3	2
C O 5	3	-	3	2	-	3	2	3	1	2	3	-	3
C O 6	1	3	2	3	-	2	-	-	3	2		3	2

Correlation Levels:

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

Assessment Rubrics:

- Quiz/ Discussion / Seminar
- Internal Exam
- 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		✓		✓
C05	✓		✓	✓
C06	✓	✓	✓	✓

FOUR-YEAR UNDERGRADUATE PROGRAMME (FYUGP) GENERAL FOUNDATION
COURSES
VALUE ADDED COURSE

Programme	GENERAL FOUNDATION COURSES				
Course Code	ENG3FV108(2)				
Course Title	FRAMING VALUES: LITERARY AND CULTURAL NARRATIVES FOR SCIENCES				
Type of Course	VALUE ADDED COURSES (VAC)- SCIENCES				
Semester	III				
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 foundational concepts of science as well as key historical events related to secularism.				
Course Summary	This course offers science learners a unique exploration of ethical dilemmas and societal values through the lens of literature. Drawing inspiration from literary works, learners will delve into key topics such as constitutional values, inclusiveness, environmental awareness, and ethics.				

COURSE OUTCOMES (CO)

CO No.	Course Outcome	Cognitive Level *	Knowledge Category #	Evaluation Tools used
CO1	Critically assess how societal biases and prejudices influence the understanding and application of constitutional values.	An, E, Ap	M	Assignments
CO2	Explore the role of empathy and understanding in promoting inclusivity among diverse communities.	U, A, S	P	Debate/Group Discussion/Assignments
CO3	Evaluate the ethical implications of human activities on the environment and explore sustainable solutions.	An, E, A	M	Seminar Presentation
CO4	Analyze the ethical implications of the use of technology in contemporary society, including privacy concerns and technological dependence.	An, E, S	M	Seminar presentation
CO5	Reflect on personal values and ethical considerations in various aspects of daily life, including work, relationships, and consumption.	R, U, A	M	Keep Journals
CO6	Examine how societal biases hinder progress and collaboration and strategies to overcome them.	An, E, C	P, M	Report
<p>* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C)</p> <p># - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)</p>				

Detailed Syllabus:

Module	Unit	Content	Hrs(45)	Marks (50)
I	CONSTITUTION		9	15
	1	Excerpt from ‘Ambedkar’. <i>The Makers of Modern India</i> - Ramachandra Guha (pp.287-298)	3	
	2	Fragrance of Peace- Irom Sharmila	2	
	3	“Up Against Bondage”. <i>Untouchables: My Family’s Triumphant Escape from India’s Caste System</i> - Narendra Jhadhav	2	
	4	<i>Court</i> – (Marathi)- Dir. Chaitanya Tamhane	2	
		Suggested Activities: 1. Conduct regular quizzes focusing on different aspects of the Indian Constitution 2. Organize mock parliament sessions where learners propose and debate legislation, promoting democratic principles and parliamentary procedure.		

II	INCLUSIVENESS		9	10
	5	We Refugees - Benjamin Zephaniah	2	
	6	2023 Nobel Prize Acceptance Speech- Narges Mohammadi	3	
	7	Immigrant Song-Sun Yung Shin	2	
	8	The Dog of Titwal- Sadat Hassan Manto	2	
		<p>Suggested Activities:</p> <ol style="list-style-type: none"> 1. Facilitate discussion/role play where learners can collect information from diverse backgrounds and share traditions, languages, and experiences, fostering empathy and understanding. 2. Engage learners in community outreach projects that address issues of inequality and discrimination, such as volunteering at shelters or organizing awareness campaigns on social justice issues. 		

III	ENVIRONMENT		9	15
	9	‘Deep Ecology Basic Principles’- Biocentric Equality- Arne Naess and George Sessions	2	
	10	The Queen of Trees-Documentary Analysis https://youtu.be/xy86ak2fQJM?si=M0zvpRwKk4kC1aFh	2	
	11	“What She Said” - Tevakulattar, Kurunthokai ; “What She Said” - Kapilar,Akananooru 318 ; “What Her Girl Friend Said, the Lover within Earshot, Behind a Fence”- Uloccanar (Translated by A K Ramanujan)	2	
	12	‘A Fable for Tomorrow’- Excerpt from <i>The Silent Spring</i> - Rachel Carson	2	
	13	Dear Future Generations: Sorry-Prince Ea	1	
		Suggested Activities: 1. Ask the learners to observe their surroundings and note down examples of interconnectedness. 2. Instruct the learners to calculate their carbon footprint using the calculator in the link given below. https://www.carbonfootprint.com/calculator.aspx 3. Implement waste management initiatives within the college.		

IV	ETHICS AND VALUES		9	10
	14	Cyber security in the age of AI https://youtu.be/qVET1vD3NtQ?si=_ndidVNoAgXfv532	3	
	15	Recovery from physical wounds easy but hard to heal mental disturbance-Acid attack survivor Anmol Rodriguez.	3	
	16	Social Media, Ethics and the Privacy Paradox- Nadine Barrett-Maitland and Jenice Lynch-pp. 1-6	3	
		Suggested Activities: 1. Encourage learners to maintain values reflection journals 2. Facilitate discussions on ethical dilemmas relevant to learners' lives, encouraging them to consider different perspectives and values when making decisions.		
V	Open Ended Module		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 examination, however, covers only the 16 units from the fixed module

Suggested Readings:

1. Durga Das Basu, et al., Introduction to the Constitution of India (LexisNexis, 26th edn, 2022).
2. Leila Seth, We, the Children of India: The Preamble to Our Constitution (New Delhi, Puffin Books, Penguin Books India, 2010).
3. Mahendra Pal Singh, V.N. Shukla's Constitution of India, (Eastern Book Company, Lucknow, 13th revised edn. 2017)
4. B.R. Ambedkar Selected Speeches, (Prasar Bharati, New Delhi, 2019) available at: https://prasarbharati.gov.in/whatsnew/whatsnew_653363.pdf.
5. 'How Racism Makes Us Sick' (TED Talk, November 2016)
6. The Inequalities AI Is Creating – and Deepenin...
7. "Why Diversity Matters" by Katherine W. Phillips (Scientific American)

