



(Abstract)

FYUG English Programme - Modified (Scheme) and Syllabus of Fourth Semester Courses - Approved and Implemented in Affiliated Colleges w.e.f 2024 admission - Orders Issued

ACADEMIC C SECTION

ACAD C/ACAD C5/20976/2024

Dated: 15.01.2026

Read:-1.U.Os No. ACAD C/ACAD C5/20976/2024 dtd: 30/11/2024, 14/03/2025 and 11/09/2025
2. U.Os No. ACAD C/ACAD C5/20976/2024 dtd: 27/08/2025 and 24/12/2025
3. Minutes of the meeting of the BoS in English (UG) held on 10/11/2025
4. Remarks received from the Dean- Faculty of Language and Literature on 17/11/2025 and 05/12/2025
5. Minutes of the meeting of Standing Committee of the Academic Council held on 05.12.2025
6. The orders of the Vice Chancellor in the file of even number dtd: 09-01-2026
7. E-mail dtd: 14-01-2026 received from Chairperson Board of Studies in English (UG)
8. The Orders of the Vice Chancellor in the file of even number dtd:15.01.2026

ORDER

1. The Scheme (All semesters) and Syllabus of First and Second Semester FYUG English Programme were approved and implemented in Affiliated Colleges under the University w.e.f.2024 admission, and certain modifications were effected vide paper read (1) above.
2. Thereafter, modified (Scheme) and Syllabus of Third Semester FYUG English courses were approved and implemented in Affiliated Colleges w.e.f.2024 admission, vide paper read (2) above.
3. The meeting of the Board of Studies in English (UG) held on 10/11/2025 finalized the modified Scheme, and the Syllabus of fourth semester courses of FYUG English Programme, and the Chairperson, forwarded the same along with the BoS Minutes for approval
4. The modified (scheme) and Syllabus, submitted was forwarded to the Dean, Faculty of Language and Literature for verification, and the Dean, after vetting the Syllabus, suggested certain modifications vide paper read (4) above.
5. Thereafter, the Standing Committee of the Academic Council held on 05/12/2025 after considering the draft syllabus of the fourth semester and suggestions made by the Dean Faculty of Language and Literature, recommended to approve the Syllabus, after modifying the same, as per the suggestions made by the Dean- Faculty of Language and Literature.
6. The Vice Chancellor after considering the recommendation of the Standing Committee of the Academic Council, ordered to modify the fourth semester syllabus of FYUG English course, vide read (6) above, and the matter was intimated to the Chairperson, BoS in English (UG) .
7. The Chairperson, BoS in English (UG) , vide paper read (7)above , forwarded the modified syllabus for approval.
8. The Vice Chancellor, after considering the whole matter in detail, and in exercise of the powers of the Academic Council, conferred under the Section 11 (1) Chapter III of Kannur University Act, 1996 and all other enabling provisions read together with, **approved the Modified(Scheme)** and

the Syllabus of the Courses of the Fourth Semester FYUG English Programme and accorded sanction to implement the same, w.e.f. 2024 admission in Affiliated Colleges under the University, subject to reporting to the Academic Council.

9. The modified (Scheme) and the Syllabus of the Courses of the Fourth Semester FYUG English Programme in Affiliated Colleges under Kannur University, applicable w.e.f. 2024 admission is appended with this U.O. and uploaded on the University website.

Orders are issued accordingly.

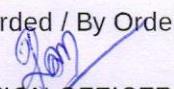
Sd/-

Jisha K P
Assistant Registrar II
For REGISTRAR

To: 1. The Principals of Arts and Science Colleges affiliated to Kannur University

Copy To: 1. Controller of Examinations (Through PA)
2. Chairperson, Board of Studies in English (UG)
3. PS to VC/PA to R
4. EX C I/EG I/AR-I/AR-VII/JR (EXAM)
5. DR/AR (Academic)
6. IT Cell/Computer Programmer
7. Web Manager (to upload on the website)
8. SF/DF/FC

Forwarded / By Order


SECTION OFFICER







SEMESTER IV

COURSE DISTRIBUTION

S E M E S T E R	COURSE CODE	COURSE NAME	MARKS			C R E D I T S	H O U R S
			CE	ESE	TOTAL		
IV	KU4VACENG204	Intellectual and Emotional Intelligence	25	50	75	3	3
	KU4VACENG205	Inclusiveness and Intersectionality	25	50	75	3	3
	KU4VACENG206	Agency and Ethics	25	50	75	3	3
	KU4SECENG201	Presentation Skills	25	50	75	3	4
	KU4SECENG202	Interpersonal Skills	25	50	75	3	4
	KU4DSCENG207	Bacon to Contemporary Writers	35	65	100	4	5
	KU4DSCENG208	Practical Phonetics	35	65	100	4	5
	KU4DSCENG209	Popular Culture	35	65	100	4	5
	KU4DSCENG210	Literature in Context: Renaissance and Restoration	35	65	100	4	5

KU4VACENG204 INTELLECTUAL AND EMOTIONAL INTELLIGENCE

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
4	VAC	200-299	KU4VACENG204	3	45

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
3	0	0	25	50	75	1.5

Course Description:

This course explores the interconnection between intellectual and emotional intelligence as complementary dimensions of human capability. It introduces students to the cognitive, affective, and behavioural aspects of intelligence and examines how emotions influence reasoning, decision-making, and social relationships. Drawing on the seminal work of Daniel Goleman and subsequent interdisciplinary perspectives, the course aims to cultivate emotional literacy, empathy, and self-awareness as integral to intellectual growth, professional success, and well-being.

