

**PROVIDENCE WOMEN'S COLLEGE, KOZHIKODE
(AUTONOMOUS)**



(GENERAL FOUNDATION COURSES IN ENGLISH)

SCHEME

w.e.f. 2024 admission onwards

(PWCFYUGP Regulations 2024)

DISTRIBUTION OF GENERAL FOUNDATION COURSES IN ENGLISH

Semester	Stream	Course Code	Course Title	Total Hours	Hours / Week	Credits	Marks		
							Internal	External	Total
ABILITY ENHANCEMENT COURSE(AEC 1)									
1	BA Languages	ENGIFA101(1A)	English Language Skills for Literatures	60	4	3	25	50	75
	BA Humanities and Other BA Programmes	ENGIFA101(1B)	English Language Skills for Humanities and Other BA Programmes	60	4	3	25	50	75
	Science	ENGIFA101(2)	English Language Skills for Sciences	60	4	3	25	50	75
	Commerce and Management	ENGIFA101(3)	English Language Skills for Commerce and Management	60	4	3	25	50	75

ABILITY ENHANCEMENT COURSE(AEC 3)									
2	BA Languages	ENG2FA103(1A)	Advanced English Language Skills for Literatures	60	4	3	25	50	75
	BA Humanities and Other BA Programmes	ENG2FA103(1B)	Advanced English Language Skills for Humanities and Other BA Programmes	60	4	3	25	50	75
	Science	ENG2FA103(2)	Advanced English Language Skills for Sciences	60	4	3	25	50	75
	Commerce and Management	ENG2FA103(3)	Advanced English Language Skills for Commerce and Management	60	4	3	25	50	75

MULTIDISCIPLINARY COURSE (MDC 3)									
3	BA Languages	ENG3FM107(1A)	Understanding Kerala: Cultural and Literary Perspectives	45	3	3	25	50	75
	BA Humanities and Other BA Programmes	ENG3FM107(1B)	Understanding Kerala: Society, Economy and Ecology	45	3	3	25	50	75
	Science	ENG3FM107(2)	Understanding Kerala: Science, Culture and Literature	45	3	3	25	50	75
	Commerce and Management	ENG3FM107(3)	Understanding Kerala: Narratives of Development, Commerce and Entrepreneurship	45	3	3	25	50	75

VALUE ADDED COURSE(VAC 1)

3	BA Languages	ENG3FV108(1A)/ ENG3FV108	Framing Values: Literary and Cultural Narratives for Languages	45	3	3	25	50	75
	BA Humanities and Other BA Programmes	ENG3FV108(1B)	Framing Values: Literary and Cultural Narratives for Humanities and Other BA Programmes	45	3	3	25	50	75
	Science	ENG3FV108(2)	Framing Values: Literary and Cultural Narratives for Sciences	45	3	3	25	50	75
	Commerce and Management	ENG3FV108(3)	Framing Values: Literary and Cultural Narratives for Commerce and Management	45	3	3	25	50	75

VALUE ADDED COURSE(VAC 2)									
4	BA Languages	ENG4FV109(1A)/ ENG4FV110	Framing Perspectives: Literary and Cultural Narratives for Languages	45	3	3	25	50	75
	BA Humanities and Other BA Programmes	ENG4FV109(1B)	Framing Perspectives: Literary and Cultural Narratives for Humanities and Other BA Programmes	45	3	3	25	50	75
	Science	ENG4FV109(2)	Framing Perspectives: Literary and Cultural Narratives for Sciences	45	3	3	25	50	75
	Commerce and Management	ENG4FV109(3)	Framing Perspectives: Literary and Cultural Narratives for Commerce and Management	45	3	3	25	50	75

SKILL ENHANCEMENT COURSE (SEC 1)

4	BA Languages	ENG4FS111(1A)	Contemporary Language Skills for Literatures	60	4	3	25	50	75
	BA Humanities and Other BA Programmes	ENG4FS111(1B)	Contemporary Language Skills for Humanities and Other BA Programmes	60	4	3	25	50	75
	Science	ENG4FS111(2)	Contemporary Language Skills for Sciences	60	4	3	25	50	75
	Commerce and Management	ENG4FS111(3)	Contemporary Language Skills for Commerce and Management	60	4	3	25	50	75

EVALUATION SCHEME

Courses with Practicum (AEC1, AEC3, and SEC1)

- In 3 credit courses with 2 credit theory and 1 credit practicum component, out of the total evaluation of 75 marks, 15 marks will be for the practical/practicum component, and it will be based on continuous /internal evaluation and an end-semester viva,
- Out of the remaining 60 marks for the theory component, 10 marks will be by continuous/internal evaluation, and 50 marks will be by external evaluation.
- Refer syllabus of Major courses for the evaluation scheme of other General Foundation Courses.



**PROVIDENCE WOMEN'S COLLEGE (AUTONOMOUS)
FOUR-YEAR UNDER GRADUATE PROGRAMME (PWC-FYUGP)**

**GENERAL FOUNDATION COURSE
ABILITY ENHANCEMENT COURSE (AEC)**

Programme	GENERAL FOUNDATION COURSE				
Course Code	ENG1FA101(1A)				
Course Title	ENGLISH LANGUAGE SKILLS FOR LITERATURES				
Type of Course	ABILITY ENHANCEMENT COURSE(AEC)- LANGUAGES				
Semester	I				
Academic Level	100-199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	3	2	-	2	60
Pre-requisites	Basic understanding of the English language				
Course Summary	The course is designed to enable students of the Language and Literatures to improve their LSRW skills. The course helps them to enhance their capability to use language in academic transactions and real-life situations.				

Course Outcome (CO):

CO	CO Statement	Cognitive Level	Knowledge Category	Evaluation Tools Used
CO1	Develop strategies for lifelong learning, becoming more autonomous and confident in using English in diverse academic and professional contexts.	U, E	C	Comprehension/Vocabulary Building Exercises/ JAM/Discussion/Presentation/Mock Interview/Personal Narration/ Role Play/ Assignments
CO2	Foster critical thinking to analyze a variety of textual narratives.	An	C, F	Review/Presentation/Discussion
CO3	Enhance the ability to engage in effective and meaningful conversations in academic and professional contexts, demonstrating both active listening and articulate speaking skills	A, C	C	Review/Presentation/ Assignments
CO4	Instill values among learners for Societal inclusivity, equity and cross-cultural communication.	An, E	F, C	JAM/Discussion/Presentation
CO5	Develop creative potential to foster innovation and artistic expression.	C	M	Blog/ Versification/ Assignments/ Content Writing
<p>*-Remember(R), Understand(U), Apply (Ap), Analyse (An), Evaluate(E), Create(C) #FactualKnowledge(F)ConceptualKnowledge(C)ProceduralKnowledge(P)MetacognitiveKnowledge (M)</p>				

Detailed Syllabus:

Module	Unit	Content	Hrs	Marks
I	Perceptions –Words Beyond Borders		7	10
	1	Introduction	1	
	2	My Immigration Story -Tan Le https://www.youtube.com/watch?v=hCop3IGZH2o	2	
	3	‘Recipes for Life-Amish Tripathi (Culinary Memoir)- Amish Tripathi	2	
	4	Introduction to Poetry – Billy Collins	2	
II	PROFESSIONAL NARRATIVES		7	10
	5	Introduction	1	
	6	P.C. Musthafa at Harvard Kennedy School’(Interactive Session February 11, 2018) https://www.youtube.com/watch?v=01_eOCGNYN8	2	
	7	I Write Humour and Social Commentary Based on Indian SocietyMasala, says Anuja Chauhan-Bhavneet Singh Aurora https://kunuzum.com/anuja-chauhan-the-fast-and-the-dead-interview/	2	
	8	Mutual Destruction- Dorthé Nors	2	
III	World of Creativity		8	15
	9	Introduction	2	
	10	BBC 2 Bookmark Charles Bukowski 18 th March 1995 https://youtu.be/EGihOkRNwsc?si=z4nCDaGVxja4JWkP	2	
	11	Kumbalangi Nights (2019)- Madhu C. Narayanan https://asianmoviepulse.com/2021/06/film-review-kumbalangi-nights-2019-by-madhu-c-narayanan-2/#google_vignette	2	
	12	The Face of Judas Iscariot- Bonnie Chamberlin	2	

IV	Insights from The World Around		8	15
	13	Introduction	2	
	14	The Silent Child-Chris Overton https://www.youtube.com/watch?v=2GbxFIVQv8c	2	
	15	Social media handle Dakshina showcases the way of living at Sarang, a one-of-its-kind alternative school in Palakkad-Along with life at Sarang in Palakkad district, Dakshina highlights food prepared using foraged greens https://www.google.com/amp/s/www.thehindu.com/life-and-style/social-media-handle-dakshina-zooms-in-on-life-at-sarang-hills-where-the-alternative-school-sarang-was-founded/article67546786.ece/amp/	2	
	16	Welcome to the wheelchair of change! - Deepa Malik Published: Feb 23, 2017 https://sportstar.thehindu.com/other-sports/deepa-malik-welcome-to-the-wheelchair-of-change/article17354336.ece	2	
V	Practicum		30	
	Module I:			
		<ol style="list-style-type: none"> 1. Answer comprehension questions based on the given text “My Immigration Story” by Tan Le. 2. Frame and practise self-introduction. 3. Identify jargons used in culinary narratives. 4. Prepare a flow chart outlining the stages of personal growth of Tan Le. 5. Recite the poem in the class and create multiple renditions of the poem in the class. 6. Identify various poems of life writing and submit a note as an assignment. 7. Explore how Collins' treatment of these themes evolves throughout the collection and how they resonate with contemporary readers. 8. Compare and contrast Billy Collins' style and themes with other contemporary poets. 	7	
	Module II:			
		<ol style="list-style-type: none"> 1. Read the interview and draft sensible questions. 2. Prepare a mock interview. 3. Prepare a resume for a profession of your choice and create a professional profile. 4. Develop a graphic presentation stating tips for a successful professional development. 5. Write a memoir about any influential figure in your life 6. Prepare a list of successful professions based on your point of view and discuss it in class. 7. Explore how Nors portrays human emotions, desires, and vulnerabilities through her characters. 8. Discuss how Nors develops her characters and the techniques she uses to make them memorable and relatable. 	7	

	<p>Module III:</p> <ol style="list-style-type: none"> 1. Answer comprehension questions based on the given documentary “BBC 2 Bookmark Charles Bukowski 18th March 1995”. 2. Recite a short poem with a special focus on pronunciation. 3. Identify major themes of the movie after reading the review. 4. Do collaborative writing exercises (E.g.: Frame a story/ Prepare a small script). 5. Connect other stories problematizing humanity and present it in the class. 6. Write a script for an imaginary movie based on given short story. 7. Listen to podcasts that analyze literature or interview authors. 8. Participate in discussions analyzing themes, characters, and literary techniques discussed in the podcasts. 	8	
	<p>Module IV:</p> <ol style="list-style-type: none"> 1. Discuss major themes of the short film- The Silent Child by Chris Overton. 2. Do group presentations on the topic “Diversity and Inclusivity.” 3. Identify successful stories of people with disabilities. 4. Write an article on sustainable living practices. 5. Organise a symposium on the topic climate change and sustainable development. 6. Make a short film or video content on local diversity. 7. Prepare and deliver presentations on literary texts, authors, or literary movements. 8. Practice structuring coherent arguments, using evidence from texts to support analyses. 	8	

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 30 transaction hours for the fixed modules and 30 hours for the open-ended one. Internal assessments (25 marks) are split between the open-ended module (15 marks) and the fixed modules (10 marks). The final exam, however, covers only the 16 units from the fixed modules.

Mapping of COs with PSOs and POs:

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PO1	PO2	PO3	PO4	PO5	PO6	PO7
C O1	3	-	-	-	2	-	3	2	3	-	-	-	-
C O2	-	-	3	-	-	-	-	-	-	-	3	1	2
C O3	2	-	-	1	3	-	-	-	3	2	-	-	-
C O4	-	3	2	-	-	-	-	1	-	-	1	3	-
C O5	-	-	-	-	3	-	3	1	2	-	-	-	-

Correlation Levels:

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

Assessment Rubrics:

- Quiz /Midterm Exam
- Viva
- Assignments (20%)
- Final Exam (70%)

Mapping of COs to Assessment Rubrics:

	Internal Exam	Assignment	Internal Viva	End Semester Examinations
CO 1	✓	✓		✓
CO 2	✓		✓	✓
CO 3	✓	✓	✓	✓
CO 4	✓	✓		✓
CO5	✓	✓	✓	



**PROVIDENCE WOMEN'S COLLEGE (AUTONOMOUS)
FOUR-YEAR UNDER GRADUATE PROGRAMME (PWC-FYUGP)**

**GENERAL FOUNDATION COURSE
ABILITY ENHANCEMENT COURSE (AEC)**

Programme	GENERAL FOUNDATION COURSES IN ENGLISH				
Course Code	ENG1FA101(1B)				
Course Title	ENGLISH LANGUAGE SKILLS FOR HUMANITIES AND OTHER BA PROGRAMMES				
Type of Course	ABILITY ENHANCEMENT COURSE(AEC)-HUMANITIES				
Semester	I				
Academic Level	100-199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	3	2	-	2	60
Pre-requisites	Basic communication skills in English				
Course Summary	This course is designed to help learners from Humanities background to enable them present their subject knowledge confidently in oral and written forms. The course helps them to enhance their capability to use language in academic transactions and real-life situations.				

Course Outcomes (CO):

CO	CO Statement	Cognitive Level	Knowledge Category	Evaluation Tools used
CO1	Develops knowledge, skills and communication that facilitate collaborative abilities.	An	C	Comprehension/Writing Exercises/ General Discussion
CO2	Foster critical thinking to analyze a variety of textual narratives.	U, Ap	C	Quiz
CO3	Develop the ability to analyse spoken and written content including identifying biases, assumptions and implications.	U	F	Personal Narration/ Group Discussion/ Role Play/ Speaking Assignments
CO4	Instil values among learners for Societal inclusivity, equity and cross-cultural communication.	C, Ap	C	Assignments/ Digital Content Creation / Reporting
CO5	Develop creative potential to foster innovation and artistic expression.	C, Ap	M	Blogging/Letter Writing
<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	Marks
I	Listening		7	10
	1	Module Introduction	1	
	2	I Have a Dream-Martin Luther King Jr https://youtu.be/1jz10NITmzY?feature=shared	2	
	3	Anthem- Leonard Cohen https://youtu.be/1jz10NITmzY?feature=shared	2	
	4	Art as Social Work -Amy Morales Lara- TEDxCUNY https://youtu.be/9ng1I95iXHI?si=Nm-TVSTyTFYqmTHq	2	
II	Speaking		6	10
	5	Module Introduction	1	
	6	The Death of a Salesman (Act I Scene I)- Arthur Miller	3	
	7	Rip it Out? Dead Poets Society-Dir. Peter Weir https://youtu.be/8x0COtH4Vrw?feature=shared	2	
III	Reading		8	15
	8	Module Introduction	2	
	9	The Second Coming - W B Yeats	2	

	10	'The Frog Prince' Politically Correct Bedtime Stories -James Fin Garner	2	
	11	Optimism: An Essay- Helen Keller https://www.gutenberg.org/files/31622/31622-h/31622-h.htm	2	
IV	Writing		8	15
	12	Module Introduction	1	
	13	Speech Prepared by Dr. B R Ambedkar for The 1936 Annual Conference of the Jat-Pat-Todak Mandal of Lahore http://www.ambedkar.org/ambcd/02.Annihilation%20of%20Caste.htm#s01	3	
	14	The World-Renowned Nose-Vaikom Muhammad Basheer	2	
	15	For the Love of Cinema- A Review of Cinema Paradiso (1988)- https://rotaractarts.com/for-the-love-of-cinema-a-review-of-cinema-paradiso-1988/	2	
V	Practicum		30	
	1	Module I: 1. Identify new vocabulary after listening to the speech. 2. Framing questions based on the speech and related issues and conduct a quiz among learners. 3. Identifying lyrics (song). 4. Identify other songs with similar themes. 5. Find various renditions focusing on the rhythmic aspect. 6. Conduct a debate on whether the social work could be considered as art. 7. After listening Ted talk, test your comprehensive ability by re- narrating the major points. 8. Identify the difference between a speech and a Ted talk.	7	

2	<p>Module II:</p> <ol style="list-style-type: none"> 1. Conduct debates on language and society after listening to the stand-up. 2. Make individual versions of stand-up on any topic that interests the learner. 3. Identify other stand-up performances which influenced the socio-political scenario. 4. Role play. 5. Organize group discussion based on the topics evolved from the texts. 6. Extempore on literature. 	7	
3	<p>Module III:</p> <ol style="list-style-type: none"> 1. Critically evaluate any other literary forms based on the concepts in the poem. 2. Present various point of views after reading the poem. 3. Summarise the socio-political implications of the text. 4. Identify similar stories and interpretations available in your language. 5. Identify new concepts and discuss it with your peers. 6. Find multiple versions and enact it in the classroom. 7. Identify other activists who are working among differently abled community, collect stories and read it in the class. 8. Record audio content based on text in groups. 9. Organise a discussion on govt. policies for the differently abled in India 	8	
4	<p>Module IV:</p> <ol style="list-style-type: none"> 1. Write an essay on the themes discussed and submit it as part of your class assignment. 2. Identify other writings which deal with the concepts of liberty, equality and fraternity. 3. Write an article on caste and social formation of India. 4. Prepare an illustration of the story. 5. Write a review on the story. 6. Submit a group project by preparing biographies of Basheer and his contemporary Malayalam writers. 7. Watch the movie in the article and write a review on any other movie you watched. 8. Write a mini-group project on the early history of Malayalam cinema. 9. Rewrite the plot of the movie as short story and submit it as a creative assignment. 	8	

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 30 transaction hours for the fixed modules and 30 hours for the open-ended one. Internal assessments (25 marks) are split between the open-ended module (15 marks) and the fixed modules (10 marks). The final exam, however, covers only the 16 units from the fixed modules.

Mapping of COs with PSOs and Pos

	PS O1	PS O2	PS O3	PSO 4	PS O5	PS O6	PO1	PO2	PO3	PO4	PO5	PO 6
CO 1	-	1	3	-	-	-	-	1	-	-	3	-
CO 2	3	3	-	-	-	-	1	2	1	.	1	1
CO 3	3	3	1	-	3	1	-	2	1	1	-	1
CO 4	2	2	2	-	-	-	-	-	-	1	-	-

Corelation level:

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

Assessment Rubrics:

- Quiz/ Midterm Exam
- Viva
- Assignments (20%)
- Final Exam (70%)

Mapping of COs to Assessment Rubrics:

	Internal Exam	Assignment	Internal Viva	End Semester Examinations
CO 1	✓	✓		✓
CO 2	✓		✓	✓
CO 3	✓	✓	✓	✓
CO 4	✓	✓		✓
C05	✓	✓	✓	

Suggested Reading:

1. 'Best Man Speech'-Sherlock Homes
<https://youtu.be/xVVwNzx7eIE?feature=shared>
2. Africa Unite' Songs of Freedom by Bob Marley
<https://youtu.be/dsT22OX1Bic?si=6R67EHkRw88wWWqi>
3. A Few Goodmen dir. by Rob Reiner
https://youtu.be/2sLcfOKU_co?feature=shared
4. Finding Your Voice by Overcoming Speech Disorders (Ted Talk) - Aslan Maleki
5. <https://www.youtube.com/watch?v=gUWWt30oZ3w>
6. 'Rapunzel' Politically Correct Bedtime Stories - James Fin Garner
7. 'Fear' -Khalil Gibran
8. *Arachar*- K R Meera
9. *The Doctor and the Saint: Caste, Race and the Annihilation of Caste, the Debate between Dr. B R Ambedkar and M K Gandhi* -Arundhati Roy



PROVIDENCE WOMEN'S COLLEGE (AUTONOMOUS)
FOUR-YEAR UNDER GRADUATE PROGRAMME (PWC-FYUGP)

GENERAL FOUNDATION COURSE
ABILITY ENHANCEMENT COURSE (AEC)

Programme	General Foundation Course				
Course Code	ENGIFA101(2)				
Course Title	English Language Skills for Sciences				
Type of Course	Ability Enhancement Course (AEC)-Science				
Semester	I				
Academic Level	100-199				
Course Details	Credit	Lecture per week	Tutorial per week	Practicum per week	Total Hours
	3	2	-	2	60
Pre-requisites	A basic understanding of science and fundamental knowledge of English with an interest in interdisciplinary approach.				
Course Summary	The course aims to improve communication skills through Listening, Speaking, Reading, and Writing (LSRW). It encourages lively interactions between literature and science. Designed to equip students for today's technology-driven world, it emphasizes tackling challenges and seizing opportunities				

Course Outcome:

CO	CO Statement	Cognitive Level	Knowledge Category	Evaluation Tools used
CO1	Develop strategies for lifelong learning, becoming more autonomous and confident in using English in diverse academic and professional contexts.	U, E	C, M	Assignments, Discussion, Presentations
CO2	Identify the relationship between the literary and scientific worlds by exploring various literary texts to deepen the understanding of scientific principles and cultural significance.	U, An,C	F, C	Writing exercises, Reading activities, role play, and oral presentations.
CO3	Enhance the ability to engage in effective and meaningful conversations in academic and professional contexts, demonstrating both active listening and articulate speaking skills	R, U, An	F, C	Listening exercises, Interviews and Debates, Writing activities.
CO4	Summarize main ideas, identify supporting details, and evaluate arguments in written responses.	U, An, E	C, M	Written Assignments, Reviews, Group Discussion,
CO5	Promote dialogue and reflection on the role of science in shaping human identity, values and aspirations.	U,Ap, AN	F, M	Debates, Speeches, Presentation
* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)				

Detailed Syllabus:

Module	Unit	Content	Hrs	Marks
I	Perceptions (Unlocking the Cosmic Secrets)		7	10
	1	Introduction	1	
	2	Questioning the Universe -Stephen Hawking https://youtu.be/aCo_aHlN4Zs?si=EYo0Nt-sGexPwRv3	2	
	3	Above Pate Valley- Gary Snyder https://www.poetryfoundation.org/poems/47179/above-pate-valley	2	
	4	The Last Stand-Documentary https://youtu.be/Rb4q_dXo7Bw?si=8W0ZxGT369al5tjz	2	
II	Dimensions (Science, Society and Environment)		9	15
	5	Introduction	1	
	6	Secularism and Scientific Temper- Pushpa M Bhargava https://archive.org/details/AngelsDevilsAndScience/page/n6/mode/1up	3	
	7	The Dangers of Climate Change-Carl Sagan's https://gizmodo.com/heres-carl-sagans-original-essay-on-the-dangers-of-cl-1481304135	3	
	8	Light on a Dark Lady- Trends in Biochemical Sciences- Anne Piper - pp.151-154	2	
III	Viewpoints (Exploring Scientific Pathways)		6	10
	9	Introduction	1	
	10	The Peace of Wild Things-Wendell Berry https://www.yourdailypoem.com/listpoem.jsp?poem_id=2386	1	
	11	A Day in the Country- Anton Chekhov https://www.shortstoryguide.com/read-day-country-anton-chekhov/	2	
	12	C V Raman as a Science Communicator: A historical Perspective -G V Pavan Kumar- pp. 4-7 https://doi.org/10.48550/arXiv.2403.04773	2	

IV	Aspects (Expressing the Universe)		8	15
	13	Introduction	2	
	14	The Red Room-H. G Wells https://gutenberg.org/cache/epub/23218/pg23218.txt https://www.youtube.com/watch?v=Y-eUSgkmhgI	2	
	15	Writing your Academic Statement of Purpose https://gradschool.cornell.edu/diversity-inclusion/recruitment/prospective-learners/writing-your-statement-of-purpose/	2	
	16	Understanding and Preparing your Personal Statement https://gradschool.cornell.edu/diversity-inclusion/recruitment/prospective-learners/personal-statements/	2	
V	Practicum		30	
	1	Module I: <ol style="list-style-type: none"> 1. Make the learners listen to the Ted Talk and discuss. 2. Conduct an imaginary interview with any scientist and prepare a transcript. 3. Organise a debate on any topic derived from the study. 4. Ask the learners to deliver a speech based on the prescribed poem. 5. Make the learners listen to the rendition of any poem and make a comprehensive summary of it. 6. Make the learners listen to other poems of the same theme. 7. Divide the learners into different groups and arrange a discussion on any environment-related topic of contemporary relevance. 8. Ask the learners to tell their views about the relationship between man and nature. 9. Identify the major issues presented in the documentary and discuss it in a group. 	7	
	2	Module II: <ol style="list-style-type: none"> 1. Arrange a group discussion, making learners share their views, thoughts and questions about the importance of secularism. 2. Ask the learners to read other essays on scientific temper. 3. Ask the learners to prepare a critical review of any article they found in the text- ‘Angels, Devils and Science’. 4. Organise a discussion on climate change and prepare a report. 5. Create slogans/ posters related to environmental protection. 6. Prepare biography- Carl Sagan 7. Ask the learners to identify and collect information on Biochemistry and its developments through the 20th century. 8. Write a short note on ‘Light on a Dark Lady’, foregrounding major arguments evolved from the write-up. 9. Ask the learners to differentiate between social and biological aspects of human life. 	8	

	3	<p>Module III:</p> <ol style="list-style-type: none"> 1. After listening, encourage learners to share their emotional responses and interpretations of the poem. 2. Reflect on a time when you found peace in nature. Describe the experience through journaling or personal retelling. 3. Ask the learners to identify common phrases or idiomatic expressions related to nature. (Eg: beat around the bush, barking up the wrong tree, a ray of sunshine, etc) 4. After listening, facilitate a discussion, prompting learners to share their views and reactions to the story. 5. Let them enact the story after preparing the dialogue. 6. Ask the learners to choose a character from the story and retell the story from their perspective. 7. Identify the contemporaries of C V Raman and prepare biographies of any two of your choice. 8. Organise group discussion on Science and Society. 9. Read the entire article and summarise the major points in the classroom. 	8	
	4	<p>Module IV:</p> <ol style="list-style-type: none"> 1. Make the learners identify the use of phrases and phrasal prepositions in the short story and write it down. 2. Ask the learners to write their versions of the story and ask them to read it in the class. 3. Collect stories on the myths regarding the origin of Earth. 4. Organise a discussion on youth and scientific temper. 5. Ask the learners to write a statement of purpose seeking admission to a postgraduate programme and read it in the class. 6. Ask the learners to write a personal statement. 7. Peer reviews the personal statement written by the learners. 8. Create a resume based on both your Statement of Purpose and personal statement. 9. Organise a mock job fare based on the professional SOPs collected from the learners. 	7	

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 30 transaction hours for the fixed modules and 30 hours for the open-ended one. Internal assessments (25 marks) are split between the open-ended module (15 marks) and the fixed modules (10 marks). The final exam, however, covers only the 16 units from the fixed modules.

Suggested Reading:

1. **Practical English Grammar - A.J.Thomson & A.V.Martinet**
2. **LSRW Skills for English learners- Panuganti. B. Esther Rani**
3. **Communication Skills -Sanjay Kumar, Pushp Lata Oxford University Press.**

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

Correlation Levels:

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

Assessment Rubrics:

- Quiz/Midterm Exam
- Viva
- Assignments (20%)
- Final Exam (70%)

Mapping of COs to Assessment Rubrics:

	Internal Exam	Assignment	Internal Viva	End Semester Examinations
CO 1	✓	✓		✓
CO 2	✓		✓	✓
CO 3	✓	✓	✓	✓
CO 4	✓	✓		✓
CO5	✓	✓	✓	



**PROVIDENCE WOMEN'S COLLEGE (AUTONOMOUS)
FOUR-YEAR UNDER GRADUATE PROGRAMME (PWC-FYUGP)**

**GENERAL FOUNDATION COURSE
ABILITY ENHANCEMENT COURSE (AEC)**

Programme	GENERAL FOUNDATION COURSE				
Course Code	ENG1FA101(3)				
Course Title	ENGLISH LANGUAGE SKILLS FOR COMMERCE AND MANAGEMENT				
Type of Course	ABILITY ENHANCEMENT COURSE(AEC)- COMMERCE& MANAGEMENT				
Semester	I				
Academic Level	100-199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	3	2	-	2	60
Pre-requisites	Basic communication skills in English				
Course Summary	This course is designed to help learners of commerce and management to enable them to present their subject knowledge confidently in oral and written forms. By mastering LSRW skills through interactive sessions and practicum, the learners will develop effective communication and professional etiquette.				

Course Outcomes (CO):

CO	CO Statement	Cognitive Level	Knowledge Category	Evaluation Tools used
CO1	Develop knowledge and skills related to human communication that facilitates their ability to work collaboratively with others.	An	C	Comprehension/Writing Exercises/ General Discussion
CO2	Understand and practice different techniques of communication required to improve and sustain their employability.	U	Ap	Quiz/Debate/Discussion
CO3	Foster critical thinking to analyse a variety of textual narratives	U	Ap	Personal Narration/ Group Discussion/ Role Play/ Speaking Assignments
CO4	Develop creative potential to foster innovation and artistic expression.	C	Ap	Assignments/ Digital Content Creation/ Reporting
CO5	Understand and enhance interview etiquette, G D skills, soft skills and similar managerial skills	C	Ap	Blogging/Letter Writing
<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	Marks
I	Listening		7	10
	1	Introduction	1	
	2	How to Take the BS Out of Business Speak: Bob Wiltfong https://www.youtube.com/watch?v=41fjuqBaUt4	2	
	3	The Next Big Wall Street Stock? It's Trash. https://youtu.be/G1dx_P36qw?si=mPaMAi-wIV4yCJL	2	
	4	Hills Like White Elephants- Ernest Hemingway https://youtu.be/at-l2oL9ED8?si=NxMCKvPnVYHS03xs	2	
II	Speaking		7	10
	5	Introduction	1	
	6	A Telephonic Conversation-Mark Twain	2	
	8	38 Smart Questions to Ask In a Job Interview: The Harvard Business Review Guide https://www.youtube.com/watch?v=jzqOLOorgOs	2	
	9	So, You Want To Be A Motivational Speaker?- Shep Hyken https://www.forbes.com/sites/shephyken/2019/06/30/so-you-want-to-be-a-motivational-speaker/?sh=74e79ab76a54	2	

III	Reading		8	15
	10	Introduction	2	
	11	Microsoft is Born' & 'Success Comes with a Great Vision (Chapter 2 & Chapter 4) - <i>Secrets of Success from the Story of Bill Gates: It is Possible</i> - Lyton Chandomba	4	
	12	The Tell-Tale Heart – Edgar Allan Poe	2	
IV	Writing		8	15
	13	Introduction	2	
	14	The Science of Strong Business Writing- Harvard Business Review -Bill Birchard https://hbr.org/2021/07/the-science-of-strong-business-writing	2	
	15	Declaration of Philadelphia- ILO -pp. 1-3	2	
	16	Edited Highlights of the BBC interview with Mark Zuckerberg https://www.bbc.com/news/business-38991668	2	

V	Practicum		30	
	1	<p>Module I:</p> <ol style="list-style-type: none"> 1. Learners are supposed to listen to talks and presentations of successful businessmen or entrepreneurs live or through media apart from what is prescribed as text. 2. Ask learners to engage in group discussions of contemporary relevance where they can use business vocabulary and industry-specific terms. E.g., how beneficial is the merger of public sector banks, Union Budget-Highlights etc. 3. Learners are made to listen to anecdotes (E.g., someone is asking for a loan from a bank for his business or someone describes a business conference he/she attended recently), and based on this, a quiz is conducted to check their comprehension and retention. 4. Organise debate on locally devised systems of waste management. 5. Critically watch the documentary and try to identify the market intervention. 6. Give a speech on the waste management system implemented in your institution. 7. After listening to the story, learners are directed to rewrite it within a given time. 8. Listen to the audio books of your choice and produce transcripts as the assignment. 9. Record a story in your voice and exchange it with your peers for review. 	8	

	2	<p>Module II:</p> <ol style="list-style-type: none"> 1. Role Play 2. Learners are divided into groups and various customer service scenarios, such as <ol style="list-style-type: none"> a. The impatient customer b. A product fails to meet expectations c. The angry customer d. The frugal customer e. Onboarding training request Learners can prepare conversation scripts for these contexts and present them in the class with the help of the teacher. 3. Minutes Tracking 4. Learners are given minutes of any previously conducted meetings and asked to speak on what has happened in those meetings. 5. Mock Interview 6. Learners are instructed to prepare a list of the most common job interview questions and present them in class. The most appropriate answers for each of them can be framed after discussion, and a mock job interview can be conducted by the teacher. 7. Organise a class on motivational speaking after listening to the content. 8. Imagine yourself as a motivational speaker and give a speech to your class. 9. Write a speech on a relevant topic and submit it as assignment. 	8	
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	3	<p>Module III:</p> <ol style="list-style-type: none"> 1. Review Books Learners are asked to prepare a book review of the prescribed text (Chapter 2) after carefully reading it. 2. Reading Comprehension Learners are made to read Chapter 4 of the prescribed text carefully and asked to answer the questions prepared by the teacher based on the chapter. 3. Hashtag activism You can ask your learners to implement a cause-oriented hashtag campaign and use their online voice for good. Learners are to read the comments and analyze the impressions created and awareness generated by your hashtag. The process will unfold somewhat like this: Pick a particular cause. Plan your messaging and decide which hashtag to use. Create social media posts and promote your hashtag campaign. Learn about follows, likes, and comments and how they strengthen your campaign. 4. Create a social media post on the story you have read. 5. Identify other stories from the same author and read it in the class. 	7	
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	<p>Module IV:</p> <ol style="list-style-type: none"> 1. Designing Questionnaire-Learners are provided with an already existing questionnaire (related to the stream of Commerce) with some questions hidden and asked to add relevant questions to complete the survey. 2. Mock Meetings-Organise mock meetings in class by assigning duties to groups 3. Twitter summaries- Twitter is famous for its character-limited posts. You can use this social media platform for an innovative summary-writing project. Ask your learners to consolidate their takeaways from a topic or reading discussed in the classroom. They should be able to understand the text, coherently organize the points, and capture the central idea within 280 words, which is the character limit on Twitter. 4. After reading the declaration, make a comparison of the labour codes implemented in India with respect to the goals of ILO. 5. Read and write detailed notes on each labour code introduced in India. 6. Organise a discussion on the nature of the relationship between the Labourers and Employers. 7. Make a summary incorporating major points from the interview you read. 8. Write a report on any other interviews given by well-known entrepreneurs. 9. Construct appropriate questions to interview successful entrepreneurs. 	7	
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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 30 transaction hours for the fixed modules and 30 hours for the open-ended one. Internal assessments (25 marks) are split between the open-ended module (15 marks) and the fixed modules (10 marks). The final exam, however, covers only the 16 units from the fixed modules.

Mapping of COs with PSOs and Pos:

	PS O1	PS O2	PS O3	PSO 4	PS O5	PS O6	PO1	PO2	PO3	PO4	PO5	PO 6
CO 1	-	1	3	-	-	-	-	1	-	-	3	-
CO 2	3	3	-	-	-	-	1	2	1	.	1	1
CO 3	3	3	1	-	3	1	-	2	1	1	-	1
CO 4	2	2	2	-	-	-	-	-	-	1	-	-

Corelation level:

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

Assessment Rubrics:

- Quiz/Midterm Exam
- Viva
- Assignments (20%)
- Final Exam (70%)

Mapping of COs to Assessment Rubrics:

	Internal Exam	Assignment	Internal Viva	End Semester Examinations
CO 1	✓	✓		✓
CO 2	✓		✓	✓
CO 3	✓	✓	✓	✓
CO 4	✓	✓		✓
C05	✓	✓	✓	

Suggested Reading:

- Alain Milliat: Interview of a successful entrepreneur.
- Business English Vocabulary Builder: Idioms, Phrases, and Expressions in American English
- Jackie Bolen
- *They Say/I Say: The Moves That Matter in Academic Writing*, by Gerald Graff and Cathy Birkenstein
- <https://www.amazon.in/English-At-Work-Business-Vocabulary/dp/B0B91ZL9W9>
- E. Suresh Kumar and et al. *Enriching Speaking and Writing Skills*. Second Edition. Orient
- Black Swan: Hyderabad, 2012
- <https://www.amazon.in/Better-Telephone-Skills-Business-Communication-ebook/dp/B00ZG2JZLC>
- *Social Media Communication* by Bu Zhong
- <https://www.amazon.in/Writing-Social-Media-Business-Technical/dp/1780174500>



PROVIDENCE WOMEN'S COLLEGE (AUTONOMOUS)
FOUR-YEAR UNDER GRADUATE PROGRAMME (PWC-FYUGP)

GENERAL FOUNDATION COURSE
ABILITY ENHANCEMENT COURSE (AEC)

Programme	GENERAL FOUNDATION COURSE				
Course Code	ENG2FA103(1A)				
Course Title	ADVANCED ENGLISH LANGUAGE SKILLS FOR LITERATURES				
Type of Course	ABILITY ENHANCEMENT COURSE (AEC)-LANGUAGES				
Semester	2				
Academic Level	100-199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	3	2	-	2	60
Pre-requisites	Basic communication skills in English				
Course Summary	This course aims to enhance communicative abilities through advanced LSRW skills. It is designed to develop learners' language proficiency by honing their abilities in effective communication, critical thinking and analysis, persuasive and creative expressions and interpersonal interaction in personal and professional settings.				