8. "The Danger of Silence" by Clint Smith (TED Talk)
9. "The Pedestrian" by Ray Bradbury
10. "The Sixth Extinction" by Elizabeth Kolbert (The New Yorker)
11. "The Story of Stuff" (YouTube)
12. "Climate Change: The Science and Global Impact" (NASA)
13. "The Cold Equations" by Tom Godwin:
14. "The Ethics of CRISPR" by Heidi Ledford (Nature)
15. "The Challenger Disaster: A Case of Subjective Engineering" by Diane Vaughan (Harvard Business Review)
16. "The Ethics of Human Enhancement" (YouTube)

Mapping of Cos with PSOs and Pos:

C O	PS O 1	PS O 2	P S O 3	P S O 4	P S O 5	PS O 6	P O 1	PO 2	P O 3	P O 4	PO 5	P O 6	P O 7
C O 1	1	3	2	1	1	-	1	1	1	1	1	3	-
C O 2	-	3	1	2	-	1	-	1	2	1	-	3	-
C O 3	-	3	1	-	3	3	-	1	-	1	3	3	1
C O 4	-	3	-	3	-	1	2	-	1	-	3	3	-
C O 5	-	2	1	-	1	-	1	1	-	2	-	3	-
C O 6		-	3	2	-	1	-	2	-	1	2	3	1

Corelation Level:

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

Assessment Rubrics:

- Quiz/ Discussion / Seminar
- Internal Exam
- 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		✓		✓
C05	✓		✓	✓
C06	✓	✓	✓	✓

FOUR-YEAR UNDERGRADUATE PROGRAMME (FYUGP) GENERAL FOUNDATION

COURSES

VALUE ADDED COURSE

Programme	GENERAL FOUNDATION COURSES				
Course Code	ENG3FV108(3)				
Course Title	FRAMING VALUES: LITERARY AND CULTURAL NARRATIVES FOR COMMERCE AND MANAGEMENT				
Type of Course	VALUE-ADDED COURSE (VAC)- COMMERCE AND MANAGEMENT				
Semester	III				
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 foundational concepts of literature and the cultural influences affecting the narratives.				
Course Summary	This course explores the foundational values enshrined in the Constitution, emphasizing principles of justice, equality, and democratic governance. It integrates critical discussions on gender equity and environmental sustainability, to foster a holistic and ethical approach to business and management.				

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO 1	To understand the importance and significance of Indian Constitution	U	F	Assignments
CO 2	To describe the salient features of the constitution and explain the fundamental rights	An	C	Debate/ Group Discussion/ Assignments
CO 3	To understand humans' relationship with nature through Literature	Ap	C	Seminar Presentation
CO 4	Convey a more profound comprehension of subjects, concerns, and themes articulated in environmental literature across diverse formats.	An	P	Seminar presentation
CO 5	To identify and analyze gender, power, social justice and identity through literature	An	P	Report/ Assignment
CO 6	To prepare learners to meet the needs of an ethnically and gender diverse workplace	E	P	Role play
<p>* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)</p>				

Detailed Syllabus:

Module	Unit	Content	Hrs (45)	Marks (50)
I	CONSTITUTION		9	13
	1	Preamble- An Introduction	2	
	2	Freedom- Rabindranath Tagore	2	
	3	Tryst with Destiny - Jawaharlal Nehru	3	
	4	Samvidhaan: The Making of the Constitution of India (2014) Episode I, II & III (Condensed Version)- Web series https://youtu.be/RDSr68ewVP4?si=qXvg1BIH9cWkPr6K https://youtu.be/nHNTu_sG4SI?si=gA9QPWX6PpbpiUK https://youtu.be/hQB-yXb4NN4?si=vZvckHQbiHauNpc6	2	
		Suggested Activities: 1. Cite examples from the society where fundamental rights are denied. 2. Debate on “Democracy in India”. 3. Discussion on the importance of Nehru’s speech in contemporary society. 4. Write an essay on the concept of the topic “ Freedom”		

II	ENVIRONMENT		9	12
	5	Environmental movements in India: Chipko, Silent Valley, Narmada Bachao Andolan	2	
	6	In April beneath the scented thorn- William Wordsworth	2	
	7	Excerpts from <i>Aathi/Gift in Green</i> -Sarah Joseph Chapter 2- The First of the Seven Nights	3	
	8	Wake Up Child- https://youtu.be/cSuq5dEv7D4?si=HMasUI7MPEI3jiRv	2	
		Suggested Activities: <ol style="list-style-type: none"> 1. Watch a film on climate change and make a presentation. 2. Conduct a green audit on your campus and make a report 3. Write a review of any film that discusses environmental issues. 4. Conduct an election competition on nature. 		
III	GENDER EQUITY		9	13
	9	Everyday Use - Alice Walker	3	
	10	That day after Every day That Day After Everyday Anurag Kashyap Royal Stag Barrel Select Large Short Films	2	
	11	Why I Want a Wife? -Judy Brady	2	
	12	No One Speaks of How Tendrils Feed on the Fruits- Xandria Phillips	2	
		Suggested Activities: <ol style="list-style-type: none"> 1. List the ways by which our society can successfully implement gender equality in the workplace. 2. Watch a film that discusses the topic of gender discrimination and write an essay on that. 3. Debate on the feminist manifesto ‘Dear Ijeawe’ 4. Create a poster emphasizing the equality of gender. 		