Course Prerequisite: NIL

Course Outcomes:

CO No.	Expected Outcome	Learning Domains
1	Explain the fundamental theories and concepts of emotional and intellectual intelligence.	R, U
2	Analyse the role of emotion in cognition, decision-making, and interpersonal communication.	U, An
3	Apply emotional intelligence principles to personal, academic, and professional contexts.	A, An
4	Evaluate the importance of empathy, self-regulation, and motivation in emotional development.	E
5	Design and demonstrate strategies to enhance emotional literacy and social awareness in real-life situations.	C

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

Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	X					X	X
CO 2		X				X	X
CO 3	X			X	X	X	X
CO 4		X				X	X
CO 5			X	X		X	X

COURSE CONTENTS

Contents for Classroom Transaction:

M O D U L E	U N I T	DESCRIPTION	HOURS 45
		Module 1: The Emotional Brain	8
1	1	What are Emotions for? (3-4)	
	2	Mary Oliver. "I Worried"	

	Module 2: The Nature of Emotional Intelligence	14
2	1	The Roots of Empathy (96-98)
	2	Naomi Shihab Nye. "Shoulders"
	3	Leslie Jamison. "The Empathy Exams" (Excerpts)
	4	Elizabeth Bishop. "One Art"

	Module 3: Applied Emotional Intelligence	12
3	1	Intimate Enemies (129-130)
	2	Kate Chopin. "The Story of an Hour"
	3	Managing with Heart (148-150)
	4	Anton Chekhov. "The Death of the Government Clerk"

	Module 4: Emotional Literacy	6
4	1	Trauma and Emotional Relearning (200-202)
	2	Emily Dickinson. "After great pain, a formal feeling comes"

5	Teacher Specific Module	5
	<i>A teacher can design activities for internal evaluation</i>	
	Reflective journals or emotional diaries	
	Group discussions on empathy and self-awareness	
	Case studies of emotional decision-making	
	Role-plays on conflict resolution and emotional communication	
	Presentations on “EI in Education / Workplace / Social Life”	

Essential Readings:

1. Daniel Goleman. *Emotional Intelligence: Why it can matter more than IQ*.
Bloomsbury, 2013
2. Travis Bradberry and Jean Greaves. *Emotional Intelligence 2.0*. Talent Smart, 2009.

Assessment Rubrics:

Evaluation Type		Marks
End Semester Evaluation		50
Continuous Evaluation		25
a)	Test Paper- 1	5
c)	Assignment	5
d)	Seminar	5
e)	Book/ Article Review	5
f)	Viva-Voce	5
Total		75

Note: The page numbers given are from Daniel Goleman. *Emotional Intelligence: Why it can matter more than IQ*. Bloomsbury, 2013

KU4VACENG205: INCLUSIVENESS AND INTERSECTIONALITY

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
4	VAC	200-299	KU4VACENG205	3	45

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
3	0	0	25	50	75	1.5

Course Description:

This course introduces learners to the key concepts of inclusiveness and intersectionality as frameworks for understanding how social identities—such as gender, race, caste, class, sexuality, and ability—intersect to shape experiences of privilege and oppression. Through literary, cultural, and theoretical texts, students explore narratives of marginalisation and belonging in global and regional contexts. The course also promotes critical reflection on everyday practices of inclusion and equity, encouraging students to reimagine inclusive futures in education, work, and civic life.

Course Prerequisite: NIL

Course Outcomes:

CO No.	Expected Outcome	Learning Domains
1	Understand the fundamental concepts of inclusiveness, diversity, and intersectionality in contemporary discourse	R, U
2	Identify how multiple social identities interact to create unique forms of privilege or disadvantage.	U, An
3	Analyse literary and cultural narratives to uncover intersecting structures of power and exclusion.	An, E
4	Apply intersectional frameworks to real-world social, educational, or institutional contexts.	A, E
5	Create inclusive perspectives or action plans that promote equity and social justice.	C

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

Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7

CO 1	X					X	X
CO 2		X				X	X
CO 3	X			X	X	X	X
CO 4		X				X	X
CO 5			X	X		X	X

COURSE CONTENTS

Contents for Classroom Transaction:

M O D U L E	U N I T	DESCRIPTION	HOURS 45
1	Module 1: Intersectional Approaches		8
	1	UN Global Compact. “Diversity, Equity and Inclusion”	
	2	Kimberle Crenshaw. “The Urgency of Intersectionality” (TED talk)	

