



# **ST. THOMAS COLLEGE (AUTONOMOUS) THRISSUR**

*Affiliated to*  
**UNIVERSITY OF CALICUT**

## **SYLLABUS FOR GENERAL FOUNDATION COURSES IN ENGLISH**

w.e.f. 2024 admission onwards

**St. Thomas College Four Year Under Graduate Programme  
[STCFYUGP]**

**ST. THOMAS COLLEGE (AUTONOMOUS),  
THRISSUR**

**GENERAL FOUNDATION COURSES IN  
ENGLISH**

**SCHEME**

**w.e.f. 2024 admission onwards**

**(STCFYUGP Regulations 2024)**

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## PROGRAMME OUTCOMES (PO):

At the end of the graduate programme in St. Thomas College, autonomous, Thrissur, a student would:

|     |  |
|-----|--|
| PO1 | Knowledge Acquisition:<br>Demonstrate a profound understanding of knowledge trends and their impact on the chosen discipline of study.   |
| PO2 | Communication, Collaboration, Inclusiveness, and Leadership:<br>Exhibit effective communication skills, fostering teamwork to demonstrate transformative leadership, exercising inclusivity.   |
| PO3 | Professional Skills:<br>Apply professional skills to navigate diverse career paths with confidence and adaptability.   |
| PO4 | Digital Intelligence:<br>Utilize varied digital and technological tools proficiently to understand and interact with the digital world, effectively processing complex information.  |
| PO5 | Scientific Awareness and Critical Thinking:<br>Solve problems innovatively and mediate effectively by applying scientific understanding and critical thinking to address challenges and advance sustainable solutions.                                       |
| PO6 | Human Values, Professional Ethics, and Societal and Environmental Responsibility:<br>Lead responsibly with a steadfast commitment to human values, ethical conduct, and dedication to the well-being of society and the environment.                         |
| PO7 | Research, Innovation, and Entrepreneurship:<br>Conduct research and lead entrepreneurial initiatives, forging collaborative partnerships with industry, academia, and communities to develop enduring solutions for local, regional, and global development. |

### 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(AEC1) |                                       |                |  |             |              |         |          |          |       |
| 1                                | BA Languages                          | ENGIFA 101(1A) | English Language Skills for Literatures                        | 60          | 4            | 3       | 25       | 50       | 75    |
|                                  | BA Humanities and Other BA Programmes | ENGIFA 101(1B) | English Language Skills for Humanities and Other BA Programmes | 60          | 4            | 3       | 25       | 50       | 75    |
|                                  | Science                               | ENGIFA 101(2)  | English Language Skills for Sciences                           | 60          | 4            | 3       | 25       | 50       | 75    |
|                                  | Commerce                              | ENGIFA 101(3)  | English Language Skills for Commerce and Management            | 60          | 4            | 3       | 25       | 50       | 75    |

| ABILITY ENHANCEMENT COURSE(AEC 3) |                                       |                |   |    |   |   |    |    |    |
|-----------------------------------|---------------------------------------|----------------|---|----|---|---|----|----|----|
| 2                                 | BA Languages                          | ENG2FA1 03(1A) | Advanced English Language Skills for Literatures                        | 60 | 4 | 3 | 25 | 50 | 75 |
|                                   | BA Humanities and Other BA Programmes | ENG2FA1 03(1B) | Advanced English Language Skills for Humanities and Other BA Programmes | 60 | 4 | 3 | 25 | 50 | 75 |
|                                   | Science                               | ENG2FA1 03(2)  | Advanced English Language Skills for Sciences                           | 60 | 4 | 3 | 25 | 50 | 75 |
|                                   | Commerce and Management               | ENG2FA1 03(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)<br>/ENG3FV108 | Framing Values:<br>Literary and<br>Cultural<br>Narratives for<br>Languages                                | 45 | 3 | 3 | 25 | 50 | 75 |
|                           | BA<br>Humanities<br>and Other BA<br>Programmes | ENG3FV108(1B)               | Framing Values:<br>Literary and<br>Cultural<br>Narratives for<br>Humanities and<br>Other BA<br>Programmes | 45 | 3 | 3 | 25 | 50 | 75 |
|                           | Science  | ENG3FV108(2)                | Framing Values:<br>Literary and<br>Cultural<br>Narratives for<br>Sciences                                 | 45 | 3 | 3 | 25 | 50 | 75 |
|                           | Commerce and<br>Management                     | ENG3FV108(3)                | Framing Values:<br>Literary and<br>Cultural<br>Narratives for<br>Commerce and<br>Management               | 45 | 3 | 3 | 25 | 50 | 75 |



| VALUE ADDED COURSE(VAC 3) |                                       |                          |   |    |   |   |    |    |    |
|---------------------------|---------------------------------------|--------------------------|---|----|---|---|----|----|----|
| 4                         | BA Languages                          | ENG4FV109(1 A)/ENG4FV110 | Framing Perspectives: Literary and Cultural Narratives for Languages                          | 45 | 3 | 3 | 25 | 50 | 75 |
|                           | BA Humanities and Other BA Programmes | ENG4FV109(1 B)           | 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(1 A) | Contemporary Language Skills for Literatures                        | 60 | 4 | 3 | 25 | 50 | 75 |
|                                  | BA Humanities and Other BA Programmes | ENG4FS111(1 B) | 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