IV	MIND AND RESILIENCE		9	12
	13	No Straight Thing Was Ever Made-On Family - Urvasi Bahuguna	3	
	14	A Beautiful Mind (Chap. 10) - John Nash	2	
	15	The Owl and the Chimpanzee -Jo Camacho	2	
	16	Yuva Talks with Shiv Khera- Episode 5-Discover Your Hidden Talent- https://youtu.be/0fg2ZLHyAH0?si=JssTZpzitUeHgXH5	2	
	Suggested Activities: <ol style="list-style-type: none"> 1. Watch the movie: A Beautiful Mind and understand the life struggle for a differently abled person. 2. Talk about your favourite sports star. 3. Explore the world of Healthy Eating and Healthy Living. 4. Seminar presentation on the topic of Mental Health and stress management 5. Conduct an interview with a health expert and record and screen it. 			
V	Open Module		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 examination, however, covers only the 16 units from the fixed module

Suggested Readings:

1. The Constitution of India, Articles - 14, 19, 21.
B.R. Ambedkar Selected Speeches, (Prasar Bharati, New Delhi, 2019) available at:
https://prasarbharati.gov.in/whatsnew/whatsnew_653363.pdf.
2. Akhter, Tawhida, and Ahmad Bhat, Tariq. Literature and Nature. United Kingdom, Cambridge Scholars Publishing, 2022.
3. Shiva, Vandana. 'Development, Ecology and Women', Staying Alive: Women Ecology and Development. India: Zed Books, 1988. pp 1-14
4. Carl, Safina. Prologue & Chapter 1, Beyond Words : What animals think and feel. Souvenir Press, 2015.
5. Garrard, Greg. Ecocriticism. United Kingdom: Taylor & Francis, 2011.
Wohlleben, Peter. The Hidden Life of Trees: What They Feel, How They Communicate- Discoveries from a Secret World. India: Penguin Books Limited, 2016.
6. Delusions of Gender: By Cordelia Fine, this book explores society's assumptions that men's and women's brains are different, and that these differences lead to stereotypical roles.
7. James R Morrow Jr., Dale P. Mood, James G. Disch, Minsoo Kang - Measurement and Evaluation in Human Performance-Human Kinetics Publishers (2015)
8. W.Larry Kenney, Jack H. Wilmore, David L. Costill.(2015). Physiology of Sports and Exercise, Second Edition.
USA.Human Kinetics.
Wener W.K. Hoeger, Sharon A. Hoeger - Fitness and Wellness-Cengage Learning (2014)
9. Kansai DK (2012).A practical approach to Measurement Evaluation in Physical Education & Sports selection. Sports & Spiritual Science Publications, New Delhi.
10. Websites of International Sports Federations, Ministry of Youth Affairs and Sports Govt. of India
11. Interview - Sachin [Sachin Tendulkar 50th Birthday | Exclusive Interview: Cricket, Life After Retirement & Next Gen](#)

Mapping of Cos with PSOs and POs:

	PS O1	PS O2	PS O3	PSO 4	PS O5	PS O6	P01	PO 2	PO 3	PO 4	PO 5	PO 6	PO7
C O 1	2	3	3	1	2	-	1	3	2	1	1	3	-
C O 2	2	3	3	1	2	-	1	3	2	1	1	3	-
C O 3	2	3	3	1	2	-	1	3	2	1	1	3	-
C O 4	2	3	3	1	2	-	1	3	2	1	1	3	-
C O 5	2	3	3	1	2	-	1	3	2	1	1	3	-
C O 6	2	3	3	1	2	-	1	3	2	1	1	3	-
C O 7	1	3	2	3	2	-	1	2	3	2	1	2	-

Correlation Levels:

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

Assessment Rubrics:

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

Mapping of COs to Assessment Rubrics:

	Quiz/ Discussion/ Seminar (10%)	Internal Exam (10%)	Assignment (10%)	End Semester Exam (70%)
CO 1	✓	✓	✓	✓
CO 2	✓	✓	✓	✓
CO 3	✓	✓	✓	✓
CO 4	✓	✓	✓	✓
CO 5	✓	✓	✓	✓
CO6	✓	✓	✓	✓

**FOUR-YEAR UNDERGRADUATE
PROGRAMME (FYUGP)
GENERAL FOUNDATION COURSE**

III SEMESTER MULTI-DISCIPLINARY COURSE (KS)

Programme	GENERAL FOUNDATION COURSE				
Course Code	ENG3FM107(1A)				
Course Title	UNDERSTANDING KERALA: CULTURAL AND LITERARY PERSPECTIVES				
Type of Course	MULTI-DISCIPLINARY COURSE (MDC)- BA LANGUAGES				
Semester	3				
Academic Level	100-199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	3	3	-	-	45
Pre-requisites	Basic communication skills and aptitude to understand and appreciate literature.				
Course Summary	This course intends to provide learners with an overview of the social and cultural evolution of Kerala Society through literature. It aims at encouraging the learners to connect with local culture, history and heritage. The learner shall understand the power structures that shaped Kerala's socio-cultural systems.				

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO 1	Comprehend the socio-cultural specificities and nuances that shaped Kerala.	U, R	C, F	Writing Articles, Identification and Compilation of narratives of cultural importance, Creating videos and voice-overs.
CO 2	Imbibe the ability to critically analyse Kerala society's inherent ironies and contradictions.	U, An, E	C, M	Reviews concerning marginalized communities, Debates, activities involving dialects
CO 3	Understand the plurality of the socio-cultural landscape of Kerala through divergent historical/cultural formations.	R, U, E	F, C, P	Poster making, Interviews, Field Trip, Activities concerning local cultures, Panel Discussions
CO 4	Grasp the importance of translations and re-telling in the vernacular.	Ap, C	C, P	Translation activities, Transcription activities, Conducting interviews
CO 5	Develop a sense of creative and critical thinking by voyaging through different art forms of Kerala.	Ap, C, E	P	Exhibition, Reading and reviewing stories, Writing Reports, Enact plays
<p>* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)</p>				

Detailed Syllabus:

Module	Unit	Content	Hours	Marks (50)
I	Historical and Cultural Chronicles		10	10
	1	A Ballad of Kochi- Parvathy Dhananjayan https://allegralaboratory.net/academic-fictions-a-ballad-of-kochi/?print=pdf	2	
	2	a) Early Influences: Who Shaped Kerala Food? - Tanya Abraham https://www.youtube.com/watch?v=0p3i-Tj5NvA b) Late Influences: The Colonisers- Tanya Abraham https://youtu.be/q6qpSApjcw?si=Vj3FGKAHp1nBHTBo	4	
	3	The View from Chavittunadakam’s Stamping Grounds- Saraswathy Nagarajan https://www.thehindu.com/entertainment/art/the-fragments-of-illusion-an-award-winning-documentary-on-chavittunadakam/article36857615.ece	2	
	4	<i>Kandittund! (Seen It!)</i> – Dir. Adithi Krishnadas https://www.youtube.com/watch?v=DxYbfJUOOMQ	2	
		Suggested Activities: 1. Discussion of folktales and legends that reveal the history and culture of the learner’s region. 2. Poster Exhibitions on the history of the region and its socio-cultural and political evolution. 3. Write an article on any of the regional performances. 4. Create a video on the local history of the learner’s region along with a voiceover.		