Course Outcomes (CO):

CO	CO Statement	Cognitive Level	Knowledge Category	Evaluation Tools used
CO1	Interpret and critically evaluate complex texts, including literary works, technical documents, and scholarly articles, identifying themes, arguments, and stylistic elements.	An	C	Assignments/Discussion
CO2	Enhance language learning through personal, social and professional contexts.	U	M	Assignments & Team Exercise
CO3	Perspective formation and articulation	E/C	C	Public Speaking Exercises/Debates
CO4	Deliver impactful presentations and speeches with confidence utilizing effective rhetorical techniques, body language and visual aids.	C	P	Presentations/GD
CO5	Develop Collaborative cross-cultural Communication by participating effectively in collaborative projects, demonstrating strong interpersonal communication skills, the ability to listen actively, speak persuasively, read critically, and write cohesively.	C	P	Translation Exercise
CO6	Utilize advanced digital tools and platforms to support LSRW activities, including online research, virtual collaboration, multimedia presentations, and digital publication.	Ap/C	P	Assignments in Digital Platforms
<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	Marks
I	Listening and Speaking: Language and Performance		7	10
	1	How to speak so that people want to listen- Julian Treasure https://youtu.be/eIho2S0ZahI?si=EhMXXhYRT1zlrZLe	1	
	2	Nobel Lecture- Kailash Satyarthi on 10 December 2014 at the Oslo City Hall, Norway. https://www.nobelprize.org/prizes/peace/2014/satyarthi/lecture/	2	
	3	A Love Letter To Mom- Rajasekhar Mamidana https://youtu.be/yz2bZgPSyH0?si=2wOXXt7G0MEvTmrG	2	
	4	When Love Arrives -Sarah Kay & Phil Kaye https://youtu.be/cPG6nJRJeWQ?si=6iCT3yOTgGXZFB3o	2	
II	Language in Writing and Reading		7	15
	5	The Gypsy Goddess (Chapter 10 Mischief by Fire)- Meena Kandasamy	2	
	6	Total Eclipse- Anne Dillard	2	
	7	Abandoned Schoolhouse on Long Branch-Fred Chappell	1	
	8	Assembly Line - B. Traven	2	
III	Language and Cultural Communication		8	10
	9	Balyakalaskhi (chapter3) – Vaikom Muhammed Basheer	2	
	10	RE Asher interview with K. Jayakumar IAS on translating Basheer. https://youtu.be/5gC5NB4ve5o?si=hcIJfz50Xvl2QQS	2	
	11	The Ceaseless Rain – Rafeeq Ahammed (translated by Anitha Varma)	2	
	12	Michael Jackson: The Earth Song	2	
IV	Language and the Digital Space		8	15
	13	Social media writing- Creative cyber writing, trolls, usage of memes in digital communication, hashtag https://youtu.be/qVqcoB798Is?si=EvJMbKlbo7ITagko	2	
	14	The Digital Personal Data Protection Act, 2023-Chapter 1 https://www.meity.gov.in/writereaddata/files/Digital%20Personal%20Data%20Protection%20Act%202023.pdf	2	
	15	Cyberbullying: What It Is, The Effects It Can Have On Teens, And Signs To Watch For	2	

		https://youtu.be/Y9D2PFD7nTI?si=2xwtuDr4esL-p30k		
	16	Writing in Cyber Space Etiquette in Formal and Informal Contexts	2	
V	Practicum		30	
	1	Module I: <ol style="list-style-type: none"> 1. Extempore Speeches on any relevant topics given by the instructor. Peer as well as teacher evaluation of the speech. 2. Prepare a topic and present it before an audience/ class. 3. Listen and paraphrase talks/speeches (Instructor can give selected speeches or talks) 4. Assignment: Listen to 2 TED talks or speeches and present your idea in class. The presentation will be peer-evaluated. 5. List the speaking techniques presented in the video by Julian Treasure. 6. Comprehend and critically respond to the speech by Kailash Satyarthi. 7. Comment on the presentation style of Rajasekhar Mamidana. 8. After listening to the poem, restructure it as a conversation/speech/story. 	8	
	2	Module II: <ol style="list-style-type: none"> 1. Co-writing stories (The instructor can give topics). 2. Writing life narratives. 3. Reading and forming multiple perspectives from given pieces. 4. Prepare a short note on the socio-political background of “The Gypsy Goddess”. 5. Find out similar stories and write a brief appreciation of them. 6. Comment on your experience with nature. 7. Write a review of the poem. 8. Critically evaluate the narrative style of the story by B. Traven 	7	

3	<p>Module III:</p> <ol style="list-style-type: none"> 1. Apply translation as a tool of language learning. Divide the class into different groups. Provide any short text in not more than 150 words. The groups can present their translations. Peer evaluation. 2. Identify major translated contemporary poems from Malayalam literature and prepare a write-up. 3. Compare and contrast human and machine translation- a prose passage translated by the learner and Google translator. 4. Collect critical essays on Basheer and share it in the class. 5. Comment on the treatment of ‘love’ in <i>Balyakalasakhi</i>. 6. How is parental affection treated in ‘The Ceaseless Rain’? 7. Organize a discussion on the survival of our planet and human intervention in the class by dividing learners in to groups and then ask them to write down major arguments evolved through the process. 8. After listening to ‘The Earth Song’, find songs or poems problematising similar themes from your language. 9. Rewrite the song and submit it as a creative assignment after listening to the performance in the class. 	7	
4	<p>Module IV:</p> <ol style="list-style-type: none"> 1. Make short videos on cyber bullying. 2. Find out Hashtag movements and conduct discussions on how language is used in them. 3. Find out issues related to ethics in digital spaces and find out examples. 4. Give a topic for social media writing and do peer evaluation. 5. Write an article on Digital Space. 6. Create trolls and conduct a debate on the effectiveness of trolls in the process of communication. 7. Conduct a group discussion on Netiquette. 8. Prepare a speech on Cyber bullying. 	8	

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 30 transaction hours for the fixed modules and 30 hours for the open-ended one. Internal assessments (25 marks) are split between the open-ended module (15 marks) and the fixed modules (10 marks). The final exam, however, covers only the 16 units from the fixed modules.

Mapping of COs with PSOs and POs:

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	2	2	3	3	1	3	3	2	3	2	3	1
CO2	3	3	2	2	3	1	2	3	3	1	-	2	-
CO3	2	2	3	1	3	-	2	2	2	1	-	1	-
CO4	3	1	3	3	2	-	2	3	3	2	-	2	-
CO5	3	3	3	1	3	2	1	3	3	2	1	2	1
CO6	3	2	2	3	2	-	3	3	3	3	2	2	1

Correlation Levels:

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

Assessment Rubrics:

- Assignment/Seminar Presentation
- Group Discussion/Debates
- Midterm Exam
- Viva
- LSRW exercises
- Final Exam

Mapping of COs to Assessment Rubrics:

	Internal Exam	Assignment	Seminar Presentation	End Semester Examinations
CO1	✓	✓	✓	✓
CO2	✓	✓		✓
CO3	✓	✓	✓	✓
CO4	✓	✓	✓	✓
CO5	✓	✓		✓



PROVIDENCE WOMEN'S COLLEGE (AUTONOMOUS)
FOUR-YEAR UNDER GRADUATE PROGRAMME (PWC-FYUGP)

GENERAL FOUNDATION COURSE
ABILITY ENHANCEMENT COURSE (AEC)

Programme	GENERAL FOUNDATION COURSE				
Course Code	ENG2FA103(1B)				
Course Title	ADVANCED ENGLISH LANGUAGE SKILLS FOR HUMANITIES AND OTHER BA PROGRAMMES				
Type of Course	ABILITY ENHANCEMENT COURSE(AEC)-HUMANITIES				
Semester	2				
Academic Level	100-199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	3	2	-	2	60
Pre-requisites	Basic communication skills in English				
Course Summary	The course is designed to enable learners of the Humanities stream to enhance their communication skills and maximize their capacity to comprehend, to critically think and to interact effectively in an English-speaking academic environment.				

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Master critical thinking skills and enhance ability to comprehend and evaluate information through reading and listening.	An	C	Comprehension/ Discussion
CO2	Develop vocabulary and explore language expressions and idioms for effective communication	U	P	Quiz/ Role Play
CO3	Enhance interpersonal and digital communication proficiency for societal intervention	U	M	Oral Presentation/ Blogging/ Vlogging
CO4	Inculcate creative ideas and expressions and present them effectively	C	M	Travel Writing/ Digital Content Creation/ Recipe Writing
CO5	Understand and practice Interview Skills, GD skills and other skills essential for employability	C	C	Role Play/ Group Discussion

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

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

Detailed Syllabus:

Module	Unit	Content	Hrs	Marks
I		Assertive Communication: Cultivating Self-Worth	7	15
	1	Still, I Rise- Maya Angelou	2	
	2	Conversation between Gandhi and Narayana Guru (1924)	1	
	3	Born a Crime -Trevor Noah https://youtu.be/dEsWOZjjVt8?si=uFArisOeICQtuse2	2	
	4	Investigation of a Dog-Franz Kafka	2	
II		Strategic Communication: Achieving Objectives Together	7	15
	5	‘World’: Excerpt from <i>World Travel: An Irreverent Guide</i> -Anthony Bourdain	2	
	6	Nehru- A J Toynbee	2	
	7	The Revolution Will Not Be Televised (1971)- Gil Scott-Heron	2	
	8	Mightier Than War-Tony Walsh	1	
III		Perspective Matters: Navigating Diversity In Communication	8	10
	9	The True Story of the Three Little Pigs- Jon Scieszka.	2	
	10	Act with hope, Ignore the trolls-Greta Thunberg https://youtu.be/YXezjC_s2Vw?si=N0haoOVsK4izqEkE	2	
	11	Bezwada Wilson in conversation with Perumal Murugan https://www.thehindu.com/society/bezwada-wilson-in-conversation-with-perumal-murugan/article22260315.ece	2	
	12	The Black Ball- Ralph Ellison	2	
IV		Interventional Communication: Strategies for Impactful Engagement	8	10
	13	I am Not That Woman- Kishwar Naheed	2	
	14	The Spare Room-Jeanette Winterson	2	
	15	Protests in the age of social media: ‘How was The March For Our Lives Movement Shaped by Social Media’-Edgar Klaussner. https://sites.manchester.ac.uk/global-social-challenges/2019/06/06/protests-in-the-age-of-social-media-how-was-the-march-for-our-lives-movement-shaped-by-social-media/	2	
	16	The Corpse Exhibition-Hassan Blassim	2	

V	PRACTICUM		30	
1	<p>Module I:</p> <ol style="list-style-type: none"> 1. Speaking Exercise: Sharing personal triumphs 2. After reading the poem, identify major themes discussing it with your peers and write down your combined observation on oppression and resistance. 3. Organize a discussion on the concept of self-hood and its role in defining freedom then create a chart based on the definitions collected from the activity. 4. Critically read and analyse the conversation between Gandhi and Guru with respect to the idea of religion and community. 5. Research on Kerala Renaissance and identify any three contemporaries of Narayana Guru and present their contribution in the class. 6. After listening to the interview, prepare a speech analysing apartheid practised in South America. 7. Write a short story as creative exercise imagining the emotional turmoil experienced by children ‘Born a Crime’. 8. Trace the history of animal rights movement and identify the animal protection acts implemented in India. 9. After reading the short story conduct a discussion on human centric and non-human centric narratives. 	8		
2	<p>Module II:</p> <ol style="list-style-type: none"> 1. Group Discussion: Create a travel plan for a class tour, considering transportation, accommodation, and attractions. 2. Travel Itinerary: Prepare a detailed travel itinerary for a tourist destination, discussing logistics and scheduling. 3. Organise a discussion on the contemporary relevance of Nehru and try to identify the critique on him, then submit a short note on based on the critique. 4. Asses the contribution of Nehru as a man of letters and present it in the class. 5. Write an article on the civil rights movement. 6. The intervention of Market in determining the outcome of any revolution- GD and Report. 7. Identify war poems and present it in the class. 8. Create imaginary responses to the atrocities happening in various war zones familiar to us through media. 	8		

3	<p>Module III:</p> <ol style="list-style-type: none"> 1. After listening to the story, Stone Pot (Audio Text) create your own version. https://youtu.be/U1Avo5FJ250?feature=shared 2. Interview Skills: Learners prepare questions and interview characters of the story to understand their perspectives. 3. News Report: Learners write balanced news reports based on interview. 4. Group Discussion and mini report on media and activism. 5. Research on the history of manual scavenging in the southern region of India and organise a debate on the topic 'caste and dignity of labour'. 6. Identify literary works of your region problematising the manual scavenging. 7. Prepare a short history of labour movements American South. 8. The concept of Class and Race- GD and Report. 	7	
4	<p>Module IV:</p> <ol style="list-style-type: none"> 1. Prepare a speech on the role of patriarchy in Eastern cultures giving emphasis to your locality. 2. Conduct a survey among your peers focusing on the gender roles they practise at home and analyse the data collected. 3. Write a script based on the short story you studied. 4. Create hashtags, posters, blogs, short films etc from the story you read. 5. Digital Advocacy Strategies and Communicating in Social Media. 6. Identify similar movements in various social spaces and prepare an article on them. 7. Explore how the characters in "The Corpse Exhibition" cope with trauma, guilt, and survival instincts. 8. Discuss the ethical dilemmas and moral ambiguities faced by individuals in times of war and violence. 	7	

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 30 transaction hours for the fixed modules and 30 hours for the open-ended one. Internal assessments (25 marks) are split between the open-ended module (15 marks) and the fixed modules (10 marks). The final exam, however, covers only the 16 units from the fixed modules.

Mapping of COs with PSOs and POs:

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO 1	-	1	3	-	-	-	-	1	-	-	3	-	1
CO 2	3	3	-	-	-	-	1	2	1	.	1	1	-
CO 3	3	3	1	-	3	1	-	2	1	1	-	1	-
CO 4	2	2	2	-	-	-	-	-	-	1	-	-	-

Corelation Level:

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

Assessment Rubrics:

- Quiz/Midterm Exam
- Viva
- Assignments (20%)
- Final Exam (70%)

Mapping of COs to Assessment Rubrics:

	Internal Exam	Assignment	Internal Viva	End Semester Examinations
CO 1	✓	✓		✓
CO 2	✓		✓	✓
CO 3	✓	✓	✓	✓
CO 4	✓	✓		✓
C05	✓	✓	✓	



**PROVIDENCE WOMEN'S COLLEGE (AUTONOMOUS)
FOUR-YEAR UNDER GRADUATE PROGRAMME (PWC-FYUGP)**

**GENERAL FOUNDATION COURSE
ABILITY ENHANCEMENT COURSE (AEC)**

Programme	GENERAL FOUNDATION COURSE				
Course Code	ENG2FA103(2)				
Course Title	ADVANCED ENGLISH LANGUAGE SKILLS FOR SCIENCES				
Type of Course	ABILITY ENHANCEMENT COURSE (AEC)-SCIENCE				
Semester	2				
Academic Level	100-199				
Course Details	Credit	Lecture per week	Tutorial Per week	Practical per week	Total Hours
	3	2	-	2	60
Pre-requisites	Basic understanding in Science and Communication				
Course Summary	The course is designed to enable learners of the Science stream to imbibe scientific temper on par with social and cultural ethos, enhance communication skills and maximize the capacity to comprehend, to critically think and to interact effectively in an English-speaking academic environment.				

Course Outcomes (CO):

CO	CO Statement	Cognitive Level	Knowledge Category	Evaluation Tools used
CO 1	Inculcate Scientific Temper and Experiential Learning	U, An	C	Comprehension/General Discussion/Presentation/Audio & Video
CO 2	Amalgamate Science & humanities together on par with creativity	U	E	Assignment/Presentation/Debate/Roleplay/Mime/Street Play
CO 3	Critical thinking & Problem-solving	U,E	Ap	Group Discussion/Role Play/Assignments/Presentation
CO 4	Insight into global crisis, Inculcate moral and ethical values	U,C	Ap	Assignments/ Digital Content Creation/Reporting
CO 5	Multidisciplinary Approach	C	Ap	Blogging/Presentation/Assignment
<p>*-Remember(R), Understand(U),Apply(Ap),Analyse(An),Evaluate(E),Create(C) #FactualKnowledge(F)ConceptualKnowledge(C)ProceduralKnowledge(P)Metacognitive Knowledge(M)</p>				

Detailed Syllabus:

Module	Unit	Content	Hrs	
I	Sound Cloud		7	15
	1	The Fourth State of Matter-Jo Ann Beard	2	
	2	Relativity- Sarah Howe	1	
	3	The Cure-Robert Smith	2	
	4	Only an Axe Away- P Baburaj and C Sarat Chandran	2	
II	Book Share		7	10
	5	Wonders of Science: Printed version of Albert Einstein's 1930 Berlin Speech https://emersonkent.com/speeches/wonders_of_science.htm	2	
	6	All Palaces are Temporary Palaces- Rosebud Ben-Oni https://poetry.lib.uidaho.edu/index.php/poets/#Rosebud-Ben-Oni	2	
	7	The Star- Arthur C. Clarke	2	
	8	We live in the age of Cancer- Dr. Siddhartha Mukherjee meets Adam Rutherford. https://youtu.be/LHz9hXZiT3s?si=rVlpjh-0aO-XF	1	
III	Expressions		8	15
	9	On Earth AS in the Heavens- Neil deGrasse Tyson	2	
	10	Pi - Wislawa Szymborska http://www.famouspoetsandpoems.com/poets/wislawa_szymborska/poems/11682	2	
	11	A Study in Emerald-Neil Gaiman	2	
	12	A Love Poem for Lonely Prime Numbers-Harry Baker https://youtu.be/O6jrLgvCUNs?si=Ki3BCryIfWwa6Pxe	2	
IV	Word		8	10
	13	Nonclay : The Liquid Turning Desert to Farmland- Rachel Lovell https://www.bbc.com/future/bespoke/follow-the-food/the-spray-that-turns-deserts-into-farmland.html	2	
	14	Preface to the Reader- <i>Meditations On First Philosophy</i> -René Descartes	2	
	15	A Trip to Infinity (2022)- Science Documentary	2	
	16	Scientific Temper by Indian Scientists- https://youtu.be/xnCTGXksomg?si=-3Ngwi0kWJMmVJJ6 .	2	

V	Practicum	30
1	<p>Module I:</p> <ol style="list-style-type: none"> 1. Prepare a short note on the features of science fiction and how it is different from other short stories. 2. Compare and contrast 'The Fourth State ' with any of the films you have watched and prepare a write up. 3. After reading the poem, try to find out other literary works using this concept or any other as part of their creative expression and share it in the classroom. 4. Write a poem or any other genre of literature as a creative exercise foregrounding scientific concepts, terms or even the biography of scientists you studied. 5. Listen to the song and organise a discussion on possible disasters, which may happen due to astronomical phenomena and how human intervention may affect the course. 6. Identify popular songs celebrating Science and invention and read it in the class then critically evaluate themes of the same. 7. Prepare a short travelogue of your visit to any forest / streams 8. Do you think that conserving nature can be done only at the cost of resisting physical development? Conduct a debate on the topic in your class and prepare a note on it. 	8
2	<p>Module II:</p> <ol style="list-style-type: none"> 1. Write a short note on any discovery of science that has changed the life of humans in the 21st century. 2. Discuss on any five interesting inventions that have made life easy and comfortable and make group presentations. 3. Conduct a GD on Einstein and his contributions to the world of science. 4. Prepare a picture Quiz on Scientific inventions and discoveries. 5. Write an essay on how the material interests may shape colonial exploration by drawing instances from the history of science. 6. Discuss the fusion of facts and fantasy in science fiction. 7. Find out the distinction between scientific reality and common notion of the universe in the light of reading 'The Star'. 8. Prepare a brief note on Cancer after watching the interview with Dr. Siddhartha Mukherjee. 	8

3	<p>Module III:</p> <ol style="list-style-type: none"> 1. After reading ‘On Earth as in the Heavens’, discuss about the intersection of science, religion, and philosophy. 2. Prepare a short note on the potential conflicts between scientific discoveries and religious teachings in ‘On Earth as in the Heavens’. 3. Write creative responses inspired by Szyborska's poem. This could include poems, short stories, or visual artworks that explore themes of mathematics, curiosity, or the mysteries of the universe. 4. Discuss how Szyborska uses poetry to engage with complex philosophical and scientific concepts. 5. Discuss about various elements that create a good triller in the light of your reading ‘A Study in Emerald’. 6. Compare ‘A Study in Emerald’ with any crime thriller in print or on screen. 7. Create visual or multimedia interpretations of the poem through art, photography, or digital media. These interpretations can be shared and evaluated among the peers. 8. Partner with educational organizations to develop educational resources or lesson plans that use the similar poems to inspire curiosity about Maths, literature, and the beauty of interdisciplinary learning. 	7
4	<p>Module IV:</p> <ol style="list-style-type: none"> 1. Explore the theme of desert reclamation and agricultural innovation inspired by nano clay technology through their respective mediums and prepare a report on it. 2. Facilitate discussions or workshops focussed on analysing the policy implications of widespread adoption of nano clay technology for desert reclamation and agricultural development. Encourage participants to consider regulatory frameworks, governance structures, and potential socioeconomic impacts. 3. Trace the history of empiricism applied in Academics and pin point the contribution of René Descartes then identify and note down the elements used in your lab activities. 4. Submit an assignment on scientific revolution and social transformation of Europe and read it in the class. 5. Visual media presentations can help foster scientific temper very significantly. Examine the statement referring to ‘A Trip to Infinity’. 6. The universe will impress the youth with its immensity and mystery. Conduct a GD and prepare a report. 7. Draft a detailed write-up on the concept of scientific temper after watching ‘Scientific Temper by Indian Scientists’. 8. It is generally accepted that Nehru paved a clear path to steer the country along scientific temper. Do we still move along the same path? Discuss 	7

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 30 transaction hours for the fixed modules and 30 hours for the open-ended one. Internal assessments (25 marks) are split between the open-ended module (15 marks) and the fixed modules (10 marks). The final exam, however, covers only the 16 units from the fixed modules.

Suggested Reading:

1. Creative Language Games by Dominique Collet
2. https://www.linkedin.com/pulse/6-activities-practice-reading-comprehension-skills-elizabeth-zandstra?utm_source=share&utm_medium=member-android&utm_campaign=share via
3. www.splashlearn.com/ela-games
4. www.Cambridgeenglish.org
5. www.Journalbuddies.com
6. www.splashlearn.com/ela-game

Mapping of COs with PSOs and POs:

	PS O 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	3	2	3	3	3	3	2	2	1	2	1	2	2
CO 2	3	3	3	3	2	3	3	2	2	1	2	1	3
CO 3	3	3	3	3	3	3	3	3	2	1	2	2	1
CO 4	3	3	3	3	3	3	2	2	1	3	1	2	2
C05	3	2	3	3	3	3	2	2	2	2	3	2	1

Correlation Levels:

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

Assessment Rubrics:

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

Mapping of COs to Assessment Rubrics:

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
CO1	✓	✓		✓
CO2	✓	✓		✓
CO3	✓	✓		✓
CO4	✓	✓		✓
CO5	✓	✓		✓



PROVIDENCE WOMEN'S COLLEGE (AUTONOMOUS)
FOUR-YEAR UNDER GRADUATE PROGRAMME (PWC-FYUGP)
GENERAL FOUNDATION COURSE
ABILITY ENHANCEMENT COURSE (AEC)

Programme	GENERAL FOUNDATION COURSE				
Course Code	ENG2FA103(3)				
Course Title	ADVANCED ENGLISH LANGUAGE SKILLS FOR COMMERCE AND MANAGEMENT				
Type of Course	ABILITY ENHANCEMENT COURSE(AEC)- COMMERCE AND MANAGEMENT				
Semester	2				
Academic Level	100-199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	3	2	-	2	60
Pre-requisites	Basic Communication Skills in English				
Course Summary	The course is designed to enable commerce stream learners to enhance their communication skills in general and augment their presentation and public speaking skills in common and discipline-specific environments.				

Course Outcome (CO):

CO	CO Statement	Cognitive Level	Knowledge Category	Evaluation Tools used
CO1	Interpret and critically evaluate complex texts, including literary works, technical documents, and scholarly articles, identifying themes, arguments, and stylistic elements.	An	C	Assignments/Discussion
CO2	Enhance language learning through personal, social and professional contexts.	U	M	Assignments & Team Exercise
CO3	Perspective formation and articulation	E/C	C	Public Speaking Exercises/Debates
CO4	Deliver impactful presentations and speeches with confidence utilizing effective rhetorical techniques, body language and visual aids.	C	P	Presentations/GD
CO5	Develop Collaborative cross-cultural Communication by participating effectively in collaborative projects, demonstrating strong interpersonal communication skills, the ability to listen actively, speak persuasively, read critically, and write cohesively.	C	P	Translation Exercise
CO6	Utilize advanced digital tools and platforms to support LSRW activities, including online research, virtual collaboration, multimedia presentations, and digital publication.	Ap/C	P	Assignments in Digital Platforms
<p>* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) #-FactualKnowledge(F)ConceptualKnowledge(C)ProceduralKnowledge(P)Metacognitive Knowledge (M)</p>				

Detailed Syllabus:

Module	Unit	Content	Hrs	Marks
I	Success Narratives		7	15
	1	Standford Commencement Address-Steve Jobs https://youtu.be/UF8uR6Z6KLc?si=Xze8xBjdTCLN8Onh	1	
	2	The earth is a living thing-Lucille Clifton	2	
	3	The Mexican- Jack London	2	
	4	Forrest Gump(1994) -Dir. Robert Zemeckis	2	
II	Specimens from The Literary World		7	15
	5	Express- Stephen Spender	2	
	6	Fifteen Years-RK Narayan	2	
	7	The Bennets- A Scene from the dramatized version of Jane Austin's <i>Pride and Prejudice</i>	2	
	8	Luigi Pirandello's speech at the Nobel Banquet	1	
III	Words and World		8	10
	9	The Gift of the Magi-O Henry	2	
	10	I plead that you read- Shashi Tharoor	2	
	11	For the Minicab Driver Who Looked as if He Needed Feeding-Imtiaz Dharker	2	
	12	Opening Google I/O 2023- Sunder Pichai https://www.youtube.com/watch?v=ixRanV-rdAQ	2	
IV	Articulations in Black and White		8	10
	13	Abdulrazak Gurnah-Nobel Prize in Literature 2021 at the Swedish Academy (Interview) https://youtu.be/gu1TqDhnLlw?si=49BxDutB47MrDRU	2	
	14	The Lottery- Sheryl Sandberg	2	
	15	Wasteland of the Free-Iris DeMent	2	
	16	Long Walk to Freedom- Nelson Mandela (chapter 10- Last Two pages)	2	

V	Practicum		30	
	1	<p>Module I:</p> <ol style="list-style-type: none"> 1. Jobs' leadership style and philosophy are evident throughout his speech. Analyse his insights and discuss effective leadership qualities. 2. Jobs' talk about resilience in the face of failure can serve as a basis for a workshop on building resilience and perseverance. Write down strategies for bouncing back from setbacks and maintaining a positive mindset in the face of adversity. 3. Use the poem as a starting point for a discussion and review on environmental stewardship and the importance of protecting the Earth. 4. Prepare an action plan for the learnerst o participate in the environmental conservation efforts in their community. 5. Trace out the elements of adventure and survival in The Mexican 6. Comment on the narrative techniques employed by Jack London to make his stories highly readable. 7. Explore the historical context of the story, including the Mexican Revolution and the political and social conditions of the time and submit it as an assignment. 8. Discuss and write a short note on real-world issues such as homelessness or refugee crises and survival issues. 9. Prepare a speech on the themes of kindness, compassion, and service to others portrayed in the film. 10. Write a report on the historical events such as the Vietnam War or the Watergate scandal etc after watching the film. 	7	

	2	<p>Module II:</p> <ol style="list-style-type: none"> 1. Conduct a discussion on the topic of Technological inventions and innovations and human progress in the light of the poem 'Express'. 2. Conduct a close reading of 'Express' as a group, focussing on the language, imagery, and symbolism used by Spender to convey his ideas about love and expression and prepare a note. 3. Create character portraits of the story's main characters, such as Swami, his grandmother and Rajam by depicting the physical appearance, personality traits, and key moments that reveal each character's development. 4. Create a timeline of the events in Swami's life, marking the significant moments from the story. Discuss how these events shape Swami's growth and identity. 5. Compare and contrast "The Bennets" scene from the dramatized version of "Pride and Prejudice" with the original text by Jane Austin. Discuss how the scene's adaptation for the stage or screen interprets and represents Austen's characters and themes. 6. Discuss and write a critical appreciation of the various aspects of "The Bennets" scene, such as family dynamics, social class, marriage expectations, and gender roles. 7. Discuss the idea of success by problematising the relationship between arguably the highest-ranking award in literature and the fame and quality of the awarded 8. Write your ideas on how to educate your mind and exchange it with your peers then collect everything together to read in the classroom. 	7	
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	3	<p>Module III:</p> <ol style="list-style-type: none"> 1. Discuss the factors which make The Gift of the Magi an all-time favourite. 2. Comment on the 'O Henry twist ' that renders a special charm to his stories. 3. Do you think that the higher- level reading has been seriously affected by social media and the internet? Conduct a GD after reading the article by Tharoor 4. 'Literacy will be read, and democracy will be dead as well.' Examine this statement and conduct a debate. 5. Do you want to settle down abroad? How does the poem by Imtiaz Dhaker express the life of an immigrant worker in the West? Conduct a discussion in your class 6. Collect details in groups and prepare a write up on literature of the Diaspora. 7. Innovation is the soul of entrepreneurship. Examine the statement after watching Sunder Pichai' s speech 8. Conduct a GD on the impact of digital technology on the youth. 	8	
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	4	<p>Module IV:</p> <ol style="list-style-type: none"> 1. Prepare a research project on a specific aspect of Abdulrazak Gurnah's life or work. 2. Explore critical responses to Abdulrazak Gurnah's work and discuss different interpretations and analyses. 3. Write a paper tracing the history of reception after the publication of the story and compare it with the comment section of the cyberspace today, 4. Prepare an imaginary conversation with the writer as a creative assignment highlighting the aspects of savagery in perceivably modern cultures. 5. Listening to the song and identify themes of wealth gap and disparity then divide into group and prepare a presentation 6. Prepare a speech on the topics of unemployment, poverty and social inequality prevalent in the first world comparing it with the social problems of the third world. 7. Analyse Mandela's commitment to social justice and service to others and prepare an article. 8. Conduct a GD on Mandela's strengths, weaknesses, motivations, and how he evolves as a character in his autobiography. 	8	
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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 30 transaction hours for the fixed modules and 30 hours for the open-ended one. Internal assessments (25 marks) are split between the open-ended module (15 marks) and the fixed modules (10 marks). The final exam, however, covers only the 16 units from the fixed modules.

Mapping of COs with PSOs and POs:

	PS O 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	3	2	3	3	3	3	2	2	1	2	1	2	2
CO 2	3	3	3	3	2	3	3	2	2	1	2	1	3
CO 3	3	3	3	3	3	3	3	3	2	1	2	2	1
CO 4	3	3	3	3	3	3	2	2	1	3	1	2	2
C05	3	2	3	3	3	3	2	2	2	2	3	2	1

Correlation Levels:

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

Assessment Rubrics:

- Quiz/Assignment/Quiz/Discussion/Seminar
- Mid-term Exam
- Viva
- Assignments (20%)
- Final Exam (70%)

Mapping of Cos to Assessment Rubrics:

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
CO1	✓	✓		✓
CO2	✓	✓		✓
CO3	✓	✓		✓
CO4	✓	✓		✓
CO5	✓	✓		✓



PROVIDENCE WOMEN'S COLLEGE (AUTONOMOUS)
FOUR-YEAR UNDER GRADUATE PROGRAMME (PWC-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/q6qpSApjcwo?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	Casteism- Sree Narayana Guru.	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	
		Suggested Activities:		
	<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	
	Suggested Activities: 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*- Arundhathi 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 Kannankulam https://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:

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

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	✓	✓	✓	✓



**PROVIDENCE WOMEN'S COLLEGE (AUTONOMOUS)
FOUR-YEAR UNDER GRADUATE PROGRAMME (PWC-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_FUyWQ	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 VanyajeeviManushyar: 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_eatrabheaseavirayule_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
C O 1	2	2	3	1	2	3	2	-	2	1	-	1	2
C O 2	2	3	3	3	2	3	3	1	1	3	1	2	3
C O 3	3	3	2	1	2	3	2	3	3	2	2	2	3
C O 4	3	3	2	2	2	3	3	2	3	1	2	1	2
C O 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 (10%)
2. Internal Exam (10%)
3. Assignment (10%)
4. End Semester Exam (70%)

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	✓	✓	✓	✓



**PROVIDENCE WOMEN'S COLLEGE (AUTONOMOUS)
FOUR-YEAR UNDER GRADUATE PROGRAMME (PWC-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 – P. Kunhiraman 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_lp_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 (10%)
2. Internal Exam (10%)
3. Assignment (10%)
4. End Semester Exam (70%)

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	✓	✓	✓	✓



PROVIDENCE WOMEN'S COLLEGE (AUTONOMOUS)
FOUR-YEAR UNDER GRADUATE PROGRAMME (PWC-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_aztFHA	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.

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.thehindu.com/news/national/kerala/women-start-ups-entrepreneurs-on-the-rise-in-kerala-ksum-report/article66592161.ece>

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

Correlation Levels:

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

Assessment Rubrics:

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

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	✓	✓	✓	✓



**PROVIDENCE WOMEN'S COLLEGE (AUTONOMOUS)
FOUR-YEAR UNDER GRADUATE PROGRAMME (PWC-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/As signment
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	Morons, The Name of This Country is India- V Abdul Latheef	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 Subramanian:	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. Jaydev Jana: “Gandhi and Democracy” (*The Statesman*)

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 (10%)
- Internal Exam (10 %)
- Assignments (10%)
- Final Exam (70%)

Mapping of COs to Assessment Rubrics:

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
CO 1	✓	✓	✓	✓
CO 2	✓	✓		✓
CO 3	✓	✓	✓	✓
CO 4		✓		✓
C05	✓		✓	✓
C06	✓	✓	✓	✓



PROVIDENCE WOMEN'S COLLEGE (AUTONOMOUS)
FOUR-YEAR UNDER GRADUATE PROGRAMME (PWC-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	Sustaining 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	School Strike for Climate – Save the World by Changing the Rules - Greta Thunberg [Ted X Talks) https://www.rev.2com/blog/transcripts/greta-thunberg- ted-talk-transcript-school-strike-for-climate	3	
	4	Water – Ralph Waldo Emerson	2	
		<p>Suggested Activities:</p> <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	
		Suggested Activities: <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=gkjW9PZB_Rfk	2	
	9	Telephone Conversation-Wole Soyinka	2	
	10	Subha- Rabindranath Tagore	2	
	11	<i>Hitchki</i> - Dir. Sidharth P Malhotra	3	
		Suggested Activities: <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-Di-ibert-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. *The Republic*- Plato
2. *Groundwork for the Metaphysics of Morals*- Immanuel Kant
3. *Ethics*- Baruch Spinoza
4. *A Theory of Justice*- John Rawls
5. *After Virtue*- Alasdair MacIntyre
6. *The Idea of India*- Sunil Khilnani
7. *Secularism in India: Concept and Practice* edited by Rajeev Bhargava
8. *India as a Secular State*- Donald Eugene Smith
9. *Why I Am Not a Hindu*- Kancha Ilaiah
10. *The Crisis of Secularism in India* edited by Anuradha Dingwaney Needham and Rajeswari Sunder Rajan -
11. *The Structure of Scientific Revolutions*- Thomas S. Kuhn
12. *The Two Cultures*- C.P. Snow
13. *Science, Technology, and Society: A Sociological Approach*- Wenda K. Bauchspies, Jennifer Croissant, and Sal Restivo
14. *Technopoly: The Surrender of Culture to Technology*- Neil Postman
15. *The Social Construction of Reality*- Peter L. Berger and Thomas Luckmann
16. *Silent Spring*- Rachel Carson
17. *The Ecological Indian: Myth and History*- Shepard Krech
18. *The Climate of History in a Planetary Age*- Dipesh Chakrabarty
19. *Braiding Sweetgrass: Indigenous Wisdom, Scientific Knowledge, and the Teachings of Plants*- Robin Wall Kimmerer
20. *Environmental Ethics: An Anthology* edited by Andrew Light and Holmes Rolston

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 (10%)
- Internal Exam (10 %)
- Assignments (10%)
- Final Exam (70%)

Mapping of COs to Assessment Rubrics:

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



PROVIDENCE WOMEN'S COLLEGE (AUTONOMOUS)
FOUR-YEAR UNDER GRADUATE PROGRAMME (PWC-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	Pale Blue Dot- Carl Sagan https://youtu.be/wupToqz1e2g?si=xstLwqYIZc4bFFMy	2	
	6	2023 Nobel Prize Acceptance Speech- Narges Mohammadi	3	
	7	War Photographer- Carol Ann Duffy	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	
		<p>Suggested Activities:</p> <ol style="list-style-type: none"> 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 (10%)
- Internal Exam (10 %)
- Assignments (10%)
- Final Exam (70%)

Mapping of COs to Assessment Rubrics:

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
CO 1	✓	✓	✓	✓
CO 2	✓	✓		✓
CO 3	✓	✓	✓	✓
CO 4		✓		✓
C05	✓		✓	✓
C06	✓	✓	✓	✓



**PROVIDENCE WOMEN'S COLLEGE (AUTONOMOUS)
FOUR-YEAR UNDER GRADUATE PROGRAMME (PWC-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) E[pisode I, II & III (Condensed Version)- Web series https://youtu.be/RDSr68ewVP4?si=qXvg1BIH9cWkPr6K https://youtu.be/nHNTu_sG4SI?si=gA9QPWX6Ppb-piUK 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/cSug5dEv7D4?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 Ijeawele’ 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, Devid L.Costil.(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	PO1	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 (10%)
- Midterm Exam (10%)
- Assignments (10%)
- Final Exam (70%)

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	✓	✓	✓	✓



PROVIDENCE WOMEN'S COLLEGE (AUTONOMOUS)
FOUR-YEAR UNDER GRADUATE PROGRAMME (PWC-FYUGP)

GENERAL FOUNDATION COURSES

IV SEM VALUE ADDED COURSE

Programme	GENERAL FOUNDATION COURSES				
Course Code	ENG4FV109(1A)/ENG4FV110				
Course Title	FRAMING PERSPECTIVES: LITERARY AND CULTURAL NARRATIVES FOR LANGUAGES				
Type of Course	VALUE-ADDED COURSE (VAC)- BA LANGUAGES				
Semester	4				
Academic Level	100-199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	3	3	-	-	45
Pre-requisites	The learners are expected to have a general idea about the concepts of ethics, inclusiveness and coexistence.				
Course Summary	This course is intended to enable the students to understand egalitarian values like gender equity and inclusiveness along with the ethical foundations of humanity and ecological awareness, with a global perspective.				