#### 4. GENERAL FOUNDATION COURSES

##### 4.1. INTERNAL EVALUATION

##### 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.

| Components of Internal Evaluation of a General Foundation Course in English with Practicum |       |
|--|-------|
| A. Language Assessment Practicum<br>(Listening and Speaking)                               | Marks |
| Listening Test   | 5     |
| Debate   | 5     |
| Group Discussion   | 5     |
| B. Internal Evaluation (Reading and Writing)   |       |
| Assignment   | 5     |
| Test Paper   | 5     |
| Total  | 25    |

#### Courses without Practicum

| Sl. No. | Components of Internal Evaluation of a General Foundation Course in English | Internal Marks of a General Foundation Course of 3-credits in English |                   |
|---------|---|---|-------------------|
|         |   | 4 Theory Modules  | Open-ended Module |
| 1       | Test paper/ Mid-semester Exam   | 10  | 2                 |
| 2       | Seminar/ Viva/ Quiz   | 6   | 2                 |
| 3       | Assignment  | 4   | 1                 |
| Total   |   | 20  | 5                 |
|         |   | 25  |                   |

#### 4.2 EXTERNAL EVALUATION

External evaluation carries about 70% marks. Examinations will be conducted at the end of each semester. Individual questions are evaluated in marks, and the total marks are converted into grades by the University based on a 10-point grading system.

**ST. THOMAS COLLEGE (AUTONOMOUS), THRISSUR**  
**FOUR-YEAR UNDER GRADUATE PROGRAMME (STC-FYUGP)**  
**GENERAL FOUNDATION COURSE**  
**ABILITY ENHANCEMENT COURSE (AEC)**

|                |  |                  |                   |                    |             |
|----------------|--|------------------|-------------------|--------------------|-------------|
| Programme      | <b>GENERAL FOUNDATION COURSE</b>   |                  |                   |                    |             |
| Course Code    | <b>ENG1FA101(1A)</b>   |                  |                   |                    |             |
| 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  | To create strategies for lifelong learning, enhancing autonomy, and building confidence in using English across diverse academic and professional contexts. | U, E            | C                  | Comprehension/<br>Vocabulary Building Exercises/<br>JAM/Discussion/<br>Presentation/ Mock Interview/Personal Narration/<br>Role Play/ Assignments |
| CO2  | To analyze a variety of textual narratives to foster critical thinking.   | An              | C, F               | Review/Presentation/<br>Discussion  |
| CO3  | To apply effective and meaningful conversation skills in academic and professional contexts, demonstrating active listening and articulate speaking.        | A, C            | C                  | Review/Presentation/<br>Assignments   |
| CO4  | To locate values of societal inclusivity, equity, and cross-cultural communication among learners.  | An, E           | F, C               | JAM/Discussion/<br>Presentation   |
| *-Remember(R), Understand(U), Apply (Ap), Analyze (An), Evaluate(E), Create(C)<br>#FactualKnowledge(F)ConceptualKnowledge(C)ProceduralKnowledge(P)MetacognitiveKnowledge (M) |   |                 |                    |   |