II	Literary Lens		7	15
	5	Jati Nirnayam- Sree Narayana Guru. https://www.poemhunter.com/poem/casteism/	2	
	6	Photos in Various Poses- K. G. Sankara Pillai	2	
	7	Onion Curry and the Nine Times Table- Priya A. S.	1	
	8	Pranavayu- Ambikasudhan Mangad	2	
	Suggested Activities:			
	<ol style="list-style-type: none"> 1. Identifying and showcasing local cuisine and local art forms. 2. Read stories about casteism in Kerala. 3. Compile the names and activities of leaders who changed the socio-cultural scenario of Kerala 4. Write a review of a story from a feminist perspective. 			
III	Voices from the Margins		9	15
	9	Excerpt from ‘The Dancer of Kannur’ from <i>Nine Lives in Search of the Sacred in Modern India</i> - William Dalrymple- pp. 41-65	2	
	10	The Female Onlooker - Vijayaraja Mallika (Trans. Jintu Alias)	1	
	11	Biriyani- Santhosh Echikanam	2	
	12	<i>Aggedu Nayaka</i> (The Mother Tongue) – Dir. Sindhu Sajan & Mithra Sindhu https://youtu.be/JeihzfpnNCQ?si=srEiCiS86j2SkP3x https://youtu.be/qzGlkkSr9iY?si=4bUOg0kIwuXdG_Jg	4	

		<p>Suggested Activities:</p> <ol style="list-style-type: none"> 1. Identify dialects from your district and write a newspaper report on them. 2. Write a review of any one narrative from a marginalized community. 3. Attempt translating a story about a marginalized community from Malayalam. 4. Enact a play adapted from a story about the marginalized community from Kerala. 		
IV	Popular Narratives		10	10
	13	Excerpt from the Introduction to <i>The Ivory Throne: Chronicles from the House of Travancore</i> - Manu S. Pillai, pp. 14-26	3	
	14	<i>1956 Central Travancore</i> - Dir. Don Palathara	3	
	15	How I Learnt to Live -Noor Jaleela https://www.youtube.com/watch?v=TdH-Q6uvX4Q	2	
	16	The Rich Man's Vessel - Tales from Kerala- Folktales of India https://www.youtube.com/watch?v=kLQaGGjbQY8	2	
		<p>Suggested Activities:</p> <ol style="list-style-type: none"> 1. Field trip to a culturally relevant site. 2. Conduct and transcribe an interview with a person who is an expert in vernacular literature. 3. Conducting an exhibition showcasing local culture. 4. Attempt to translate vernacular folktales or legends into English. 		
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. Kerala Studies: Multicultural and Democratic Vision – Dr. Ajay S Sekhar
<https://www.youtube.com/watch?v=2mgqf53-F9g>
2. Searching for Old Histories: Social Movements and the Project of Writing History in Twentieth-Century Kerala’- Sanal Mohan
History in Vernacular. Ed. Raziuddin Aquil & Partha Chatterjee
3. *Eating With History: Ancient Trade-Influenced Cuisines of Kerala*- Tanya Abraham
4. *Ten Women Writers of Kerala*- Ed. Sreedevi K. Nair & Mary Nirmala
5. *Sancharikal Kanda Keralam*- Velayudhan Panikkassery
6. *Aithyhyamala (The Great Legends of Kerala)* Vol.1 - Kottarathil Sankunni (trans. Sreekumari Ramachandran.
7. The Keralaolpatti as History from *The Early Medieval in South India* - Kesavan Veluthat.
8. Growth of Political Consciousness among Women in Modern Kerala- Meera Velayudhan. *Perspectives on Kerala History, Kerala State Gazetteers* Vol. 2. Ed. P. J. Cheriyan.
9. *The God of Small Things*- Arundhati Roy
10. Chapter 6: Conclusion from *Against Lord and State: Religion and Peasant Uprisings in Malabar 1836-1921*- K.N. Panikkar.
11. Cultural Formations of Kerala- B Rajeevan.
Essays on the Cultural Formations of Kerala. Ed. P.J.Cherian
12. *Kulasthreeyum, ChandapennumUndayethengane*- J Devika
13. Kerala Renaissance: Chavaraachan, Narayana Guru, VakkomMaulavi- Geo Kannankulamhttps://www.academia.edu/37319913/Kerala_Renaissance_Chavara_achan_Narayana_Guru_Vakkom_Maulavi
14. Farmer from Kerala to Start Dictionary of Tribal Dialects- Asianet News Report
<https://www.youtube.com/watch?v=giBswnuFtFQ>
15. *Lore, Legends and Folktales from Kerala: Selections from Aithiyamala*- Vrinda Varma

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	2	3	1	2	3	3	2	2	3	-	1	2
CO 2	2	3	3	2	2	3	3	2	2	2	3	3	3
CO 3	2	3	3	1	2	3	3	3	3	2	3	2	3
CO 4	3	2	3	2	3	2	2	1	3	3	-	1	2
CO 5	3	2	3	2	3	2	3	2	2	2	3	2	3

Correlation Levels:

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

Assessment Rubrics:

- Quiz/ Discussion/ Seminar
- Internal Exam
- Assignment
- End Semester Exam

Mapping of Cos to Assessment Rubrics:

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

**FOUR-YEAR UNDERGRADUATE
PROGRAMME (FYUGP)
GENERAL FOUNDATION COURSE
MULTI-DISCIPLINARY COURSE (MDC)**

Programme	GENERAL FOUNDATION COURSE				
Course Code	ENG3FM107(1B)				
Course Title	UNDERSTANDING KERALA: SOCIETY, ECONOMY AND ECOLOGY				
Type of Course	MULTI-DISCIPLINARY COURSE (MDC)- HUMANITIES AND OTHER BA PROGRAMMES				
Semester	3				
Academic Level	100-199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	3	3	-	-	45
Pre-requisites	Basic Knowledge of the history of Kerala and Malayalam literature.				
Course Summary	The course aims to equip learners with an in-depth understanding of contemporary socio-cultural, political and economic concerns of Kerala society. The course incorporates literary texts, and visual media to explore the lives of different sections of the Kerala population and their contribution to Kerala society. Through the modules, the learners will understand the contemporary changing socio-cultural and economic situations in Kerala.				