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO 1	Develop an inclusive outlook that respects diverse beliefs and perspectives.	U, An	C	Discussion/Poster making/ Assignment.
CO 2	Enhance gender sensitivity which respects gender diversity and promotes inclusiveness.	U, An, E	C, M	Debate/Report/ Quiz.
CO 3	Cultivate an environment-friendly consciousness and understand the importance of coexistence on the planet.	U, Ap, An	C, P, M	Create Video/ Panel discussion.
CO 4	Develop ethical awareness and apply ethical principles in decision-making.	Ap, An, C	C, P, M	Panel discussion, Creative Writing
CO 5	Attain the knowledge and practice of inclusiveness.	An, Ap, C	P, M	Quiz/ GD
<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 (45)	Marks (50)
I	Environment		9	15
	1	'Chilean Forest' from Memoirs- Pablo Neruda	2	
	2	Legend- Judith Wright	3	
	3	Honey Mango Tree - Vaikom Muhamed Basheer	2	
	4	<i>One Earth</i> https://youtu.be/QQYgCxu988s?si=ZI7arhiHvZzpYl_c	2	
		Suggested Activities: <ol style="list-style-type: none"> 1. Conduct a debate on environmental sustainability. 2. Visit any biodiversity park/sanctuary and write a report on your visit. 3. Organise panel discussion on 'Threats on Environment'. 		
II	Ethics		9	10
	5	Man's Peril- Bertrand Russel	3	
	6	A Grain as Big as a Hen's Egg - Leo Tolstoy	3	
	7	Masses- Cesar Vallejo	2	
	8	<i>Napalm Girl</i> - CBC Docs https://youtu.be/SWH2Vi0PcoI?si=rHIh7nju1lZPr0mV	1	
		Suggested Activities: <ol style="list-style-type: none"> 1. Organise a debate on ethics and its relevance 2. Write a story/ poem about ethics and its life practice. 3. Prepare a short video on ethics 		

III	Gender Equity		9	15
	9	Phenomenal Woman- Maya Angelou	2	
	10	'Unlearning of Preconceived Notions, Why Problem of Gender is Always Overlooked' from <i>We Should All Be Feminists</i> - Chimamanda Ngozi Adichie. pp. 38-46.	3	
	11	Tribute to Papa- Mamta Kalia	2	
	12	Emma Watson's Speech on Gender Equality https://youtu.be/iRr9v_shgbY?si=XYCkV2rs7Ym0IC8e	2	
		Suggested Activities: <ol style="list-style-type: none"> 1. Create a poster emphasizing the equality of gender. 2. Watch films based on gender equity and write reviews. 3. Write a newspaper article on any contemporary gender issues. 		
IV	Inclusiveness		9	10
	13	Liberty Needs Glasses- Tupac Shakur	2	
	14	Yellow Woman- Leslie Marmon Silko	3	
	15	Excerpt from <i>The Truth about Me: A Hijra Life Story</i> -A Revathi. pp. 14-16	2	
	16	The Story of a Disabled Little Girl- Tylia Flores https://spillwords.com/the-story-of-a-disabled-girl/	2	
		Suggested Activities: <ol style="list-style-type: none"> 1. Collect and compile stories of the success of people from minority communities. 2. Watch films which promote inclusiveness and present the ideas before the classroom. 3. Identify texts dealing with themes of inclusiveness and diversity. 		
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 examination, however, covers only the 16 units from the fixed module

Suggested Readings:

1. 'In London Town'-Mary Coleridge
2. 'From Cocoon Forth a Butterfly'-Emily Dickinson
3. Speech by Chief Seattle
4. 'War'-Luigi Pirandello
5. 'The Seven-Coloured' - Gulzar
6. 'Felling of the Banyan Tree'- Dilip Chitre
7. 'Freedom'-Lanston Hughes
8. 'Age of Science'- Sahodaran Ayyappan.
9. 'In Celebration of My Uterus'-Anne Sexton
10. 'A Cup of Tea'-Catherine Mansfield
11. 'And of Clay We are Created'- Isabel Allende
12. 'How to Write about Africa'- Binyavanga Wainaina
13. *Behind Our Eyes: Stories, Poems and Essays by Writers with Disabilities*- Ed. Marilyn Brandt Smith, et al.
14. *I am Not a Number*- Written by Jenny Kay Dupuis and Kathy Kacer & Illustrated by Gillian Newland
15. 'Women's Indigenous Knowledge and Biodiversity Conservation'- Vandana Shiva Vol. 19, No. 1/2, Spring-Summer 1992, *Indigenous Vision: Peoples of India Attitudes to The Environment*. Pp. 205-214.

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

Correlation Levels:

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

Assessment Rubrics:

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

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	✓	✓	✓	✓



PROVIDENCE WOMEN'S COLLEGE (AUTONOMOUS)
FOUR-YEAR UNDER GRADUATE PROGRAMME (PWC-FYUGP)

GENERAL FOUNDATION COURSES

VALUE ADDED COURSE

Programme	GENERAL FOUNDATION COURSES				
Course Code	ENG4FV109(1B)				
Course Title	FRAMING PERSPECTIVES: LITERARY AND CULTURAL NARRATIVES FOR HUMANITIES AND OTHER BA PROGRAMMES				
Type of Course	VALUE-ADDED COURSE (VAC) - BA HUMANITIES AND OTHER BA PROGRAMMES				
Semester	4				
Academic Level	100-199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	3	3	-	-	45
Pre-requisites	Students should have basic understanding of literature, ecology, society and science, along with communication skills and critical thinking abilities.				
Course Summary	This course explores the intersection of literature, ecology, humanity, science, and holistic living. The readings, both primary and suggested, offer diverse perspectives, encouraging students to critically engage with the complex relationship between individuals, society, and the world.				

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools Used
CO1	Understanding the critical components inherent in each literary form, including thematic analysis, contextual understanding, character development and rhetorical techniques.	U	F, C	Creative work/ Assignments
CO2	Developing advanced verbal and non-verbal communication skills in expressing literary analyses, interpretations, and critiques.	Ap, E	C, P	Debate, discussions, presentations.
CO3	Inculcating a holistic understanding of how human beings as a species have to coexist as social, cultural, and ethical.	Ap, An	M	Reflective Essays/ Mock interviews.
CO4	Synthesizing insights gained from diverse literary works, showcasing an ability to apply literary knowledge to contemporary social, cultural, and ethical contexts.	E, C	C, P	Seminar/Assignments,
CO5	Creating a sense of collaboration that surpasses the differences based on disciplines, specifically humanities and other branches of knowledge.	Ap, C	P, M	Review
<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 (45)	Marks (50)
I	Harmony in Nature		9	13
	1	The Earth Speaks- Rainer Maria Rilke	2	
	2	A Mild Attack of Locusts - Dorris Lessing	2	
	3	Man, and Nature in India: The Ecological Balance- Salim Ali	3	
	4	A Flowering Tree - A K Ramanujan	2	
		<p>Suggested Activities:</p> <ol style="list-style-type: none"> 1. Create a piece of artwork (painting, sculpture, digital art) or a short video (3-5 minutes) that represents the concept of harmony in nature. 2. Write newspaper article on how people have been conserving nature specific to the learner's locality. 3. Write a review of a documentary/movie that talks about the destruction of nature. 4. Visit a site where people have been living in harmony with nature. 		
II	Harmony in Humanity		9	12
	5	Invictus- William Ernest Henley	2	
	6	Old Man at the Bridge- Ernest Hemingway	2	
	7	We Should All Be Feminists - Chimamanda Ngozi Adichie	3	
	8	The Silent Child- Chris Overton https://youtu.be/2GbxFIVQv8c?si=qZhAnZ2LfTvCSkkF	2	
		<p>Suggested Activities:</p> <ol style="list-style-type: none"> 1. Conduct a panel discussion on how cultural diversity contributes to societal harmony and the ways in which intercultural relationships foster mutual respect and understanding. 2. Select a specific example of a community or program that has successfully promoted cultural harmony. Analyze the strategies used and their outcomes. 3. Conduct programmes in your institution based on the theme of cultural diversities. 4. Conduct a mock interview with a social worker. 		

III	Arts and Society		9	13
	9	Blowin' in the Wind- Bob Dylan	2	
	10	'Guernica' Did Nothing- Which is Why it Still Matters- David McCarthy https://www.zocalopublicsquare.org/2023/04/24/guernica-antiwar-art-still-matters/ideas/essay/	2	
	11	<i>The Day I Became a Woman</i> - Dir. Marzieh Makhmalbaf	3	
	12	How India's Street Art Scene is Bringing about Social Change- Sky's Saskia Lumley https://www.youtube.com/watch?v=SExAIcu36ZI	2	
		Suggested Activities: 1. Organise a photo exhibition on the theme 'Social Emancipation'. 2. Conduct discussions on the importance of art literacy in society and the role of education in promoting it. 3. Watch movies/documentaries that call for social change. 4. Compile art forms that speak about society.		
IV	Towards Holistic Living		9	12
	13	Wind Women- Jeannette Armstrong	2	
	14	The Bear Came over the Mountain- Alice Munro	2	
	15	Excerpt from <i>Laughing Cancer Away: An Actor's Memoir</i> - Innocent	3	
	16	A Day in the Life of Griffin and Turner- <i>Special Book by Special Kids</i> https://www.youtube.com/watch?v=JqXHIz-vfQ&t=1047s	2	
		Suggested Activities: 1. Write an article about a person who has survived a major illness. 2. Write a review of an autobiography of a person with disabilities. 3. Conduct a panel discussion about the issues and triumphs of old age. 4. Adapt and enact a skit that discusses the life of people from minority 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 examination, however, covers only the 16 units from the fixed module.

Suggested Reading:

1. 'On Killing a Tree'- Gieve Patel
2. 'The Microbe'- Hilaire Belloc
3. 'The Importance of Storytelling within Indigenous Culture'- *Yarn*

<https://www.yarn.com.au/blogs/yarn-in-the-community/the-importance-of-storytelling-within-indigenous-culture>

4. The Story of My Life- Helen Keller
5. *Joothan*- Om Prakash Valmiki
6. 'Old Folks Laugh'- Maya Angelou
7. *Laapataa Ladies*- Dir. Kiran Rao
8. *Alamar* (To the Sea) - Dir. Pedro González-Rubio
9. *Silence! The Court is in Session*- Vijay Tendulkar.
10. *An Ordinary Story*- Chart Korbjitti

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

Correlation Levels:

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

Assessment Rubrics:

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

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	✓	✓	✓	✓



PROVIDENCE WOMEN'S COLLEGE (AUTONOMOUS)
FOUR-YEAR UNDER GRADUATE PROGRAMME (PWC-FYUGP)

GENERAL FOUNDATION COURSES

VALUE ADDED COURSE

Programme	GENERAL FOUNDATION COURSES				
Course Code	ENG4FV109(2)				
Course Title	FRAMING PERSPECTIVES: LITERARY AND CULTURAL NARRATIVES FOR SCIENCES				
Type of Course	VALUE-ADDED COURSE (VAC)- SCIENCE				
Semester	4				
Academic Level	100-199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	3	3	-	-	45
Pre-requisites	The learners are expected to have a general idea about well-being and other social avenues that lead to responsible living.				
Course Summary	This course aims to foster values like gender awareness, physical and mental well-being, and self-responsiveness among students by imparting the knowledge and experience requisite to elicit gender, health and wellness, self and identity, and human rights principles through the textual world.				

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO 1	To foster human values among learners by providing learning experiences through textual transactions.	U, An	F, C	Discussion, /Poster making/Assignment.
CO 2	To provide a learning experience that is distinctive and impactful on the young generation and engage, inspire and challenge the learners to become leaders with ethics and positive contributors to their chosen field.	U, An, Ap	C, P, M	Debate/Article/ Quiz.
CO 3	To analyse the complexities of life and find solutions in the current digital era.	U, Ap, An	C, P, M	Panel discussion/Survey/Debates/ Assignments .
CO 4	To nurture gender sensitivity, ethics, human rights, identity and self in the young generation.	Ap, An, C	C, M	Panel discussion/Creative writing
CO 5	To understand the value of life and the meaning and application of peaceful co-existence.	An, Ap, C	C, M	Create Videos/ GD.
<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 (45)	Marks (50)
I	Human Rights		9	13
	1	Integrating Human Rights, Leave No One Behind, and Gender Equality into UN Cooperation Frameworks- <i>United Nations Sustainable Development Group</i> https://www.youtube.com/watch?v=mHHy1gDn4x8	2	
	2	On The Rule of the Road - A.G. Gardiner	2	
	3	Humanities v/s Science- S Radhakrishnan	2	
	4	<i>I Am a Cat</i> - Dir. Kon Ichikana	3	
		Suggested Activities: <ol style="list-style-type: none"> 1. Conduct a debate on the misuse of Constitutional Rights. 2. Organise panel discussion on ‘Threats on Human Rights’. 3. Prepare a short film on the challenges of human rights. 4. Explore human rights issues through storytelling. 		
II	Professional Ethics and Scientific Temper		9	12
	5	The Self- Unseeing- Thomas Hardy	2	
	6	Karma- Khushwant Singh	2	
	7	Excerpt from <i>All in a Drop: How Antony Van Leeuwenhoek Discovered an Invisible World</i> - Lori Alexander	2	
	8	<i>The Boy Who Harnessed the Wind</i> - Dir. Chiwetel Ejiofor	3	
		Suggested Activities: <ol style="list-style-type: none"> 1. Organise a debate on ethics and its relevance. 2. Write a story/ poem about ethics and its practice. 3. Prepare a short video on ethics. 4. Conduct a quiz on topics related to scientific temper. 		

III	Understanding Gender		9	13
	9	The Yellow Wallpaper- Charlotte Perkins Gilman	3	
	10	Don't be Beautiful- Nikita Gill	1	
	11	The Biology of Gender, from DNA to the Brain- Karissa Sanbonmatsu https://www.youtube.com/watch?v=HLEgiR1Fsds	3	
	12	'Introduction' to <i>Strategy The Empowerment of Women and Girls with Disabilities: Towards Full and Effective Participation and Gender Equality</i> - UN Women https://www.unwomen.org/sites/default/files/Headquarters/Attachments/Sections/Library/Publications/2018/Empowerment-of-women-and-girls-with-disabilities-en.pdf	2	
	Suggested Activities: <ol style="list-style-type: none"> 1. Watch films based on gender equity and write reviews. 2. Write a newspaper article on any contemporary gender issues. 3. Analyse representation of women in science. 4. Discussion about the cross-cultural representation of women in literary narratives. 			
IV	Mindfulness		9	12
	13	Factories Are Eyesores- Baldoon Dhingra	2	
	14	'Stigma Shame and Silence' from <i>Positive Lives: The Story of Ashok and Others with HIV</i> - Kalpana Jain	2	
	15	Chapter I from <i>A Long Walk to Water</i> - Linda Sue Park	3	
	16	The Poisoned Bread- Bandhu Madhav	2	
	Suggested Activities: <ol style="list-style-type: none"> 1. Collect and compile life stories of people from minority communities. 2. Watch movies/documentaries about calamities inflicted by human beings. 3. Identify texts dealing with themes of inclusiveness and diversity. 4. Make short videos on peaceful co-existence. 			
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

examination, however, covers only the 16 units from the fixed module

Suggested Reading:

1. *Frankenstein's Daughters; Women Writing Science Fiction*- Jane Donawerth
2. *Pale Blue Dot*- Carl Sagan
3. *Lilavati's Daughters- The Women Scientists of India* – Ed. Rohini Godbole and Ram Ramaswamy
4. Predicts The Future– Isaac Asimov
<https://youtu.be/gTBxkUPG4a4?si=nPqpyarzxYGCwsY0>
5. Vanka- Anton Chekhov
6. *The Sanatorium of Trees*- Veeran Kutty
7. *Where is the Friend's House?* - Dir. Abbas Kiarostami
8. *We are Water Protectors*- Written by Carole Lindstrom and Illustrated by Michaela Goade
9. *Gift in Green*- Sarah Joseph
10. A Day in the Life of Ruby- *Special Book by Special Kids*

<https://www.youtube.com/watch?v=SkcakBySs18>

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

Correlation Levels:

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

Assessment Rubrics:

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

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	✓	✓	✓	✓



PROVIDENCE WOMEN'S COLLEGE (AUTONOMOUS)
FOUR-YEAR UNDER GRADUATE PROGRAMME (PWC-FYUGP)

GENERAL FOUNDATION COURSES

VALUE ADDED COURSE

Programme	GENERAL FOUNDATION COURSES				
Course Code	ENG4FV109(3)				
Course Title	FRAMING PERSPECTIVES: LITERARY AND CULTURAL NARRATIVES FOR COMMERCE AND MANAGEMENT				
Type of Course	VALUE-ADDED COURSE (VAC)- COMMERCE AND MANAGEMENT				
Semester	4				
Academic Level	100-199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	3	3	-	-	45
Pre-requisites	The learners are expected to have basic knowledge of values and ethics and its applicability in academics as well as in life.				
Course Summary	The course aims at producing engaged, productive, and empowered citizens with creative imagination, sound ethical moorings, scientific temper and values for building an equitable and inclusive society as envisaged by our Constitution.				

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO 1	The learner will understand the perspectives on desirable attributes and the role of values in the well-being of an individual and society.	U	F, C	Assignments/Test Paper/ Quiz
CO 2	The learner will analyse real-life situations and cultivate empathy, tolerance and respect towards pluralism.	An	C, M	Questionnaire/Survey
CO 3	The learner will apply the knowledge of personal and social ethics to issues in her/his life and society.	Ap	C, P, M	Debate/ Group Discussion.
CO 4	The learner will analyse the Quotients of Wellness and measure the values of each quotient for her/his health and wellness.	Ap, An	P, M	Read and analyse.
CO 5	The learner will acquire the ability to analyse problems related to human rights, professional ethics, scientific temper and individual and social well-being.	E, An	P	Seminar presentation
<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 (45)	Marks (50)
I	Human Rights		9	13
	1	Kalahandi- Jagannath Prasad Das	2	
	2	Excerpt from ‘Supreme Court Judgment on Polygraph, Narco-Analysis & Brain-Mapping: A Boon or a Bane?’ - Suresh Bada Math	2	
	3	Black Men and Public Place- Brent Staples	3	
	4	<i>Black & White</i> - Dir. Anuj Ramachandran https://youtu.be/AxUgUBaipRA	2	
		Suggested Activities: <ol style="list-style-type: none"> 1. Collect recent news items on human rights violations, analyse them and prepare a report on them. 2. Interpret cartoons on human rights as in the example given. 3. List the human rights violations that are commonly seen. 4. Organise panel discussion on the shortcomings of the human rights enlisted in the Constitution of India. 		
II	Scientific Temper		9	12
	5	The Theologian’s Nightmare- Bertrand Russell	3	
	6	Excerpt from ‘What is Science?’- George Orwell	2	
	7	The Broken Mirror, the Black Cat and Lots of Good Luck - Chris Rose	2	
	8	How AI will Shape Humanity’s Future- Yuval Noah Harari https://youtu.be/2w37ty9gGU8	2	
		Suggested Activities: <ol style="list-style-type: none"> 1. Watch the short film and write a review. <i>A Day in the Life</i> - https://www.youtube.com/watch?v=j-kDsBrHAYs 2. What kinds of superstitions are common in your locality? Make a list. 3. Discuss AI and the Future of Humanity. 4. Conduct a poster exhibition on the latest scientific developments from Kerala. 		

III	Professional Ethics		9	13
	9	Propaganda Techniques in Today's Advertising- Ann McClintock	3	
	10	A Crime of Compassion- Barbara Huttman	2	
	11	Excerpt from 'Social Media Ethics and Etiquettes'- Carolyn Cohn	2	
	12	How to Create a Great Brand Name? - Jonathan Bell - <i>TED Archive</i> https://youtu.be/rzbXht7MJVM	2	
	Suggested Activities: 1. Prepare a chart about the Professional Ethics to be practised in a firm/company. 2. Conduct a debate on the topic- Euthanasia. 3. List interesting brand names and analyse their meanings. 4. Write an article about the importance of sustainable living and work ethics.			
IV	Health and Wellness		9	12
	13	Pain is Not the Ultimate Enemy- Norman Cousins	2	
	14	The Diabetes Epidemic: Why, and What We Can Do?- V. Mohan	2	
	15	Ethical Health: Time to Add to Your Wellness Wheel- Joel Bennett	3	
	16	Women's Mental Health- <i>The News Minute</i> https://www.youtube.com/watch?v=vk7vkyTXfy8	2	
	Suggested Activities: 1. Draw a Wellness Wheel and mark individual scores. The eight sections in the wheel represent your life. Rank your level of satisfaction with each area out of 10. 1- means you are struggling and feel unfulfilled in that area. 10- means you're satisfied with that area and don't think it needs much improvement. Discuss methods of improvement. 2. Discuss some measures to ensure healthy practices in life. 3. Make a presentation on the prominent health issues in contemporary times. 4. Create a short video on any healthcare professional from the learner's region.			
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 examination, however, covers only the 16 units from the fixed module

Suggested References:

1. Universal Declaration of Human Rights
<https://www.un.org/en/about-us/universal-declaration-of-human-rights>
2. Human Rights and Legal Responsibilities – Nani A Palkhivala
3. A Perspective on Scientific Temper in India- Subodh Mahanti
4. Scientific Temper: A Nehruvian Thought that is much Relevant Today -
Venkataraghavan Srinivasan

https://thefederal.com/science/scientific-temper-a-nehruvian-thought-but-very-much-relevant-today/#google_vignette
5. *Business Ethics: Ethical Decision Making & Cases*- O.C Ferrell
6. *Leading with Purpose: The New Corporate Realities*- Richard R. Ellsworth
7. Social Media Ethics Essay: Examples & Definition- IvyPanda
<https://ivypanda.com/essays/social-media-and-ethics-report/>
8. Social Media, Ethics and the Privacy Paradox-Nadine Barrett- Maitland and Jenice Lynch from *Security and Privacy From a Legal, Ethical, and Technical Perspective*- Ed. Christos Kalloniatis and Carlos Travieso-Gonzalez
<https://www.intechopen.com/chapters/70973>
9. How to Look After Your Mental Health using Exercise?- *Mental Health Foundation*
<https://www.mentalhealth.org.uk/explore-mental-health/publications/how-look-after-your-mental-health-using-exercise>
10. Ethical Dilemma: The Burger Murders – Dir. Patrick Smith
<https://www.youtube.com/watch?v=W8O131s31Rg>

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

Correlation Levels:

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

Assessment Rubrics:

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

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	✓	✓	✓	✓



PROVIDENCE WOMEN'S COLLEGE (AUTONOMOUS)
FOUR-YEAR UNDER GRADUATE PROGRAMME (PWC-FYUGP)

GENERAL FOUNDATION COURSES

IV SEM- SKILL ENHANCEMENT COURSE

Programme	GENERAL FOUNDATION COURSES				
Course Code	ENG4FS111(1A)				
Course Title	CONTEMPORARY LANGUAGE SKILLS FOR LITERATURES				
Type of Course	SKILL ENHANCEMENT COURSE (SEC)- LANGUAGES				
Semester	4				
Academic Level	100-199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	3	2	---	2	60
Pre-requisites	Basic knowledge of the English Language.				
Course Summary	The course equips learners with a comprehensive skill set that extends beyond basic language acquisition. This program encompasses a spectrum of general and professional proficiencies, emphasizing the development of creativity, critical thinking, effective communication, and collaborative abilities.				

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Acquisition of active listening skills to respond to verbal and nonverbal cues.	R	P	Test/Quiz
CO2	Acquisition of proper vocabulary, pronunciation and command over grammatical categories to develop language competency.	R, U	C	Viva-Voce/Exams
CO3	Developing the skills to interact with diverse people belonging to different cultures.	C, Ap, E	P	Role play/ Viva- Voce
CO4	Developing the skill to make effective presentations with the assistance of technology.	C, Ap	P	Seminar
CO5	Acquisition of the skill to evaluate verbal and written communication and respond appropriately.	An, Ap, E	P	Assignments
CO6	Developing Professional Writing Skills	R, Ap	P	Review
* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)				

Detailed Syllabus:

Module	Unit	Content	Hrs (60)	Marks (50)
I	SOCIAL & PROFESSIONAL SKILLS		8	15
	Skill: To develop effective communication, teamwork, and leadership abilities to excel in both social and professional environments.			
	1	Martin Luther King- RN Roy	2	
	2	Green Parrots in a cage-Gopi Gauba	2	
	3	'First Thoughts' from <i>Writing Down the Bones: Freeing the Writer Within</i> - Natalie Goldberg-pp 10-13.	2	
4	'Introduction — Brandon Sanderson on Writing Science Fiction and Fantasy'- Brandon Sanderson https://youtu.be/-6HOdHEeosc?si=gTJOTvqCJ6L7BwjP	2		
II	Critical Thinking & Problem Solving		8	10
	Skill: To enable learners how to think and evaluate critically.			
	5	A Jury of Her Peers-Susan Glaspell	2	
	6	Harrison Bergeron- Kurt Vonnegut	2	
	7	Letter from a Birmingham Jail- [King, Jr.] https://www.africa.upenn.edu/Articles_Gen/Letter_Birmingham.html	2	
	8	The Man with the Hoe-Edwin Markham. https://www.poetryfoundation.org/poems/47948/the-man-with-the-hoe	2	

III	Creative Expressions		8	15
	9	Skills: To enable learners to master the nuances of creative writing and understand the fundamental elements of creative writing by developing skills in writing fiction, poetry, and creative non-fiction.		
		Ariel- Sylvia Plath	2	
	10	Bullet in the Brain-Tobias Wolff	2	
	11	The Starry Night-Vincent van Gogh	2	
12	April 15th &16 Th, 1802" from the Journal Written at Grasmere(p.106-109)-Journals Of Dorothy Wordsworth Edited By William Knight Vol. I https://www.gutenberg.org/files/42856/42856-h/42856-h.htm#Page_77	2		
IV	Collaboration		6	10
	Skills: To teach learners the skill of collaboration in classroom- Brainstorming, Group Discussion & Peer Learning Collaborative in the digital spaces			
	13	The Conjuror's Revenge -Stephen Leacock	2	
	14	The Price of Flowers -Prabhat Kumar Mukhopadhyay	1	
	15	Documentary based on Kerala flood- https://youtu.be/kwwhqnl1OIE?si=Z6rCDbHx5tW3iJpU	1	
16	Snake-D H Lawrence	2		

V	Practicum	30	
	<p>Module I:</p> <ol style="list-style-type: none"> 1. Bring out the parallels in the life and works of Martin Luther King and Mahatma Gandhi 2. Social injustice in some form or other exists in every society in all times. What can we do to create a just and democratic society. Conduct a GD 3. Partition has left lasting scars in the soul of this subcontinent. Discuss 4. How does the story bring parallels between the parrots and the people? Do you feel true human relationships always go beyond man-made borders? Discuss 5. "Forget yourself. Disappear into everything you look at.." Examine the statement about creative writing in Writing Down the Bones. 6. Are you interested in creative writing? Sit in groups and give a small activity in creative writing and share your scripts and discuss. 7. Discuss how Brandon Sanderson uses different writing methods to write science fiction and other stories. 8. Conduct GD on the salient features of science fiction 	7	
	<p>Module II:</p> <ol style="list-style-type: none"> 1. Write a short note on decorative writing and women 2. Identify and analyze mysteries featuring women as investigators and compare them with stories featuring men as investigators 3. Organize a discussion on detective stories and characters popular in your regional literature. 4. Write a short story or essay imagining a different ending or alternative developments for the characters in "Harrison Bergeron." Consider how small changes could alter the story's message. 5. Research the historical and political context in which Vonnegut wrote "Harrison Bergeron." Create presentations or papers discussing how real-world events influenced his portrayal of societal issues. 6. Trace out the history of the civil rights movement in the USA and submit an assignment critically reading the history 7. Organize a discussion on racism and how language plays a role in it. 8. After reading the letter, write down the critical arguments that evolved through the narrative and how it exerts soft power on the opponents addressed in the text. 9. Identifying the painting mentioned in the poem and give your interpretation then compare it with the poem. 10. Organize a discussion on the condition of working class after analyzing the poem then submit a note comparing the contemporary experience of class 11. Attempt an imaginary interview by creating critical questions for the author regarding his utopian ideas. 	7	

		<p>Module III:</p> <ol style="list-style-type: none"> 1. Some poems in "Ariel" evoke strong visual imagery. Discuss how their interpretations visually capture the essence of Plath's words. 2. Assign a research project focused on Sylvia Plath's life and work beyond "Ariel." 3. Research real-life instances of unexpected events or ironic twists similar to Anders' experience. How do these compare to Wolff's fictional portrayal? 4. Create a storyboard or a series of illustrations that depict key moments in the story. 5. Discuss how "The Starry Night" has influenced literature, music, and popular culture. Identify references to the painting in films, books, and music videos. 6. Compare "The Starry Night" with other depictions of night skies in art history, such as other works by van Gogh or by artists like Edvard Munch or Claude Monet. 7. Research the Romantic literary movement and its key characteristics. Discuss how Dorothy Wordsworth's journal entries exemplify Romantic ideals such as reverence for nature, emotional introspection, and spontaneity. 8. Compare and contrast modern-day observations with Dorothy Wordsworth's descriptions from 1802. Discuss any changes in the landscape or environmental conditions. 	8	

	<p>Module IV:</p> <ol style="list-style-type: none"> 1. We often underestimate others. Conduct a GD on the role of mutual respect in our social interactions after reading The Conjuror's Revenge 2. Bring out the elements of suspense and humour in the narrative style of Leacock. 3. Empathy is a universal feeling, discuss the statement in the light of ' The Price of Flowers ' 4. True human values know no boundaries. Discuss 5. Identify collaborations in digital platforms and write assignments using the platform. 6. Give a topic to the learners and conduct brainstorming sessions & group discussions. 7. Man is just one among all the creatures living on the planet. We need to collaborate and coexist with other creatures. Conduct a debate on the topic 8. There is beauty all around us, but we often fail to notice the wonders of nature. Do you agree? -GD. 	8	
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Note: The course is divided into five modules, with four having 16 fixed units and one open-ended module with a variable number of units. There are total 30 transaction hours for the fixed modules and 30 hours for the open ended one. Internal assessments (25 marks) as split between the open-ended module (15 Marks) and the fixed modules (10 Marks). The final exam, however, covers only the 16 units from the fixed modules.

Suggested Readings:

1. Collins, Beverley and Inger M Mees. *Practical English Grammar and Phonology*
2. Lal, Ivy. *Essentials of Advanced English Grammar*
3. Hewings, Martin. *Advanced Grammar in Use*
4. Bailey, Stephen. *Academic Writing: a handbook for international students*. Routledge, 2017.
5. Baker, Ann. *Ship or Sheep? an Intermediate Pronunciation Course*. Cambridge University Press, 1977.
6. Biesenbach, Rob. *Unleash the Power of Storytelling: Win Hearts, Change Minds, Get Results*. Eastlawnmedia, 2011.
7. Carnegie, Dale. *The Quick and Easy way to Effective Speaking*. Simon & Schuster, 1990.
8. Coleman, Keith. *Effective Communication Skills. Communication & Social Skills*, 2019
9. Daniels, Aubrey C. *Bringing Out the Best in People: How to Apply the Astonishing Power of Positive Reinforcement*, Third Edition. McGraw-Hill Education, 2016.
10. Dhanvel. S.P. *English and Soft Skills*. Orient Blackswan, 2010.
11. Finlay, Michelle. *Everyday English for grown-ups: Getting to grips with the basics* Michael O'Mara, 2015
12. Gallo, Carmine. *Five Stars: The Communication Secrets to Get from Good to Great*. St. Martin's Press, 2018.

13. Giblin, Les. *The Skill with People*. Embassy Book Distributors, 2001
14. Goulston, Mark. *Just Listen: Discover the Secret to Getting Through to Absolutely Anyone*. AMACOM, 2015.
15. Headlee, Celeste. *We need to Talk: How to have Conversations that Matter*. Harper, 2017
16. Lewis, Norman. *Wordpower made Easy*. Doubleday, 1949.
17. Patterson, Kerry, et al. *Crucial Conversations*. McGraw-Hill Contemporary, 2002.
18. Sullivan, Jay. *Simply Said*. Wiley, 2016.
19. Tuhovsky, Ian. *21 Days of Effective Communication*. CreateSpace Independent Publishing Platform, 2018.
20. Turkle, Sherry. *Reclaiming Conversation: The Power of Talk in a Digital Age*. Penguin Audio, 2015.

21. E Sources

22. <https://learnenglishteens.britishcouncil.org/>
23. <https://www.bbc.co.uk/learningenglish/>
24. <https://www.ted.com/talks>
25. <https://www.cambridgeenglish.org/>
26. <https://www.myenglishpages.com/>
27. <https://www.ispeak.club/>

Mapping of COs with PSOs and POs:

	PSO1	PSO 2	PSO 3	PSO4	PS O5	PSO 6	PO 1	PO 2	PO3	PO 4	PO5	PO 6	PO 7
CO 1	3	-	-	-	1	-	2	3	2	-	-	-	-
CO 2	3	-	-	-	1	-	2	3	2	-	-	-	-
CO 3	3	1	2	-	2	-	2	2	2	-	-	-	-
CO 4	2	-	1	3	-	-	2	1	2	3	3	1	-
CO 5	3	-	1	1	2	-	2	3	2	1	-	1	-
CO 6	2	-	1	1	1	-	2	3	2	1	1	1	-

Correlation Levels:

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

Assessment Rubrics:

- Quiz /Discussion / Seminar
- Midterm Exam
- Assignments

Mapping of COs to Assessment Rubrics:

	Internal Exam	Assignment	Seminar Presentations	End Semester Examinations	Viva Voce
CO 1	✓	✓	✓	✓	
CO 2	✓	✓	✓	✓	✓
CO 3	✓	✓	✓	✓	✓
CO 4	✓	✓	✓	✓	
CO 5	✓	✓	✓	✓	✓
CO 6	✓	✓	✓	✓	



PROVIDENCE WOMEN'S COLLEGE (AUTONOMOUS)
FOUR-YEAR UNDER GRADUATE PROGRAMME (PWC-FYUGP)

GENERAL FOUNDATION COURSES

FOUNDATION COURSE FOR HUMANITIES AND OTHER BA PROGRAMMES

SKILL ENHANCEMENT COURSE (SEC)

Programme	GENERAL FOUNDATION COURSES IN ENGLISH					
Course Code	ENG4FS111(1B)					
Course Title	CONTEMPORARY LANGUAGE SKILLS FOR HUMANITIES AND OTHER BA PROGRAMMES					
Type of Course	SKILL ENHANCEMENT COURSE (SEC) – HUMANITIES					
Semester	4					
Academic Level	100-199					
Course Details	Credits	Lecture	Tutorial	Practical	Others	Total Hours
	3	2	-	2	-	60
Pre-requisites	Basic English Language Comprehension and Analytical skills.					
Course Summary	The course equips the learners in developing skills to use English as a medium of effective communication in their professional contexts and also provides insights about how to show creativity through language, how to enhance clarity in expression and how to make communication impactful.					