2	Module 2: Regional Inclusion	14
	1	P. Sainath. <i>Everybody Loves a Good Drought</i> (Excerpt)
	2	Warsan Shire. “Home”
	3	Saadat Hasan Manto. “Toba Tek Singh”
	4	Damodaran Kulappuram. “Travels Inside a General Compartment” (Trans. Deepak Denny)

3	Module 3: Diversities and Inclusion	12
	1	Anton Chekov. “Misery”
	2	Langston Hughes. “I, Too”
	3	Roxane Gay. <i>Hunger: A Memoir of (My) Body</i> . (Chapter 4)
	4	Naguib Mahfouz. “Half a Day”

4	Module 4: Gender and Inclusion	6
	1	Gopal Guru. “Dalit Women Talk Differently” (Excerpts)
	2	A Revathi. <i>The Truth About Me: A Hijra Life Story</i> (Excerpts)

5	Teacher Specific Module	5
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A teacher can design activities for internal evaluation

Students and teachers should reflect on their own social and structural positionality and how those inform how they view and interpret the prescribed texts.

Classroom activities that help students to apply critical concepts related to inclusion and intersectionality should also be designed. The following activities might be considered:

Group Activity: Guide students to identify harmful tropes and stereotypes in mainstream movies or series

Creative Writing: Provide students with a short passage from a text where a marginalized character is silenced, "Othered," or spoken for by a dominant character. Ask them to creatively rewrite the passage by giving agency and voice to the silenced character.

Essential Readings:

1. UN Global Compact. Diversity, Equity and Inclusion Report, 2021.
2. Gopal Guru and Sundar Sarukkai. *The Cracked Mirror: An Indian Debate on Experience and Theory*. Oxford University Press, 2012.
3. Crenshaw, Kimberle. "Mapping the Margins: Intersectionality, Identity Politics, and Violence against Women of Color."

Assessment Rubrics:

Evaluation Type	Marks
End Semester Evaluation	50
Continuous Evaluation	25
a) Test Paper- 1	5
c) Assignment	5
d) Seminar	5
e) Book/ Article Review	5
f) Viva-Voce	5
Total	75

KU4VACENG206: AGENCY AND ETHICS

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
4	VAC	200-299	KU4VACENG206	3	45

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
3	0	0	25	50	75	1.5

Course Description:

This course explores the interconnections between agency and ethics through literature, theory, and cultural discourse. It examines how individuals and communities assert, negotiate, or resist agency in ethical and aesthetic contexts. Students will engage with literary and philosophical texts that question moral responsibility, representation, and the power of language. The course encourages reflection on contemporary social and cultural challenges, including marginality, identity, and ecological consciousness.

Course Prerequisite: NIL

Course Outcomes:

CO No.	Expected Outcome	Learning Domains
1	Understand the conceptual frameworks of agency and ethics in literature and theory.	R, U
2	Analyse the relationship between individual and collective agency in cultural and linguistic contexts.	U, An
3	Evaluate ethical implications in literary and cultural representations.	An, E
4	Apply ethical reasoning to aesthetic production and interpretation.	A, E
5	Create critical or creative responses that reflect informed ethical awareness.	C

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

Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7

CO 1	X					X	X
CO 2		X				X	X
CO 3	X			X	X	X	X
CO 4		X				X	X
CO 5			X	X		X	X

COURSE CONTENTS

Contents for Classroom Transaction:

M O D U L E	U N I T	DESCRIPTION	HOURS 45
1	Module 1: Agency		8
	1	M. R. Renukumar. "So Many Alphabets are Seen" (Trans. Ajay Sekhar)	
	2	K. M. Krishnan. "Can't the Subaltern Speak?" (Excerpts)	

2	Module 2: Reclaiming Agency	14
	1	Sukumaran Chaligadha. "Bethimaran Becomes Sukumaran Chaligadha"
	2	B. R. Ambedkar. <i>Waiting for Visa</i> (Episode 5)
	3	Chinua Achebe. "Spelling Our Proper Name" (Excerpts)
	4	bell hooks. "Talking Back" (Excerpts)

3	Module 3: Ethics	12
	1	A. G. Gardiner. "All About a Dog"
	2	George Orwell. "Shooting an Elephant"
	3	Elizabeth Bishop. "Fish"
	4	Asha Latha. "The Camel" (Trans. K. C. Muraleedharan)

4	Module 4: Ethics of the Aesthetic	6
	1	Bertolt Brecht. "A Worker Reads History"
	2	E. P. Rajagopalan. "The Trap in the Tale" (Trans. Deepak Denny)

	<p>Teacher Specific Module</p> <p><i>A teacher can design activities for internal evaluation</i></p>	5
5	<p>Concept of “Agency” — autonomy, resistance, and power in discourse — Kudumbashree — Women in Cinema Collective — Unorganized Sectors. Activity: Students pick a short story/narrative from regional translation and analyse in a paragraph or two on who has agency in the text, and how is resistance voiced etc. and conduct field work to document regional issues.</p>	

Essential Readings:

1. Ferrero, Luca, editor. *The Routledge Handbook of Philosophy of Agency*. 1st ed., Routledge, 2022.
2. Hadfield, Andrew, Dominic Rainsford, and Tim Woods, editors. *The Ethics in Literature*. Routledge, 1999.