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO 1	Define and discuss the pluralistic nature of Kerala, delving into various cultural and linguistic dimensions.	U, A	C	Writing Features, Articles, Seminars, Discussion
CO 2	Analyse contemporary social issues, examining their impact on Kerala society.	U, Ap, An, E	F, M	Review, Presentation. Discussion, Debates, and Creating short videos.
CO 3	Examine the changing economic landscape of Kerala and its implications on socio-cultural structures.	An, E	F, C, P	Field Trip to a local site, Report
CO 4	Discuss and analyze the ecological challenges confronting Kerala, examining the complex interplay between climate change, environmental degradation and human activities	U, Ap, An, E	C, P	Panel discussions, News Reporting, Survey
CO 5	Discuss and examine the cultural pluralism and multiculturalism prevalent in Kerala society and understanding of the socio-cultural, political and economic concerns of Kerala.	U, An, Ap, E, C	P, M	Analysis of contemporary events, Interviews and Identifying narratives.
<p>* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)</p>				

Detailed Syllabus:

Module	Unit	Content	Hours	Marks
I	Kerala and Cultural Diversity		9	10
	1	Excerpt from the essay ‘Malabar Cuisine: History, Culture and the Present’ - Dr. Azeez Tharuvana https://www.sahapedia.org/malabar-cuisine-history-culture-and-the-present	3	
	2	Me, Myself, Mattancherry- Anitha Thampi https://indianexpress.com/article/opinion/columns/me-myself-mattancherry-4890685/	2	
	3	Tale of the Only Parsi Temple in Kerala- Left Right Voice https://www.youtube.com/watch?v=V4Z09Kj7dxs .	2	
	4	Pudava- Asokan Marayoor	2	
		Suggested Activities: <ol style="list-style-type: none"> 1. Identify a religious or linguistic minority in Kerala and write a feature on them. 2. Group Activity– Visit a local site inhabited by religious or linguistic minorities and conduct interviews. 3. Make a short video on any cultural community of the learners’ district. 4. Write an article on any regional uniqueness from the learners' area. 		

II	Kerala and Contemporary Trailblazers		9	15
	5	Excerpt from the chapter ‘A Flood of Disasters’ from <i>My Life as a Comrade</i> - K.K. Shailaja	2	
	6	A Word to Mother – Vijayaraja Mallika	1	
	7	Chapter I- <i>Dissent</i> - Kunjaman M.	3	
	8	Freedom Fight - Asanghadithar – Kunjila Mascillamani. https://www.sonyliv.com/movies/freedom-fight-malayalam-1000159917	3	
	Suggested Activities:			
	<ol style="list-style-type: none"> 1. Profile preparation on a prominent person in the social or cultural scenario. 2. Write a review on a film that discusses any social event of significance. 3. Discuss the problems faced by sexual minorities in Kerala. 4. Conduct a debate on the inclusiveness of Kerala Society. 			

III	Kerala and Economy		9	10
	9	Excerpt from 'Kerala's Experience of Development and Change' - Govindan Parayil and T.T.Sreekumar https://www.researchgate.net/publication/249041504_Kerala's_Experience_of_Development_and_Change	3	
	10	Why We Work and Live in Kerala: Migrant Labourers Speak- <i>The News Minute</i> https://www.youtube.com/watch?v=qwJNBobY4EM&t=87	2	
	11	Varika, Vanguka- P.P. Ramachandran from <i>Pathitandinte Kavitha</i> – Ed. Ezhacherry Ramachandran	2	
	12	Kudumbasree-The Real Kerala Story- <i>NewsClickin</i> https://www.youtube.com/watch?v=fDuki_FUvWQ	2	
	Suggested Activities:			
	<ol style="list-style-type: none"> 1. Prepare a report on the workings of neighbourhood groups in the learners' locality. 2. Prepare a survey among the migrant labourers of the learners' area to identify the reasons for migration. 3. Discuss the trajectory of economic growth and development in Kerala. 4. Write an article about the major occupations in the learners' area. 			

IV	Kerala and Co-Existence		9	15
	13	<i>Manhole</i> - Dir. Vidhu Vincent	2	
	14	Excerpt from <i>Pulliyaan</i> - Soman Kadaloor	2	
	15	Excerpt from the Interview with N. R. Anoop – Forest, Wildlife, Humans: Conflicts, Interactions, Co-Existence’ (Translated from ‘Vanam Vanyajeevi Manushyar: Sangharsham, Parasparyam, Sahavasam’) – Manila C. Mohan https://truecopythink.media/environment/forest-wildlife-human-conflict-nr-anoop-interview-manila-c-mohan	3	
	16	<i>Sex, Lies & a Book</i> - Documentary on Nalini Jameela https://www.youtube.com/watch?v=3Ikhkb06wJo&t=77s	2	
	Suggested Activities: 1. Discuss the plight of workers who are forced to do jobs categorized by mainstream society as menial. 2. Screen documentaries or short films that highlight the relationship between humans and animals, showcasing both positive and negative interactions. 3. Conduct interviews with people from marginalised communities. 4. Identify various narratives on marginalised communities.			
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. *Social and Cultural History of Kerala*- A. Sreedhara Menon
2. *Kochikkaar: Fort Kochi-Mattancheriyude Adrisyapaithrukanweshanam* –Bony Thomas
3. Human-Animal Conflicts in Kerala: Elephants and Ecological Modernity on the Agrarian Frontier in South India – Daniel Munster and Ursula Munster
https://www.researchgate.net/publication/273137731_Human-Animal_Conflicts_in_Kerala_Elephants_and_Ecological_Modernity_on_the_Agrarian_Frontier_in_South_India
4. The Study of Hundred year old Gujarati settlement in Calicut- Trisha Parekh
https://www.academia.edu/5733074/The_Study_of_a_hundred_year_old_Gujarati_settlement_in_Calicut
5. The Perils of Social Development without Economic Growth: The Development Debacle of Kerala, India’- Joseph Tharamangalam.
https://www.academia.edu/36812846/The_Perils_of_Social_Development_without_Economic_Growth_The_Development_Debacle_of_Kerala_India
6. Socio-Economic Status of Fishermen Community in Kerala- Jyothy Mary Mathew & Dr. Raji Joseph
EPRA International Journal of Economic and Business Review-Peer Reviewed Journal
Volume - 8, Issue -12, December 2020
7. *Autobiography of a Sex Worker*- Nalini Jameela
8. *Pathitandinte Kavitha* – Edited by Ezhacherry Ramachandran
9. *Pachavdu*- Asokan Marayoor
10. Aesthetics and Politics of Poetry written in Tribal languages of Kerala- R. Chandrabose
https://www.researchgate.net/publication/356892995_Aesthetics_and_Politics_of_Poetry_written_in_Tribal_Languages_of_Kerala_keralattile_ka_eatrabheaseaevirayule_sandara_yavuum_reatriyavuum
11. *Mallikavasantham*- Vijayarajamallika
12. Manual Scavenging- A Life of Dignity?- Deepa Joshi and Suzanne Ferron
<https://www.ircwash.org/sites/default/files/Joshi-2007-Manual.pdf>