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Demonstrate proficiency in contemporary language skills suitable for academic and professional contexts.	R, U	F, C	Comprehension/GD
CO2	Understand and appreciate the cultural nuances embedded in the language.	R, Ap, An,	C, P	Debates
CO3	Apply critical thinking skills to analyze and interpret various forms of contemporary language media, such as literature, films, articles, and online content.	Ap, An	P, M	Discussions/Review
CO4	Communicate effectively and coherently in both written and spoken forms of the contemporary language.	E, C	F, M	Assignments
CO5	Apply language skills across interdisciplinary contexts within the humanities and beyond, integrating knowledge from other disciplines.	Ap	P	Discussions/exam
CO6	Foster a critical attitude to analyse and comprehend the judicious use of English language.	An	M	Discussion/Assignment
* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)				

Detailed Syllabus:

Module	Unit	Content	Hrs (60)	Marks (50)
I	SOCIAL & PROFESSIONAL SKILLS		8	10
	Skill: To develop effective communication, teamwork, and leadership abilities to excel in both social and professional environments.			
	1	Emotional Intelligence in the Workplace- Ivan Andreev https://www.valamis.com/hub/emotional-intelligence-in-the-workplace	2	
	2	Philosophy is the secret to thriving in the age of AI- Jim Frawley https://www.fastcompany.com/90935547/we-need-more-workers-studying-philosophy-not-computer-science-to-address-the-disruption-of-ai	2	
	3	Stephen Fry- Full Address- BBC Panel discussion- https://youtu.be/IporlmXXDeY?si=0kW6_Srb7KSnNmBd	2	
4	The Story Behind the Story- <i>Who moved my cheese?</i> - Spencer Johnson -pp 13-18	2		
II	Critical Thinking & Problem Solving		8	15
	Skill: To enable learners how to think and evaluate critically.			
	5	The Black Sheep- Italo Calvino	2	
	6	The Five Orange Pips- Sir Arthur Conan Doyle	2	
	7	Children of the Working Class- John Wieners	2	
	8	Build a tower, Build a Team -Tom Wujec- TED Talks https://youtu.be/H0_yKBitO8M?si=Ds1RNNabxo27o6of	2	

III	Creative Expressions		7	
	Skills: To enable learners to master the nuances of creative writing and understand the fundamental elements of creative writing by developing skills in writing fiction, poetry, and creative non-fiction.			15
	9	Sunflowers - Vincent Van Gogh	1	
	10	Tyger-William Blake	2	
	11	Kurt Vonnegut on the Shapes of Stories - David Comberg https://youtu.be/oP3c1h8v2ZQ?si=Ah9LQXIO0kNtU1Bg	2	
	12	<i>The Knife: Meditations after an Attempted Murder</i> - Salman Rushdie (Part 1-The Knife,pp 7-15)	2	
IV	Collaboration		7	10
	Skills: To teach learners the skill of collaboration in classroom- Brainstorming, Group Discussion & Peer Learning Collaborative in the digital spaces			
	13	Documentary based on Kerala flood- https://youtu.be/kwwhqn1IOIE?si=Z6rCDbHx5tW3iJpU	2	
	14	Empowering India's Women through Community Groups -P Sainath https://www.bbc.com/news/world-asia-india-27615599	2	
	15	The New Science of Building Great Teams - Alex Pentland https://hbr.org/2012/04/the-new-science-of-building-great-teams	2	
	16	Theme for English B- Langston Hughes	1	
	V	Practicum	30	

	<p>Module I:</p> <ol style="list-style-type: none"> 1. Interdisciplinary Group Research Projects: Collaborate on research projects that require effective communication and teamwork to integrate diverse perspectives and present cohesive findings. 2. Peer Teaching Sessions: Lead peer teaching sessions on specialized topics, developing leadership and clear communication skills while facilitating collaborative learning. 3. Debate and Discussion Panels: Participate in structured debates and panel discussions to hone persuasive communication, teamwork, and leadership in organizing and moderating discussions. 4. Leadership Workshops: Make the learners attend workshops that focus on leadership styles and strategies, engaging in activities that simulate real-world leadership challenges and team management. 5. Collaborative Digital Storytelling: Create digital storytelling projects in teams, combining visual and verbal communication skills while coordinating roles and responsibilities. 6. Community Engagement Projects: Plan and execute community service initiatives, requiring strategic planning, teamwork, and effective communication with diverse stakeholders. 7. Role-Playing and Simulation Games: Engage in role-playing scenarios and simulations that replicate social and professional environments, emphasizing leadership and collaborative problem-solving. 8. Peer Feedback and Reflection Sessions: Conduct regular sessions where learners provide and receive constructive feedback on communication, teamwork, and leadership efforts, fostering continuous improvement. 	8	
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	<p>Module II:</p> <ol style="list-style-type: none"> 1. Textual Analysis Exercises: Analyze and interpret complex literary and philosophical texts to develop critical thinking and analytical skills. 2. Critical Essays: Write essays that require the evaluation and synthesis of multiple sources, fostering deep analytical thinking. 3. Debate and Discussion Forums: Engage in structured debates and discussions on controversial topics to enhance critical thinking and argumentation skills. 4. Case Study Analyses: Examine historical or contemporary case studies, applying critical analysis to understand causes, effects, and implications. 5. Peer Review Workshops: Participate in peer review sessions to critique and refine each other's analytical essays and projects. 6. Interdisciplinary Research Projects: Conduct research projects that integrate perspectives from multiple disciplines, promoting critical analysis and synthesis. 7. Problem-Based Learning Scenarios: Solve real-world problems through a structured PBL approach, requiring critical analysis and solution development. 8. Film and Media Critique: Critically analyze films, documentaries, and other media to understand underlying messages, biases, and cultural impacts. 	7	
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	<p>Module III:</p> <ol style="list-style-type: none"> 1. Prepare a list of interview questions for the character in the prescribed stories given in the units. 2. Prepare a power point presentation on writing effective dialogues and vivid descriptions. 3. Writing Workshops: Participate in writing workshops where learners produce and critique each other's fiction, poetry, and creative non-fiction, focusing on elements like plot, character, and style. 4. Prompt-Based Writing Exercises: Engage in daily writing exercises based on diverse prompts to stimulate creativity and practice different genres. 5. Literary Analysis of Classics: Analyze classic works of fiction, poetry, and creative non-fiction to understand fundamental writing techniques and styles. 6. Peer Review Sessions: Conduct peer review sessions to give and receive feedback on creative pieces, improving revision skills and understanding of narrative structure. 7. Genre-Specific Assignments: Give assignments tailored to each genre—short stories, poems, and essays—focusing on specific elements like imagery in poetry or dialogue in fiction. 8. Author Readings and Discussions: Make learners attend readings and discussions with established authors to gain insights into their creative processes and techniques. 	8	
	<p>Module IV:</p> <ol style="list-style-type: none"> 1. Identify collaborations in digital platforms and write assignments using the platform. 2. Give a topic to the learners and conduct brainstorming session & group discussion. 3. Enactment of selected scene based on learner's choice and conduct discussions based on the performances. 4. Create a short film using collaborative skills. 5. Classroom discussion on different narrative perspectives and voices. 6. Group Research Projects: Collaborate on research projects where each member contributes their expertise, fostering teamwork and integrated analysis. 7. Collaborative Creative Writing Exercises: Participate in collaborative writing sessions where learners co-create stories or poems, enhancing cooperation and shared creative processes. 8. Group presentations on the topics discussed in the modules given above. 	7	

Note: The course is divided into five modules, with four having 16 fixed units and one open-ended module with a variable number of units. There are total 30 transaction hours for the fixed modules and 30 hours for the open ended one. Internal assessments (25 marks) as split between the open-ended module (15 Marks) and the fixed modules (10 Marks). The final exam, however, covers only the 16 units from the fixed modules.

Suggested Reading:

1. Anderson, Chris J. TED TALKS: The Official TED Guide to Public Speaking. Canada, HarperCollins, 2017.
 2. Mehl, Martin. *Principles of Communication: Public Speaking*. United States, Pearson Learning Solutions, 2017.
 3. Reynolds, Garr. *Presentation Zen: Simple Ideas on Presentation Design and Delivery*, 3rd Edition. United States, New Riders, 2021.
 4. Moore, Brooke Noel, and Parker, Richard. *ISE Critical Thinking*. United Kingdom, McGraw-Hill Education, 2020.
 5. Nichols, Michael P., and Straus, Martha B.. *The Lost Art of Listening: How Learning to Listen Can Improve Relationships*. United States, Guilford Publications, 2021.
 6. Bowe, Heather, et al. *Communication Across Cultures: Mutual Understanding in a Global World*. Australia, Cambridge University Press, 2014.
 7. Beck, Isabel L., et al. *Bringing Words to Life: Robust Vocabulary Instruction*. United States, Guilford Publications, 2013.
 8. Murphy, Raymond. *Basic Grammar in Use*. Cambridge UP Fourth Edition, 2017.
 9. Martin Hewings. *Advanced English Grammar with Answers*. Cambridge UP, 1999.
 10. Balasubramaniam, T A *Textbook of English Phonetics for Indian Learners*. Macmillan, 2013.
 11. Minshew, Kathryn, and Cavoulacos, Alexandra. *The New Rules of Work: The Ultimate Career Guide for the Modern Workplace*. United Kingdom, Orion, 2017
 12. The Case against the trauma plot (2022) Excerpt from <https://www.newyorker.com/magazine/2022/01/03/the-case-against-the-trauma-plot> (Sociology, Social psychology)
 13. Why Democracies fail https://www.youtube.com/watch?si= ETLnSR7Qe7PoF4L&v=IVw_Q5vf2Rg&feature=youtu.be (1. 28 mins) (History, Political Science)
 14. Get Out <https://www.youtube.com/watch?v=Jdd0JF79q4I> (Video Essay on racism)
 15. War and Diaspora <https://www.instagram.com/reel/CzmWdMvLagn/?igsh=MWtqMjB2bDY3NnV1YQ%3D%3D>
 16. When Internet-Famous Kids Grow Up, Things Get Complicated by Stephanie Mcneal (2023)
 17. https://www.glamour.com/story/swipe-up-for-more-excerpt?utm_source=pocket-newtab-android
 18. Julian Assange on Stopping War <https://www.instagram.com/reel/CyJgQfCLFvW/?igsh=Y3FqcWc1MHp2MXA3>
- Photoessay: <https://www.visapourlimage.com/en/festival/exhibitions/mineurs-la-vie-en-prison-et-apres-la-detention>

19. How to give effective feedback
<https://www.cultureamp.com/blog/how-to-give-effective-feedback>
20. Prompt Writing for Generative AI: Mastering Techniques
<https://medium.com/@niall.mculty/prompt-writing-for-generative-ai-mastering-techniques-d2cea15ad754>
21. NoteTaking: <https://coe.jmu.edu/LearningToolbox/cornellnotes.html>
<https://library.vgcc.edu/c.php?g=709492&p=5041676>
22. Resume, Cover Letter: <https://www.suu.edu/careercenter/resume.html>
23. Report Writing: <https://libraryhome.witt.ac.nz/c.php?g=842136&p=6017884>
24. Questionnaire : <https://www.imperial.ac.uk/education-research/evaluation/tools-and-resources-for-evaluation/questionnaires/best-practice-in-questionnaire-design/>

Mapping of COs with PSOs and POs :

	PS O1	PS O2	PS O3	PSO 4	PS O5	PS O6	PO 1	PO2	PO 3	PO 4	PO 5	PO 6	PO 7
C O 1	2	-	1	3	3	2	1	2	3	3	1	-	1
C O 2	3	-	-	2	-	-	2	2	3	-	-	-	-
C O 3	3	-	3	2	-	1	3	2	2	-	3	-	1
C O 4	3	-	2	-	-	3	3	1	2	-	3	-	3
C O 5	2	-	2	1	-	1	2	3	2	-	1	-	-
C O 6	-	3	1	-	-	2	-	1	2	1	2	3	1

Correlation Levels:

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

Assessment Rubrics:

- Quiz /Discussion / Seminar
- Midterm Exam
- Assignments

Mapping of COs to Assessment Rubrics:

	Internal Exam	Assignment	Seminar Presentations	End Semester Examinations	Viva Voce
CO 1	✓	✓	✓	✓	✓
CO 2	✓	✓		✓	
CO 3	✓		✓	✓	✓
CO 4	✓	✓		✓	
C05	✓		✓		✓
C06	✓				



PROVIDENCE WOMEN'S COLLEGE (AUTONOMOUS)
FOUR-YEAR UNDER GRADUATE PROGRAMME (PWC-FYUGP)

GENERAL FOUNDATION COURSES

SKILL ENHANCEMENT COURSE (SEC)

Programme	GENERAL FOUNDATION COURSES				
Course Code	ENG4FS111(2)				
Course Title	CONTEMPORARY LANGUAGE SKILLS FOR SCIENCES				
Type of Course	SKILL ENHANCEMENT COURSE (SEC) – SCIENCE				
Semester	4				
Academic Level	100-199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	3	2	-	2	60
Pre-requisites	Basic English language skills and knowledge of Science.				
Course Summary	The course aims to cultivate and refine essential language learning skills for the learners within the science stream. This course is strategically crafted to amplify the effectiveness of communication, empowering learners to express scientific ideas with precision and in an engaging manner and is intricately designed to nurture creativity, foster critical thinking and leadership skills, and instill an ethical scientific outlook.				

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Create effective and scientifically oriented presentations using technological tools.	C	P	Seminar/Report
CO2	Develop essential grammatical acumen required for scientific transactions.	C	P	Roleplay
CO3	Evaluate the style of scientific language that distinguishes it from common language.	E	C, P	Quiz/ Viva Voce
CO4	Understand scientific language functions in research articles and analyse the structure of research articles to initiate scientific communication.	U, An	C	Assignments/ Viva-Voce
CO5	Identify and apply scientific discourse markers in communication.	R, Ap	C, P	Group/Pair activities
CO6	Discover critical ethical aspects related to the development of scientific attitude.	Ap	F	Debate/ Group Discussions
* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)				

Detailed Syllabus:

Module	Unit	Content	Hrs (60)	Marks (50)
I	Scientific Attitude		8	15
	Skill: To enhance critical thinking skills in learners by engaging them in analysis, evaluation, and synthesis of complex concepts and arguments.			
	1	Scientists and the Power of Imagination -https://youtu.be/gemBa8L7jQo?si=64Y5zDV63NNzpxi	2	
	2	The Man Who Knew Infinity– Dir. Matthew Brown	2	
	3	What’s Expected of Us?- Ted Chiang	2	
	4	Singularity- Marie Howe	2	
II	Scientific Language		7	10
	Skill: To initiate learners into the nuances of scientific vocabulary and terms pertaining to the field of science.			
	5	Ep #103: Worldwide Effort Says Together Science Can - ‘60 seconds Science’- Scientific American Podcast https://youtu.be/MDZkm94YMsU?si=OBcLPZZPYzBhzTn5	1	
	6	5 Ideas for teaching science vocabulary words- https://blog.flocabulary.com/science-vocabulary/	2	
	7	Scientific Reasoning (Chp 2) from <i>Philosophy of Science: A Very Short Introduction</i> - Samir Okasha , pp 18-20.	2	
	8	You can’t completely trust your memories-But that doesn’t make them any less important-David Linden https://www.popsci.com/story/science/unique-memory/	2	

III	Scientific Imagination		8	10
	Skill: To foster creativity in learners and encourage original thinking, problem-solving, and innovative expression across disciplines.			
	9	<i>The Life of Galileo</i> -Bertolt Brecht- Scene I	2	
	10	An Interview with Steven Shapin, author of <i>The Scientific Life: A Moral History of a Late Modern Vocation</i> - https://press.uchicago.edu/Misc/Chicago/750248in.html	2	
	11	Imagination Without Images: Aphantasia and Science Fiction Readers and Writers- Kim Zarins https://aphantasia.com/article/stories/aphantasia-and-science-fiction/	2	
	12	Galactic Portraits as Ekphrasis- Sudeep Sen https://science.thewire.in/culture/the-arts/galactic-portraits-as-ekphrasis/	2	
IV	Scientific Presentations		7	15
	Skill: To develop collaboration skills among learners through group projects, teamwork exercises, and cross-disciplinary collaboration opportunities			
	13	The life of Galilio-Bertolt Brecht (Chapter 13- Crosses the Italian Border-The Discorsi)	1	
	14	Tips for creating and giving scientific presentations- https://courses.physics.illinois.edu/phys596/fa2013/Lectures/EffectiveScientificPresentations_FA13.pdf	2	
	15	Science Presentations- https://medschool.cuanschutz.edu/docs/librariesprovider157/anat-6950/anat-6950-presentation-tips.pdf	2	
	16	Team Presentations: Best Practices to Collaborate More Efficiently- Jordan Turner https://www.beautiful.ai/blog/team-presentations-best-practices-to-reduce-collaboration-back-and-forth	2	

V	Practicum	30	
	<p>Module I:</p> <ol style="list-style-type: none"> 1. Debates and classroom discussions on the role of imagination and scientific endeavours. 2. Presentations and debates by learners on how imagination is defined by various disciplines (Cognitive Science, Literature etc.) 3. Group discussion on the idea of consent. 4. Trace the evolution and history of ‘free will’. 5. Write a critical essay on the survival of the protagonist in Ted Chiang’s short story. 6. Debates and presentations on the topic - ‘Science and Tradition.’ 7. Facilitate regular sessions where learners critically analyze and evaluate recent research articles, discussing methodologies, results, and implications. 8. Assign complex scientific case studies for learners to dissect, requiring them to synthesize information and propose evidence 	7	
	<p>Module II:</p> <ol style="list-style-type: none"> 1. Listen to science podcasts to identify the main idea, focusing on transition markers used by the speaker to denote stages from introduction and sampling to final result. 2. List out major arguments and proposed counter arguments. 3. Read science-related articles and list essential vocabulary found in scientific research. 4. List out major ideas in a scientific argument and prepare a flow chart. 5. Read excerpts given in Unit 3 from a PopSci (popular science) article and make notes on the main ideas and the supporting details. 6. Identify words and phrases that indicate language functions like definition, classification, illustration, and comparison. 7. Conduct workshops where learners dissect and discuss scientific papers, focusing on understanding and using specialized vocabulary. 8. Regularly administer quizzes on key terms and concepts from current scientific literature to reinforce correct usage and comprehension. 	7	

	<p>Module III:</p> <ol style="list-style-type: none"> 1. Enact the scene in Unit 1 in the classroom. 2. Read the scene from the play and comment on the scientific thinking and how it differed from the period's popular belief system. 3. Attempt narrating a story on a scientific theme employing techniques of narration suitable for presenting scientific ideas. 4. Observe and make a note of the portrayal of scientists in different mediums. 5. Familiarise learners on tips to write science fiction for readers with Aphantasia/mind blindness. 6. Organize collaborative workshops where learners from different scientific disciplines tackle real-world problems, fostering innovative solutions and creative thinking. 7. Host competitions that require learners to develop original research proposals or prototypes addressing specific scientific questions or societal needs. 8. Collect similar scientific articles on the galaxy, as given in Unit 12, and make presentations in class 	8	
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	<p>Module IV:</p> <ol style="list-style-type: none"> 1. Submit a group project detailing the achievements of a scientist of your choice. 2. Research the historical context of Galileo's life and the Scientific Revolution. 3. Assign group projects that require learners from different scientific fields to collaborate on solving complex research questions. 4. Conduct sessions where learners work in teams to tackle scientific challenges, emphasizing communication, delegation, and collective decision-making. 5. Form panels where learners provide constructive feedback on each other's research proposals or manuscripts, promoting collaboration and critical evaluation skills. 6. Organize sessions where teams analyze and interpret data sets from multiple perspectives, encouraging interdisciplinary insights and teamwork. 7. Coordinate events where learners present and discuss their research with peers from various scientific disciplines, fostering networking and collaborative learning. 8. Initiate outreach initiatives that involve interdisciplinary teams in addressing community issues through scientific research and innovation, promoting teamwork and societal impact. 	8	
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Note: The course is divided into five modules, with four having 16 fixed units and one open-ended module with a variable number of units. There are total 30 transaction hours for the fixed modules and 30 hours for the open ended one. Internal assessments (25 marks) as split between the open-ended module (15 Marks) and the fixed modules (10 Marks). The final exam, however, covers only the 16 units from the fixed modules.

Suggested Reading:

Schimmel, Joshua. *Writing Science: How to Write Papers that Get Cited and Proposals that Get Funded*, 2011.

Parija, Subhash Chandra and Vikram Kate: *Writing and Publishing a Scientific Research Paper*, Springer, 2017.

Rowe, Nicholas. *Academic and Scientific Poster Presentation*, Springer, 2017.

Saxena, Asha. *Ethics in Science: Pedagogic Issues and Concerns*, Springer, 2019.

Mapping of COs with PSOs and POs:

	PS O1	PS O2	PS O3	PSO 4	PS O5	PS O6	PO 1	PO2	PO 3	PO 4	PO 5	PO 6	PO 7
C O 1	2	-	1	3	3	2	1	2	3	3	1	-	1
C O 2	3	-	-	2	-	-	2	2	3	-	-	-	-
C O 3	3	-	3	2	-	1	3	2	2	-	3	-	1
C O 4	3	-	2	-	-	3	3	1	2	-	3	-	3
C O 5	2	-	2	1	-	1	2	3	2	-	1	-	-
C O 6	-	3	1	-	-	2	-	1	2	1	2	3	1

Correlation Levels:

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

Assessment Rubrics:

- Quiz /Discussion / Seminar
- Midterm Exam
- Assignments

Mapping of COs to Assessment Rubrics:

	Internal Exam	Assignment	Seminar Presentations	End Semester Examinations	Viva Voce
CO 1			✓		
CO 2	✓	✓		✓	
CO 3	✓			✓	✓
CO 4	✓	✓		✓	✓
CO 5	✓	✓		✓	
CO 6	✓		✓	✓	



PROVIDENCE WOMEN'S COLLEGE (AUTONOMOUS)
FOUR-YEAR UNDER GRADUATE PROGRAMME (PWC-FYUGP)

GENERAL FOUNDATION COURSES
SKILL ENHANCEMENT COURSE (SEC)

Programme	GENERAL FOUNDATION COURSES				
Course Code	ENG4FS111(3)				
Course Title	CONTEMPORARY LANGUAGE SKILLS FOR COMMERCE AND MANAGEMENT				
Type of Course	SKILL ENHANCEMENT COURSE (SEC)- COMMERCE AND MANAGEMENT				
Semester	4				
Academic Level	100-199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	3	2	-	2	60
Pre-requisites	Basic English language comprehension skills.				
Course Summary	The Course focuses on the skills required to equip learners to become confident and effective in business and managerial communication. The course supports the learner to identify key points and critically evaluate information presented in lectures, presentations, and various audio & video formats, developing the effectiveness of communication, become competent in their field, excel in collaborating fruitfully with others and adapt to different job environments.				

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Develop soft skills to create effective presentations, incorporating technological tools for commerce and management.	C	P	Seminar Presentation/ Report/ create journals, adds etc in LMS
CO2	Develop essential grammatical acumen and proficiency in English Language.	C	P	Exam
CO3	Development of language skills for effective teamwork and group discussions.	C, Ap	M	Role-play/ Debates/ GD
CO4	Understand and analyse the structure of research articles to excel in writing & leadership skills.	U, An	C	Assignments/ Viva-Voce
CO5	Identify and apply general terms and vocabulary commonly used in business and management scenarios.	R, Ap	C, P	Exam/Report
CO6	Discover critical ethical aspects related to the development of research attitude.	Ap	M, F	Case study/ Group/Pair activities
* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)				

Detailed Syllabus:

Module	Unit	Content	Hours (60)	Marks (50)
I	Four Skills of Communication to Enhance Critical Skills		8	15
	Skill: To enhance the critical and analytical skills of the learners by focusing on the four skills of communication- Listening, Speaking, Reading and Writing			
	1	10 Ways to Improve Your Listening Skills- Jennifer Herrity https://www.indeed.com/career-advice/career-development/how-to-improve-listening-skills	2	
	2	Excerpts from <i>Public Speaking for Success</i> - Dale Carnegie https://www.shortform.com/pdf/public-speaking-for-success-pdf-dale-carnegie	2	
	3	Crucial Reading Skills: Defined with Improvement Strategies- https://in.indeed.com/career-advice/career-development/reading-skills	2	
4	7 Ways to Improve Your Writing Skills-Coursera https://www.coursera.org/in/articles/writing-skills	2		

II	Creative Challenge		8	15
	Skill: To foster innovative thinking, problem-solving abilities, and encourage the application of interdisciplinary approaches to complex issues.			
	5	Your Truth is the Most Powerful Tool- Oprah Winfrey Golden Globe Prize Acceptance Speech- Cecil B. Demille https://goldenglobes.com/articles/your-truth-is-the-most-powerful-tool-oprahs-globes-speech-in-full/	2	
	6	Creativity and Commerce: The Battle and the Balance’- https://youtu.be/NDiroGZRwE4?si=kDCjzgw_iKbarIcO	2	
	7	My Life: A Name Trimmed With Colored Ribbons- Lyn Hejinian	2	
8	Gender Equality is Not Just a Women’s Issue- https://www.fsg.org/blog/gender-equality-not-just-womens-issue/	2		

III	Competence: Learning the Art of Win-Win		7	10
	Skill: To focus on developing negotiation skills, collaborative strategies, and conflict resolution techniques to achieve mutually beneficial outcomes.			
	9	How I Built This with Guy Raz - The True Story of Instagram https://youtube/hRzoanUMtIw	1	
	10	6 Negotiation Skills All Professionals Can Benefit From- Kelsey Miller https://online.hbs.edu/blog/post/negotiation-skills	2	
11	7 Steps to Conflict Resolution (Without the Dread) https://climb.pcc.edu/blog/7-steps-to-conflict-resolution-without-the-dread	2		
12	Economic History Of Kerala From 1800 To 1947 Ad Part I : Malabar- B. A. Prakash (Pages 4-7) http://keralaeconomy.com/admin/pdfs/ECONOMIC.pdf	2		
IV	Collaboration Challenge		7	10
	Skill: To emphasize and develop skills in building teamwork, effective communication, and cooperative problem-solving skills.			
	13	Teamwork can make a Dream work https://youtu.be/6fbE52YDEjU?si=zbDiNuEsZP7C-MwJ	1	
	14	7 Problem-Solving Skills That Can Help You Be a More Successful Manager https://www.coursera.org/articles/problem-solving-skills	2	
	15	Improving Group Dynamics- https://www.mindtools.com/ad3z8yv/improving-group-dynamics	2	
16	Teamwork Is Hard Work. Here's How To Build The Skills To Do It Well-Ann Kowal Smith https://www.forbes.com/sites/annkowalsmith/2023/04/25/teamwork-is-hard-work-heres-how-to-build-the-skills-to-do-it-well/	2		

	V	Practicum	30	
		<p>Module I:</p> <ol style="list-style-type: none"> 1. Whisper Down the Line – Whispering a message down a line of learners. For a commerce twist, start with a complex business concept or scenario whispered to the first learner. After it's passed down the line, have the last learner explain it out loud. Discuss the discrepancies and emphasize the importance of active listening. 2. Elevator Pitch Challenge: Learners develop a compelling “elevator pitch” for a new product, business idea, or service within a short time limit (typically 30-60 seconds). They then present their pitch to the class or a small group, aiming to grab attention and spark interest (with a twist - learners can pitch their ideas to a “potential investor”; played by another learner, focusing on persuasion and highlighting the value proposition). 3. The Case of the Missing Drones – The activity highlights the importance of strong supply chain management and risk mitigation strategies for e-commerce businesses. Understanding potential vulnerabilities, like theft or logistical errors, is crucial to ensure smooth operations and customer satisfaction and explore what steps they could take to minimize the risk of similar incidents in the future (e.g., implementing real-time tracking, strengthening security measures at warehouses). 4. Black Friday Frenzy - A major retailer accidentally leaks its Black Friday deals early, causing chaos and long lines. Instead of whispering “Black Friday,” each person whispers a different holiday (e.g., Christmas, Valentine's Day). 5. Assign learners to listen to a business-related podcast episode and write a critical summary analyzing the key points, arguments, and their implications for the business world. 6. Organize a debate on a current business issue, encouraging learners to research, formulate arguments, and critically engage with opposing views. 7. Have learners present a business case study analysis, focusing on the critical evaluation of the situation, decisions made, and outcomes. 8. Implement peer review sessions where learners critique each other’s written work, providing constructive feedback on the analysis, coherence, and persuasiveness of arguments. 	8	

	<p>Module II:</p> <ol style="list-style-type: none"> 1. Preparing Questionnaires: Learn about different question types (multiple choice, open-ended, Likert scale), target audience identification and pilot testing. 2. Practice structuring reports and assignments with introductions, conclusions, and visuals like charts and graphs. 3. Interdisciplinary Case Studies: Analyze complex business cases from multiple perspectives (e.g., finance, marketing, ethics) to encourage innovative problem-solving. 4. Design Thinking Workshops: Engage in hands-on sessions applying design thinking principles to develop creative solutions for business challenges. 5. Cross-disciplinary Debates: Organize debates on contemporary business issues integrating diverse viewpoints from economics, psychology, and technology. 6. Innovation Challenges: Conduct competitions where teams propose innovative business ideas, emphasizing feasibility and market potential. 7. Brainstorming Sessions: Facilitate structured brainstorming sessions to generate and evaluate unconventional solutions to industry-specific problems. 8. Simulation Games: Participate in business simulations (e.g., market simulations, supply chain management) to apply interdisciplinary knowledge in realistic scenarios. 	8	
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	<p>Module III:</p> <ol style="list-style-type: none"> 1. Marketing Campaign for a New Restaurant - A local, family-friendly pizzeria looking to expand its customer base and attract young professionals. Develop a targeted social media campaign and suggest creative menu additions to appeal to the new demographic. 2. Divide learners into pairs and assign roles like salesperson and client, manager and employee, or negotiators representing different companies. Provide a scenario related to a business situation (e.g., product demo, contract negotiation, resolving customer complaint). Learners act out the scenario, focusing on clear communication, appropriate language, and persuasive techniques. (switch roles after each scenario, allowing the learners to experience different communication styles and perspectives) 3. Team-Based Case Study Analysis: Collaboratively analyze business cases, emphasizing effective communication, role clarity, and cooperative problem-solving. 4. Cross-functional Project Teams: Form teams with diverse expertise to tackle real-world business challenges, fostering teamwork and integrated problem-solving. 5. Mock Negotiation Exercises: Role-play negotiation scenarios to enhance communication, collaboration, and conflict resolution skills in business contexts. 6. Interactive Workshops on Decision Making: Engage in workshops exploring decision-making frameworks, promoting teamwork and consensus-building skills. 7. Problem-Solving Workshops: Participate in workshops where teams apply structured problem-solving methods to address business problems collaboratively. 8. Business Simulation Games: Play simulations requiring teams to manage virtual companies, fostering teamwork, communication, and strategic decision-making skills. 	7	
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	<p>Module IV</p> <ol style="list-style-type: none"> 1. Role-Playing Scenarios: Engage in simulated business scenarios to practice teamwork, communication, and collaborative problem-solving under pressure. 2. Cross-Functional Team Projects: Collaborate in teams composed of diverse skills to tackle complex business challenges, emphasizing effective communication and integrated problem-solving. 3. Group Presentations with Peer Evaluation: Deliver presentations as teams on industry topics, incorporating peer feedback to refine communication and teamwork. 4. Conflict Resolution Workshops: Participate in structured workshops to develop strategies for resolving conflicts constructively within team settings. 5. Team-building Activities: Engage in activities such as trust falls and problem-solving challenges to strengthen team dynamics and cooperation. 6. Case Study Debates: Debate differing solutions to business cases to enhance critical thinking, negotiation skills, and teamwork. 7. Virtual Team Projects: Collaborate remotely on projects using digital tools, focusing on effective virtual communication and teamwork. 8. Community Service Projects: Undertake projects benefiting the community to foster teamwork, communication, and problem-solving while making a positive impact. 	7	
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Note: Note: The course is divided into five modules, with four having 16 fixed units and one open ended module with a variable number of units. There are total 30 transaction hours for the fixed modules and 30 hours for the open ended one. Internal assessments (25 marks) as split between the open-ended module (15 Marks) and the fixed modules (10 Marks). The final exam, however, covers only the 16 units from the fixed modules.

Suggested Reading:

1. Coughter, Peter. *The Art of the Pitch: Persuasion and Presentation Skills that Win Business*. Palgrave Macmillan, 2012.
2. Budhale, Prajeet. *The Golden Book of Business Presentation Skills*. Bloomsbury, 2021
3. Lightheart, Andrew (2016) *Presentation Now: Prepare a Perfect Presentation in Less than Three Hours*. Pearson, 2016
4. Bird, Malcolm. *The Complete Guide to Business and Sales Presentation*. Quarto, 1990.
5. *The Golden Book of Business Presentation Skills* by Prajeet Budhale
6. **“Slide:ology: The Art and Science of Creating Great Presentations” by Nancy Duarte**
7. Body language: How to read others Thoughts by their Gestures by Allen Pease

Mapping of COs with PSOs and POs:

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO 1	3	-	2	-	1	-	3	1	2	1	-	2	-
CO 2	3	-	-	1	2	-	2	3	-	-	3	-	2
CO 3	-	3	2	-	1	-	-	3	1	-	1	3	-
CO 4	2	-	1	1	2	3	2	-	-	1	2	-	3
CO 5	1	3	3	2	-	1	3	2	2	3	-	-	-
CO 6	1	3	1	-	3	-	1	2	-	1	3	2	1

Correlation Levels:

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

Assessment Rubrics:

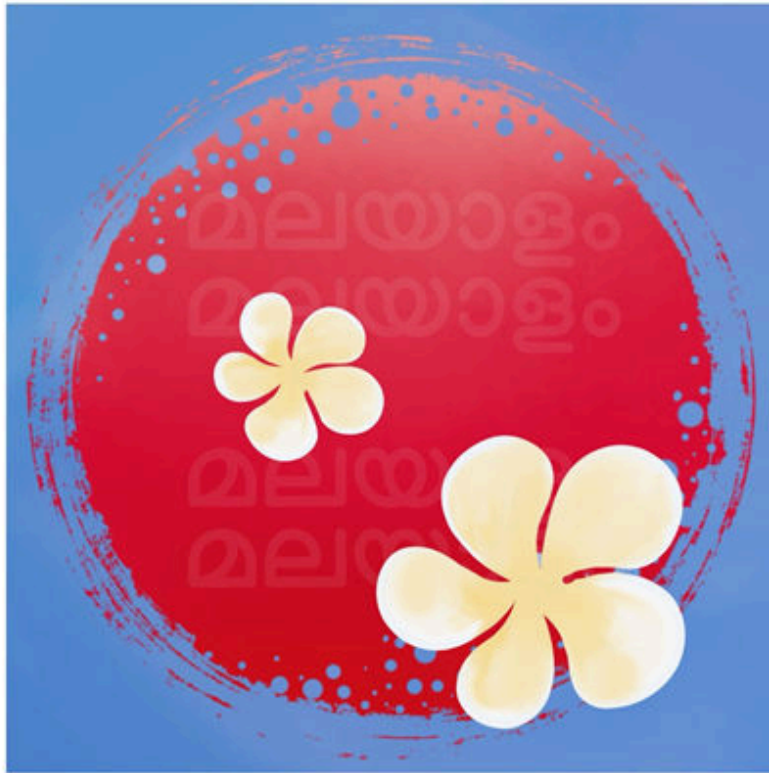
- Quiz /Discussion / Seminar
- Midterm Exam
- Assignments

Mapping of COs to Assessment Rubrics:

	Internal Exam	Assignment	Seminar Presentations	End Semester Examinations	Viva Voce
CO 1	✓			✓	✓
CO 2	✓			✓	✓
CO 3			✓		
CO 4	✓	✓		✓	
CO 5	✓			✓	
CO 6		✓	✓		

2024

B.A. Malayalam
Language and Literature Honours



Semester 1

Major, Minor, Vocational Minor &
Multi Disciplinary Course

B.A. MALAYALAM LANGUAGE AND LITERATURE HONOURS

ബി. എ. മലയാളം ഭാഷയും സാഹിത്യവും ഓണേഴ്സ്

Programme	ബി. എ. മലയാളം ഭാഷയും സാഹിത്യവും ഓണേഴ്സ്				
Course Title	മലയാള കഥാസാഹിത്യം (Malayalam Fiction)				
Type of Course	മൈനർ ഗ്രൂപ്പ് 3. ക്ലാസിക്കൽ മലയാളം- 1 (Classical Malayalam- 1)				
Semester	1				
Academic Level	100-199				
Course Details	Credit	Lecture per week	Tutorial per week	Practicum per week	Total Hours
	4	4	-	-	60
Pre-requisites	മലയാളസാഹിത്യത്തിലുള്ള സാമാന്യധാരണ				
Course Summary	മലയാളത്തിലെ നോവൽ, ചെറുകഥാസാഹിത്യ രൂപങ്ങൾ ആസ്പദിക്കാനും വിലയിരുത്താനും ഉതകുന്ന രീതിയിലാണ് ഈ കോഴ്സ് രൂപപ്പെടുത്തിയിട്ടുള്ളത്. കേരളസമൂഹത്തിലെ പരിണാമങ്ങൾക്കനുസൃതമായി ഉണ്ടായ സാഹിത്യരൂപങ്ങളാണ് നോവലും ചെറുകഥയും. അതുകൊണ്ടുതന്നെ സാമൂഹികതലത്തിൽ നിന്നുകൊണ്ട് ഈ സാഹിത്യരൂപങ്ങളെ സമീപിക്കേണ്ടതാണ്. യു. പി. എസ്. സി. സിവിൽ സർവീസ് പരീക്ഷകളിൽ മലയാളം തിരഞ്ഞെടുത്ത് പഠിക്കുന്ന വിദ്യാർത്ഥികൾക്ക് സഹായകമാകുന്ന വിധത്തിലാണ് ഈ കോഴ്സിന്റെ രൂപരേഖ തയ്യാറാക്കിയിരിക്കുന്നത്.				