Assessment Rubrics:

Evaluation Type		Marks
End Semester Evaluation		50
Continuous Evaluation		25
a)	Test Paper- 1	5
c)	Assignment	5
d)	Seminar	5
e)	Book/ Article Review	5
f)	Viva-Voce	5
Total		75

KU4SECENG201 PRESENTATION SKILLS

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
4	SEC	200-299	KU4SECENG201	3	60

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
2	2	0	25	50	75	1.5

Course Description:

This course explores the art of presentation as a twenty-first-century communication skill essential for academic, professional, and creative contexts. It equips students with the ability to conceptualize, design, and deliver impactful presentations — across traditional, digital, and hybrid modes. Special attention is given to the new generation communication styles: visual storytelling, micro-presentations, social media pitch formats, podcasting, and design thinking for digital audiences.

Course Prerequisite: NIL

Course Outcomes:

CO No.	Expected Outcome	Learning Domains
1	Demonstrate understanding of the principles and types of presentations.	U
2	Apply effective strategies for planning, organizing, and delivering presentations.	A
3	Integrate visual and digital media tools (Canva, Slides, Podcasts) into presentations.	A, C
4	Evaluate audience dynamics and adapt presentation styles accordingly.	An, E
5	Create original, audience-centric presentations using contemporary formats.	C

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

Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	X					X	X

CO 2		X				X	X
CO 3	X			X	X	X	X
CO 4		X				X	X
CO 5			X	X		X	X

COURSE CONTENTS

Contents for Classroom Transaction:

M O D U L E	U N I T	DESCRIPTION	HOURS 60
		Module 1: The Presentation Landscape	8
1	1	Academic Presentations: seminar, paper, and conference contexts.	
	2	Non-Academic Presentations: business pitch, creative showcase, TED-style talk.	

		Module 2: Planning and Structuring Presentations	16
2	1	Soft Skills for Speech Preparation: brainstorming, scripting, outlining.	
	2	Audience Analysis: primary and secondary audiences.	
	3	Objectives and Messaging: information, persuasion, inspiration.	
	4	Medium of Delivery: in-person, virtual, and hybrid.	

		Module 3: Delivery and Design Techniques	16
3	1	Techniques of presentation: tone, pacing, modulation, body language and gesture.	
	2	Structuring for impact: opening, body and closing strategies	
	3	Audience Engagement: Narrative hooks, emotional connection, and interactive elements.	
	4	Time management and Q&A handling	

		Module 4: Visual & Digital Tools for Presentations	12
4	1	Visual Aids: design, typography, colour psychology, data visualization. Podcast and Vlog-based presentations for digital audiences.	

	2	Presentation Tools: Canva, Google Slides, Pitch, Prezi, and Notion. Integrating memes, reels, and short-form media responsibly.	
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	Teacher Specific Module	8
	<i>A teacher can design activities for internal evaluation</i>	
5	<p>Presentation as performance: presence, confidence, storytelling.</p> <p>Activities: Analyse short Gen Z-friendly TED Talks, YouTube explainers, or social media pitch videos.</p> <p>Design a 2-minute “elevator pitch.”</p> <p>Create audience personas and adapt one presentation for two audiences.</p> <p>Peer-reviewed mini-presentations.</p> <p>Body language and voice modulation.</p> <p>Create a short presentation using Canva.</p> <p>Record a 3-minute podcast or vlog presentation.</p>	

Essential Readings:

Sasikumar, V. et al. (eds) *Communication Skills in English*, Foundation Books, 2009.
 Raman, Meenakshi, and Sangeeta Sharma. *Technical Communication: Principles and Practice*. Oxford University Press India, 2022.

Assessment Rubrics:

Evaluation Type	Components		Marks
End Semester Evaluation	Theory		35
	Practical		15
	a) Test paper / Viva Voce		15
	ESE Total		50
Continuous Evaluation	Theory		15
	a) Test Paper - 1		5
	b) Assignment		5
	c) Seminar		5
	Practical		10
	a) Listening Test		5
	b) Speaking Activity		5
	CE Total		25
Total			75

Note: Practicums have only internal assessments.

KU4SECENG202 INTERPERSONAL SKILLS

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
4	SEC	200-299	KU4SECENG202	3	60

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
2	2	0	25	50	75	1.5

Course Description:

This course explores the dynamics of human interaction in personal, academic, and professional contexts. It focuses on developing verbal and non-verbal communication, emotional intelligence, empathy, active listening, teamwork, leadership, and conflict-resolution abilities. Integrating Indigenous value systems and global perspectives, it aims to equip students with the interpersonal competence essential for success in the 21st-century multicultural world. The course encourages reflective and experiential learning through role-plays, case studies, and collaborative projects.