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	2	2	3	1	2	3	2	-	2	1	-	1	2
CO 2	2	3	3	3	2	3	3	1	1	3	1	2	3
CO 3	3	3	2	1	2	3	2	3	3	2	2	2	3
CO 4	3	3	2	2	2	3	3	2	3	1	2	1	2
CO 5	3	3	2	2	2	3	3	1	1	2	2	2	3

Correlation Levels:

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

Assessment Rubrics:

1. Quiz/ Discussion/ Seminar
2. Internal Exam
3. Assignment
4. End Semester Exam

Mapping of Cos to Assessment Rubrics:

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

FOUR-YEAR UNDERGRADUATE PROGRAMME (FYUGP)

GENERAL FOUNDATION COURSE

MULTIDISCIPLINARY COURSE (MDC)

Programme	GENERAL FOUNDATION COURSE				
Course Code	ENG3FM107(2)				
Course Title	UNDERSTANDING KERALA: SCIENCE, CULTURE AND LITERATURE				
Type of Course	MULTIDISCIPLINARY COURSE (MDC)- SCIENCES				
Semester	3				
Academic Level	100-199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	3	3	-	-	45
Pre-requisites	Basic knowledge about Kerala's journey in science.				
Course Summary	The course aims at imparting the history and development of science in Kerala and how the contemporary socio-cultural scenarios of development are linked to science. It also provides glimpses of movements of scientific temperament, the modern institutions of scientific importance, technological developments and the representations of science media of Kerala.				

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO 1	To understand, and identify the history and legacy of science in Kerala	R, U	F, C	Debate, Role Play, Creative Writing, Article writing
CO 2	To familiarize with the interconnections of literary and other creative works in Kerala and how that has contributed to the scientific sensibility of the society.	U, An, Ap, C	C, P, M	Literary Review/Translation, Poster creation, Screening of various visual media presentations, Translation
CO 3	To foster a deeper understanding of the scientific temperament, working towards an egalitarian society.	U, An, E, C	C, P, M	Group projects, Panel discussions, Conduct interviews, Book reviews
CO 4	To develop ideas about the technological advancements of Kerala and its science institutions and how the learners can partake in the process.	Ap, An, C	C, P	Presentations, Industrial visits, Digital content creation
CO 5	To create sensibility on co-existence and to encourage practices in the maintenance of sustainable environment.	An, E	C, P, M	Newspaper reporting, Surveys, Conducting Interviews
<p>* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)</p>				

Detailed Syllabus:

Module	Unit	Content	Hours	Marks
I	Science in Kerala		9	10
	1	Excerpt from ‘Science in our Society’– Dr B Iqbal https://www.youtube.com/watch?v=dzOT2pIn49E	3	
	2	Excerpt from ‘Science Dasakam’– Sahodaran Ayyappan	2	
	3	An Unusual Route to Science- Minnie M Mathan from <i>Lilavati’s Daughters: The Women Scientists of India</i> . Ed. Rohini Godbole & Ram Ramaswamy.	2	
	4	A Forgotten Episode in the History of Science Popularisation in Kerala- Urmila Unnikrishnan https://alablog.in/issues/54/history-of-science-popularisation/	2	
		Suggested Activities: <ol style="list-style-type: none"> 1. Conduct a debate on ‘Science and Gender’. 2. Role play of a scientist from Kerala 3. Write a short story about the life of a scientist from Kerala. 4. Write an article about a scientific contribution from Kerala. 		

II	Kerala- Technology and Culture		9	15
	5	Kuttippuram Palam – Edasseri Govindan Nair (Trans. AsokakumarEdasseri& Jayasree) https://www.edasseri.org/English/translations/Kuttippuram%20Bridge%20by%20Edasseri%20-%20Translation.pdf	2	
	6	No Mere Ape- Excerpt from <i>The Tell-Tale Brain</i> - V. S. Ramachandran	3	
	7	<i>Android Kunhappan Version 5.25</i> – Dir. Ratheesh Balakrishnan Poduval https://app.primevideo.com/detail?gti=amzn1.dv.gti.12b78d12-d5b1-17dd-1c40-641f4fd88ed4&ref_=atv_ip_share_mv&r=web	3	
	8	An Introduction to Kerala State Council for Science, Technology and Environment https://kscste.kerala.gov.in/about-kscste/	1	
	<p>Suggested Activities:</p> <ol style="list-style-type: none"> 1. Identify and write a review of any literary work about the technology and culture of Kerala. 2. Organise a visit to one of the recognised science institutions from Kerala and create a short video of the same. 3. Conduct a survey on the Kerala-specific scientific scenario. 4. Write a book review on any Popular Science work. 			