Course Outcomes- പഠനഫലങ്ങൾ (CO):

CO	CO	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	മലയാള നോവൽ, ചെറുകഥാസാഹിത്യ ചരിത്രം മനസ്സിലാക്കുന്നു.	U	C	പരീക്ഷ/ ക്വിസ്/
CO2	മലയാള കഥയുടെയും നോവലിന്റെയും സാമൂഹികചരിത്രപ്രാധാന്യം തിരിച്ചറിയുന്നു.	R	C	പരീക്ഷ/അ സൈൻമെന്റ് / ക്വിസ്
CO3	മലയാള കഥയ്ക്ക് സംഭവിച്ച രൂപപരമായ സവിശേഷതകൾ നിർധാരണം ചെയ്യുന്നു.	Ap	P	അവതരണ ങ്ങൾ / പ്രായോഗിക പരീക്ഷ

CO4	മലയാളനോവൽ, കഥ എന്നീ സാഹിത്യശാഖകൾക്ക് സംഭവിച്ച മാറ്റങ്ങള് കണ്ടെത്തുന്നു.	Ap	P	പ്രായോഗിക പരീക്ഷ/ പ്രസംഗേഷൻ
CO5	മലയാളനോവലിന്റെ ഭാവുകത്വപരിണാമങ്ങൾ മനസ്സിലാക്കുന്നു.	Ap	P	പരീക്ഷ/ അസൈൻമെന്റ്/ സെമിനാർ
CO6	മലയാളനോവൽ- ചെറുകഥാസാഹിത്യത്തെക്കുറിച്ച് നേടിയ ധാരണകള് മത്സരപരീക്ഷകളടക്കമുള്ള സന്ദർഭങ്ങളില് പ്രയോഗിക്കുന്നു .	C	M	പ്രസംഗേഷൻ / വൈവ വോസി
* - 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
1.	നോവൽചരിത്രം		15
	1.	<ul style="list-style-type: none"> അച്ചടിയും ഗദ്യവളർച്ചയും, പത്രമാസികകളിലെ സാഹിത്യപോഷണം, നോവൽ എന്ന സാഹിത്യരൂപം- പദനിഷ്ഠിതി, നിർവചനം, രൂപം 	1
	2.	<ul style="list-style-type: none"> കൊളോണിയൽ ആധുനികത- സാംസ്കാരിക പശ്ചാത്തലങ്ങൾ, പത്തൊമ്പതാം നൂറ്റാണ്ടിലെ നോവലുകൾ, ആദ്യകാല നോവലുകളുടെ പൊതുസ്വഭാവങ്ങൾ ചരിത്രനോവലുകൾ, സാമൂഹികനോവലുകൾ- സവിശേഷതകൾ 	1
	3.	<ul style="list-style-type: none"> ആദ്യകാല നോവലിസ്റ്റുകൾ, നോവലുകൾ- സാമാന്യ പരിചയം ആർച്ച്ഡീക്കൻ കോശി, ഒ. ചന്തുമേനോൻ, സി. വി. രാമൻപിള്ള, അപ്പൻ തമ്പുരാൻ 	1
	4.	<ul style="list-style-type: none"> നവോത്ഥാന നോവലുകൾ, ഇതിവൃത്തം, ഭാഷ, ആഖ്യാനം തുടങ്ങിയവയിലെ സവിശേഷതകൾ. 	1
	5.	<ul style="list-style-type: none"> നവോത്ഥാനകാല നോവലിസ്റ്റുകൾ, നോവലുകൾ- സാമാന്യ പരിചയം: തകഴി, ഉദൂബ്, വൈക്കം മുഹമ്മദ് ബഷീർ, എസ്.കെ പൊറ്റക്കാട്, പൊൻകുന്നം വർക്കി, കേശവദേവ് 	1

	6.	● വിശദ പഠനം: ചെമ്മീൻ-തകഴി	5
2.	നോവൽസാഹിത്യം		9
	7.	● ആധുനിക മലയാളനോവൽ, നോവൽഭാവുകത്വം, ഭാഷാസവിശേഷതകൾ	1
	8.	● ആധുനിക നോവലിസ്റ്റുകൾ, നോവലുകൾ സാമാന്യ പരിചയം: ● എം. ടി. വാസുദേവൻനായർ, ഒ. വി. വിജയൻ, കോവിലൻ, സി. രാധാകൃഷ്ണൻ, എം. മുക്തൻ, വി. കെ. എൻ., രാജലക്ഷ്മി, ആനന്ദ്, പുനത്തിൽ കുഞ്ഞബ്ദുള്ള, സാറാ ജോസഫ്, മേതിൽ രാധാകൃഷ്ണൻ	1
	9.	● വിശദപഠനം: ആട്ടുജീവിതം - ബെന്യാമിൻ	5
	10.	● ആധുനികാനന്തര നോവലുകൾ- പ്രമേയം, ആഖ്യാനരീതികൾ, ബിംബം, ഭാഷ	1
	11.	● ആധുനികാനന്തര നോവലിസ്റ്റുകൾ, നോവലുകൾ സാമാന്യ പരിചയം: ● സുഭാഷ്ചന്ദ്രൻ, കെ. ആർ. മീര, എസ്. ഹരീഷ്, ഇ. സന്തോഷ്കുമാർ, ബെന്യാമിൻ, ടി. ഡി. രാമകൃഷ്ണൻ, അജയ്. പി. മങ്ങാട്ട്, വിനോയ് തോമസ്, ആർ. രാജശ്രീ	1
3.	ചെറുകഥാചരിത്രം		9
	12.	● മലയാളത്തിന്റെ കഥാപാരമ്പര്യം, നാടോടിക്കഥകൾ, ആഖ്യാനരീതി, ആദ്യകാല മാസികകളും കഥകളും, ചെറുകഥ: നിർവചനങ്ങൾ, സവിശേഷതകൾ, രൂപം, ഘടന, ഭാഷ എന്നിവയിലുള്ള പ്രത്യേകതകൾ	1
	13.	● ആദ്യകാലകഥകളുടെ സവിശേഷതകൾ, സ്വഭാവം വേങ്ങയിൽ കുഞ്ഞിരാമൻ നായനാർ, മുർക്കോത്ത് കുമാരൻ, സി. എസ്. ഗോപാലപ്പണിക്കർ	1
	14.	● നവോത്ഥാന കഥകൾ സാമൂഹിക- രാഷ്ട്രീയ കഥകൾ, റിയലിസം, കാല്പനികത, പുരോഗമന സാഹിത്യപ്രസ്ഥാനം	1
	15.	● നവോത്ഥാനകാല കഥാകൃത്തുക്കൾ, കഥകൾ- സാമാന്യപരിചയം: ● തകഴി, ഉറൂബ്, വൈക്കം മുഹമ്മദ് ബഷീർ, പൊൻകുന്നം വർക്കി, കാത്രൂർ നീലകണ്ഠപിള്ള, എസ്. കെ. പൊറ്റെക്കാട്ട്, കെ. സരസ്വതിയമ്മ, ടി. കെ. സി. വടുതല	2
	16.	● വിശദപഠനം: വാടക വീടുകൾ- ഉറൂബ്	2
	17.	● വിശദപഠനം: അമ്മ- വൈക്കം മുഹമ്മദ് ബഷീർ	2
4.	ചെറുകഥാസാഹിത്യം		15
	18.	● നവോത്ഥാനകാലത്തിനു ശേഷമുള്ള കഥാകൃത്തുക്കൾ- പ്രധാന കഥകൾ- സാമാന്യപരിചയം: ● എം. ടി. വാസുദേവൻനായർ, മാധവിക്കുട്ടി, ടി. പത്മനാഭൻ, സി. വി. ശ്രീരാമൻ, എൻ. മോഹനൻ	1
	19.	● വാനപ്രസ്ഥം - എം. ടി. വാസുദേവൻനായർ	6

	20.	<ul style="list-style-type: none"> ● ആധുനിക കഥാകൃത്തുക്കൾ, കഥകൾ സാമാന്യപരിചയം: ● ഒ. വി. വിജയൻ, എം. മുക്തൻ, സക്കറിയ, എം. സുകുമാരൻ, പട്ടത്തുവിള കരുണാകരൻ 	1
	21.	<ul style="list-style-type: none"> ● ആധുനികാനന്തരകഥകൾ, കഥാകൃത്തുക്കൾ- സാമാന്യ പരിചയം: ● എൻ. എസ്. മാധവൻ, സാരാജോസഫ്, എൻ.പ്രഭാകരൻ, ടി. വി. കൊച്ചുബാവ, അശോകൻ ചരുവിൽ, സി. വി. ബാലകൃഷ്ണൻ, കെ. ആർ. മീര, ഉണ്ണി. ആർ, സന്തോഷ് ഏച്ചിക്കാനം, ഫ്രാൻസിസ് നൊറോണ, മിനി പി. സി. 	1
	22.	<ul style="list-style-type: none"> ● വിശദപഠനം: കൃഷ്ണഗാഥ - കെ.ആർ. മീര, സാരാ ജോസഫ് - ഓരോ എഴുത്തുകാരിയുടെ ഉള്ളിലും 	6
	Open Ended Module		12
5.		<p>കോഴ്സിന്റെ പഠനഫലങ്ങൾ നേടാവുന്ന തരത്തിൽ മുകളിലെ നാല് മൊഡ്യൂളുകൾക്കും ഉചിതമായ അധികപാഠങ്ങളും പഠന മേഖലയിലുള്ള പുതിയ അറിവുകളും അധ്യാപകർ ഡിപ്പാർട്ട്മെന്റ് കൗൺസിലിന്റെ അനുമതിയോടെ ഈ മൊഡ്യൂളിൽ ഉൾപ്പെടുത്തേണ്ടതും തുടർച്ചയായ വിലയിരുത്തലിലൂടെ 10 മാർക്കിന് ഇന്റേണലായി മൂല്യനിർണയം ചെയ്യേണ്ടതുമാണ്.</p> <p>മാതൃകാ നിർദ്ദേശങ്ങൾ:</p> <ul style="list-style-type: none"> ● സമകാലികകഥകളുടെ വായനകളും, ചർച്ചകൾ, സംവാദങ്ങളും, സെമിനാർ ● സമകാലികനോവലുകളുടെ വായനകൾ, ചർച്ചകൾ, സംവാദങ്ങൾ, സെമിനാർ 	

റഫറൻസ്

- ഇന്ദുലേഖ, ഒ. ചന്ദ്രമേനോൻ, പ്രസിദ്ധീകരണ വിഭാഗം, കാലിക്കറ്റ് സർവകലാശാല, 2003
- ചെമ്മീൻ, തകഴി ശിവശങ്കരപ്പിള്ള,
- ഖസാക്കിന്റെ ഇതിഹാസം, ഒ. വി. വിജയൻ, ഡി. സി. ബുക്സ്, കോട്ടയം
- ആദ്യകാല കഥകൾ, എഡി: കെ. എസ്. രവികുമാർ, കറന്റ് ബുക്സ്, കോട്ടയം, 1995
- ഉറുബിന്റെ കൃതികൾ, ഉറുബ്, ഡി. സി. ബുക്സ്, കോട്ടയം, 2011
- ബഷീർ സമ്പൂർണകൃതികൾ, വൈക്കം മുഹമ്മദ് ബഷീർ, ഡി. സി. ബുക്സ്, കോട്ടയം
- വാനപ്രസ്ഥം, എം. ടി. വാസുദേവൻനായർ
- ഹിഗ്വിറ്റ, എൻ. എസ്. മാധവൻ, ഡി. സി. ബുക്സ്, കോട്ടയം, 1995
- ആധുനിക മലയാളസാഹിത്യചരിത്രം പ്രസ്ഥാനങ്ങളിലൂടെ, ഡോ. കെ. എം. ജോർജ്ജ് (എഡി.), ഡി. സി. ബുക്സ്, കോട്ടയം, 2021
- കൈരളിയുടെ കഥ, എൻ. കൃഷ്ണപിള്ള, എൻ. ബി. എസ്. കോട്ടയം, 1998
- മലയാളസാഹിത്യം കാലഘട്ടങ്ങളിലൂടെ, എരുമേലി പരമേശ്വരൻപിള്ള, ഡി. സി. ബുക്സ്, 2018
- എതിരെയുള്ളവർ- ഭാവുകത്വത്തിന്റെ ഭൂമിശാസ്ത്രം, പി. പി. രവീന്ദ്രൻ, എൻ. ബി. എസ്. കോട്ടയം, 2014
- ചെറുകഥ: വാക്കും വഴിയും, കെ. എസ്. രവികുമാർ, കറന്റ് ബുക്സ്, കോട്ടയം, 1999
- ചെറുകഥ ഇന്നലെ ഇന്ന്, എം. അച്ചുതൻ, ഡി. സി. ബുക്സ്, കോട്ടയം, 2021

- മലയാളചെറുകഥാസാഹിത്യചരിത്രം, ഡോ. എം. എം. ബഷീർ, കേരളസാഹിത്യ അക്കാദമി, തൃശ്ശൂർ, 1985
- ചെറുകഥാപ്രസ്ഥാനം, എം. പി. പോൾ, സാഹിത്യപ്രവർത്തക സഹകരണസംഘം, കോട്ടയം, 1963
- കഥ: ആഖ്യാനവും അനുഭവസത്തയും, കെ. പി. അപ്പൻ, ഡി. സി. ബുക്സ്, കോട്ടയം, 1999
- ചെറുകഥയുടെ ചരന്ദസ്സ്, വി. രാജകൃഷ്ണൻ, മാതൃഭൂമി, കോഴിക്കോട്, 1997
- ചെറുകഥയുടെ രാഗതാളങ്ങൾ, വി. രാജകൃഷ്ണൻ, ഗ്രീൻ ബുക്സ്, കോഴിക്കോട്, 2018
- 100 വർഷം 100 കഥ, കെ. എസ്. രവികുമാർ, ഡി. സി. ബുക്സ്, കോട്ടയം, 2000
- കഥയുടെ പുതുന്തോട്ടം, ഉണ്ണി ആമപ്പറയ്ക്കൽ, കേരള ഭാഷാ ഇൻസ്റ്റിറ്റ്യൂട്ട്, തിരുവനന്തപുരം, 2021
- ആഗോളീകരണവും മലയാളചെറുകഥയും, എം. എ. സിദ്ദീഖ്, പ്രകാശനവിഭാഗം, കേരള സർവകലാശാല
- എഴുത്തും വായനയും, വി. സി. ഹാരിസ്, എസ്. പി. സി. എസ്. കോട്ടയം, 1999
- കഥ കാലം പോലെ, എൻ. ശശിധരൻ, കലാക്ഷേത്രം, കാസറഗോഡ്, 1992

Mapping of COs with PSOs and POs:

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	1	1	1	-	1	-	3	-	-	-	1	1	2
CO2	2	3	1	-	1	1	3	1	-	-	1	1	-
CO3	1	2	1	1	2	1	3	-	1	-	-	2	1
CO4	1	1	2	2	2	1	3	-	2	-	-	2	1
CO5	1	1	1	-	1	1	3	1	-	-	-	1	-
CO6	1	1	2	2	3	1	3	-	2	-	1	-	2

Correlation Levels:

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

Assessment Rubrics:

- Open Ended Module (10 %)
- Quiz /Discussion / Seminar/ Midterm Exam/ Assignments (20%)
- Exam (70%)

Mapping of COs to Assessment Rubrics :

CO	Internal Exam	Assignment	Seminar/Group Discussion / Presentations	End Semester Examination
CO 1	✓	✓	✓	✓
CO 2	✓		✓	✓
CO 3	✓		✓	✓
CO 4	✓	✓	✓	✓
CO 5	✓	✓	✓	✓
CO 6	✓	✓	✓	✓

**MULTI- DISCIPLINARY COURSE OFFERED BY
DEPARTMENT OF MALAYALAM
മൾട്ടി ഡിസിപ്ലിനറി കോഴ്സ്- മലയാളവിഭാഗം**

Programme	മൾട്ടി ഡിസിപ്ലിനറി കോഴ്സ്- മലയാളവിഭാഗം				
Course Title	സർഗാത്മകതയും സാഹിത്യവും (Creativity and Literature)				
Type of Course	MDC 1 (മൾട്ടി ഡിസിപ്ലിനറി കോഴ്സ് 1)				
Semester	1				
Academic Level	100-199				
Course Details	Credit	Lecture per week	Tutorial per week	Practicum per week	Total Hours
	3	3	-	-	45
Pre-requisites	മലയാളസാഹിത്യ രചനകളിലുള്ള സാമാന്യധാരണ				
Course Summary	<p>സാഹിത്യരചനയുടെ പിറകിലെ സർഗാത്മകമായ വ്യാപാരങ്ങളെക്കുറിച്ച് വിദ്യാർത്ഥികൾ അറിയുക എന്നതാണ് ഈ കോഴ്സിന്റെ ലക്ഷ്യം. സാഹിത്യകൃതികൾ വായിക്കാനും ആസ്വദിക്കാനും വിലയിരുത്താനും പരിശീലനം ആവശ്യമുണ്ടെന്ന് വിദ്യാർത്ഥികളെ ബോധ്യപ്പെടുത്താൻ കഴിയണം. കൂടാതെ, സാഹിത്യരചനയുടെ ഗൗരവവും അതിന്റെ പിന്നിലുള്ള സാമൂഹിക ജീവിത സാഹിത്യകാരന്റെ പ്രയത്നവും വിദ്യാർത്ഥികൾക്ക് ബോധ്യപ്പെടുത്തേണ്ടതുണ്ട്. നിർദ്ദേശിച്ച പാഠഭാഗങ്ങളുടെ ഉള്ളടക്കത്തിൽനിന്നു രചനാസങ്കേതങ്ങളിലേക്കു നയിക്കുന്ന രീതിയിലുള്ള പഠനപ്രവർത്തനങ്ങൾ ക്ലാസ്സിൽ ആസൂത്രണം ചെയ്യണം.</p>				

Course Outcomes- പഠനഫലങ്ങൾ (CO):

CO	CO	Cognitive Level*	Knowledge Category #	Evaluation Tools used
CO1	സാഹിത്യരചനയുടെ പിറകിലെ സർഗാത്മകതലങ്ങൾ തിരിച്ചറിയുന്നു.	U	C	പരീക്ഷ/ ക്വിസ്
CO2	സാഹിത്യത്തിന് സമൂഹത്തിലുള്ള പ്രാധാന്യം അടയാളപ്പെടുത്തുന്നു.	R	C	പരീക്ഷ/ അസൈൻമെന്റ് / ക്വിസ്

CO3	രചനയും അനുഭവവും തമ്മിലുള്ള പാരസ്പര്യം കണ്ടെത്തി വിശകലനം ചെയ്യുന്നു.	Ap	P	അവതരണങ്ങൾ / പ്രായോഗിക പരീക്ഷ
CO4	സർഗാത്മകരചനകൾ പുനരാവിഷ്കരിക്കാനുള്ള ശേഷി നേടുന്നു.	Ap	P	പ്രായോഗിക പരീക്ഷ/ അവതരണങ്ങൾ
CO5	സാഹിത്യത്തിന്റെ അടിസ്ഥാനസങ്കേതങ്ങൾ കണ്ടെത്തി വിലയിരുത്തുന്നു.	Ap	P	പരീക്ഷ/ അസൈൻമെന്റ് / സെമിനാർ
CO6	സാഹിത്യം/ സാഹിത്യേതരം എന്ന് പാഠങ്ങളെ വർഗീകരിച്ച് പ്രയോഗിക്കുന്നു.	C	M	അവതരണങ്ങൾ / വൈവ വോസി
* - 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
1.	സർഗാത്മകത		6
	1.	● സാഹിത്യം- നിർവചനം, പല കാലഘട്ടങ്ങളിലെ സാഹിത്യനിർവചനങ്ങൾ- സാമാന്യ പരിചയം- പാശ്ചാത്യവും പൗരസ്ത്യവുമായ നിർവചനങ്ങളുടെ പരിചയം	1
	2.	● സർഗാത്മകത നിർവചനം- പാശ്ചാത്യവും പൗരസ്ത്യവുമായ നിർവചനങ്ങളുടെ പരിചയം	1
	3.	● സാഹിത്യം/ സാഹിത്യേതരം എന്ന വിഭജനത്തിലെ യുക്തി.	1
	4.	● വിവിധ സാഹിത്യ/ സാഹിത്യേതര ജനസ്പുക്കൾ- നാടകം, കവിത, കഥ, നോവൽ, തിരക്കഥ, നിരൂപണം, ഉപന്യാസം, ആത്മകഥ, ജീവചരിത്രം തുടങ്ങിയവ.	2
2.	കവിതയുടെ രചനാലോകം		13
	5.	● കവിതയുടെ രൂപഭാവങ്ങൾ, ഭാവനയും ആവിഷ്കാരവും	1

		<ul style="list-style-type: none"> ● കാവ്യ രൂപങ്ങൾ, കവിതയുടെ ഘടന- കവിത ഗദ്യത്തിലും പദ്യത്തിലും ● വൃത്തം, താളം, ഈണം, ബിംബം, പ്രതീകം, രൂപകം- സാമാന്യ പരിചയം ● കവിതയുടെ സൃഷ്ടി: അനുഭവവും ആവിഷ്കാരവും 	
	6.	● 'പുതപ്പാട്ട്' എന്ന കവിതയുടെ രചനാപശ്ചാത്തലം: തൃടികൊട്ടും ചിലമ്പൊലിയും (ഇടശ്ശേരിയുടെ പ്രബന്ധങ്ങൾ)- ഇടശ്ശേരി ഗോവിന്ദൻനായർ	3
	7.	● 'മാമ്പഴം' എന്ന കവിതയുടെ രചനാ പശ്ചാത്തലം: കാവ്യലോക സ്മരണകൾ, അധ്യായം 25- വൈലോപ്പിള്ളി ശ്രീധരമേനോൻ	3
	8.	● 'പിറക്കാത്ത മകൻ' എന്ന കവിതയുടെ രചനാ പശ്ചാത്തലം: ഭൂണഹത്യ (ചിദംബരസ്മരണ)- ബാലചന്ദ്രൻ ചുള്ളിക്കാട്	3
	കഥയുടെ രചനാലോകം		9
3.	9.	<ul style="list-style-type: none"> ● ഫിക്ഷൻ എഴുത്തിന്റെ ഘടകങ്ങൾ ● കഥാബീജം, ഇതിവൃത്തം, പ്രമേയം, ആഖ്യാനം, കഥാപാത്രചിത്രീകരണം, സ്ഥലഭാവന, സംഭാഷണം, ശീർഷകം, ക്രാഫ്റ്റ് 	1
	10.	● കഥാരചന- അനുഭവവും ആവിഷ്കാരവും	1
	11.	● 'നിന്റെ ഓർമ്മയ്ക്ക്' എന്ന കഥയുടെ രചനാപരിസരം: ഒരു കഥ ജനിക്കുന്നു (കാമികന്റെ പണിപ്പുര) എം. ടി. വാസുദേവൻനായർ	2
	12.	● 'കൊടുങ്കാറ്റിൽപ്പെട്ട ഒരില' എന്ന കഥയുടെ രചനാ പരിസരം : കഥാകർത്രിയുടെ മറുപടി (ആത്മകഥയ്ക്ക് ഒരാമുഖം)- ലളിതാംബിക അന്തർജനം	2
	എഴുത്തും അനുഭവവും		8
4.	13.	● എഴുത്ത്, വായന എന്നിവയുമായി ബന്ധപ്പെട്ട് എഴുത്തുകാരുടെയും വായനക്കാരുടെയും അനുഭവങ്ങൾ, ലോകവീക്ഷണം, ദർശനം എന്നിവ പങ്കുവെയ്ക്കുന്ന കുറിപ്പുകളുടെ വിശകലനം	2
	14.	● നെയ്ത്തുകാരന്റെ കഥ- എൻ. ശശിധരൻ (മെതിയടി)	2
	15.	● ഇവാൻ ഇലിയച്ചിന്റെ ആത്മഹത്യാശ്രമം- മുഹമ്മദ് അബ്ബാസ് (വിശപ്പ് പ്രണയം ഉന്മാദം)	2

Open Ended Module		9
5	<ul style="list-style-type: none"> ● കോഴ്സിന്റെ പഠനഫലങ്ങൾ നേടാവുന്ന തരത്തിൽ മുകളിലെ നാല് മൊഡ്യൂളുകൾക്കും ഉചിതമായ അധിക പാഠങ്ങളും പഠനമേഖലയിലുള്ള പുതിയ അറിവുകളും അധ്യാപകർ ഡിപ്പാർട്ട്മെന്റ് കൗൺസിലിന്റെ അനുമതിയോടെ ഈ മൊഡ്യൂളിൽ ഉൾപ്പെടുത്തേണ്ടതും തുടർച്ചയായ വിലയിരുത്തലിലൂടെ 5 മാർക്കിന് ഇൻ്റേണലായി മൂല്യനിർണയം ചെയ്യേണ്ടതുമാണ്. <p>മാതൃകാ നിർദ്ദേശങ്ങൾ :</p> <ul style="list-style-type: none"> ● വിദ്യാർത്ഥികളുടെ സർഗാത്മകകൃതികൾ അവതരിപ്പിക്കുക. അവരുടെ കൃതികൾക്കു പിന്നിലുണ്ടായ അനുഭവങ്ങൾ ചർച്ചചെയ്യുക. ● സർഗാത്മകസാഹിത്യ കൃതികൾ അടിസ്ഥാനമാക്കി സംവാദങ്ങൾ സംഘടിപ്പിക്കുക. 	

റഫറൻസ്

- ഇടശ്ശേരിയുടെ പ്രബന്ധങ്ങൾ, ഇടശ്ശേരി ഗോവിന്ദൻനായർ, മാതൃഭൂമി ബുക്സ്, കോഴിക്കോട്, 2006
- കാവ്യലോകസ്മരണകൾ, വൈലോപ്പിള്ളി ശ്രീധരമേനോൻ, കറന്റ് ബുക്സ്, തൃശ്ശൂർ, 1978
- വൈലോപ്പിള്ളി സമ്പൂർണകൃതികൾ, വൈലോപ്പിള്ളി ശ്രീധരമേനോൻ, കറന്റ് ബുക്സ്, തൃശ്ശൂർ, 2001
- കഥാകവിതകൾ, വൈലോപ്പിള്ളി ശ്രീധരമേനോൻ, ഗ്രീൻബുക്സ്
- ചിദംബരസ്മരണ, ബാലചന്ദ്രൻ ചുള്ളിക്കാട്, ഡി. സി. ബുക്സ്, കോട്ടയം, 2001
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- ആത്മകഥയ്ക്ക് ഒരാമുഖം, ലളിതാംബിക അന്തർജ്ജനം, സാഹിത്യപ്രവർത്തക സഹകരണസംഘം, കോട്ടയം, 1979
- ഇതിഹാസത്തിന്റെ ഇതിഹാസം, ഒ. വി. വിജയൻ, ഡി. സി. ബുക്സ്, കോട്ടയം, 1989
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- വിശപ്പ് പ്രണയം ഉന്മാദം, മുഹമ്മദ് അബ്ബാസ്, മാതൃഭൂമി ബുക്സ്, കോഴിക്കോട്, 2023
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- നോവൽ സിദ്ധിയും സാധനയും, പി. കെ. ബാലകൃഷ്ണൻ, സാഹിത്യപ്രവർത്തക സഹകരണസംഘം, കോട്ടയം, 1965
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- കാവ്യഭാഷയിലെ പ്രശ്നങ്ങൾ, ദേശമംഗലം രാമകൃഷ്ണൻ, കേരള ഭാഷാ ഇൻസ്റ്റിറ്റ്യൂട്ട്, തിരുവനന്തപുരം, 1986
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Mapping of COs with PSOs and POs:

	PSO1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO 1	1	-	-	-	-	-	1	-	-	-	-	-	1
CO 2	1	-	-	-	2	-	2	1	-	-	-	-	-
CO 3	1	-	-	-	-	-	1	-	-	-	-	2	2
CO 4	1	1	2	2	-	2	1	-	2	3	-	-	1
CO 5	1	1	-	-	-	1	1	1	-	-	-	2	-
CO 6	1	-	1	3	3	2	1	-	2	-	1	1	2

Correlation Levels:

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

Assessment Rubrics:

- Open ended module (5 Marks)
- Quiz / Assignment/ Discussion / Seminar Midterm Exam (20 Marks)
- Final Exam (50 Marks)

Mapping of COs to Assessment Rubrics:

CO	Internal Examination	Assignment	Seminar /Presentation / Discussion	Semester Examination
CO 1	✓			✓
CO 2	✓		✓	✓
CO 3	✓	✓	✓	✓
CO 4		✓	✓	✓
CO 5	✓	✓	✓	✓
CO 6	✓	✓		✓

2024

General Foundation Courses Offered by
Department of Malayalam



Semester 1

(Ability Enhancement Course-2)

GENERAL FOUNDATION COURSES OFFERED BY DEPARTMENT OF
MALAYALAM

ജനറൽ ഫൗണ്ടേഷൻ കോഴ്സുകൾ-
മലയാളവിഭാഗം

Programme	എബിലിറ്റി എൻഹാൻസ് മെന്റ് കോഴ്സ്- മലയാളവിഭാഗം (For Languages, Humanities and other B.A. Programmes)				
Course Title	മലയാള സാഹിത്യപ്രായ്ക്കരണങ്ങൾ (Literary Practices in Malayalam)				
Type of Course	AEC 2 for Languages, Humanities and other B.A. Programmes				
Semester	1				
Academic Level	100-199				
Course Details	Credit	Lecture per week	Tutorial per week	Practicum per week	Total Hours
	3	3	-	-	45
Pre-requisites	വിവിധ സാഹിത്യരൂപങ്ങളും ദൃശ്യകലാരൂപങ്ങളും ആസ്വദിക്കാനുള്ള കഴിവ്.				
Course Summary	ഭാഷയും സാമൂഹ്യ-മാനവികവിഷയങ്ങളും മേജറായി പഠിക്കുന്ന വിദ്യാർത്ഥികൾക്ക് ഭാഷയോടും സാഹിത്യത്തോടും ആഭിമുഖ്യം വളർത്താനും അവരുടെ ആസ്വാദനശേഷി വികസിപ്പിക്കാനുമാണ് ഈ കോഴ്സ് രൂപകൽപ്പന ചെയ്തിരിക്കുന്നത്. ഭാഷയ്ക്ക് സൗന്ദര്യാത്മകവും വൈകാരികവുമായ അനേകം സാധ്യതകളുണ്ട്. ആഖ്യാനഘടകങ്ങളും തന്ത്രങ്ങളും				

	<p>ചേർന്നു രൂപപ്പെടുന്ന സാഹിത്യതയുടെ ലോകത്തേക്ക് വിദ്യാർത്ഥികളെ നയിക്കുകയും ആസ്വാദനക്ഷമത വർദ്ധിപ്പിക്കുകയുമാണ് ഈ കോഴ്സിന്റെ പഠനത്തിലൂടെ ലക്ഷ്യം വയ്ക്കുന്നത്. ഒന്നാം സെമസ്റ്ററിൽ ആസ്വാദനപരമായ അംശങ്ങൾക്ക് പ്രാധാന്യം നൽകിക്കൊണ്ടാണ് പഠനം നടക്കേണ്ടത്. അനുഭവചന, കഥാസാഹിത്യം, കവിത തുടങ്ങിയ സാഹിത്യരൂപങ്ങളും ദൃശ്യകലാരൂപങ്ങളുമാണ് പാഠഭാഗത്ത് ഉൾപ്പെടുത്തിയിട്ടുള്ളത്.</p>
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Course Outcomes- പഠനഫലങ്ങൾ (CO):

CO	CO	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	അനുഭവാഖ്യാനങ്ങളുടെ വിവിധ രൂപങ്ങൾ മനസ്സിലാക്കുന്നു.	U	C	പരീക്ഷ/ കിസ്/ അസൈൻമെന്റ്
CO2	കഥാഖ്യാനങ്ങളുടെ (Fiction) സവിശേഷതകൾ തിരിച്ചറിയുന്നു.	U	C	പരീക്ഷ/ അസൈൻമെന്റ്
CO3	ഇതര സാഹിത്യരൂപങ്ങളിൽനിന്ന് കവിതയെ വ്യത്യസ്തമാക്കുന്ന ഘടകങ്ങൾ അപഗ്രഥിക്കുന്നു.	An	C	പരീക്ഷ / അവതരണങ്ങൾ / സംവാദം
CO4	നാടകം, സിനിമ തുടങ്ങിയവ മുൻനിർത്തി ദൃശ്യകലയുടെ ആഖ്യാനസവിശേഷതകളും അനുകല്പനത്തിന്റെ	An	C	പരീക്ഷ/ അവതരണങ്ങൾ

	സ്വഭാവവും വിശകലനം ചെയ്യുന്നു.			
CO5	സാമൂഹ്യ-മാനവിക-ഭാഷാ വിഷയങ്ങളിലെ അക്കാദമിക രചനകളിൽനിന്ന് വ്യത്യസ്തമായി സാഹിത്യത്തിനുള്ള സവിശേഷതകൾ ക്രോഡീകരിക്കുന്നു.	Ap	C	പരീക്ഷ/ അസൈൻമെന്റ് / സെമിനാർ
CO6	പ്രമേയപരവും ആഖ്യാനപരവും സൗന്ദര്യാത്മകവുമായ ആസ്വാദനഘടകങ്ങൾ അപഗ്രഥിക്കുന്നു.	An	C	പരീക്ഷ/ അസൈൻമെന്റ് /സെമിനാർ
* - 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
1.		അനുഭവാഖ്യാനങ്ങൾ	9

	1.	<p>അനുഭവാവ്യാനങ്ങൾ:</p> <ul style="list-style-type: none"> മലയാളത്തിലെ അനുഭവാവ്യാനങ്ങളിലെ വ്യത്യസ്ത ജനുസ്സുകളുടെ ആവ്യാനപരമായ സവിശേഷതകളും ചരിത്രവും-സാമാന്യാവലോകനം. വിവിധ മാധ്യമങ്ങളിലുള്ള ആത്മകഥ, ജീവചരിത്രം, സ്മരണ, അനുഭവമെഴുത്ത്, ആത്മകഥ-കേട്ടെഴുത്ത്, യാത്രാവ്യാനം, അഭിമുഖം. 	1
	2.	<p>ആത്മകഥ:</p> <ul style="list-style-type: none"> എന്റെ ഗുരുനാമനെ ഓർക്കുമ്പോൾ-കലാമണ്ഡലം ഹൈദരാലി (ഓർത്താൽ വിസ്മയം) 	2
	3	<p>സഞ്ചാരസാഹിത്യം:</p> <ul style="list-style-type: none"> 'കിഴവനും ക്രാക്കോത്തുവ്വായും'- എസ്. കെ. പൊറ്റെക്കാട്ട് (ഇൻഡൊനേഷ്യൻ ഡയറി) 	2
	4.	<p>അഭിമുഖം:</p> <ul style="list-style-type: none"> മാധവിക്കുട്ടിയുമായി അക്ബർ കക്കട്ടിൽ നടത്തിയ അഭിമുഖം (സർഗ്ഗസമീക്ഷ) 	2
	5.	<p>ജീവിതാവ്യാനം:</p> <ul style="list-style-type: none"> അർമേനിയയിലെ ഷോഗോമാൻ ടെലീരിയനെ അറിയാമോ? അദ്ദേഹം കൊന്നുവെച്ചുവെച്ചിരുന്നതെന്തായിരുന്നു? സജി മാർക്കോസ് (ട്രൂ കോപ്പി തിക്ക്) 	2
	കഥാസാഹിത്യം		9
2.	6.	<ul style="list-style-type: none"> ചെറുകഥയുടെ സവിശേഷതകളും മലയാളത്തിലെ ചെറുകഥാസാഹിത്യത്തിന്റെ 	1

		ചരിത്രവും- സാമാന്യാവലോകനം	
	7.	ചെറുകഥ: • പൂവമ്പഴം - കാരൂർ നീലകണ്ഠപ്പിള്ള	2
	8.	ചെറുകഥ: • വില്ലുവണ്ടി- കെ. രേഖ	2
	9.	• നോവലിന്റെ സ്വഭാവസവിശേഷതകളും മലയാളനോവലിന്റെ ചരിത്രവും- സാമാന്യാവലോകനം	1
	10.	നോവൽ: • ദൈവത്തിന്റെ കണ്ണ്- എൻ. പി. മുഹമ്മദ്	3
		കവിത	9
3.	11.	• കവിത എന്ന സാഹിത്യരൂപത്തിന്റെ സവിശേഷതകളും മലയാള കവിതാസാഹിത്യചരിത്രവും- സാമാന്യാവലോകനം	1
	12.	• മലയാളത്തിലെ പ്രസിദ്ധ കവികൾ, കവിതകൾ- സാമാന്യപരിചയം	1
	13.	• സമുദ്രലംഘനം (അല്യാത്മരായണം: സുന്ദരകാണ്ഡം, ലവണജലനിധി..ചാടീടിനാൻ)- എഴുത്തച്ഛൻ	3
	14.	• ചിന്താവിഷ്ടയായ സീത (പുരികം പൂഴുപോൽ... ബന്ധുജനങ്ങളോടുമേ. ശ്ലോകം 45 മുതൽ 54 വരെ)- കുമാരനാശാൻ	2
	15.	• ഇവനെക്കൂടി- സച്ചിദാനന്ദൻ	2
4.		ദ്വ്യശ്യാകലാസാഹിത്യം	9

	16.	<ul style="list-style-type: none"> • ദൃശ്യകലാസംബന്ധിയായ സാഹിത്യരൂപങ്ങളുടെ വൈവിധ്യവും സവിശേഷതകളും- സാമാന്യപരിചയം 	1
	17.	<p>നാടകം:</p> <ul style="list-style-type: none"> • ഓരോരോ കാലത്തിലും- ശ്രീജ കെ. വി. 	3
	18.	<p>സിനിമ:</p> <ul style="list-style-type: none"> • നൻപകൽ നേരത്ത് മയക്കം- ലിജോ ജോസ് പെല്ലിശ്ശേരി 	2
	19.	<p>ചലച്ചിത്രഗാനം: ചരിത്രം- സംസ്കാരം- ഭാഷ- പരിണാമം എന്നിവ മുൻനിർത്തിയുള്ള വിശകലനം.</p> <ul style="list-style-type: none"> • അല്ലിയാമ്പൽ കടവിലന്നരയ്ക്കു വെള്ളം- പി. ഭാസ്കരൻ (സിനിമ: റോസി) • സൂര്യകിരീടം വീണ്ടുടഞ്ഞു- ഗിരീഷ് പൂത്തഞ്ചേരി (സിനിമ: ദേവാസുരം) • തനിയേ മിഴികൾ തുള്ളുമ്പിയോ- വിനായക് ശശികുമാർ (സിനിമ: ഗപ്പി) 	3
	Open Ended Module		9
5.		<p>കോഴ്സിന്റെ പഠനഫലങ്ങൾ നേടാവുന്ന തരത്തിൽ മുകളിലെ നാല് മൊഡ്യൂളുകൾക്കും ഉചിതമായ അധികപാഠങ്ങളും പഠന മേഖലയിലുള്ള പുതിയ അറിവുകളും അധ്യാപകർ ഡിപ്പാർട്ട്മെന്റ് കൗൺസിലിന്റെ അനുമതിയോടെ ഈ മൊഡ്യൂളിൽ ഉൾപ്പെടുത്തേണ്ടതും തുടർച്ചയായ വിലയിരുത്തലിലൂടെ 5 മാർക്കിന് ഇന്റേണലായി മൂല്യനിർണ്ണയം ചെയ്യേണ്ടതുമാണ്.</p> <p>മാതൃകാനിർദ്ദേശങ്ങൾ:</p> <ul style="list-style-type: none"> • സാഹിത്യശില്പശാല • നാടകക്കളരി - കെ. ശ്രീകുമാർ/ അജിത ടീച്ചർ • ചലച്ചിത്രശില്പശാല 	