Course Prerequisite: NIL

Course Outcomes:

CO No.	Expected Outcome	Learning Domains
1	Identify and understand the basic principles of interpersonal communication and their relevance in personal and professional life.	R, U
2	Demonstrate effective listening, speaking, and non-verbal communication strategies in diverse contexts.	A
3	Analyse interpersonal conflicts and apply strategies for negotiation and resolution.	An
4	Evaluate interpersonal behaviours with respect to cultural, ethical, and emotional intelligence frameworks.	E
5	Create and sustain meaningful relationships through empathetic communication, collaboration, and leadership.	C

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

Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7

CO 1	X	X		X	X		
CO 2	X	X			X	X	
CO 3		X	X	X	X	X	
CO 4			X	X		X	X
CO 5		X	X	X		X	X

COURSE CONTENTS

Contents for Classroom Transaction:

M O D U L E	U N I T	DESCRIPTION	HOURS 60
1	Module 1: Foundations of Interpersonal Communication		8
	1	Interpersonal Skills: Definition, scope, and importance Communication Process: Sender, receiver, message, feedback, noise Verbal and Non-Verbal Communication: Tone, gesture, posture, eye contact. Barriers to Effective Communication and overcoming them	
	2	Role of empathy, trust, and respect in interpersonal exchanges	

2	Module 2: Emotional and Cultural Intelligence	16
	1	Emotional Intelligence: Components, self-awareness, and self-regulation, Empathy and sensitivity in communication
	2	Understanding personality types and communication styles
	3	Managing emotions in workplace and academic settings
	4	Cross-cultural and regional communication perspectives

3	Module 3: Listening, Feedback, and Conflict Resolution	16
	1	Active Listening: Techniques and significance
	2	Constructive Feedback and Assertive Communication
	3	Conflict: Causes, types, and stages
	4	Negotiation, mediation, and win-win strategies

4	Module 4: Collaboration, Teamwork, and Leadership	12
	1	Working in Groups: Roles, norms, and group dynamics Team Building: Strategies for cooperation and motivation Leadership and decision-making in multicultural teams

	2	Ethics and professionalism in interpersonal relationships Gender sensitivity and inclusivity in interpersonal contexts	
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	Teacher Specific Module <i>A teacher can design activities for internal evaluation</i>	8
5	Group discussions and peer feedback sessions Case studies from local and global contexts Role-plays, interviews, and simulation tasks Mini-projects/Field work on community interaction	

Essential Readings:

1. Adler, Ronald B., Lawrence B. Rosenfeld, and Russell F. Proctor II. *Interplay: The Process of Interpersonal Communication*. 15th ed., Oxford University Press, 2021.
2. Goleman, Daniel. Emotional Intelligence: *Why It Can Matter More Than IQ*. Bantam Books, 2005.

Assessment Rubrics:

Evaluation Type	Components		Marks
End Semester Evaluation	Theory		35
	Practical		15
	a) Test paper / Viva Voce		15
	ESE Total		50
Continuous Evaluation	Theory		15
	a) Test Paper - 1		5
	b) Assignment		5
	c) Seminar		5
	Practical		10
	a) Listening Test		5
	b) Speaking Activity		5
	CE Total		25
Total			75

Note: Practicums have only internal assessments.

KU4DSCENG207 BACON TO CONTEMPORARY WRITERS

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
4	DSC	200-299	KU4DSCENG207	4	75

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
3	2	0	35	65	100	1.5

Course Description:

This course traces the evolution of English prose traditions from the Renaissance to the contemporary period. It begins with Francis Bacon and proceeds through the personal and experimental prose to the analytical, reformist, and intersectional voices. The course aims to demonstrate how prose becomes a space for intellectual inquiry, cultural negotiation, and ethical reflection, highlighting the intersections of form, philosophy, and socio-political context.

Course Prerequisite: NIL

Course Outcomes:

CO No.	Expected Outcome	Learning Domains
1	Identify and describe key features of prose writing from the Renaissance to the contemporary period.	R, U
2	Analyse how prose functions as a medium of argument, reflection, and social critique.	U, An
3	Compare major prose styles and themes across historical and cultural contexts.	An, E
4	Evaluate the transformation of prose as a mode of intellectual and emotional expression across times.	E
5	Create reflective or analytical pieces inspired by the prose traditions studied.	C

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

Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	X				X	X	

CO 2		X			X	X	
CO 3	X		X		X	X	X
CO 4		X			X	X	
CO 5			X	X		X	X

COURSE CONTENTS

Contents for Classroom Transaction:

M O D U L E	U N I T	DESCRIPTION	HOURS 75
1	Module 1		
	1	“Prose: An Introduction”	
	2	Francis Bacon. “Of Truth”	
	3	Jonathan Swift. “A Modest Proposal”	
	4	Bertrand Russell. “How to Escape from Intellectual Rubbish”	

	Module 2		
2	1	Virginia Woolf. “Shakespeare’s Sister”	
	2	Ngũgĩ wa Thiong'o. “Decolonising the Mind” (Excerpts)	