III	Kerala and Scientific Temper		9	15
	9	Excerpt from ‘Science for Social Revolution’- Dr. B. Iqbal & Dr. Thomas Isaac. <i>Science for Social Revolution: A Reader.</i> Ed. M. P. Parameswaran	2	
	10	Excerpt from ‘Understanding Scientific Temper’- Webinar- Vaisakhan Thampi https://www.youtube.com/watch?v=p9DQx5N_hx8	3	
	11	Papathara- Sarah Joseph <i>The Masculine of ‘Virgin’: Stories of Sarah Joseph.</i> Trans. J. Devika	2	
	12	Astronomy is not Astrology – Excerpt from a Conversation between Thushara GS Pillai and Sangeetha Chenampulli <i>Mathrubhumi Weekly</i> - 2021 March 14	2	
		Suggested Activities: <ol style="list-style-type: none"> 1. A group project analysing the superstitions prevalent in Kerala society. 2. Panel discussion on ‘Literature and Science’. 3. Interview with a Scientist/ Writer on Science. 4. Screen movies/ Documentaries relevant to the module. 		

IV	Science and Kerala in Media		9	10
	13	A Living Fossil: The Purple Frog's Brief Life above Ground- <i>RoundGlass Sustain-</i> https://www.youtube.com/watch?v=x8flrb7WPOU	2	
	14	<i>Aavasavyuham</i> - Dir. Krishand https://www.sonyliv.com/movies/aavasavyuham-malayalam-1000182321	3	
	15	<i>The Birth</i> - Dir. Vimal Chandran https://www.youtube.com/watch?v=fAnwt-yclmk	2	
	16	India's First Digital University Comes up in Kerala- <i>Times of India</i> https://timesofindia.indiatimes.com/india/indias-first-digital-university-comes-up-in-kerala/articleshow/81126501.cms	2	
	Suggested Activities: 1. Conduct a poster exhibition on the unique fauna and flora of Kerala. 2. Identify themes and make presentations on science and the minority community in India. 3. Translate an article on science in Kerala. 4. Write a newspaper report on any technological development of Kerala.			
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. Flora- Kerala Forest and Wildlife Department
<https://forest.kerala.gov.in/index.php/about-us/2022-11-29-07-11-17/flora>
2. Kerala Declares Man-Animal Conflict a State-Specific Disaster: What Changes with This?-*The New Indian Express*
<https://indianexpress.com/article/explained/kerala-man-animal-conflict-state-specific-disaster-explained-9201527/>
3. Scientific Temper and Certain Popular Superstitions
<https://www.youtube.com/watch?v=G96mA9bg8ew>
4. Anatomy and Physiology of Science Capital: Kerala Model- Dr. Jayaraman A. P.
<https://www.youtube.com/watch?v=trsqz2k9Ka4>
5. In a First, ‘Queer Friendly’ Hospitals to be Introduced in 4 Kerala Districts- *India Today*
<https://www.indiatoday.in/india/story/in-a-first-kerala-to-implement-queer-friendly-hospital-initiative-2414606-2023-08-01>
6. Explore the Digital University Kerala, The Country's First Digital University
<https://www.youtube.com/watch?v=DXvSGaM511M>
7. 36th Kerala Science Congress- ‘Genesis’ & ‘Objectives and Scope’
<https://ksc.kerala.gov.in/genesis/>
<https://ksc.kerala.gov.in/objectives-and-scope/>
8. Science for Social Revolution: Science and Culture in Kerala- Govindan Parayil
Impact of Science in Society- UNESCO
9. Why Kerala Urgently Needs a Roadmap to Ecological Security- Pulapre Balakrishnan & Srikumar Chattopadhyay
<https://science.thewire.in/politics/government/why-kerala-urgently-needs-a-roadmap-to-ecological-security/>
10. Birds of Kerala- Salim Ali

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
C O 1	1	2	2	1	2	3	2	2	1	1	1	-	1
C O 2	3	3	3	3	2	3	3	1	3	2	-	1	3
C O 3	2	3	3	2	2	3	3	3	2	2	3	3	1
C O 4	3	2	2	3	2	3	2	3	3	3	3	2	3
C O 5	3	3	3	2	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:

1. Quiz/ Discussion/ Seminar
2. Internal Exam
3. Assignment
4. End Semester Exam

Mapping of Cos to Assessment Rubrics:

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

FOUR-YEAR UNDERGRADUATE PROGRAMME (FYUGP)
GENERAL FOUNDATION COURSE
MULTI-DISCIPLINARY COURSE (MDC)

Programme	GENERAL FOUNDATION COURSE				
Course Code	ENG3FM107(3)				
Course Title	UNDERSTANDING KERALA: NARRATIVES OF DEVELOPMENT, COMMERCE AND ENTREPRENEURSHIP				
Type of Course	MULTI-DISCIPLINARY COURSE (MDC)- COMMERCE & MANAGEMENT				
Semester	3				
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 interest in the applicability of local and global for professional growth.				
Course Summary	The course is designed to generate various capacities among the learners from the background of Commerce and Management disciplines, aiding them to understand the domain of business from socio-cultural perspectives. It also focuses on the development of communication capabilities through understanding the specificities of Commerce in the purview of Kerala.				

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO 1	Develops knowledge about trade relations and the history of inter-continental transactions.	An	C	Discussion, Writing Reviews
CO 2	Understand and evaluate concepts of the field of study in commercial transactions.	E	P	Interviews, Report Writing
CO 3	Understanding Innovative business practices concerning the domain of Kerala and evolving business ideas.	C	P, Ap	Writing Business Proposals/ Speaking Assignments
CO 4	Understanding of underprivileged and marginalised communities and sustainable development through their stories.	U, E	F, C, An	Content Creation, Reporting
CO 5	Locating the local at the global level and applying the knowledge to practical business.	U, C	F, Ap	Debate/ Collect Business Stories
<p>* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)</p>				

Detailed Syllabus:

Module	Unit	Content	Hours	Marks
I	Mapping Kerala in the World of Commerce		9	15
	1	Kerala Maritime History in Boom - Excerpt from “Amazing Stories of Kerala Maritime History: Indian History” (Blog) - Deepa Thomas https://www.tyndistravel.com/the-amazing-stories-of-kerala-maritime-history/#indian-maritime-history-a-brief-discussion	2	
	2	Only A Few Families Know the Secret to Making this Perfect Mirror- <i>Business Insider</i> https://www.youtube.com/watch?v=Ra4W_azfHA	2	
	3	The Big Fish- N. P. Hafiz Muhammed	2	
	4	Change in Agriculture, Industry, Transport and Education- B. A. Prakash <i>Economic History of Kerala from 1800-1947 AD, Part 1- Malabar.</i> https://keralaeconomy.com/admin/pdfs/ECONOMIC.pdf	3	
		Suggested Activities: 1. Find excerpts from Kerala History regarding Kerala’s early trade relations. 2. Write a report on any trademark business from Kerala. 3. Conduct a debate on the topic ‘Globalization and Kerala’. 4. Classroom discussion on the rise of Kerala as a major trade centre.		