		<ul style="list-style-type: none"> • സാഹിത്യസംവാദങ്ങൾ • ചലച്ചിത്രഗാനങ്ങളുടെ പരിണാമം- സംവാദം 	
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റഫറൻസ്

- ഓർത്താൽ വിസ്മയം, കലാമണ്ഡലം ഹൈദരാലി, പ്രണത ബുക്സ്, 2004
- സഞ്ചാര സാഹിത്യം 2, എസ്.കെ. പൊറ്റക്കാട്ട്, ഡി. സി. ബുക്സ്, കോട്ടയം, 2014
- സർഗ്ഗസമീക്ഷ, അക്ബർ കക്കട്ടിൽ, ഡി. സി. ബുക്സ്, കോട്ടയം, 2012
- അർമേനിയയിലെ ഷോഗോമാൻ ടെലിരിയനെ അറിയാമോ? അദ്ദേഹം കൊന്ന യുവതൂർക്കിയെയോ?, സജി മാർക്കോസ്, ട്രൂ കോപ്പി തിക്, (https://youtu.be/_yiDS6lFHgA?si=g1F3l9tuWkplDa6d)
- കാരൂർ കഥകൾ സമ്പൂർണ്ണം, കാരൂർ നീലകണ്ഠപ്പിള്ള, എച്ച് & സി ബുക്സ്, തൃശൂർ, 2008
- അങ്കമാലിയിലെ മാങ്ങാക്കറിയും വില്ലുവണ്ടിയും മറ്റ് കഥകളും, കെ. രേഖ, മാത്യൂഭൂമി ബുക്സ്
- ദൈവത്തിന്റെ കണ്ണ്, എൻ. പി. മുഹമ്മദ്, ഡി. സി. ബുക്സ്, കോട്ടയം
- അദ്ധ്യാത്മരാമായണം കിളിപ്പാട്ട്, എഴുത്തച്ഛൻ, <https://ml.wikisource.org/>
- ചിന്താവിഷ്ണുയായ സീത, കുമാരനാശാൻ, (<https://books.sayahna.org/ml/pdf/sita.pdf>)
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- ഓരോരോ കാലത്തിലും, ശ്രീജ കെ. വി, ഡി. സി. ബുക്സ്, കോട്ടയം
- ഇവനെക്കൂടി, സച്ചിദാനന്ദൻ, ഡി. സി. ബുക്സ്, കോട്ടയം
- നോവൽ സാഹിത്യം, എം. പി. പോൾ, കറന്റ് ബുക്സ്, തൃശൂർ
- മലയാള ചെറുകഥാസാഹിത്യചരിത്രം, ഡോ. എം. എം. ബഷീർ, കേരള സാഹിത്യ അക്കാദമി
- നോവൽസാഹിത്യപഠനങ്ങൾ, ഡി. ബെഞ്ചമിൻ, മാളുബൻ പബ്ലിക്കേഷൻ

- നോവൽസാഹിത്യചരിത്രം, കെ. എം. തരകൻ, കേരള സാഹിത്യ അക്കാദമി
- കഥയും ഭാവുകത്വപരിണാമവും, കെ. എസ്. രവീകുമാർ, നാഷണൽ ബുക്ക് സ്റ്റാൾ
- മലയാള നാടകസാഹിത്യചരിത്രം, ജി. ശങ്കരപ്പിള്ള, കേരള സാഹിത്യ അക്കാദമി
- ചലച്ചിത്രത്തിന്റെ പൊരുൾ, വി. രാജകൃഷ്ണൻ, കേരള ഭാഷാ ഇൻസ്റ്റിറ്റ്യൂട്ട്, തിരുവനന്തപുരം

Mapping of COs with POs :

	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO 1	1	-	-	2	-	-	-
CO 2	1	-	2	-	-	2	-
CO 3	-	-	2	-	3	-	2
CO 4	-	2	-	1	-	1	1
CO 5	1	2	-	3	-	-	2
CO 6	-	1	-	2	-	3	1

Correlation Levels:

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

Assessment Rubrics:

- Open ended module (5 Marks)
- Presentation/ Quiz/ Assignment/ Discussion/ Seminar/ Midterm Exam (20 Marks)
- Final Exam (50 Marks)

Mapping of COs to Assessment Rubrics :

CO	Internal Exam	Assignment	Seminar /Presentation / Discussion	Semester Examination
CO 1	✓			✓
CO 2	✓			✓
CO 3	✓	✓	✓	✓
CO 4	✓	✓	✓	✓
CO 5	✓	✓	✓	✓
CO 6	✓	✓	✓	✓

GENERAL FOUNDATION COURSES OFFERED BY DEPARTMENT OF MALAYALAM

**ജനറൽ ഫൗണ്ടേഷൻ കോഴ്സുകൾ-
മലയാളവിഭാഗം**

Programme	എബിലിറ്റി എൻഹാൻസ് മെന്റ് കോഴ്സ്- മലയാളവിഭാഗം (For Science Programmes)				
Course Title	മലയാള സാഹിത്യസ്വാദനം (Malayalam Literary Appreciation)				
Type of Course	AEC2 For Science				
Semester	1				
Academic Level	100-199				
Course Details	Credit	Lecture per week	Tutorial per week	Practicum per week	Total Hours
	3	3	-	-	45
Pre-requisites	വിവിധ സാഹിത്യരൂപങ്ങളും ദൃശ്യകലാരൂപങ്ങളും ആസ്വദിക്കാനുള്ള കഴിവ്.				
Course Summary	ശാസ്ത്രം മേജർ വിഷയമായി പഠിക്കുന്ന വിദ്യാർത്ഥികളുടെ വിവിധ ഭാഷാശേഷികളും ആസ്വാദനശേഷിയും വിപുലീകരിക്കുന്നതിനും ഉറപ്പിക്കുന്നതിനുമാണ് ഈ കോഴ്സ് രൂപകല്പന ചെയ്തിട്ടുള്ളത്. സാഹിത്യരചനകളിൽനിന്നു വ്യത്യസ്തമായി, കൃത്യതയ്ക്കും യുക്തിയ്ക്കും ഊന്നൽ നൽകുന്ന ഭാഷയാണ് ശാസ്ത്രത്തിന്റേത്. ഭാഷയ്ക്ക്				

	<p>സൗന്ദര്യാത്മകവും വൈകാരികവുമായ അനേകം സാധ്യതകളുണ്ട്. ആഖ്യാനഘടകങ്ങളും തന്ത്രങ്ങളും ചേർന്നു രൂപപ്പെടുന്ന സാഹിത്യതയുടെ ലോകത്തേക്ക് വിദ്യാർത്ഥികളെ നയിക്കുകയും ആസ്വാദനക്ഷമത വർദ്ധിപ്പിക്കുകയുമാണ് ഈ കോഴ്സിന്റെ പഠനത്തിലൂടെ ലക്ഷ്യം വയ്ക്കുന്നത്. ഒന്നാം സെമസ്റ്ററിൽ ആസ്വാദനപരമായ അംശങ്ങൾക്ക് പ്രാധാന്യം നൽകിക്കൊണ്ടാണ് പഠനം നടക്കേണ്ടത്. അനുഭവരചന, കഥാസാഹിത്യം, കവിത തുടങ്ങിയ സാഹിത്യരൂപങ്ങളും ദൃശ്യകലാരൂപങ്ങളുമാണ് പാഠഭാഗത്ത് ഉൾപ്പെടുത്തിയിട്ടുള്ളത്.</p>
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Course Outcomes- പഠനഫലങ്ങൾ (CO):

CO	CO	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	അനുഭവാഖ്യാനങ്ങളുടെ വിവിധ രൂപങ്ങൾ മനസ്സിലാക്കുന്നു.	U	C	പരീക്ഷകൾ/ ക്വിസ്/ അസൈൻമെന്റ്
CO2	കഥാഖ്യാനങ്ങളുടെ (Fiction) സവിശേഷതകൾ തിരിച്ചറിയുന്നു.	U	C	പരീക്ഷ/അസൈൻമെന്റ്
CO3	ഇതര സാഹിത്യരൂപങ്ങളിൽനിന്ന് കവിതയെ വ്യത്യസ്തമാക്കുന്ന ഘടകങ്ങൾ അപഗ്രഥിക്കുന്നു.	An	C	പരീക്ഷ / അവതരണങ്ങൾ / സംവാദം
CO4	നാടകം, സിനിമ തുടങ്ങിയവ മുൻനിർത്തി ദൃശ്യകലയുടെ	An	C	പരീക്ഷ/ പ്രായോഗിക പരീക്ഷ/

	ആഖ്യാനസവിശേഷതകളും അനുകല്പനത്തിന്റെ സ്വഭാവവും വിശകലനം ചെയ്യുന്നു.			അവതരണങ്ങൾ
C05	ശാസ്ത്രരചനകളിൽനിന്നു ശാസ്ത്രസാഹിത്യത്തിനുള്ള വ്യത്യാസം ക്രോഡീകരിക്കുന്നു.	U	C	പരീക്ഷ/ അസൈൻമെന്റ് / സെമിനാർ
C06	പ്രമേയപരവും ആഖ്യാനപരവും സൗന്ദര്യാത്മകവുമായ ആസ്വാദനഘടകങ്ങൾ അപഗ്രഥിക്കുന്നു.	An	C	പരീക്ഷ/ അസൈൻമെന്റ് / സെമിനാർ
* - 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
1.	അനുഭവാഖ്യാനങ്ങൾ		9
	1.	അനുഭവാഖ്യാനങ്ങൾ: <ul style="list-style-type: none"> മലയാളത്തിലെ അനുഭവാഖ്യാനങ്ങളിലെ വ്യത്യസ്ത ജനുസ്സുകളുടെ ആഖ്യാനപരമായ 	1

		<p>സവിശേഷതകളും ചരിത്രവും- സാമാന്യാവലോകനം.</p> <ul style="list-style-type: none"> • വിവിധ മാധ്യമങ്ങളിലുള്ള ആത്മകഥ, ജീവചരിത്രം, സ്മരണ, അനുഭവമെഴുത്ത്, ആത്മകഥ-കേട്ടെഴുത്ത്, യാത്രാവ്യാനം, അഭിമുഖം 	
	2.	<p>ആത്മകഥ:</p> <ul style="list-style-type: none"> • 'കടലടിത്തട്ടിലെ മായക്കാഴ്ചകൾ'- റോബർട്ട് പനിപ്പിള്ള (കടലറിവുകളും നേരനുഭവങ്ങളും) 	2
	3.	<p>സഞ്ചാരസാഹിത്യം:</p> <ul style="list-style-type: none"> • 'റൂബ് ഉൽ പാലിയിലെ നാനാണത്ത് (ഭ്രാന്തൻ'- വി. മുസഹർ അഹമ്മദ് (മരുമരങ്ങൾ) 	2
	4.	<p>അഭിമുഖം:</p> <ul style="list-style-type: none"> • 'അതഭൂതം വിരിയിക്കാൻ സസ്യങ്ങൾ മാന്ത്രികരല്ല'- എം.എസ്. സ്വാമിനാഥൻ (പി. ടി. മുഹമ്മദ് സാദിഖ് നടത്തിയ അഭിമുഖം, മാതൃഭൂമി ആഴ്ചപ്പതിപ്പ്/ 2023 ഒക്ടോബർ 15-23) 	2
	5.	<p>ജീവിതാവ്യാനം:</p> <ul style="list-style-type: none"> • 'ലോകങ്ങളുടെ അന്തകൻ- ഓപ്പൺ ഹെയ് മർ ആറ്റംബോംബുണ്ടാക്കിയ കഥ'- ബാബു രാമചന്ദ്രൻ (വല്ലാത്തൊരു കഥ: എപ്പിസോഡ് 151) 	2
	കുമാസാഹിത്യം		9
2.	6.	<ul style="list-style-type: none"> • ചെറുകഥയുടെ സവിശേഷതകളും മലയാളത്തിലെ ചെറുകഥാസാഹിത്യത്തിന്റെ 	1

		ചരിത്രവും- സാമാന്യാവലോകനം	
	7.	ചെറുകഥ: • മാണിക്കൻ- ലളിതാംബിക അന്തർജനം	2
	8.	ചെറുകഥ: • കരിമ്പുലി- ജി. ആർ. ഇന്ദുഗോപൻ	2
	9.	നോവൽ- നോവലിന്റെ സവിശേഷതകളും മലയാളനോവലിന്റെ ചരിത്രവും- സാമാന്യാവലോകനം	1
	10.	നോവൽ: • മിണ്ടാപ്പെണ്ണ്- ഉറുബ്	3
		കവിത	9
	11.	• കവിത എന്ന സാഹിത്യരൂപത്തിന്റെ സവിശേഷതകളും മലയാള കവിതാസാഹിത്യചരിത്രവും- സാമാന്യാവലോകനം	1
	12.	• മലയാളത്തിലെ പ്രസിദ്ധ കവികൾ, കവിതകൾ- സാമാന്യപരിചയം	1
	13.	• കല്യാണസൗഗന്ധികം- കുഞ്ചൻനമ്പ്യാർ (ഭീമ-ഹനുമൽ സംവാദം: 'മിടുക്കും ശൗര്യവുമെല്ലാം ഒടുക്കം നാസ്തിയാം'... 'സഹിക്കാമോ നിനക്കിപ്പോൾ')	3
	14.	• സർപ്പക്കാട്- വൈലോപ്പിള്ളി ശ്രീധരമേനോൻ	2
	15.	• മാനസാന്തരം- ബാലചന്ദ്രൻ ചുറ്റിക്കാട്	2
3.			
4.		ദ്വ്യശ്യാകലാസാഹിത്യം	9

	16.	<ul style="list-style-type: none"> ദൃശ്യകലാസാഹിത്യം: ദൃശ്യകലാസംബന്ധിയായ സാഹിത്യരൂപങ്ങളുടെ വൈവിധ്യവും സവിശേഷതകളും - സാമാന്യപരിചയം 	1
	17.	<p>നാടകം:</p> <ul style="list-style-type: none"> കൂവാഗം- എ. ശാന്തകുമാർ 	4
	18.	<p>സിനിമ:</p> <ul style="list-style-type: none"> തട്ടുമ്പൊറത്തപ്പൻ- സുദേവൻ 	2
	19.	<p>ചലച്ചിത്രഗാനം: ചരിത്രം- സംസ്കാരം- ഭാഷ- പരിണാമം എന്നിവ മുൻനിർത്തിയുള്ള വിശകലനം.</p> <ul style="list-style-type: none"> മനുഷ്യൻ മതങ്ങളെ സൃഷ്ടിച്ചു: വയലാർ രാമവർമ്മ (സിനിമ: അച്ഛനും ബാപ്പയും) അഞ്ചുശരങ്ങളും പോരാതെ മന്മഥൻ: യൂസഫലി കേച്ചേരി (സിനിമ: പരിണയം) അശുഭമംഗളകാരി: സുഹൈൽ കോയ (സിനിമ: സൂപ്പർ ശരണ്യ) 	2
	Open Ended Module		9
5.		<p>കോഴ്സിന്റെ പഠനഫലങ്ങൾ നേടാവുന്ന തരത്തിൽ മുകളിലെ നാല് മൊഡ്യൂളുകൾക്കും ഉചിതമായ അധികപാഠങ്ങളും പഠന മേഖലയിലുള്ള പുതിയ അറിവുകളും അധ്യാപകർ ഡിപ്പാർട്ട്മെന്റ് കൗൺസിലിന്റെ അനുമതിയോടെ ഈ മൊഡ്യൂളിൽ ഉൾപ്പെടുത്തേണ്ടതും തുടർച്ചയായ വിലയിരുത്തലിലൂടെ 5 മാർക്കിന് ഇൻ്റേണലായി മൂല്യനിർണ്ണയം ചെയ്യേണ്ടതുമാണ്.</p> <p>മാതൃകാനിർദ്ദേശങ്ങൾ:</p> <ul style="list-style-type: none"> സാഹിത്യശില്പശാല നാടകക്കളരി ചലച്ചിത്രശില്പശാല സാഹിത്യസംവാദങ്ങൾ 	

		<ul style="list-style-type: none"> • ചലച്ചിത്രഗാനങ്ങളുടെ പരിണാമം- സംവാദം 	
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റഫറൻസ്:

- കടലറിവുകളും നേരനുഭവങ്ങളും, റോബർട്ട് പനിപ്പിള്ള, ചിന്ത പബ്ലിഷേഴ്സ്, തിരുവനന്തപുരം, 2018
- മരുമരങ്ങൾ, വി. മുസഫർ അഹമ്മദ്, ഡി. സി. ബുക്സ്, കോട്ടയം, 2017
- വല്ലാത്തൊരു കഥ, ബാബു രാമചന്ദ്രൻ, ഏഷ്യാനെറ്റ് ന്യൂസ്, (യൂട്യൂബ്)
(<https://youtu.be/ukZ7Olc5jcy?si=6uoBCrFkgDuADfZ0>)
- കുഞ്ചൻ നമ്പിയാരുടെ തുള്ളൽക്കഥകൾ, സംശോധിതസംസ്കരണം: പി. കെ. ശിവശങ്കരപ്പിള്ള, കേരള സാഹിത്യ അക്കാദമി, തൃശ്ശൂർ, 1979
- കല്യാണസൗഗന്ധികം, കുഞ്ചൻനമ്പ്യാർ,
(<https://books.sayahna.org/ml/pdf/saugandhikam.pdf>)
- ബാലചന്ദ്രൻ ചുള്ളിക്കാടിന്റെ കവിതകൾ, ബാലചന്ദ്രൻ ചുള്ളിക്കാട്, ഡി. സി. ബുക്സ്, കോട്ടയം, 2000
- ലളിതാംബിക അന്തർജനത്തിന്റെ കഥകൾ സമ്പൂർണം, ഡി. സി. ബുക്സ്, കോട്ടയം, 2009
- കരിമ്പുലി റോ റോ പിങ്ക് പോലീസ്, ജി. ആർ. ഇന്ദുഗോപൻ, ഡി. സി. ബുക്സ്, കോട്ടയം, 2023
- മിണ്ടാപ്പെണ്ണ്, ഉറൂബ്, പൂർണ്ണ പബ്ലിക്കേഷൻസ്, കോഴിക്കോട്, 2017
- കുവാഗം, എ. ശാന്തകുമാർ, തീയേറ്റർ ലവേഴ്സ്, കോഴിക്കോട്, 2021
- എ. ശാന്തകുമാറിന്റെ സമ്പൂർണ്ണകൃതികൾ (എഡി: കെ. ശ്രീകുമാർ), കേരള സാഹിത്യ അക്കാദമി
- വൈലോപ്പിള്ളി സമ്പൂർണ്ണ കൃതികൾ, വൈലോപ്പിള്ളി ശ്രീധരമേനോൻ, കറന്റ് ബുക്സ്, തൃശ്ശൂർ, 2001
- എം.എസ്. സ്വാമിനാഥൻ/പി. ടി. മുഹമ്മദ് സാദിഖ്, മാതൃഭൂമി ആഴ്ചപ്പതിപ്പ്/ 2023 ഒക്ടോബർ 15- 23
- നോവൽ സാഹിത്യം, എം. പി. പോൾ, കറന്റ് ബുക്സ്, തൃശ്ശൂർ
- മലയാള ചെറുകഥാസാഹിത്യചരിത്രം, ഡോ. എം. എം. ബഷീർ, കേരള സാഹിത്യ അക്കാദമി

- നോവൽ സാഹിത്യപഠനങ്ങൾ, ഡി. ബെഞ്ചമിൻ, മാളുബൻ പബ്ലിക്കേഷൻ
- നോവൽ സാഹിത്യചരിത്രം, കെ. എം. തരകൻ, കേരള സാഹിത്യ അക്കാദമി
- കഥയും ഭാവുകത്വപരിണാമവും, കെ. എസ്. രവീകുമാർ, നാഷണൽ ബുക്ക് സ്റ്റാൾ
- മലയാള നാടകസാഹിത്യചരിത്രം, ജി. ശങ്കരപ്പിള്ള, കേരള സാഹിത്യ അക്കാദമി
- ചലച്ചിത്രത്തിന്റെ പൊരുൾ, വി. രാജകൃഷ്ണൻ, കേരള ഭാഷാ ഇൻസ്റ്റിറ്റ്യൂട്ട്, തിരുവനന്തപുരം

Mapping of COs with POs :

	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO 1	1	-	-	-	2	-	1
CO 2	-	1	-	2	-	-	-
CO 3	-	-	1	-	-	2	-
CO 4	-	-		2	-	-	1
CO 5	-	2	-	-	-	3	1
CO 6	1	-	-	2	-	2	3

Correlation Levels:

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

Assessment Rubrics:

- Open ended module (5 Marks)
- Presentation/ Quiz / Assignment/Discussion / Seminar/ Midterm Exam (20 Marks)
- Final Exam (50 Marks)

Mapping of COs to Assessment Rubrics :

CO	Internal Examination	Assignment	Seminar/Presentation/ Discussion	Semester Examination
CO 1	✓			✓
CO 2	✓			✓
CO 3	✓	✓	✓	✓
CO 4	✓	✓	✓	✓
CO 5	✓	✓	✓	✓
CO 6	✓	✓	✓	✓

GENERAL FOUNDATION COURSES OFFERED BY DEPARTMENT OF MALAYALAM

**ജനറൽ ഫൗണ്ടേഷൻ കോഴ്സുകൾ-
മലയാളവിഭാഗം**

Programme	എബിലിറ്റി എൻഹാൻസ് മെന്റ് കോഴ്സ്- മലയാളവിഭാഗം (കൊമേഴ്സ് & മാനേജ്മെന്റ്)				
Course Title	മലയാള സാഹിത്യവിചാരം (Understanding Literature in Malayalam)				
Type of Course	AEC2 For Commerce & Management studies				
Semester	1				
Academic Level	100-199				
Course Details	Credit	Lecture per week	Tutorial per week	Practicum per week	Total Hours
	3	3	-	-	45
Pre-requisites	വിവിധ സാഹിത്യരൂപങ്ങളും ദൃശ്യകലാരൂപങ്ങളും ആസ്വദിക്കാനുള്ള കഴിവ്.				
Course Summary	കൊമേഴ്സ്, മാനേജ്മെന്റ് വിഷയങ്ങൾ മേജറായി പഠിക്കുന്ന വിദ്യാർത്ഥികൾക്ക് ഭാഷയോടും സാഹിത്യത്തോടും ആഭിമുഖ്യം വളർത്താനും അവരുടെ ആസ്വാദനശേഷി വികസിപ്പിക്കാനുമാണ് ഈ കോഴ്സ് രൂപകൽപ്പന ചെയ്തിരിക്കുന്നത്. ഭാഷയ്ക്ക് സൗന്ദര്യാത്മകവും വൈകാരികവുമായ അനേകം സാധ്യതകളുണ്ട്. ആവ്യാനഘടകങ്ങളും തന്ത്രങ്ങളും ചേർന്നു രൂപപ്പെടുന്ന സാഹിത്യതയുടെ ലോകത്തേക്ക് വിദ്യാർത്ഥികളെ നയിക്കുകയും ആസ്വാദനക്ഷമത വർദ്ധിപ്പിക്കുകയുമാണ് ഈ കോഴ്സിന്റെ പഠനത്തിലൂടെ ലക്ഷ്യംവയ്ക്കുന്നത്. ഒന്നാം സെമസ്റ്ററിൽ				

	<p>ആസ്വാദനപരമായ അംശങ്ങൾക്ക് പ്രാധാന്യം നൽകിക്കൊണ്ടാണ് പഠനം നടക്കേണ്ടത്. അനുഭവചന, കഥാസാഹിത്യം, കവിത തുടങ്ങിയ സാഹിത്യരൂപങ്ങളും ദൃശ്യകലാരൂപങ്ങളുമാണ് പാഠഭാഗത്ത് ഉൾപ്പെടുത്തിയിട്ടുള്ളത്.</p>
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Course Outcomes- പഠനഫലങ്ങൾ (CO):

CO	CO	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	അനുഭവാഖ്യാനങ്ങളുടെ വിവിധ രൂപങ്ങൾ മനസ്സിലാക്കുന്നു.	U	C	പരീക്ഷകൾ/ ക്വിസ്/ അസൈൻമെന്റ്
CO2	കഥാഖ്യാനങ്ങളുടെ (Fiction) സവിശേഷതകൾ തിരിച്ചറിയുന്നു.	U	C	പരീക്ഷ/അസൈൻമെന്റ്
CO3	ഇതര സാഹിത്യരൂപങ്ങളിൽനിന്ന് കവിതയെ വ്യത്യസ്തമാക്കുന്ന ഘടകങ്ങൾ അപഗ്രഥിക്കുന്നു.	An	C	പരീക്ഷ / അവതരണങ്ങൾ / സംവാദം
CO4	നാടകം, സിനിമ തുടങ്ങിയവ മുൻനിർത്തി ദൃശ്യകലയുടെ ആഖ്യാനസവിശേഷതകളും അനുകല്പനത്തിന്റെ	An	C	പ്രായോഗിക പരീക്ഷ/ പ്രസന്റേഷൻ

	സ്വഭാവവും വിശകലനം ചെയ്യുന്നു.			
CO5	വാണിജ്യശാസ്ത്രരചനകളിൽ നിന്നു സാഹിത്യത്തിനുള്ള വ്യത്യാസം തിരിച്ചറിയുന്നു.	U	C	പരീക്ഷ/അസൈൻമെന്റ് / സെമിനാർ
CO6	പ്രമേയപരവും ആഖ്യാനപരവും സൗന്ദര്യാത്മകവുമായ ആസ്വാദനഘടകങ്ങൾ അപഗ്രഥിക്കുന്നു.	An	C	പരീക്ഷ/ പ്രസന്റേഷൻ / വൈവചോസി
* - 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
1.		അനുഭവാഖ്യാനങ്ങൾ	9

	1.	<p>അനുഭവാവ്യാനങ്ങൾ:</p> <ul style="list-style-type: none"> മലയാളത്തിലെ അനുഭവാവ്യാനങ്ങളിലെ വ്യത്യസ്ത ജനുസ്സുകളുടെ ആവ്യാനപരമായ സവിശേഷതകളും ചരിത്രവും-സാമാന്യാവലോകനം വിവിധ മാധ്യമങ്ങളിലുള്ള ആത്മകഥ, ജീവചരിത്രം, സ്മരണ, അനുഭവമെഴുത്ത്, ആത്മകഥ-കേട്ടെഴുത്ത്, യാത്രാവ്യാനം, അഭിമുഖം 	1
	2.	<p>ആത്മകഥ:</p> <ul style="list-style-type: none"> എന്നെ പാണൻ എന്നു വിളിക്കരുത്- എം. കുഞ്ഞാമൻ (എതിർ) 	2
	3.	<p>സഞ്ചാരസാഹിത്യം:</p> <ul style="list-style-type: none"> തീർത്ഥയാത്ര- ടി. ജെ. എസ്. ജോർജ്ജ് (ഹോ ചി മിന്നറെ നാട്ടിൽ) 	2
	4.	<p>അഭിമുഖം:</p> <ul style="list-style-type: none"> ഒ.എൻ.വിയുമായി അക്ബർ കക്കട്ടിൽ നടത്തിയ അഭിമുഖം (സർഗസമീക്ഷ) 	2
	5.	<p>ജീവിതാവ്യാനം:</p> <ul style="list-style-type: none"> 'സഹകാരിയായി പ്രവേശം'- പന്യന്നൂർ ഭാസി (വാഗ്ഭാഷാസമുദായം: സഹകാരിയും നവോത്ഥാന നായകനും) 	2
2.	കഥാസാഹിത്യം		9
	6.	<ul style="list-style-type: none"> ചെറുകഥ- ചെറുകഥയുടെ സ്വഭാവസവിശേഷതകളും മലയാളത്തിലെ 	1

		ചെറുകുമാസാഹിത്യത്തിന്റെ ചരിത്രവും- സാമാന്യാവലോകനം	
	7.	ചെറുകഥ: • കൃഷിക്കാരൻ- തകഴി ശിവശങ്കരപ്പിള്ള	2
	8.	ചെറുകഥ: • ഏകാന്തതയുടെ നൂർ വർഷങ്ങൾ- കെ. ആർ. മീര	2
	9.	നോവൽ- നോവലിന്റെ സ്വഭാവസവിശേഷതകളും മലയാള നോവലിന്റെ ചരിത്രവും- സാമാന്യാവലോകനം	1
	10.	നോവൽ: • ന്റുപ്പുപ്പാക്കൊരാനേണ്ടാർന്ന്- വൈക്കം മുഹമ്മദ് ബഷീർ	3
	കവിത		9
3.	11.	കവിത എന്ന സാഹിത്യരൂപത്തിന്റെ സവിശേഷതകളും മലയാള കവിതാസാഹിത്യചരിത്രവും- സാമാന്യാവലോകനം	1
	12.	മലയാളത്തിലെ പ്രസിദ്ധ കവികൾ, കവിതകൾ- സാമാന്യപരിചയം	2
	13.	കൃഷ്ണഗാഥ: ഉലൂഖലബന്ധനം- ചെറുശ്ശേരി (ചങ്ങാതിമാരായ... പൂവലംഗം)	2
	14.	വിവാഹസമ്മാനം- ഇടശ്ശേരി	2
	15.	കൗസല്യ- വിജയലക്ഷ്മി	2
	ദൃശ്യകലാസാഹിത്യം		9
4.	16.	ദൃശ്യകലാസാഹിത്യം: ദൃശ്യകലാസംബന്ധിയായ സാഹിത്യരൂപങ്ങളുടെ വൈവിധ്യവും സവിശേഷതകളും- സാമാന്യപരിചയം	1

	17.	നാടകം: <ul style="list-style-type: none"> മത്സ്യഗന്ധി- സജിത മഠത്തിൽ 	3
	18.	സിനിമ: <ul style="list-style-type: none"> അന്നയും റസൂലും- രാജീവ് രവി 	3
	19.	ചലച്ചിത്രഗാനം: ചരിത്രം- സംസ്കാരം- ഭാഷ- പരിണാമം എന്നിവ മുൻനിർത്തിയുള്ള വിശകലനം <ul style="list-style-type: none"> മലർക്കൊടി പോലെ: ശ്രീകുമാരൻതമ്പി (സിനിമ- വിഷ്ണുക്കുണി) അരികിൽ നീ ഉണ്ടായിരുന്നെങ്കിൽ- ഒ. എൻ. വി (സിനിമ- നീയെത്ര ധന്യ) ലോല ലോല ലോല- മുഹ്സിൻ പരാരി (സിനിമ- തല്ലുമാല) 	2
	Open Ended Module		9
5.		കോഴ്സിന്റെ പഠനഫലങ്ങൾ നേടാവുന്ന തരത്തിൽ മുകളിലെ നാല് മൊഡ്യൂളുകൾക്കും ഉചിതമായ അധികപാഠങ്ങളും പഠന മേഖലയിലുള്ള പുതിയ അറിവുകളും അധ്യാപകർ ഡിപ്പാർട്ട്മെന്റ് കൗൺസിലിന്റെ അനുമതിയോടെ ഈ മൊഡ്യൂളിൽ ഉൾപ്പെടുത്തേണ്ടതും തുടർച്ചയായ വിലയിരുത്തലിലൂടെ 5 മാർക്കിന് ഇൻ്റേണലായി മൂല്യനിർണ്ണയം ചെയ്യേണ്ടതുമാണ്. മാതൃകാനിർദ്ദേശങ്ങൾ: <ul style="list-style-type: none"> സാഹിത്യശില്പശാല നാടകക്കളരി ചലച്ചിത്രശില്പശാല സാഹിത്യസംവാദങ്ങൾ 	

റഫറൻസ്

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- നോവൽ സാഹിത്യചരിത്രം, കെ. എം. തരകൻ, കേരള സാഹിത്യ അക്കാദമി

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Mapping of COs with POs:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO 1	1	-	-	2	-	-	1
CO 2	1	2	-	-	-	-	-
CO 3	-	-	2	-	-	1	-
CO 4	1	-	-	3	-	-	2
CO 5	-	2	-	-	-	-	1
CO 6	1	-	-	1	-	2	2

Correlation Levels:

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

Assessment Rubrics:

- Open ended module (5 Marks)
- Presentation/ Quiz / Assignment/Discussion / Seminar/ Midterm Exam (20 Marks)
- Final Exam (50 Marks)

Mapping of COs to Assessment Rubrics :

	Internal Examination	Assignment	Seminar /Presentation / Discussion	Semester Examination
CO 1	✓			✓
CO 2	✓			✓
CO 3	✓	✓	✓	✓
CO 4	✓	✓	✓	✓
CO 5	✓	✓	✓	✓
CO 6	✓	✓	✓	✓



General Foundation Courses in French

Semester	Course Code	Course Title	Total Hours	Hours / Week	Credits	Marks			Remarks
						Internal	External	Total	
ABILITY ENHANCEMENT COURSES (AEC-2)									
1	FRE1FA102(1)	Initiation to French Language and Culture-I	45	3	3	25	50	75	For Languages, Humanities, and other BA Programmes
ABILITY ENHANCEMENT COURSES (AEC-4)									
2	FRE2FA104(1)	Initiation to French Language and Culture-II	45	3	3	25	50	75	For Languages, Humanities, and other BA Programmes
ABILITY ENHANCEMENT COURSE (AEC 2)									
1	FRE1FA102(2)	Communicative French I	45	3	3	25	50	75	For Science students
ABILITY ENHANCEMENT COURSE (AEC 4)									
2	FRE2FA104(2)	Communicative French II	45	3	3	25	50	75	For Science students
ABILITY ENHANCEMENT COURSE (AEC 2)									
1	FRE1FA102(3)	Commercial French I	45	3	3	25	50	75	For Commerce and Management students
ABILITY ENHANCEMENT COURSE (AEC 4)									
2	FRE2FA104(3)	Commercial French II	45	3	3	25	50	75	For Commerce and Management students
MULTI DISCIPLINARY COURSE-3(MDC 3)									
3	FRE3FM107(1)	Professional French	45	3	3	25	50	75	For Languages, Humanities, and other BA Programmes

3	FRE3FM107(2)	French for Science and Technology	45	3	3	25	50	75	For Science students
3	FRE3FM107(3)	Functional French I	45	3	3	25	50	75	For Commerce and Management students
VALUE ADDED COURSE -3									
4	FRE4FV110(1)	French for International Relations	45	3	3	25	50	75	For Languages, Humanities, and other BA Programmes
4	FRE4FV110(2)	French for Gastronomy	45	3	3	25	50	75	For Science
4	FRE4FV110(3)	French for Tourism	45	3	3	25	50	75	For Commerce and Management students

MULTI DISCIPLINARY COURSE-(MDC 1 and MDC 2)									
1	FRE1FM105	French for professional communication-I	45	3	3	25	50	75	FOR ALL DISCIPLINE
2	FRE2FM106	French for professional communication-II	45	3	3	25	50	75	FOR ALL DISCIPLINE

SKILL ENHANCEMENT COURSE (SEC 2)									
5	FRE5FS112	Business French	45	3	3	25	50	75	FOR ALL DISCIPLINE

GENERAL FOUNDATION COURSES IN FRENCH

Discipline	FRENCH				
Course Title	Initiation to French Language and Culture-I				
Type of Course	AEC 2{For Languages, Humanities, and other BA Programmes }				
Semester	I				
Academic Level	100-199.				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	3	3 hours	-	-	3
Pre-requisites	Nil				
Course Summary	This course is designed for beginners and intended to enable basic communication using the four skills: reading, writing, speaking, and listening. It also builds a basic vocabulary and develops intercultural and communicative skills.				

Detailed Syllabus:

Reference Materials :

- À Propos, ANDANT Christine, METHON Catherine, NACHON Anabelle, NUGUE Fabienne- FLE_PUG- Langers.

Chapters : Dossier1, Dossier2, Dossier3 (pages 3-34)

- Conjugaison progressive du français (A1/A2.1), Grand-Clement Odile , Clé International.
- Cosmopolite A1, Hirschsprung Nathalie, Tricot Tony, Hachette.
- Saison A1, Giraudoux Jean, Didier.
- <https://apprendre.tv5monde.com/fr>

Module	Unit	Content	Hrs
I	La Communication		10
	1	Methodology of the book	
	2	Les lettres de l'alphabet (learning letters and to spell) , Les Salutations (Greetings)	

		Introduction of oneself and others	
	3	Parler de sa famille, parler de ses activités quotidiennes, ses goûts, ses loisirs	
	4	Poser des questions	
	5	Les nombres (numbers) ,la date, l'heure	
II	La Grammaire		10
	6	Le 1er Groupe de verbes (first group verbs)	
	7	Les verbes irréguliers : avoir, être, comprendre, connaître, écrire (certain irregular verbs), les verbes pronominaux	
	8	Les articles définis et indéfinis (definite and indefinite articles), les articles contractés	
	9	Les adjectifs, les adjectifs possessifs, les adverbes de fréquences	
	10	Le présentatif "c'est"	
	11	L'expression du temps	
III	Le vocabulaire		15
	12	Les professions	
	13	La famille en France	
	14	Les vêtements , les couleurs	
	15	La vie quotidienne	
	16	Le sport	
	17	Les loisirs	
	La phonétique et la prononciation		
	18	Le masculin/le féminin	
	19	L'affirmation la question	
IV	20	Le rythme, l'alphabet	
	21	L'heure	
	22	L'exclamation	
	23	La liaison	
	24	Un/une	
	25	Prononciation des nombres	
V	La culture et la Civilisation		
	26	Tutoyer et vouvoyer	
	27	Les Français, les Européens	
	28	Mariage, la vie à deux, la famille française	
	29	Les horaires français	
	30	La répartition des tâches, les loisirs français	

Course Outcomes

No.	Upon completion of the course, the graduate will be able to
CO-1	to develop basic communication skills in French
CO-2	to understand and write simple direct sentences in French, to familiarize the students with French for basic communication and functions in everyday situations
CO-3	to lay the foundation for developing personal learning skills and strategies in foreign language learning by using different media for course-related tasks (dictionaries, internet...)
CO-4	to discover the areas of the French language and Francophonie
CO-5	To enable students to write about subjects about his or her immediate environment (City/country/nationalities/travel)
CO-6	to enable students to partially attain A1.1 level of Listening, Speaking, Reading, and Writing skills based on CECR (Common European Framework of Reference for Languages).