	Module 3		
3	1	S. Radhakrishnan. “Humanities vs Science” (Excerpts)	
	2	Nirad C. Chaudhuri. “Initiation into Scholarship” (Excerpts)	
	3	A. K. Ramanujan. “Is There an Indian Way of Thinking?” (Excerpts)	
	4	Meera Nanda. “A Field Guide to Post-Truth India” (Excerpts)	

	Module 4		
4	1	Devika J. “Beyond Aesthetic Education: The Malayali Engagement with the Humanities” (Excerpts)	
	2	Pradeepan Pampirikunnu. “Nationalism, Modernity, Keralaness: A Subaltern Critique” (Excerpts)	

	Teacher Specific Module <i>A teacher can design activities for internal evaluation</i>	15
5	<p>Directions: Introduce Terms and Concepts: Fiction Non-Fiction Novel Novella Short Story Essay Biography Autobiography Memoir Travelogue Diary Letter Speech Fable Tale Anecdote Narration Description Style Diction Syntax Wit Humour Satire Pathos Juxtaposition Non-linear Narrative Fragmentation Minimalism Modernism Postmodernism Intertextuality Meta-narrative Polyphony Perspective Shifts Discourse Ideology Othering Identity and Voice Hybridity Subalternity Resistance Memory and Trauma Narrative Ethics Indigenous Storytelling </p>	

Essential Readings:

1. Krishnan, K. M., editor. *The Word and the World*. 8th ed., Dept. of Printing and Publishing, M. G. University, and D. C. Books, 2013.
2. Raveendran, P. P., and G. S. Jayasree, editors. *The Oxford India Anthology of Malayalam Literature*. Vol. 1. Oxford University Press, 2017.
3. Chu, Andrea Long. *Authority: Essays*. Farrar, Straus and Giroux, 2025.
4. Corbin, Thomas, Jack Walton, Peter Bannister, and Jean-Philippe Deranty. "On the Essay in a Time of GenAI." *Educational Philosophy and Theory*, 16 Oct. 2025, doi:10.1080/00131857.2025.2572802.

Assessment Rubrics:

Evaluation Type	Components		Marks
End Semester Evaluation	Theory		50
	Practical		15
	a) Test paper / Viva Voce		15
	ESE Total		65
Continuous Evaluation	Theory		25
	a) Test Paper		10
	b) Translation		5
	c) Assignment		5
	d) Seminar/ Viva Voce		5
	Practical		10
	a) Presentations/ Debates		5
	b) Field Visit		5
	CE Total		35
	Total		100

Note: Practicums have only Internal Assessment

KU4DSCENG208 PRACTICAL PHONETICS

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
4	DSC	200-299	KU4DSCENG208	4	75

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
3	2	0	35	65	100	1.5

Course Description:

This course provides a scientific and practical understanding of English speech sounds, focusing on how they are produced, classified, and transcribed. It familiarises learners with the fundamental principles of phonetics and their application in real-world communication contexts such as teaching, media, and intercultural interaction. Special emphasis is placed on the role of word stress, rhythm, and intonation as distinctive features of English in comparison with Indian languages. Through guided listening, transcription exercises, and the use of digital pronunciation tools, students will develop accuracy, clarity, and confidence in spoken English while gaining insight into the relationship between sound, meaning, and expression.

Course Prerequisite: NIL

Course Outcomes:

CO No.	Expected Outcome	Learning Domains
1	Recognize and classify English speech sounds using the IPA.	R, U
2	Explain the production of sounds and identify features of English pronunciation.	U, An
3	Accurately transcribe words, phrases, and short passages using phonetic symbols.	An, E
4	Compare and evaluate pronunciation differences between Indian and international varieties of English.	E
5	Use phonetic knowledge to improve personal and classroom pronunciation skills.	C

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

Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	X		X				
CO 2	X	X					
CO 3	X		X	X			
CO 4		X		X	X	X	
CO 5			X				X

COURSE CONTENTS

Contents for Classroom Transaction:

M O D U L E	U N I T	DESCRIPTION	HOURS 75
		Module 1: Foundations of English Phonetics	15
1	1	Speech mechanism and organs of speech	
	2	Air-stream mechanisms and manners of articulation	
	3	Basic Concepts: Phone, Phoneme, Allophone	
	4	Classification of speech sounds-vowels and consonants	
	5	Supra segmental features	
Activities: Listening: minimal pairs and stress placement drills. Marking stress and intonation on transcripts of short dialogues. Recording and self-analysis.			

2	Module 2: Phonetic Transcription and Pronunciation Practice			15
	1	International Phonetic Alphabet (IPA) system and conventions		
	2	Broad and narrow transcription of English words and short texts		
	3	Strong and weak forms in connected speech		
	4	Assimilation, elision, linking, intrusion		
Activities: Transcribing film dialogues or news readings. Reading aloud focusing on weak forms and rhythm. Peer feedback using pronunciation rubrics.				