II	Vistas of Kerala Entrepreneurship		9	10
	5	Micro Entrepreneurship Programs- <i>Kudumbasree Official</i> https://www.youtube.com/watch?v=9ojerYExvwM	3	
	6	Cage Fish Farming is Bringing in Rich Profit for Kerala Dalit Self-Help Group: Here's How- Somak Adhikari https://www.indiatimes.com/news/india/cage-fish-farming-is-bringing-in-rich-profit-for-kerala-dalit-self-help-group-547180.html	2	
	7	Why We Work and Live in Kerala: Migrant Labourers Speak- <i>The News Minute</i> https://www.youtube.com/watch?v=qwJNBobY4EM&t=221s	2	
	8	Kerala Model of Development: Achievements and Challenges- <i>HubPages</i> https://discover.hubpages.com/education/Kerala-Model-of-Development	2	
	Suggested Activities:			
	<ol style="list-style-type: none"> 1. Discuss various facets of Kerala's commercial development. 2. Conduct presentations on the latest trends in economic developments in Kerala. 3. Hold a debate on topics like migration, occupations and education. 4. Write articles on the development projects in Kerala. 			

III	Stories of Success and Innovation from Kerala		9	15
	9	Heritage of the Kurichiya Community: In conversation with Cheruvayal Raman https://www.sahapedia.org/heritage-of-the-kurichiya-community-conversation-cheruvayal-raman	2	
	10	Isn't Easy to be Independent: Trans-Woman Entrepreneur Shares the Struggle Behind the Success- Report by Anjali Krishnan https://www.thebetterindia.com/273318/inspiring-transwoman-entrepreneur-starts-pickle-business-in-kerala/	2	
	11	Started with a Capital of 150 Rupees: Today, this 16-Year-Old has a Turnover of Several Lakhs – <i>Spark Stories</i> (Translated & Transcribed Interview) https://www.youtube.com/watch?v=_mQ_acTaG14	2	
	12	Selling Dreams to Small People—Kerala's Lottery System Powers Ambition, Addiction- Vandana Menon https://theprint.in/feature/selling-dreams-to-small-people-keralas-lottery-system-powers-ambition-addiction/1483197/	3	
	Suggested Activities:			
<ol style="list-style-type: none"> 1. Identify other success stories in connection with Commerce and Kerala. 2. Learners can visit nearby business firms or industries to observe and listen to the experiences of various categories of employees there. 3. Write a proposal for an innovative business to be set up in Kerala. 4. Role play on the themes discussed in the Module. 				
IV	Media and Commerce in Kerala		9	10
	13	Seafoods... Street foods... and the Kozhikode Beach (Video)- <i>Kerala Tourism</i> https://www.youtube.com/watch?v=Isc6zdsLtxo	2	
	14	On the Wings of the Milkweed- https://www.thehindu.com/life-and-style/a-women-only-travel-company-appooppanthadi-and-its-fiesty-founder-sajna-ali/article22549919.ece	2	

	15	<i>A Quest in Hope - A Documentary on the Life of Fishermen in Kerala</i> - Dir. Jayakrishnan. https://www.youtube.com/watch?v=yODnivh5Kkw	3	
	16	Medium Budgets, Big Ambitions: Why Malayalam Cinema is Dominating the Box Office- Rajesh Rajamani https://indianexpress.com/article/opinion/columns/malayalam-cinema-box-office-success-budget-9289874/	2	
		Suggested Activities: 1. Interview with people from marginalised communities regarding their livelihood. 2. Prepare short videos on the local cuisines of your area. 3. Collect business stories from the learners' areas and compile into a digital technology. 4. Write an imaginary travel blog.		
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.

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Suggested References:

1. *A History of Trade and Commerce in Travancore*- K. K. Kusuman
2. Beypore – The Land of Boat-Makers- Kerala Handicraft Village
<https://www.youtube.com/watch?v=HB2y4X7VTVI>
3. Kerala Model, What's That? "We are Highly Educated"- a Citizen's Simple Summary-
Mojo Story.
<https://www.youtube.com/watch?v=GbxQCzEXUBM>
4. What Makes Kerala one of India's most Eco-Friendly States'?-*Be Lavie*
<https://be-lavie.com/what-makes-kerala-one-of-indias-most-eco-friendly-states/>
5. MAHATMA GANDHI NREGA- Kunnamthanam Panchayat Work- Photographer AJ
<https://www.youtube.com/watch?v=gNIZeSoeusg>
6. Kerala Woman Entrepreneur Inspiring Cloud Kitchen Delivery Boys Eat Free Food- The
Better India
<https://www.youtube.com/watch?v=k-A0gXKTINU>
7. Kerala GI Products- Directorate of Industries and Commerce, Govt. of Kerala
<https://industry.kerala.gov.in/index.php/kerala-gi-products>
8. *In-migration of Workers to Kerala*- Dr. V. Prakash
9. Climate Change Affecting Life and Livelihoods of Fishers in Kerala- Outlook Planet
<https://planet.outlookindia.com/news/climate-change-affecting-life-and-livelihoods-of-fishers-in-kerala--news-415476>
10. Transgender Entrepreneurs in Kerala: A Case Study on Struggles and Survival Efforts-
Anu Kuriakose & Vinshy P.K.
https://www.researchgate.net/publication/349302508_Transgender_Entrepreneurs_in_Kerala_A_Case_Study_on_Struggles_and_Survival_Efforts

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