Discipline	FRENCH				
Course Title	Initiation to French Language and Culture-II {For Languages, Humanities, and other BA Programmes}				
Type of Course	AEC 4				
Semester	II				
Academic Level	100-199.				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	3	3 hours	-	-	3
Pre-requisites	Those who wish to take this course must have finished 3 credits of AECI1-Initiation to French Language and Culture-I and must have a basic knowledge of the areas of basic grammar and vocabulary				
Course Summary	This course is designed for 'faux-debutants and intended to enable basic communication using the four skills: reading, writing, speaking, and listening. It also builds a basic vocabulary and develops intercultural and communicative skills. This course is designed to acquire the level A1.1 level of French				

Detailed Syllabus:

Reference Materials :

À Propos, ANDANT Christine, METHON Catherine, NACHON Anabelle, NUGUE Fabienne- FLE_PUG- Langers.

Chapters : Dossier4, Dossier5, Dossier6 (pages 35-64)

- Conjugaison progressive du français (A1/A2.1), Grand-Clement Odile , Clé International.
- Cosmopolite A1, Hirschsprung Nathalie, Tricot Tony, Hachette.
- Saison A1, Giraudoux Jean, Didier.

Detailed Syllabus

Module	Unit	Content	Hrs
I	La Communication		10
	1	Expression de quantité, de prix	
	2	Prendre rendez-vous, communication au restaurant, se situer en espace	
	3	Raconter un voyage	
	4	Se renseigner sur un hébergement	
	5	Exprimer la satisfaction et l'insatisfaction	
II	La Grammaire		10
	6	Les verbes 'pouvoir, vouloir', il faut, les quantités déterminées et indéterminées	
	7	La comparaison de l'adjectif	
	8	Les articles définis et indéfinis (definite and indefinite articles), les articles contractés	
	9	Le futur proche, l'impératif, le passé composé	
	10	Les adjectifs démonstratifs	
	11	L'expression du temps comme depuis, il y a Les prépositions de lieu	
III	Le vocabulaire		15
	12	La nourriture, les fruits et les légumes, la consommation	
	13	Le corps, la santé, la forme	
	14	La qualité et les défauts des personnes	
	15	La ville, les transports, les commerces	
	16	Les vacances, les voyages	
	17	Le climat la météo	
IV	La phonétique et la prononciation		
	18	Du/de	
	19	Le prix	
	20	L'allongement de la phrase	
	21	Present	
	22	passé	
	23	La liaison	
	24	Un/une	
	25	L'impératif	
V	La culture et la Civilisation		
	26	Spécialités françaises, mode du bio, l'évolution de l'alimentation en France	
	27	La forme	

28	Vivre à la campagne, les transports, les commerces	
29	Les destinations des vacances des Français, la pluie et le beau temps	
30	Des sites touristiques français	

Course Outcomes

No.	Upon completion of the course, the graduate will be able to
CO-1	To familiarize with French and francophone gastronomy and the vocabulary related to alimentation.
CO-2	To express the interests and preferences
CO-3	To acquaint oneself with the vocabulary related to placing orders at restaurants and cafés, sales, to give an appreciation about clothes and accessories
CO-4	To describe the weather and climatic conditions
CO-5	To learn the vocabulary related to technological objects and the vocabulary of day-to-day objects
CO-6	to enable students to attain partial A1 level of Listening, Speaking, Reading, and Writing skills based on CECR.

Discipline	FRENCH				
Course Title	Communicative French-I				
Type of Course	AEC 2{For SCIENCE STREAM }				
Semester	I				
Academic Level	100-199.				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	3	3 hours	-	-	3
Pre-requisites	NIL				
Course Summary	This course is designed for beginners and intended to enable basic communication using the four skills: reading, writing, speaking, and listening. It also builds a basic vocabulary and develops intercultural and communicative skills.				

Reference Materials:

- Tendances A1, Girardet Jacky, Pecheur Jacques, Gibbe Colette, Parizet Marie-Louise, Clé International.

Chapters : Unité 0, Unité 1(Pages 1-32)

- Conjugaison progressive du français (A1/A2.1), Grand-Clement Odile , Clé International.
- Cosmopolite A1, Hirschsprung Nathalie, Tricot Tony, Hachette.
- Saison A1, Giraudoux Jean, Didier.
- Cosmopolite Cahier d'activités A1, Hirschsprung Nathalie, Tricot Tony, Hachette.
- <https://apprendre.tv5monde.com/fr>

Detailed Syllabus:

Module	Unit	Content	Hrs
I	Introduction à la langue		10
	1	Methodology of the book	
	2	Les lettres de l'alphabet (learning letters and to spell)	
	3	Les Salutations (Greetings) Introduction of oneself and others	
	4	Les jours, les mois et les saisons (Days of the week, months of the year, and the four seasons)	

	5	Les nombres (numbers)	
II	La Grammaire		10
	6	Le 1er Groupe de verbes (first group verbs)	
	7	Les verbes irréguliers : avoir, être, comprendre, connaître, écrire (certain irregular verbs)	
	8	Les articles définis et indéfinis (definite and indefinite articles)	
	9	Les adjectifs	
	10	Caractériser par un complément avec 'de'. (The compliment- De)	
	11	Le féminin et le pluriel des adjectifs de professions et de nationalités (adjectives of nationality and profession)	
III	Le vocabulaire		15
	12	Dire son nom et se présenter (To introduce oneself)	
	13	Comprendre les éléments du livre de français et les consignes. (Understanding the vocabulary of instruction in the text book)	
	14	Les mots de politesse et de salutations (polite words and greetings)	
	15	Identifier des personnes et des choses (identifying vocabulary related to people and things)	
	16	Exprimer la nationalité et la profession. (Vocabulary related to nationality and profession)	
IV	La phonétique et la prononciation		
	18	Vue ensemble de la prononciation du français (A global Outlook of french pronunciation)	
	19	L'accent et le rythme	
	20	Les voyelles orales et nasales (oral and nasal vowels)	
	21	Les consonnes (consonent)	
	22	La question par intonation (questions made by intonation)	
	23	Les marques orales du féminin et du masculin, du singulier et du pluriel	
	24	La prononciation de la phrase négative	
	25	Le son « y »	
V	La culture et la Civilisation		
	26	Tutoyer et vouvoyer	
	27	Une maison d'hôtes	
	28	Les réseaux sociaux	
	29	Les étrangers à Paris.	
	30	Quelques lieux et personnalités célèbres français et francophone	

Course Outcomes

No.	Upon completion of the course, the graduate will be able to
CO-1	to develop basic communication skills in French
CO-2	to understand and write simple direct sentences in French, to familiarize the students with French for basic communication and functions in everyday situations
CO-3	to lay the foundation for developing personal learning skills and strategies in foreign language learning by using different media for course-related tasks (dictionaries, internet...)
CO-4	to discover the areas of the French language and Francophonie
CO-5	To enable students to write about subjects about his or her immediate environment (City/country/nationalities/travel)
CO-6	to enable students to partially attain A1.1 level of Listening, Speaking, Reading, and Writing skills based on CECR (Common European Framework of Reference for Languages).

Discipline	FRENCH				
Course Title	Communicative French-II				
Type of Course	AEC 4{For Science Stream }				
Semester	II				
Academic Level	100-199.				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	3	3 hours	-	-	3
Pre-requisites	Those who wish to take this course must have finished 3 credits of AEC1I (communicative French- 1) and must have a basic knowledge of the areas of basic grammar and vocabulary				
Course Summary	This course is designed for students who have a level of initial French				

	knowledge and intended to enable basic communication using the four skills: reading, writing, speaking, and listening. It also builds a basic vocabulary and develops intercultural and communicative skills, and equip the students to reach A1.1 level of French language proficiency.
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Reference Materials :

- Tendances A1, Girardet Jacky, Pecheur Jacques, Gibbe Colette, Parizet Marie-Louise, Clé International.

Chapters : Unité 2, Unité (Pages 33-60)

- À Propos, ANDANT Christine, METHON Catherine, NACHON Anabelle, NUGUE Fabienne- FLE_PUG- Langers.
- Conjugaison progressive du français (A1/A2.1), Grand-Clement Odile , Clé International.
- Cosmopolite A1, Hirschsprung Nathalie, Tricot Tony, Hachette.
- Saison A1, Giraudoux Jean, Didier.
- <https://apprendre.tv5monde.com/fr>

Detailed Syllabus:

Module	Sl. no	Content	Hrs
I	La méthodologie actionnelle		10
	1	S'orienter et trouver une adresse dans une ville	
	2	Obtenir des informations sur une ville avec l'aide d'un site ou un guide	
	3	S'adapter à un nouveau rythme de vie	
	4	Rencontrer les membres de la famille	
	5	Organiser le temps	
II	La Grammaire		10
	6	Les prépositions de lieux	

	7	Les articles contractés	
	8	Les questions avec 'est-ce que'	
	9	La réponse 'oui/si/non' , Il y a	
	10	Les verbes 'aller/venir/voir/dire', 'avoir,faire, finir, prendre'	
	11	Les adjectifs possessifs Le pronom « on »	
III	Le vocabulaire		10
	12	Les nombres ordinaux (cardinal numbers), Les nombres jusqu'à 1000 (numbers till 1000)	
	13	Les lieux de la ville (vocabulary of places)	
	14	Vocabulaire de famille (words related to family members)	
	15	Donner une date, l'âge (to say one's age and indicate a date) Dire l'heure et indiquer un employ du temps (to say time and indicate a time table)	
	16	Exprimer la possession (expressions of possession)	
	17	Exprimer les goûts et les préférences (expressing one's interests)	
IV	La phonétique et la prononciation		10
	18	Le son 'v' Les sons	
	19	L'enchaînement (linking of sounds)	
	20	L'intonation de la question	

	21	Les voyelles nasales	
V	La culture et la Civilisation		5
	22	Calendrier des manifestations de la ville de Lyon	
	23	Les villes francophones- Québec et Bruxelles	
	24	Les fêtes et célébrations en France Les villes en France	
	29	Le nom de famille	
	30	La série télévisée 'Fais pas ci, fais pas ça' 'Le dimanche en France	

Course Outcomes

No.	Upon completion of the course, the graduate will be able to
CO-1	to translate short sentences from French to English and vice-versa
CO-2	to comprehend the day-to day conversation in French and to take part in a conversation
CO-3	to lay the foundation of developing personal learning skills and strategies in foreign language learning by the use of different media for course related tasks (dictionaries, internet...)
CO-4	to locate and to be familiar with the French cities
CO-5	to present a family and to present a city

CO-6	to enable to partially attain A1 level of Listening, Speaking, Reading and Writing skills
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Discipline	FRENCH				
Course Title	Commercial French-1				
Type of Course	AEC 2 (For Commerce stream)				
Semester	I				
Academic Level	100 – 199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	3	3 hours	-	-	3
Pre-requisites	nil				
Course Summary	This course enables to initiate the students into French by focusing on the pronunciation, basic grammar concepts and basic communication skills. They will be able to introduce themselves and others in a few words and also engage in short conversations. They will also be able to identify objects.				

Reference books :

L’atelier : Méthode de français A1, Marie-Noëlle Cocton et al, Didier

{Unité Bienvenue, Unité 1 et Unité 2 Situation 2 (Pg 12 -35)}

Grammaire Progressive du français A1 débutant, Grégoire Maïa, Clé international.

Vocabulaire Progressive du français A1 débutant, Miquel Claire, Clé International.

Communication Progressive du français A1 débutant, Miquel Claire, CLÉ International.

Expression Écrite 1, Poisson-Quinton Sylvie, Clé International.

Saison A1, Giraudoux Jean, Didier.

Web Resources : <https://www.lepointdufle.net>

<https://www.lawlessfrench.com>

<https://la-conjugaison.nouvelobs.com>

<https://www.francaisfacile.com/exercices/>

<https://apprendre.tv5monde.com/fr/collection-all>

Detailed Syllabus

Module	Unit	Content	Hrs
I	L’approche communicative (Communicative aspects) - I		15
	1	Les alphabets (Pronunciation of alphabets in French)	
	2	Se présenter et présenter quelqu’un (Introducing oneself/ others)	

	3	Demander et donner des informations (Asking for/ giving informations)	
	4	Les professions (Professions)	
	5	Les pays et les nationalités (Country names and nationalities)	
II	L'approche communicative (Communicative aspects) - II		15
	6	Les nombres (Numbers)	
	7	Dire la date (Telling the date)	
	8	Les mots de politesse (Polite expressions)	
	9	Remplir un formulaire (Filling a form with personal details)	
	10	Identifier des objets (Identifying things)	
III	L'approche linguistique (Linguistic aspects) - I		15
	11	Les articles indéfinis (Indefinite articles)	
	12	Les articles définis (Definite articles)	
	13	Les pronoms sujets (Subject pronouns)	
	14	Les pronoms toniques (Disjunctive pronouns)	
	15	Les adjectifs interrogatifs (Interrogative adjectives)	
	16	Les verbes être, avoir, faire et ses expressions (Verbs être, avoir, faire and its related expressions), Les verbes ER (ER verbs)	
IV	L'approche linguistique (Linguistic aspects) - II		15
	17	La négation (Negative expressions)	
	18	L'accord des adjectifs de nationalité (Agreement of nationalities)	
	19	Les adjectifs possessifs (Possessive adjectives)	
	20	Les articles contractés 'de' (Contracted articles 'de')	
	21	L'interrogation	
V	L'approche Culturelle (Cultural aspects)		15
	22	La fiche d'identité des pays francophones (Symbols relating to French speaking countries)	
	23	Les personnalités célèbres (Famous personalities)	
	24	Les goûts (Likes and dislikes)	
	25	Les sports (Sports)	

Course Outcomes

No.	Upon completion of the course the graduate will be able to
CO-1	Get acquainted with basic French expressions used in everyday life situations.
CO-2	Formulate simple sentences in French
CO-3	Analyze the basics of French linguistics
CO-4	Engage in basic every day communication
CO-5	Analyze and understand some cultural aspects of France and compare it with the Indian cultural aspects

Discipline	FRENCH				
Course Title	Commercial French– II				
Type of Course	AEC 4 (For commerce stream)				
Semester	II				
Academic Level	100 – 199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	3	3 hours	-	-	3
Pre-requisites	Commercial French– I				
Course Summary	This course enables the holistic development of the students by enhancing all the 4 language skills in French. The students will be able to communicate confidently in day-to-day situations and they will be able to produce short written texts and do simple translations.				

Reference books :

: L’atelier : Méthode de français A1, Marie-Noëlle Cocton et al, Didier

{Unité 2 Situation 3, Unité 3 (Pg 36 -57)}

Grammaire Progressive du français A1 débutant, Grégoire Maïa, Clé international.

Vocabulaire Progressive du français A1 débutant, Miquel Claire, Clé International.

Communication Progressive du français A1 débutant, Miquel Claire, CLÉ International.

Expression Écrite 1, Poisson-Quinton Sylvie, Clé International.

Saison A1, Giraudoux Jean, Didier.

Web Resources : <https://www.lepointdufle.net>

<https://www.lawlessfrench.com>

<https://la-conjugaison.nouvelobs.com>

<https://www.francaisfacile.com/exercices/>

<https://apprendre.tv5monde.com/fr/collection-all>

Detailed Syllabus:

Module	Unit	Content	Hrs
I	L'approche communicative (Communicative aspects) - I		15
	1	L'heure (Time)	
	2	Souhaiter quelque chose à quelqu'un (Wishing someone for a special occasion)	
	3	Demander un programme par courriel (Getting information about a program by mail)	
	4	Parler du weekend (Speaking about weekend)	
	5	Parler de la météo (Speaking about weather)	
II	L'approche communicative (Communicative aspects) - II		15
	6	S'informer sur une ville (Getting information about a city)	
	7	Demander ou indiquer son chemin (Asking for / indicating the route)	
	8	Exprimer un besoin, une envie (Expressing one's needs)	
	9	Ecrire une e-carte postale (Writing a e-post card)	
	10	Les moyens de transport (Means of transport)	
	11	Les nombres ordinaux (Ordinal numbers)	
III	L'approche linguistique (Linguistic aspects) - I		15
	12	Les verbes vouloir, aller, venir, connaître, prendre (Verb conjugations of vouloir, aller, venir)	
	13	Les articles contractés à (Contracted articles à)	
	14	Les prépositions devant les pays et les villes (Prepositions before country names and cities)	
	15	L'interrogation (Framing questions)	
IV	L'approche linguistique (Linguistic aspects) - II		
	16	Les adjectifs qualificatifs et son accord (Qualifying adjectives and its agreement)	
	17	Les prépositions de lieu (Prepositions of places)	
	18	Le pronom y (Pronoun 'y')	
V	L'approche Culturelle (Cultural aspects)		15
	19	La sortie (Outings)	
	20	Les loisirs (Hobbies)	
	21	Les films français (French movies)	
	22	Les lieux touristiques (Tourist places)	
	23	Le Québec et la France (Quebec and France)	

Course Outcomes

No.	Upon completion of the course the graduate will be able to
CO-1	Engage in day-to-day communication confidently
CO-2	Expertly formulate sentences in French

CO-3	Analyze and understand the French linguistics skillfully
CO-4	Produce short coherent texts like e-mails and postcards
CO-5	Reflect on some cultural aspects of France and compare it with the Indian cultural aspects

MULTIDISCIPLINARY COURSES (MDC 3)

Discipline	FRENCH				
Course Title	PROFESSIONAL FRENCH				
Type of Course	MDC 3 (For Languages, 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/Week
	3	3 hours	-	-	3
Pre-requisites	NIL				
Course Summary	This course equips students with the necessary linguistic, communicative, and cultural competencies to adapt to a francophone professional scenario.				

Detailed Syllabus:

References :

L'Objectif Express: Le monde professionnel en français, Nouvelle Edition, Anne-Lyse DUBOIS et al, Hachette (Unité – 1, 2) Pg : 9 -39

Français.com : Français Professionnel, Jean-Luc Penfornis, CLE International

Le Nouveau Taxi : Méthode de Français, Guy Capelle et al, Hachette

Module	Unit	Content	Hrs
I	Entrez en contact! – Les approches communicatives		10
	1	Se Présenter et Présenter quelqu'un	
	2	Saluer et répondre à des salutations	
	3	Demander et donner des informations sur l'état civil, la profession, le	

		lieu de travail, l'adresse	
	4	Donner votre accord de manière simple	
	5	Faire des démarches simples pour obtenir un document	
II	Les Outils Linguistiques – Les approches linguistiques		10
	6	Les verbes auxiliaires	
	7	Les verbes réguliers et irréguliers	
	8	Le masculin et le féminin des noms et des adjectifs	
	9	Les adjectifs interrogatifs	
	10	Les adjectifs possessifs	
	11	Les prépositions à, dans, chez	
III	Faites connaissance – Les approches communicatives		10
	12	Aborder une personne, demander et donner quelque chose	
	13	Remercier	
	14	Dire votre profession avec précision	
	15	Demander et donner des précisions sur la situation de famille	
	16	Compter jusqu'à 59	
	17	Indiquer des habitudes/ la fréquence d'une action	
	18	Exprimer des goûts	
	19	Décrire des sensations	
	20	Décrire la météo	
	21	Exprimer des souhaits	
IV	Outils Linguistiques – Les approches linguistiques		10
	22	Les prépositions << En, a, au, aux>>	
	23	La conjugaison des verbes en-ER	
	24	La forme négative	
	25	Les articles définis	
	26	Les adjectifs possessifs	
	27	Les pronoms toniques	
	28	Les prépositions <i>chez, dans, pour</i>	
V	Les repères culturels et professionnels – Les approches culturelles		5
	29	Les salutations	

	30	Au travail: Tu ou vous dans les premiers contacts	
	31	Faites connaissance	
	32	Les entreprises françaises	

Discipline	FRENCH				
Course Title	French for Science and Technology				
Type of Course	MDC 3 (For Science Stream)				
Semester	III				
Academic Level	100-199.				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	3	3 hours	-	-	3
Pre-requisites	Any student pursuing the first year of the undergraduate programme is eligible to opt for this course as MDC . No prior knowledge in French is required.				
Course Summary	This course is intended to enable basic communication using the four skills: reading, writing, speaking, and listening. It helps to interact effectively with a minimum repertoire of vocabulary.				

References:

- Tech French-French for Science and Technology, Le Gargasson Ingrid Naik Shariva, Chaize Claire, Goyal Publishers. (lesson 0 to 5)
- Version Originale A1, [M. Denyer A. Garmendia](#), [C. Royer](#), Éditions Maison des Langues.
- Communication Progressive du français A1.1 débutant, Miquel Claire, CLÉ International.
- Vocabulaire Progressive du français A1.1 débutant, Miquel Claire, Clé International.
- Grammaire Progressive du français A1.1 débutant, Grégoire Maïa, Clé international.
- “French Vocabulary - La Technologie - Technology | Lesson 17.” YouTube, YouTube, 8 Apr. 2022, <https://www.youtube.com/watch?v=8oq47pNSqnk>.

Detailed Syllabus:

Module	Unit	Content	Hrs
I	Introduction à la langue		10
	1	Introduction à la méthode (Introduction to the methodology)	
	2	Se présenter et présenter quelqu'un, identifier et nommer une personne (Introduction of one self and others)	
	3	Les Salutations (Greetings)	
	4	Les jours, les mois et les saisons (Days of the week, months of the year, and the four seasons)	
	5	Demander des nouvelles, parler de soi, dire son âge, comprendre et poser des questions simples, exprimer ses goûts	
	6	Parler de ses activités et loisirs	
	7	Remplir un formulaire, comprendre un clavier français	
II	La Grammaire		10
	8	Pronoms personnels (Personal Pronouns)	
	9	Le premier groupe des verbes, Les verbes irréguliers : avoir, être (certain irregular verbs)	
	10	Les articles définis et indéfinis (definite and indefinite articles)	
	11	Les pronoms toniques, les adjectifs possessifs, le partitifs	
	12	Caractériser par un complément avec 'de'. (The compliment- 'de')	
	11	Le féminin et le pluriel des adjectifs de professions et de nationalités (adjectives of nationality and profession)	
	12	L'interrogation, la négation	
III	Le vocabulaire		15
	13	Les mots transparents en science	
	14	La prise en contact, la politesse, les salutations, la famille	

	15	Les présentations et quelques spécialités scientifiques	
	15	Les nombres (0-69), les nombres ordinaux, l'adresse postale et e-mail	
	16	Le numéro de téléphone	
	17	Exprimer les goûts, (expressing one's interests), les loisirs, et les saisons	
	La phonétique et la prononciation		
IV	18	Vue ensemble de la prononciation du français (A global outlook of French pronunciation)	
	19	L'accent tonique	
	20	Les voyelles nasales (nasal vowels)	
	21	La liaison obligatoire	
V	La culture et la Civilisation		
	22	La francophonie	
	23	Démystifier le Français	
	24	Tutoyer et vouvoyer	
	25	La politesse à la française	
	26	Le rituel de présentation	

Discipline	FRENCH				
Course Title	Functional French -I				
Type of Course	MDC 3 (For commerce stream)				
Semester	III				
Academic Level	100-199.				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	3	3 hours	-	-	3
Pre-requisites	Any student pursuing the second year of the undergraduate programme is eligible to opt for this course as MDC. No prior knowledge in French is required.				
Course Summary	This course is designed to impart the basic communication skills of reading, writing, speaking, and listening to the students. It also helps builds basic vocabulary in French and develop intercultural awareness.				

References:

- ÉDITO A1, Djimli Hamza, Peitmengin Violette, Opatski Serguei, Didier - 2022. [Unité 0, 1, 2] Page 0 - 46
- Grammaire progressive du français A1.1 débutant, Grégoire Maïa, Clé international.
- Vocabulaire Progressive du français A1.1 débutant, Miquel Claire , Clé International.
- Version Originale A1, [M. Denyer](#) [A. Garmendia](#), [C. Royer](#), Éditions Maison des Langues.
- Édito A1 Cahier d'activités, Amoravain Roxane, Didier.
- <https://www.francaisfacile.com/exercices/>

Detailed Syllabus:

Module	Unit	Content	Hours
I	Introduction à la langue		
	1	Introduction à la méthode (Introduction to the methodology)	
	2	Introduction aux fondamentaux de la langue (Introduction to the fundamentals of the language)	
	3	Les Salutations (Greetings) Se présenter, demander de se présenter. (Introduction of oneself and others) donner des informations personnelles (to give one's personal information), demander et donner des coordonnées (to ask and to give one's contact details)	
	4	Demander/indiquer le chemin (to indicate a direction), comprendre un itinéraire (to understand an itinerary)	
	5	Se déplacer en métro ou en bus (modes of transport)	
II	La Grammaire		
	6	L'adjectif interrogatif « quel » (interrogative adjective « quel »)	
	7	Les verbes en -er, Les verbes irréguliers : avoir, être, comprendre, prendre, s'appeler, descendre, aller (certain irregular verbs)	
	8	Les articles définis et indéfinis (definite and indefinite articles)	
	9	Les adjectifs de nationalité	
	10	Les prépositions devant les noms de villes et de pays	
	11	Le féminin et le pluriel des adjectifs de professions et de nationalités (adjectives of nationality and profession)	
III	Le vocabulaire		
	12	Les personnes et les loisirs (people and leisure time activities)	
	13	Les nombres 0-100, 100-1 milliard	
	14	Les pays, les nationalités, et l'identité (countries, nationality and one's identity)	
	15	La ville: les voies, les monuments, les lieux	
	16	Exprimer la profession. (Vocabulary related to profession)	
	17	Les transports (modes of transport)	
IV	La phonétique et la prononciation		
	18	Prononcer une phrase simple	
	19	L'accent et le rythme	
	20	Le groupe rythmiques et l'accent tonique	
	21	L'intonation montante et descendante	
	22	La prononciation des verbes au présent – 1 ^{er} Groupe	
V	La culture et la Civilisation		
	24	Artistes francophones.	
	25	L'OIF et la francophonie, le volontariat international de la francophonie	
	26	Paris, Montréal-deux villes à découvrir	

27	Quelques villes francophones	
29	Quelques personnalités célèbres français et francophone	

Course Outcomes

No.	Upon completion of the course, the graduate will be able to
CO-1	to develop basic communication skills in French
CO-2	to understand and write simple direct sentences in French, to familiarize the students with French for basic communication and functions in everyday situations
CO-3	to lay the foundation for developing personal learning skills and strategies in foreign language learning by using different media for course-related tasks (dictionaries, internet...)
CO-4	to discover the areas of the French language and Francophonie
CO-5	To enable students to write about subjects about his or her immediate environment (City/country/nationalities/travel)
CO-6	to enable students to partially attain A1.1 level of Listening, Speaking, Reading, and Writing skills based on CECR (Common European Framework of Reference for Languages).

Discipline	FRENCH				
Course Title	French for International Relations				
Type of Course	VAC 3 {For Languages, Humanities, and other BA Programmes}				
Semester	IV				
Academic Level	100-199.				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	3	3 hours	-	-	3
Pre-requisites	Nil				
Course Summary	This course is designed for beginners and intended to enable basic communication using the four skills: reading, writing, speaking, and listening. It also builds a basic vocabulary and develops intercultural and communicative skills.				

Detailed Syllabus:

Reference Materials :

- OBJECTIF DIPLOMATIE 1- Le français des relations internationales et européennes
- L. RIEHL, M.SOIGNET, M_H.AMIOT – Hachette publishers
- Unité0,1,2,3 page7-41
- À Propos, ANDANT Christine, METHON Catherine, NACHON Anabelle, NUGUE Fabienne- FLE_PUG- Langers.
- Conjugaison progressive du français (A1/A2.1), Grand-Clement Odile , Clé International.
- Cosmopolite A1, Hirschsprung Nathalie, Tricot Tony, Hachette.
- Saison A1, Giraudoux Jean, Didier.
- <https://apprendre.tv5monde.com/fr>

Detailed syllabus

Module	Unit	Content	Hrs
I	La Communication		10
	1	Initiation to French words	
	2	Les lettres de l'alphabet (learning letters and to spell) , Les Salutations (Greetings) ,parting greetings, to thank someone Introduction of oneself and others	
	3	Parler de sa famille, parler de ses activités quotidiennes, parler des responsabilités professionnelles, écrire un courriel, une carte, une lettre	
	4	Poser des questions, poser des questions sur quelqu'un, demander la profession de quelqu'un, amorcer une conversation	
	5	Apprecier, caractériser un lieu positivement et négativement	
II	La Grammaire		10
	6	Le masculin/le féminin, le singulier/le pluriel Le 1er Groupe de verbes (first group verbs)	
	7	Les verbes irréguliers : avoir, être, comprendre, connaître, faire, connaître, venir (certain irregular verbs), les verbes pronominaux	
	8	Les articles définis et indéfinis (definite and indefinite articles), les articles contractés	
	9	Les adjectifs de nationalité, le féminin des noms et des adjectifs, les adjectifs possessifs	
	10	Le présentatif "c'est"/ce sont L'interrogation avec l'intonation, est-ce que, l'inversion du sujet, quel(s)/quelles(s)	
III	Le vocabulaire		15
	12	Les nombres	
	13	L'identification, les conférences, les cartes de visite	
	14	Les professions, les fonctions et les responsabilités	
	15	Les moments de l'année, les mois de l'année, les jours de la semaine	
	16	Les caractéristiques physiques et morales	
	17	Les pays, les capitales, les langues	
IV	La phonétique et la prononciation		
	18	L'alphabet	
	19	L'affirmation la question	
	20	Les sigles	
	21	L'intonation intonation interrogative	
	22	Prononciation des nombres	
V	La culture et la Civilisation		
	23	Salutations et présentations	

24	Coup d'œil sur l'union européen	
25	Les stéréotypes, les institutions européennes	
26	Les horaires françaises, gérer le temps	
27	Francophone countries-introduction through the presentation of the city of Bruxelles	

Course Outcomes

No.	Upon completion of the course, the graduate will be able to
CO-1	to develop basic communication skills in French
CO-2	to understand and write simple direct sentences in French, to familiarize the students with French for basic communication and functions in everyday situations
CO-3	to lay the foundation for developing personal learning skills and strategies in foreign language learning by using different media for course-related tasks (dictionaries, internet...)
CO-4	to discover the areas of the French language and Francophonie
CO-5	To enable students to write about subjects about his or her immediate environment (City/country/nationalities/travel)
CO-6	to enable students to partially attain A1.1 level of Listening, Speaking, Reading, and Writing skills based on CECR (Common European Framework of Reference for Languages).

Discipline	FRENCH				
Course Title	French for Gastronomy				
Type of Course	VAC 3 (For science stream)				
Semester	IV				
Academic Level	100 –199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	3	3 hours	-	-	3
Pre-requisites	NIL				
Course Summary	This course enables to initiate the students into the French terms related to hotel management such as the terms used for personnels and parts of a restaurant kitchen. They will be able to identify French dishes and its ingredients. They will not only be capable of preparing dishes by referring to French recipes but also capable of writing short recipes in French.				

VAC-II

Reference books :

En cuisine, Jérôme Cholvy, CLE international {Unité 1 et Unité 2 (Pg 7 -24)

Grammaire Progressive du français A1 débutant, Grégoire Maïa, Clé international.

Vocabulaire Progressive du français A1 débutant, Miquel Claire, Clé International.

Communication Progressive du français A1 débutant, Miquel Claire, CLÉ International.

Expression Écrite 1, Poisson-Quinton Sylvie, Clé International.

Saison A1, Giraudoux Jean, Didier.

Web Resources : <https://www.lepointdufle.net>

<https://www.lawlessfrench.com>

<https://la-conjugaison.nouvelobs.com>

<https://www.francaisfacile.com/exercices/>

<https://apprendre.tv5monde.com/fr/collection-all>

Detailed Syllabus:

Module	Unit	Content	Hrs
I	L'approche communicative (Communicative aspects) - I		12
	1	Les alphabets (Pronunciation of alphabets)	
	2	Les salutations (Greetings)	
	3	Les nombres (Numbers)	
	4	La brigade de cuisine (Personnel in a restaurant)	
	5	La nationalité	
	6	Remplir une fiche de renseignements (Filling a form with personal details)	
II	L'approche communicative (Communicative aspects) - II		12
	7	Les membres de famille (Family members)	
	8	La nourriture - les légumes, les fruits, les boissons et les ingrédients (Food items – Vegetables, fruits, drinks and ingredients)	
	9	Les parties différentes d'un restaurant (Different parts of a restaurant)	
	10	Les repas du jour (Meals of the day)	
	11	Les équipements de la cuisine (Kitchen equipments)	
	12	Ecrire une recette (Writing a recipe)	
III	L'approche linguistique (Linguistic aspects) - I		12
	13	Les pronoms sujets (Subject pronouns)	
	14	Les verbes être, avoir, s'appeler, aller, prendre, faire, mettre (Verb conjugations of être, avoir, s'appeler, s'appeler, aller, prendre, faire, mettre)	
	15	Les verbes réguliers et irréguliers ER (ER verb conjugations)	
	16	Les articles indéfinis (Indefinite articles)	
	17	Les articles définis (Definite articles)	
IV	L'approche linguistique (Linguistic aspects) - II		12
	18	L'expression de quantité (Expressions of quantity)	
	19	Les articles contractés (Contracted articles)	
	20	Les articles partitifs (Partitive articles)	
	21	Les prépositions de lieu (Prepositions of places)	
V	L'approche Culturelle (Cultural aspects)		12
	22	Les spécialités gastronomiques des pays divers (Culinary Specialities of different countries)	
	23	La crêperie (Different types of crêpes, making crêpes for special occasions like Chandeleur and its recipe)	
	24	La restauration et ses formules (Different types of restaurants)	

Course Outcomes

No.	Upon completion of the course the graduate will be able to
CO-1	Get acquainted with basic French vocabulary and expressions used in hotel management industry
CO-2	Frame simple sentences in French
CO-3	Analyze the basics of French linguistics
CO-4	Engage in basic every day communication in hotel management industry
CO-5	Prepare French culinary specialties by following recipes given in French language.
CO-6	Understand and analyze some cultural aspects related to French & world cuisine and different types of French restaurants.

Discipline	FRENCH				
Course Title	FRENCH FOR TOURISM				
Type of Course	VAC 3(For commerce stream)				
Semester	IV				
Academic Level	100 - 199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	3	3 hours	-	-	3
Pre-requisites	Any student pursuing first year of the undergraduate programme is eligible to opt for this course as Multi Disciplinary Course. No prior knowledge in French is required.				
Course Summary	This course equips students who aspire to take up short term or long-term professional roles in the Tourism Industry with the necessary linguistic, communicative, and cultural competencies in French.				

References:

BON VOYAGE ! : Français du Tourisme, Elisabeth Dussac, CLE International.

(Unité 0, 1) Pg: 6-30

Carnet de Voyage: French for Tourism, Juliette Marion et al. Goyal Publishers.

Tourisme.com : Français Professionnel, Sophie Corbeau et al. CLE International.

A votre Service : Français pour l'hôtellerie et le tourisme, Rajeswari Chandrasekar et al. Hachette

Detailed Syllabus :

Module	Unit	Content	Hrs
I	Contact – Les approches communicatives		10
	1	Comprendre une date et un horaire	
	2	Ecrire un courriel simple	
	3	Parler d'un parcours de formation	
	4	Mieux connaître les métiers du tourisme	
	5	Présenter simplement une entreprise	
II	Les approches linguistiques -I		10
	6	Le présent de pouvoir, être et avoir	
	7	Les adjectifs possessifs et qualificatifs	
	8	Le conditionnel de politesse	
	9	Les articles définis et indéfinis	
	10	C'est + nom / adjectif	
III	Visite Guidée – Les approches communicatives		10
	11	Trouver des informations sur internet et auprès d'institutions touristiques	
	12	Renseigner sur des prix	
	13	Rédiger la présentation d'un circuit touristique	
	14	Décrire un circuit touristique	
IV	Les approches linguistiques-II		10
	15	Le lexique lié aux brochures touristiques et à la tarification	
	16	La phrase interrogative	
	17	Les formules de politesse dans un courriel	
	18	Les prépositions de lieu	
	19	Le future proche	
V	Les approches culturelles		5
	20	La relation client	
	21	Rédiger le CV	
	22	Parler des métiers du tourisme	

	23	Les patrimoines culturels	
	24	Concevoir un circuit touristique	

MDC I

Discipline	FRENCH				
Course Code	FRE1FM105				
Course Title	French for professional communication-I				
Type of Course	MDC 1(For all discipline)				
Semester	I				
Academic Level	100-199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	3	3 hours	-	-	3
Pre-requisites	NIL				
Course Summary	This course introduces students to the basics of the French language. It aims to develop an ability to understand and communicate (read, write, speak, and listen) in basic French in everyday situations.				