	Module 3: Applied and Comparative Phonetics	15
3	1 Comparison of English and Indian language phonology: stress-timed vs. syllable-timed rhythm	
	2 Common pronunciation issues arising from MTI (mother-tongue influence)	
	3 Features of Indian English pronunciation	
	4 Strategies for accent neutralisation and clarity in teaching, interviews, and public speaking	
Activities: Recording students' speech for self-diagnosis. Practice in stress-timed reading and rhythm correction. Group pronunciation games and speech correction workshops. Short comparative analysis of Indian English vs. RP samples.		

	Module 4: Phonetics in Communication, Media, and Technology	15
4	1 Pronunciation, identity, and social perception	
	2 Intonation and expression in performance speech	
	3 Technology-enhanced pronunciation learning	
	4 Phonetics in dubbing, voice-over, and storytelling	
	5 Acoustic visualisation: waveform, pitch, and intensity analysis	
Activities: Analysing intonation in films or podcast clips. Creating short recorded performances applying learned intonation patterns.		

	Teacher Specific Module	15
5	<i>A teacher can design activities for internal evaluation</i>	
Activities: Teachers may design locally relevant or AI-integrated activities, such as: Micro-teaching on stress and intonation correction. Pronunciation clinic for peers. Field recordings of regional English for analysis.		

Essential Readings:

1. Jones, Daniel. *An Outline of English Phonetics*. 9th ed., Cambridge University Press, 1976.
2. Gimson, A. C., revised by Alan Cruttenden. *Gimson's Pronunciation of English*. 9th ed., Routledge, 2014.
3. Catford, J. C. *A Practical Introduction to Phonetics*. 2nd ed., Oxford University Press, 2001.
4. Carley, Paul, Inger M. Mees, and Beverley Collins. *Practical English Phonetics and Phonology: A Resource Book for Students*. 5th ed., Routledge, 2025.

Assessment Rubrics:

Evaluation Type	Components		Marks
End Semester Evaluation	Theory		50
	Practical		15
	a)	Test paper / Viva Voce	15
	ESE Total		65
Continuous Evaluation	Theory		25
	a)	Test Paper	10
	b)	Translation	5
	c)	Assignment	5
	d)	Seminar/ Viva Voce	5
	Practical		10
	a)	Presentations/ Debates	5
	b)	Field Visit	5
	CE Total		35
	Total		100

Note: Practicums have only Internal Assessment

KU4DSCENG209: POPULAR CULTURE

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
4	DSC	200-299	KU4DSCENG209	4	75

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
3	2	0	35	65	100	1.5

Course Description:

This course introduces students to the study of popular culture as a site of meaning, identity, and resistance. It explores how cultural forms — such as advertising, social media, music, films, festivals, food, and fashion — shape everyday life. Drawing from key theoretical frameworks, students will critically engage with the intersections of culture, media, consumerism, and postmodernity, with particular attention to glocal cultural contexts.

Course Prerequisite: NIL

Course Outcomes:

CO No.	Expected Outcome	Learning Domains
1	Define and explain key concepts related to popular culture and cultural theory.	R, U
2	Identify and analyse the relationship between mass media, consumerism, and everyday cultural practices.	U, An
3	Evaluate postmodern cultural expressions and their impact on identity and aesthetics.	E
4	Interpret regional and global texts of popular culture through theoretical perspectives.	An, E
5	Create critical or creative responses that reflect engagement with contemporary cultural trends.	C

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

Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7

CO 1	X						
CO 2	X	X					
CO 3		X	X				
CO 4			X	X			
CO 5					X	X	

COURSE CONTENTS

Contents for Classroom Transaction:

M O D U L E	U N I T	DESCRIPTION	HOURS 75
		Module 1: Terms and Concepts	15
1	1	Culture Industry, High/Low Culture, Mass Culture, Taste and Cultural Capital, Consumerism, Subculture, Glocalization	
	2	Authenticity, Moral Panic, Intertextuality, Representation, Text, Active Audience, Simulacra and Simulation	

	Module 2: Applied Critique	15
2	1	R. Viswanathan. "From Columbus to Sachin Tendulkar" (Excerpts)
	2	Caroline & Filippo Osella. "Malayali Young Men and Their Movie Heroes" (Excerpts)

	Module 3: Network of Culture	15
3	1	<i>Malabar Parotta: The flaky tale of a layered delicacy</i> (BBC News India)
	2	<i>Karikku. +2 Free Period</i> (Web Series) https://www.youtube.com/watch?v=kW0E_TcHgzg
	3	Ravi Varma. <i>There Comes Papa</i> (Painting) https://www.instagram.com/p/CVdQBcXIFbU/
	4	Hanumankind. <i>Run It Up</i> (Music Video)

	Module 4: Glocal Perspectives	15
4	1	William Dalrymple. "The Dancer of Kannur" (Excerpts)
	2	Jess Cartner-Morley. "'It's game over for facts': how vibes came to rule everything from pop to politics" (Excerpts)

	3	Akhila Krishnan. “‘Scene contra, mone!’ Changing Language and Selves in Malayalam”	
	4	Arundhati Subramaniam. "To the Welsh Critic Who Doesn't Find Me Identifiably Indian"	

	Teacher Specific Module	15
	<i>A teacher can design activities for internal evaluation</i>	
5	Contextualise and critique various popular cultural texts. Make presentations and mini-projects that link theory with familiar popular forms such as recently released films and rap songs.	

Essential Readings:

1. Adorno, Theodor W., and Max Horkheimer. *Dialectic of Enlightenment: Philosophical Fragments*. Translated by Edmund Jephcott, Stanford University Press, 2002.
2. Williams, Raymond. “Popular Culture: History and Theory.” *Cultural Studies*, vol. 32, no. 6, 2018, pp. 903–928.

Further Reading/Viewing:

1. *Truly Irresistible - Vinsmerra Jewels* (Jewellery ad starring Mohanlal)
2. Fridman, Lex, host. Dan Houser: GTA, Red Dead Redemption, Rockstar, Absurd & Future of Gaming. *Lex Fridman Podcast*.

Assessment Rubrics:

Evaluation Type	Components		Marks
End Semester Evaluation	Theory		50
	Practical		15
	a)	Test paper / Viva Voce	15
	ESE Total		65
Continuous Evaluation	Theory		25
	a)	Test Paper	10
	b)	Translation	5
	c)	Assignment	5
	d)	Seminar/ Viva Voce	5
	Practical		10
	a)	Presentations/ Debates	5
	b)	Field Visit	5
	CE Total		35
	Total		100

Note: Practicums have only Internal Assessment

KU4DSCENG210

LITERATURE IN CONTEXT: RENAISSANCE AND RESTORATION

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
4	DSC	200-299	KU4DSCENG210	4	75

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
3	2	0	35	65	100	1.5

Course Description:

This course introduces students to the major literary, cultural, and intellectual movements of the Renaissance and Restoration periods in England. Through selected texts and contextual readings, learners explore the transformation of English society from the humanistic ideals of the Renaissance to the rationalism and scientific inquiry of the Restoration. The course emphasizes the interplay between literature, history, and culture, tracing the evolution of themes such as gender, power, religion, and scientific thought within the broader framework of early modernity.

Course Prerequisite: NIL

Course Outcomes:

CO No.	Expected Outcome	Learning Domains
1	Identify the major cultural, philosophical, and intellectual influences of the Renaissance and Restoration periods.	R, U
2	Analyse the relationship between literature and the socio-political milieu of early modern England.	U, An
3	Evaluate the transformation of humanist and scientific ideals reflected in literary forms and genres.	E
4	Examine key literary works for their stylistic innovations and ideological implications.	An, E
5	Create informed critical perspectives or comparative interpretations of Renaissance and Restoration texts.	C

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

Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	X	X					
CO 2		X	X				
CO 3			X	X			
CO 4				X	X		
CO 5					X	X	X

COURSE CONTENTS

Contents for Classroom Transaction:

M O D U L E	U N I T	DESCRIPTION	HOURS 75
1	Module 1: Renaissance		15
	1	Culture and Society (114-117)	
	2	Literary Overview (129-132 & 141-150)	

2	Module 2: Literature in Context	15
	1	Christopher Marlowe. The Opening Soliloquy (<i>Doctor Faustus</i> Act 1, Scene 1)
	2	William Shakespeare. Soliloquy (<i>Hamlet</i> Act 3, Scene 1)
	3	Joseph Addison. “The Spectator, No 69”
	4	John Donne. “The Canonization”

3	Module 3: Restoration	15
	1	Social and Cultural History (203-214)
	2	Literary Overview (218-236)

4	Module 4: Literature in Context	15
	1	Samuel Johnson, Dictionary of the English Language (248-249)

	2	Daniel Defoe, <i>Robinson Crusoe</i> (255-259)	
	3	Alexander Pope, <i>Essay on Man</i> (263-265)	
	4	Paradise Lost (Book 1, Lines: 242-270)	

	Teacher Specific Module	15
	<i>A teacher can design activities for internal evaluation</i>	
5	Students can present how social and intellectual changes — such as the rise of science or political reform — reshaped literary imagination. Conduct a discussion on how writers used satire, wit, or plot devices to comment on social hierarchies and human behaviour.	

Essential Readings:

1. Poplawski, Paul. *English Literature in Context*. Cambridge University Press, 2017
2. The Norton Anthology of English Literature, Vol. 1. Ed. Stephen Greenblatt. W. W. Norton & Company, 2018

Assessment Rubrics:

Evaluation Type	Components		Marks
End Semester Evaluation	Theory		50
	Practical		15
	a)	Test paper / Viva Voce	15
	ESE Total		65
Continuous Evaluation	Theory		25
	a)	Test Paper	10
	b)	Translation	5
	c)	Assignment	5
	d)	Seminar/ Viva Voce	5
	Practical		10
	a)	Presentations/ Debates	5
	b)	Field Visit	5
	CE Total		35
	Total		100

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The page numbers given are from Paul Poplawski. *English Literature in Context*. CUP, 2017