Detailed Syllabus:

Reference materials

- Bonjour et Bienvenue A1.1, Bertaux Lucile, Didier. (Lesson 1-4)
- Grammaire Progressive du français A1.1 débutant, Grégoire Maïa, Clé international.
- Vocabulaire Progressive du français A1 débutant, Miquel Claire, Clé International.
- Saison A1, Giraudoux Jean, Didier.
- Saison A1 Cahier d'activités, Giraudoux Jean, Didier.
- Communication Progressive du français A1 débutant, Miquel Claire, CLÉ International.
- <https://www.francaisfacile.com/exercices/>

Module	Unit	Content	Hrs
I	Introduction à la langue		
	1	Methodology of the book	
	2	Les Salutations (Greetings) Prendre congé (parting greetings)	
	3	Se présenter, demander de se présenter. (Introduction of oneself and others, donner des informations personnelles (to give one's personal information), demander et donner des coordonnées (to ask and to give one's contact details)	
	4	Donner son âge	
	5	Demander et donner la nationalité et la profession	
II	La Grammaire		
	6	Tutoyer/vouvoyer	
	7	Les verbes en -er, Les verbes irréguliers : avoir, être, comprendre, prendre, s'appeler (certain irregular verbs)	
	8	Les articles définis et indéfinis (definite and indefinite articles),les questions sans mot interrogatif (questions without interrogative words)	
	9	La négation	
	10	Les prépositions devant les noms de villes et de pays	
	11	Le féminin et le pluriel des adjectifs de professions et de nationalités (adjectives of nationality and profession)	
III	Le vocabulaire		
	12	Les salutations formelles et informelles (greetings)	
	13	Les consignes, les objets de la classe, les personnes de la classe	

	14	Les pays, les nationalités, et l'identité (countries, nationality and one's identity)	
	15	Les chiffres (0-31)	
	16	Exprimer la profession. (Vocabulary related to profession)	
	17	Les jours de la semaine, les mois de l'année (days of the week and months of the year)	
	La phonétique et la prononciation		
IV	18	« Tu » et « Vous » : les sons [y] [u]	
	19	« un,une » : les sons [ɛ],[yn]	
	20	La liaison et l'enchaînement consonantique	
	21	« une directrice, une vendeuse » :les sons[s]et [z]	
V	La culture et la Civilisation		
	22	Les gestes de salutation. On fait la bise ?	
	23	Les échanges entre professeur et l'étudiant	
	24	L'ordre des présentations, les prénoms francophones	
	25	Le travail en France	
	26	Les noms des métiers au féminin	

Course Outcomes

No.	Upon completion of the course, the graduate will be able to	Cognitive Level	PSO addressed
CO-1	to develop basic communication skills in French	R,U, Ap	PSO-2,3,8,10,12
CO-2	To comprehend and compose basic, direct phrases in French and to acquaint students with the language for everyday use and basic conversation.	R, U, C	PSO-2,4,9,10

CO-3	to lay the foundation for developing personal learning skills and strategies in foreign language learning by using different media for course-related tasks (dictionaries, internet...)	R, U	PSO-1, 8,9,12
CO-4	to learn about the diverse areas of the French language and Francophonie	R, U, An	PSO-1,7,11
CO-5	To enable students to write about subjects about his or her immediate environment (City/country/nationalities/travel)	R, U, Ap	PSO-2,3,4,10
CO-6	to enable students to partially attain A1.1 level of Listening, Speaking, Reading, and Writing skills based on CECR (Common European Framework of Reference for Languages).	R, U, A,C	PSO-8,9,10,12

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

MDC

Discipline	FRENCH				
Course Code	FRE2FM106				
Course Title	French for professional communication-II				
Type of Course	MDC 2(For all discipline)				
Semester	II				
Academic Level	100-199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	3	3 hours	-	-	3
Pre-requisites	A student who wants to join this course should have studied either completed a semester of AEC/ MDC courses in French offered by the uiversity				
Course Summary	This course has been created for beginners and builds on the concepts taught in UK102AECFRE. It intends to further build the vocabulary of students, and introduce them to new and slightly higher-level concepts in French.				

Detailed Syllabus:

Reference materials

- Bonjour et Bienvenue A1.1, Bertaux Lucile, Didier. (Lesson 5 to 8)
- Grammaire Progressive du français A1 débutant, Grégoire Maïa, Clé international.
- Vocabulaire Progressive du français A1 débutant, Miquel Claire, Clé International.
- Saison A1, Giraudoux Jean, Didier.
- Saison A1 Cahier d'activités, Giraudoux Jean, Didier.
- Communication Progressive du français A1 débutant, Miquel Claire, CLÉ International.
- <https://apprendre.tv5monde.com/fr>

Module	Unit	Content	Hrs
I		La méthodologie actionnelle	15

	1	Exprimer ses goûts et interroger quelqu'un sur ses goûts	
	2	Dire les sports et loisirs qu'on aime et qu'on n'aime pas	
	3	Demander et donner son adresse et le nom de sa ville	
	4	Demander et indiquer le chemin	
	5	Demander et dire cequ'on mange et boit	
	6	Demander poliment un article	
	7	Faire un achat et demander le prix	
II	La Grammaire		15
	8	Le verbe du 1er groupe(2), être, manger, boire, aller	
	9	Le nom (masculin et féminin)	
	10	Les adjectifs	
	11	La négation	
	12	Les prépositions de lieu	
	13	L'interrogation	
	14	Les articles partitifs	
	15	L'article défini	
III	Le vocabulaire		15
	16	Les loisirs	
	17	Les sports	
	18	Exprimer ses goûts	
	19	Les lieux dans la ville	
	20	Pour donner une adresse	
	21	Pour indiquer un chemin	
	22	Les aliments, les boissons et les repas	
	23	Les achats et les commerces	
IV	La phonétique et la prononciation		15
	24	<<Le, la, les>>: les sons [a], [e]	
	25	<<La rue, l'avenue>>: le <<e>> non prononcé	

	26	Du pain, de la viande, du poisson>> les voyelles nasales	
	27	<<Un euro,un kilo>>: les sons /R/ et [l]	
V	La culture et la Civilisation		15
	28	Les loisirs préférés des Français	
	29	Le sport dans le monde francophone	
	30	La francophonie et les mots francophones	
	31	Les repas des français et les plats traditionnels du monde francophone	
	32	Les habitudes d'achat des Français	
	33	Faire ses courses en France et au Québec	

Course Outcomes

No.	Upon completion of the course, the graduate will be able to	Cognitive Level	PSO addressed
CO-1	express one's likes and dislikes	U,Ap,R	2,3,4
CO-2	frame simple questions using intonation and question words	U,Ap,R,C	2,3,4
CO-3	elaborate on 'les loisirs et les sports' (Leisure time activities and sports)	U,R,Ap	2,3,7
CO-4	express an itinerary (indiquer un chemin)	U,R,Ap	3,7,10
CO-5	familiarize the students with the French culinary world (vocabulary of food and nutrition)	U,R	3,7,9
CO-6	enable students to partially attain an A1 level of Listening, Speaking, Reading, and Writing skills	U,R,Ap,E,C	2,4,10
CO-7	facilitate guided writing of day-to-day conversations (vocabulary related to buying and selling, and asking price)	U,R,Ap	4,10
CO-8	formulate simple sentences to give a description of one's city and also familiarize with French cities.	U,R	2,3,7

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

SEC 2

Discipline	FRENCH				
Course Code	FRE5FS112				
Course Title	Business French				
Type of Course	SEC 2(For all discipline)				
Semester	V				
Academic Level	100 – 199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	3	3 hours	-	-	3
Pre-requisites	Any student pursuing first year of the undergraduate programme is eligible to opt for this course SKILL ENHANCEMENT COURSE . No prior knowledge in French is required.				
Course Summary	This course enables to initiate the students into Professional communication in French by focusing on the vocabulary related to professions, departments of a company and designations. They will also be able to communicate confidently in the business realm via different means of communication such as telephone, e-mails and messengers.				

Reference books :

Quartier d'affaires, Delphine Jégou, Mari Paz Rosillo, CLE Internationale {Unité 1 et Unité 2 (Pg 7 -28)}

Grammaire Progressive du français A1 débutant, Grégoire Maïa, Clé international.

Vocabulaire Progressive du français A1 débutant, Miquel Claire, Clé International.

Communication Progressive du français A1 débutant, Miquel Claire, CLÉ International.

Expression Écrite 1, Poisson-Quinton Sylvie, Clé International.

Saison A1, Giraudoux Jean, Didier.

Travailler en français en entreprise, Bernard Gillmann, Didier

Web Resources : <https://www.lepointdufle.net>

<https://www.lawlessfrench.com>

<https://la-conjugaison.nouvelobs.com>

<https://www.francaisfacile.com/exercices/>

<https://apprendre.tv5monde.com/fr/collection-all>

Detailed Syllabus:

Module	Unit	Content	Hrs
I	L'approche communicative (Communicative aspects) - I		12
	1	Se présenter et présenter quelqu'un (Introducing oneself/ others)	
	2	Saluer et demander des nouvelles (Greeting each other)	
	3	Parler de sa famille (Speaking about one's family)	
	4	Les professions (Professions)	
	5	La carte de visite (Visiting card)	
	6	Donner un numéro de telephone et une adresse mail (Giving contact details)	
	7	Les pays et les nationalités (Country names and nationalities)	
	8	Remplir une fiche d'identité (Filling a form with personal details)	
II	L'approche communicative (Communicative aspects) - II		12
	9	Les nombres, Les jours, les mois (Numbers, Days, months)	
	10	Décrire son entreprise et ses services (Describe one's company and its departments)	
	11	Découvrir les différents secteurs d'activités d'une entreprise (Discover the business sectors of a company)	
	12	Remplir un formulaire administratif (Filling an administrative form)	
	13	Choisir ses vêtements pour le travail (Selecting one's professional wear)	
	14	Echanger avec le service informatique (Communicating via IT services)	
	15	Les documents administratifs (Administrative documents)	
III	L'approche linguistique (Linguistic aspects) – I		12
	16	Les pronoms sujets (Subject pronouns)	
	17	Les verbes être, avoir, s'appeler, aller, faire (Verb conjugations of être, avoir, s'appeler, aller, faire)	
	18	Les verbes réguliers ER (Regular ER verbs)	

	19	Les articles indéfinis (Indefinite articles)	
	20	Les articles définis (Definite articles)	
	21	La négation (Negative expressions)	
IV	L'approche linguistique (Linguistic aspects) – II		12
	22	Le pluriel des noms (Plural of nouns)	
	23	Le féminin des noms de profession (Feminine form of professions)	
	24	Le féminin des adjectifs de nationalités (Feminine form of nationalities)	
	25	L'interrogation (Interrogation)	
	26	L'accord des adjectifs (Agreement of adjectives)	
V	L'approche Culturelle (Cultural aspects)		12
	27	Des entreprises françaises (French companies)	
	28	Les personnalités célèbres (Famous personalities)	
	29	Les salutations : se serrer la main, se faire la bise, le check (Greetings)	
	30	Le tu et le vous en entreprise (Usage of tu form or vous form)	
	31	Vêtement de travail et image d'entreprise (Professional tenure)	

SCHEME AND SYLLABUS

GENERAL FOUNDATION COURSES IN HINDI PWCFYUGP 2024

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**DISTRIBUTION OF GENERAL FOUNDATION COURSES IN HINDI ABILITY
ENHANCEMENT COURSES (AEC)**

Semester	Course Code	Course Title	Total Hours	Hour s/ Week	Cre dits	Marks			
						Inte rnal	Ex ter nal	To tal	
1	HIN1FA 102(1)	AEC2 HINDI BHASHA MEIN SANCHAR AUR RACHANATMAK LEKHAN KA VIKAS – BHAG I <i>(Enhancement in Communication and Creative Writing in Hindi Language -Part I)</i>	45	3	3	25	50	75	For Langu ages, Huma nities And Other B.A Progra mmes
1	HIN1FA 102(2)	AEC2 HINDI BHASHA MEIN SANCHAR AUR RACHANATMAK LEKHAN - BHAG I <i>(Communication And Creative Writing in Hindi Language -Part I)</i>	45	3	3	25	50	75	Science
1	HIN1FA 102(3)	AEC2 SANCHAR KAUSHAL VIKAS – BHAG I <i>(Communication Skills Enhancement - Part I)</i>	45	3	3	25	50	75	Comm erce and Manag ement

MINOR COURSE

1	HIN1M N 101	PRAYOJANMOOLAK HINDI (FUNCTIONAL HINDI)	60	4	4	30	70	100	ALL
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MULTIDISCIPLINARY COURSE (MDC)

1	HIN1F M 105-2	MDC HINDI BHASHA AUR MEDIA (HINDI LANGUAGE AND MEDIA)	45	3	3	25	50	75	ALL
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**FOURYEAR UNDER GRADUATE PROGRAMME
(PWCFYUGP)
SYLLABUS**

Programme	B. A (LANGUAGES, HUMANITIES AND OTHER B.A PROGRAMMES)				
Course Title	HINDI BHASHA MEIN SANCHAR AUR RACHANATMAK LEKHAN KA VIKAS – BHAG I <i>(Enhancement in Communication and Creative Writing in Hindi Language -Part I)</i>				
Type of Course	AEC 2				
Course Code	HIN1FA102(1)				
Semester	1				
Academic Level	100 - 199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	3	3	-	-	45
Pre-requisites	Knowledge in Hindi alphabets, reading and writing				
Course Summary	This course is to ensure the communication skill enhancement through reading, writing, listening and discussion on various literary forms.				

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Learner can understand what language skills are necessary in a visually oriented society.	U	C	exams /Group discussions.
CO2	Learners can improve their communication skills through discussions.	Ap	P	Assignment / Grammar practice.
CO3	Learner can improve their ability to define diversity of the current social life and understand society.	Ap	P	Seminar Presentation / Conversation writing.
CO4	Learn basic grammar for effective communication. They can understand their own strengths and weaknesses.	U	C	exams / Home Assignments

CO5	Students will identify new trends in communicative Hindi.	Ap	P	Reading short story/ poems Discussion.
CO6	New ideas will emerge through conducting workshops, group discussions and seminar.	Ap	P	Viva Voce/ Power point preparation.
<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 (36 +9)	Marks (50)
I	Listening		4	8
	1	Screening /viewing – Samvidhan episode 7	1	
	2	Screening/viewing – Samvidhan episode 10	1	
	3	Screening/ viewing – Namak ka Daroga	1	
	4	Discussion on the vocabularies and dialogues used in the video given above	1	
		Module 1: 1. Samvidhan Eposide 7 Samvidhaan - Episode 7/10 (youtube.com) <i>Samvidhaan: The Making of the Constitution of India</i> is a ten-part television mini-series based on the making of the <u>Constitution of India</u> , directed by <u>Shyam Benegal</u> . 2. Samvidhan Eposide 10 Samvidhaan - Episode 10/10 (youtube.com) <i>Samvidhaan: The Making of the Constitution of India</i> is a ten-part television mini-series based on the making of the <u>Constitution of India</u> , directed by <u>Shyam Benegal</u> . 3. Namak Ka Darogha Tehreer - Munsii Premchand Ki... (youtube.com)		

II	Speaking		8	8
	5	Reading -Panch Parameshwar – Play Adaptation	4	
	6	Discussion on the play – Panch Parameshwar	4	
	Panch Parameshwar tatha Anya Natak – Premchand ki Kahaniyom ke Natya Roopantaran – by Chitra Mudgal			
III	Reading		13	20
	7	Paradeshi Mamata Kaliya (Story)	3	
	8	Aakhiri Padaav ke Pahale Subhash Chandra Kushvaha (Story)	3	
	9	School Sukesh Saahni (Story)	2	
	10	Pratham Reshmi Sumitranandan Pant (Poem)	2	
	11	Kavita ki Zarurath Kunwar Narayan (Poem)	2	
	12	Discussion	1	
IV	Writing		11	14
	13	Sentence Structure	3	
	14	Sagya, Sarvanaam, Visheshan	2	
	15	Karta, Karma, Kriya	1	
	16	Sentence Correction	1	
	17	Sentence Translation	1	
	18	Conversation writing	1	
	19	Precis writing	2	
V	Open Ended Module: Basic communication skills		9	
	1	1. Prepare conversation for various situations. 2. Practice on Sentence Structure, Sentence Correction, Translation, Precis. 3. Any topic related to this paper prepared by concerned teacher and approved by Board of Studies Hindi	9	

Content Development. Dr. T.A. Anand, Associate Professor, Govt.Arts and Science College, Kozhikode

PRESCRIBED TEXT

संचार और रचानात्मक लेखन का विकास, भाग - 1, राजकमल प्रकाशन, नई दिल्ली
(SANCHAR AUR RACHANATMAK LEKHAN KA VIKAS, BHAG -
1, RajkamalPrakashan, NewDelhi)

Mapping of COs with PSOs and POs:

	PSO 1	PS O2	PS O3	PSO 4	PSO 5	PSO 6	PSO 7	PSO 8	PSO 9	PSO 10	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	
C O 1	-	3	-	3	-	-	-	-	-	1	2	1	-	-	-	-	1	-
C O 2	-	-	-	2	-	2	3	-	-	-	2	-	-	-	-	-	2	-
C O 3	-	-	-	2	-	3	-	-	-	-	1	-	-	-	-	-	3	-
C O 4	-	-	1	-	-	-	3	-	-	1	1	-	-	-	-	-	3	1
C O 5	-	3	-	-	-	-	-	-	-	3	-	-	-	-	-	2	-	3
C O 6	1	3	-	-	-	-	-	-	1	1	-	-	-	-	1	-	-	3

Correlation Levels:

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

Assessment Rubrics:

- Open Ended Module (5 marks)
- Quiz / Assignment/ Quiz/ Discussion / Seminar/ Midterm Exam (20 Marks)
- Final Exam (50Marks)

Mapping of COs to Assessment Rubrics:

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

Programme	B. Sc.				
Course Title	HINDI BHASHA MEIN SANCHAR AUR RACHANATMAK LEKHAN - BHAG I <i>(Communication And Creative Writing in Hindi Language -Part I)</i>				
Type of Course	AEC 2				
Course Code	HIN1FA102(2)				
Semester	I				
Academic Level	100 - 199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	3	3	-	-	45
Pre-requisites	Knowledge in Hindi alphabets, reading and writing				
Course Summary	This course is to ensure the communication skill enhancement through reading, writing, listening and discussion on various literary forms.				

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category #	Evaluation Tools used
CO1	Learner will be equipped with basic communication techniques.	U	C	Exams /Group discussions.
CO2	Learner will identify the terms, concepts and trends of communication through reading writing and listening.	Ap	P	Assignment / Grammar practice.
CO3	Learner will interpret new text and observe the creative writings critically.	Ap	P	Seminar Presentation / Conversation writing.
CO4	Learn basic grammar for effective communication.	U	C	Instructor-created exams / Home Assignments

CO5	Applying basic terms of visual media language learners will improve their communication skills.	Ap	P	Screening short film/ Discussion.
CO6	Learners can generate and develop ideas for conversation writing and script writing.	Ap	P	Viva Voce/ Power point preparation.
<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 (36 +9)	Marks (50)
I	Listening		4	9
	1	Screening /viewing – Samvidhan episode 4	1	
	2	Screening / viewing – Interview with Geetanjali Sree	1	
	3	Screening/ viewing – Nirmala episode 1 & 2	1	
	4	Discussion on the above-mentioned videos	1	
		Sections from References: 1. Samvidhaan - Episode 4/10 (youtube.com) 2. Bharat Ek Soch: India@75 भारत एक सोच: इंडिया@75 भारत एक सोच: इंडिया@75 (youtube.com) 3. Nirmala भारत एक सोच Episode 1 Tehreer - Munshi Premchand Ki... (youtube.com) 4. Nirmala भारत एक सोच Episode 2 Tehreer - Munshi Premchand Ki... (youtube.com)		
II	Speaking		5	9
	5	Dialogue rendering – Do Kalakar (One Act Play by Bhagwati Charan Verma)	2	
	6	Dialogue rendering – Do Kalakar (One Act Play by Bhagwati Charan Verma)	2	
	7	Discussion on the One Act Play	1	

III	Reading		13	16
	8	Mamta Kalia - Aazadi	2	
	9	Rajesh Jain - Nidrakhori	2	
	10	Shakti Trivedi – Upagrah Mein	2	
	11	Gulzar - Baaz	1	
	12	Kabeer – Dohe (2)	1	
	13	Rahim – Dohe (2)	1	
	14	Jaishankar Prasad – Kamayani – Asha – Part 1	1	
	15	Sumitranandan Pant - Gramadrishti	1	
	16	Nirala – Sandhya Sundari	1	
	17	Mahadevi Verma – Madhur-Madhur Mere Deepak Jal	1	
IV	Writing		14	16
	18	Sentence Structure	3	
	19	Sagya, Sarvanam, Visheshan	3	
	20	Karta, Karma, Kriya	2	
	21	Sentence Correction	2	
	22	Sentence Translation	2	
	23	Conversation Writing	1	
	24	Precis Writing	1	
V	Open Ended Module: Conversation Writing Practice.		9	
	1	1 . Prepare conversation for various situations. 2 . Practice on Sentence Structure, Sentence Correction, Translation, Precis. 3 . Any topic related to this paper prepared by concerned teacher and approved by Board of Studies Hindi	9	

Content Development. Dr. T.A. Anand, Associate Professor, Govt.Arts and Science College, Kozhikode

Prescribed Text

संचार और रचना - भाग 1, राजपाल और सन्स, नई दिल्ली, बोर्ड ऑफ स्टडीज इन हिन्दी - उग (एड), यूनिवर्सिटी ऑफ कालिकट. (Sanchar Aur Rachana, Bhag 1, Rajpal and Sons, New Delhi), BOARD OF STUDIES IN HINDI -UG(Ed), UNIVERSITY OF CALICUT

Mapping of COs with PSOs and POs :

	PS O 1	PS O 2	PS O 3	P S O 4	P S O 5	P S O 6	P S O 7	P S O 8	P S O 9	P S O 10	P C 1	P C 2	P C 3	P C 4	P C 5	P C 6	P C 7
CO1	-	3		3	-	-	-	-	-	1	2	1	-	-	-	1	-
CO2	-			2	-	2	3	-	-	-	2	-	-	-	-	2	-
CO3				2	-	3	-	-	-	-	1	-	-	-	-	3	-
CO4			1	-	-	-	3	-	-	1	1	-	-	-	-	3	1
CO5		3		-	-	-	-	-	-	3	-	-	-	-	2	-	3
CO6	1	3		-	-	-	-	-	1	1	-	-	-	-	1	-	3

Correlation Levels:

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

Assessment Rubrics:

- Open Ended Module (5 marks)
- Quiz / Assignment/ Quiz/ Discussion / Seminar/ Midterm Exam (20 Marks)
- Final Exam (50Marks)

Mapping of COs to Assessment Rubrics:

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

Programme	B. Com /MANAGEMENT STUDIES				
Course Title	SANCHAR KAUSHAL VIKAS – BHAG I <i>(Communication Skills Enhancement - Part I)</i>				
Type of Course	AEC 2				
Course Code	HIN1FA102(3)				
Semester	1				
Academic Level	100 - 199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	3	3	-	-	45
Pre-requisites	Knowledge in Hindi alphabets, reading and writing				
Course Summary	This course is to ensure the communication skill enhancement through reading, writing, listening and discussion on various literary forms.				

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO 1	Learner can understand how to communicate within the workplace learning new techniques from new media especially from films and advertisements.	U	C	exams /Group discussions.
CO 2	Learners can improve their reading and writing skills through story, poems, Bio picture, autobiography.	Ap	P	Assignment / Grammar practice.
CO 3	Learner will interpret new text and observe the creative writings. They can find out new words for communication from the given text.	Ap	P	Seminar Presentation / Conversation writing.
CO 4	Learn basic grammar for effective communication. They can understand their own strengths and weaknesses.	U	C	Instructor-created exams / Assignments
CO 5	Learners will enhance their ability to explore the diversity of new media and visually oriented language and culture.	Ap	P	Reading short story/poems Discussion.
CO 6	Different ways of communication will emerge and learner can share knowledge in society.	Ap	P	Viva Voce/ Power point preparation.

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

Detailed Syllabus:

Module	Unit	Content	Hrs (36 +9)	Marks (50)
I	Communication Skills enhancement		7	10
	1	Basic Principles of Communication		
	2	Listening Hindi Language through Screening /Viewing – Samvidhan Episode 7		
	3	Understanding the vocabularies and dialogues used in the video – Samvidhan Episode 7		
	4	Tauliye : Upendranath Ashk – Reading & Interpretation		
	5	Tauliye : Upendranath Ashk –Plot, Character and Style Analysis		
		Module 1: 5. Samvidhan Eposide 7 Samvidhaan - Episode 7/10 (youtube.com) <i>Samvidhaan: The Making of the Constitution of India</i> is a ten-part television mini-series based on the making of the <u>Constitution of India</u> , directed by <u>Shyam Benegal</u> .		
II	Hindi Poems - Reading and Interpreting Text and Context		10	15
	6	Kabirdas - Dohe ,Tulsidas - Padh	1	
	7	Meerabai – Padh	1	
	8	Mein neer bhari Dhukh ki Badli - MahadeviVerma	2	
	9	Vah Mein Hoon - Omprakash Valmiki.	2	
	10	Aurat - Chandrakant Devtale	2	
	11	Hamare Shahar ki Nadhi ek hei - Anuj Lugun	2	
III	Basic Grammar for Communication		9	10
	12	Sentence Structure	3	
	13	Karta, Karma, Kriya	1	
	14	Sentence translation	1	
	15	Conversation writing.	2	
	16	Letter writing - Official	1	

	17	Letter writing - Personal	1	
IV	Stories: Reading and Interpreting Text and Context		10	15
	18	Sabhyata ka Rahasya: Premchand	3	
	19	Puraskar: Jaishankar Prasad	3	
	20	No Bar: Jayaprakash Kardam	2	
	21	Discussion on the above-mentioned Stories	2	
V	Open Ended Module / Suggested topic		9	
	1	1. Prepare conversation for various situation 2. Practice on Sentence Structure, Sentence Correction, Letter Writing. 3. Any topic related to this paper prepared by concerned teacher and approved by Board of Studies Hindi	9	
Content Development. Dr. T.A. Anand, Associate Professor, Govt.Arts and Science College, Kozhikode				

Prescribed Text

संचार कौशल विकास, भाग - 1, संचार कौशल विकास, संचार कौशल विकास (SANCHAR KAUSHALVIKAS, BHAG 1, VaniPrkashan, NewDelhi)

UG BOARD OF STUDIES IN HINDI (Ed), UNIVERSITY OF CALICUT.

Mapping of COs with PSOs and POs:

	PS O 1	PS O 2	PS O 3	PSO 4	PSO 5	PSO 6	PSO 7	PSO 8	PSO 9	PSO 10	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7
CO 1		3	-	3	-	-	-	-	-	1	2	1	-	-	-	1	-
CO 2		-	-	2	-	2	3	-	-	-	2	-	-	-	-	2	-
CO 3		-	-	2	-	3	-	-	-	-	1	-	-	-	-	3	-

CO 4	-	-	1	-	-	-	3	-	-	1	1	-	-	-	-	3	1
CO 5	-	3	-	-	-	-	-	-	-	3	-	-	-	-	2	-	3
CO 6	1	3	-	-	-	-	-	-	1	1	-	-	-	-	1	-	3

Correlation Levels:

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

Assessment Rubrics:

- Open Ended Module (5 marks)
- Quiz / Assignment/ Quiz/ Discussion / Seminar/ Midterm Exam (20 Marks)
- Final Exam (50Marks)

Mapping of COs to Assessment Rubrics:

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

MINOR COURSE

FUNCTIONAL HINDI

Programme	BA HINDI LANGUAGE AND LITERATURE HONOURS				
Course Title	PRAYOJANMOOLAK HINDI <i>(FUNCTIONAL HINDI)</i>				
Type of Course	MINOR (FUNCTIONAL HINDI I)				
Semester	I				
Academic Level	100-199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60
Pre-requisites	Practical Grammar Technical Terminology Theory of Translation				
Course Summary	It emphasizes the role of correspondence in modern world, General introduction about Functional Hindi, role of language as functional Hindi in the field of administration, science, computer and technology.				

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Understanding various forms of Functional Hindi according to its area of application.	Ap	F	Exams
CO2	Understanding the meaning, concept and importance of Functional Hindi.	R	C	Assignment Exams
CO3	Understanding Hindi as Official Language	U	F	Seminar Presentation Exams
CO4	Understanding the importance of Hindi in Technical Fields.	U	P	Assignment/ Quiz, Exams
CO5	Understanding the functional use of Hindi Language in various administrative and office fields.	Ap	P	Exams

CO6	Understanding the various forms of Functional Hindi Language relating to Internet.	C	P	Exams Viva-Voce
* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)				

Detailed Syllabus:

Module	Unit	Content	Hrs. (48+12 =60)	Marks (70)
I	FUNCTIONAL HINDI		9	10
	1	Functional Hindi – Definition and Perspectives	2	
	2	Difference between Samanya Hindi and Functional Hindi	2	
	3	Official Language Hindi	2	
	4	National Language Hindi	1	
	5	Link Language	1	
	6	Communication Language	1	
II	TECHNICAL TERMINOLOGY		14	20
	7	Technical Terminology: Concept and Importance	2	
	8	Scientific and Technical Terminology	2	
	9	Language and Vocabulary (Commercial/ Business)	2	
	10	Collection of 50 technical terms used in routine use in different fields. Telecom/Agriculture/Defence/Transport.	4	
	11	Spell Correction (Varthani Shodhan)	2	
	12	Sentence Refinement (Vakya Shodhan)	2	
III	E - GOVERNANCE		15	25
	13	Web Publishing	2	
	14	Link Browsing	2	
	15	Important Internet Portals	1	
	16	Hindi Software	2	
	17	Blog/Content Writing	2	

	18	Cloud Computing	2	
	19	Proof Reading	2	
	20	Advertising	2	
	DIFFERENT FORMS OF ADMINISTRATIVE LETTERS		10	15
IV	21	Official Letter –Noting and Drafting	1	
	22	Office Memorandum	1	
	23	Office Order	1	
	24	Reminder	1	
	25	Circular	1	
	26	Demi- Official Letter	1	
	27	Endorsement	1	
	28	Notification	1	
	29	Press Note	1	
	30	Tender	1	
	Open End /Suggested Topic		12	
V	1	Practice Technical Terminology, Letters, E- Governance etc.		
	2.	Any other topic Suggested By the concerned Faculty with prior permission from UGBOS Hindi		

Content Creation: Dr. Meera.PI, Asst. Professor, The Zamorins Guruvayurappan College, Kozhikode and Dr. Sindhu.S.L, Associate Professor, Govt. Victoria College, Palakkad

Reference Books:

1. Hindi Vyavasayik Samvad– Manjula Tiwari
2. Prayojanamoolak Hindi – Dr. Rama Kanth Agnihothri
3. Prayojanamoolak Hindi – Rajendra Singh
4. Hindi Bhasha Ka Prayojanamoolak Adhyayan – Madan Mohan Jha
5. Prayojanamoolak Hindi Prayog – Usha Jain
6. Prayojanamoolak Hindi – Vinod Godare
7. Prayojanamoolak Hindi aur Pathrakaaritha- Dr. Dinesh Prasad Singh
8. Prayojanamoolak Hindi: Sidhant Aur Prayog – Dangal Jhalte
9. Prayojanamoolak Hindi Ke Naye Aayam – Dr. Pandit Banne
10. Prayojanamoolak Kaamkaaji Hindi – Dr.Kailash Chandra Bhattiya
11. Prayojanamoolak Hindi Ki Nayi Bhoomika- Kailash Nadh Pandey

12. Samayik Prayojanamoolak Hindi – Prithwinadh Pande

13. Saral Hindi Vyakaran – Dr. H.C.Gupta

14. Hindi Prayogatmak Vyakaran Aur Rachana – Krishna Mohan Tiwari

Mapping of COs with PSOs and POs:

	PS O 1	PS O 2	PS O 3	PSO 4	PSO 5	PSO 6	PSO 7	PSO 8	PSO 9	PSO 10	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7
CO 1	1	-	-	-	-	-	-	2	-	-	2	-	-	-	-	-	1
CO 2	-	2	-	-	-	-	-	-	3	-	1	2	-	-	-	-	-
CO 3	-	-	-	3	-	-	-	-	2	-	-	-	2	-	-	3	-
CO 4	-	-	-	-	2	-	-	2	3	-	-	-	2	1	-	-	-
CO 5	1	-	-	-	-	-	-	3	3	-	-	-	3	2	-	-	-
CO 6	-	-	-	-	3	-	-	2	-	-	-	-	2	3	-	-	-

Correlation Levels:

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

Assessment Rubrics:

- Open Ended Module (5 marks)
- Quiz / Assignment/ Quiz/ Discussion / Seminar/ Midterm Exam (20 Marks)
- Final Exam (70Marks)

Mapping of COs to Assessment Rubrics:

	Internal Exam	Assignment	Project Evaluation/Seminar/ Vivavoce	End Semester Examinations
CO1	✓			✓
CO2	✓			✓
CO3	✓		✓	✓
CO4		✓		✓
CO5	✓	✓		✓
CO6	✓		✓	✓

MDC COURSE

Programme	B A/B. Sc/B. Com				
Course Title	HINDI BHASHA AUR MEDIA (<i>HINDI LANGUAGE AND MEDIA</i>)				
Type of Course	MDC 1				
Course Code	HIN1FM105 - 2				
Semester	I				
Academic Level	100-199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	3	3	-		45
Pre-requisites	Fundamental knowledge of Hindi Language and Literature				
Course Summary	This course is designed to promote the technical aspect of Hindi. The course promotes the theory and practical dimensions of Hindi as a link language and official language. The course aims to equip the learner to explore various areas of language and literature.				

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	The course aims to make the students understand the basics of Hindi	U	C	Discussion
CO2	To make the students aware of the practical applications of language thereby using it for further learning	An	P	Assignment / Practical works
CO3	The course strategizes the learner to critical thinking and act as a translator	Ap	P	Seminar Presentation / Group Tutorial Work
CO4	Evaluate the importance of media and language and involve in creating material.	E	M	Instructor-created exams / Home Assignments Projects/ visits.
CO5	Implement and analyse methods to effective application of language and its various attributes.	An	F	One Minute Reflection Writing assignments

CO6	Demonstrate critical thinking and involve the learner in technical use of language.	C	P	Viva Voce
* - 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. (36+9=45)	Marks (50)
I	Hindi Language and Literature		8	10
	1	Overview of the History of Hindi Language	1	
	2	Hindi as a Link Language and Official Language	1	
	3	The dimensions of Hindi as a Language in South India	1	
	4	Reading of Stories – Idgah (Premchand), Roz (Agyey) Reading of Poetry - Ek Vriksha Ki Hatya (KunvarNaryan)	5	
II	Hindi for Communication		14	15
	5	Introduction to basics of communication in Hindi	2	
	6	Introduction to the concepts of Hindi as a Language of communication	2	
	7	Communication for personality development	2	
	8	Hindi for competitive exams	2	
	9	Introduction to CV making, Resume	2	
	10	Interview - Theory and Practice	2	
	11	Introduction to Translation- Theory and Practice	2	
III	Language and Media		8	15
	12	Introduction to media writing- Theory Print/ Visual	2	
	13	Creative writing- caption writing, tagline, ad writing etc Report writing/ review writing/ technical writing	2	
	14	Report writing- sports, arts, etc	1	
	15	Concept of Urdu dominant Hindi in Hindi movies	2	
	16	The study of cultural transaction of Hindi movies	1	
	Language and Technology		6	10
	17	Introduction to Language and Technology	2	

IV	18	Introduction to popular Hindi Websites	2	
	19	Introduction to various software, data processing systems	2	
V	Open end/Suggested Topic Cinema and Hindi-Inter-Disciplinary Approach		9	
	1	The aesthetics of Hindi cinema/ cinema review	3	
	2	The Hindi in popular Hindi cinema	3	
	3	The gender representations in Hindi cinema-critique	3	
	4	Concerned faculty can suggest a topic with prior permission from UGBOS, Hindi		

Content Development - Dr.Soumya. C.S, Asst. Professor, SN College, Alathur

Dr. Remish. N, Asst. Professor, Malabar College of Advanced Studies, Vengara, Malappuram

Prescribed Text

हिन्दी भाषा और मीडिया (HINDI BHASHA AUR MEDIA) , BOARD OF STUDIES IN HINDI (UG), UNIVERSITY OF CALICUT(Ed), ARUNODAYA PRAKASHAN, NEW DELHI

Reference

1. Media Aur Hindi – Dr. Ashok Agrawal
2. Media Lekhan Ke Sidhanth- N.C.Panth
3. Hindi Bhasha Atheeth Se Aaj Thak- Dr. Vijay Agrawal
4. Sanchar Madhyamom Ki Bhasha Aur Nayi Hindi- Satheesh Sharma ‘Jafravadi’
5. Hindi Cinema Mein Sahithyik Vimarsh- Dr.Rema
6. Media Ka Lokathanthru – Vineeth Kumar
7. Prayojanmoolak Hindi sidhanth aur prayog – Dungal jalte
8. Prayojanmoolak Hindi prayog aur prakriti – Dr. Manoj pandey
9. Prayojanmoolak Hindi vividh aayam; Dr Vasundhara Upadhyay

Mapping of COs with PSOs and POs:

	PSO 1	PS O2	PS O3	PSO 4	PSO 5	PSO 6	PSO 7	PSO 8	PSO 9	PSO 10	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7
CO 1	3	-	-	-	-	-	1	-	-	-	3	2	-	-	-	-	-
CO 2	-	-	-	-	-	-	-	2	3	-	-	3	2	-	3	-	-

CO 3	-	3	-	-	-	-	-	1	-	-	-	-	2	-	-	-	3
CO 4	-	-	-	-	-	-	-	2	-	3	-	2	3	-	-	-	-
CO 5	-	-	-	3	-	-	-	-	-	3	-	2	-	-	-	-	3
CO 6	-	-	-	-	1	-	-	-	-	2	-	-	-	-	3	1	2

Correlation Levels

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

Assessment Rubrics:

- Open Ended Module (5 marks)
- Quiz / Assignment/ Quiz/ Discussion / Seminar/ Midterm Exam (20 Marks)
- Final Exam (50Marks)

Mapping of COs to Assessment Rubrics:

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