**Detailed Syllabus:**

| <b>Module</b> | <b>Unit</b>                      | <b>Content</b>  | <b>Hrs</b> |  |
|---------------|----------------------------------|---|------------|--|
| <b>I</b>      | <b>Expressions of Experience</b> |   | <b>7</b>   |  |
|               | 1                                | Introduction  | 1          |  |
|               | 2                                | My Immigration Story -Tan Le<br><a href="https://www.youtube.com/watch?v=hCop3IGZH2o">https://www.youtube.com/watch?v=hCop3IGZH2o</a>   | 2          |  |
|               | 3                                | 'Recipes for Life-Amish Tripathi (Culinary Memoir)- Amish Tripathi<br><a href="https://books.google.co.in/books?id=DVk7EAAAQBAJ&amp;printsec=frontcover#v=onepage&amp;q&amp;f=false">https://books.google.co.in/books?id=DVk7EAAAQBAJ&amp;printsec=frontcover#v=onepage&amp;q&amp;f=false</a> | 2          |  |
|               | 4                                | Introduction to Poetry – Billy Collins  | 2          |  |
| <b>II</b>     | <b>Insights Into Life</b>        |   | <b>7</b>   |  |
|               | 5                                | Introduction  | 1          |  |
|               | 6                                | P.C. Musthafa at Harvard Kennedy School' (Interactive Session February 11, 2018)<br><a href="https://www.youtube.com/watch?v=01_eOCGNYN8">https://www.youtube.com/watch?v=01_eOCGNYN8</a>   | 2          |  |
|               | 7                                | I Write Humour and Social Commentary Based on Indian Society Masala, says Anuja Chauhan-Bhavneet Singh Aurora <a href="https://kunuzum.com/anuja-chauhan-the-fast-and-the-dead-interview/">https://kunuzum.com/anuja-chauhan-the-fast-and-the-dead-interview/</a>                             | 2          |  |
|               | 8                                | Mutual Destruction- Dorthe Nors   | 2          |  |
| <b>III</b>    | <b>World of Creativity</b>       |   | <b>8</b>   |  |
|               | 9                                | Introduction  | 2          |  |
|               | 10                               | BBC 2 Bookmark: Charles Bukowski (18 <sup>th</sup> March 1995)<br><a href="https://youtu.be/EGihOkRNwsc?si=z4nCDaGVxja4JWkP">https://youtu.be/EGihOkRNwsc?si=z4nCDaGVxja4JWkP</a>   | 2          |  |
|               | 11                               | Kumbalangi Nights (2019)- Madhu C. Narayanan<br><a href="https://asianmoviepulse.com/2021/06/film-review-kumbalangi-nights-2019-by-madhu-c-narayanan-2/#google_vignette">https://asianmoviepulse.com/2021/06/film-review-kumbalangi-nights-2019-by-madhu-c-narayanan-2/#google_vignette</a>   | 2          |  |
|               | 12                               | The Face of Judas Iscariot- Bonnie Chamberlin   | 2          |  |

|           |                           |   |           |  |
|-----------|---------------------------|---|-----------|--|
| <b>IV</b> | <b>Beyond the Margins</b> |   | <b>8</b>  |  |
|           | 13                        | Introduction  | 2         |  |
|           | 14                        | The Silent Child-Chris Overton<br><a href="https://www.youtube.com/watch?v=2GbxFIVQv8c">https://www.youtube.com/watch?v=2GbxFIVQv8c</a>   | 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<br><a href="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/">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/</a>  | 2         |  |
|           | 16                        | Welcome to the wheelchair of change! - Deepa Malik Published: Feb 23, 2017<br><a href="https://sportstar.thehindu.com/other-sports/deepa-malik-welcome-to-the-wheelchair-of-change/article17354336.ece">https://sportstar.thehindu.com/other-sports/deepa-malik-welcome-to-the-wheelchair-of-change/article17354336.ece</a>   | 2         |  |
| <b>V</b>  | <b>Practicum</b>          |   | <b>30</b> |  |
|           |                           | <b>Module I:</b> <ol style="list-style-type: none"> <li>1. Answer comprehension questions based on the given text “My Immigration Story” by Tan Le.</li> <li>2. Frame and practise self-introduction.</li> <li>3. Identify jargons used in culinary narratives after watching or reading minimum of two.</li> <li>4. Prepare a speech outlining the stages of personal growth of Tan Le.</li> <li>5. Recite the poem in the class and create multiple renditions of the poem in the class.</li> <li>6. Identify various poems of life writing and submit a note as an assignment.</li> <li>7. Explore how Collins' treatment of these themes evolves throughout the collection and how they resonate with contemporary readers.</li> <li>8. Compare and contrast Billy Collins' style and themes after listening minimum of two poems of his contemporaries.</li> </ol> | 7         |  |

|  |  |   |  |
|--|--|---|--|
|  | <b>Module II:</b> <ol style="list-style-type: none"> <li>1. Listen to the interviews of similar nature and draft sensible questions.</li> <li>2. Prepare a mock interview.</li> <li>3. Prepare a resume for a profession of your choice and create a professional profile.</li> <li>4. Develop a graphic presentation stating tips for a successful professional development.</li> <li>5. Write a memoir about any influential figure in your life</li> <li>6. Prepare a list of successful professions based on your point of view and discuss it in class.</li> <li>7. Explore how Nors portrays human emotions, desires, and vulnerabilities through her characters.</li> <li>8. Discuss how Nors develops her characters and the techniques she</li> </ol> | 7 |  |
|--|--|---|--|

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

|             | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 |
|-------------|-----|-----|-----|-----|-----|-----|-----|
| <b>C O1</b> | 3   | 2   | 3   | -   | -   | -   | -   |
| <b>C O2</b> | -   | -   | -   | -   | 3   | 1   | -   |
| <b>C O3</b> | -   | 3   | 3   | 2   | -   | -   | -   |
| <b>C O4</b> | -   | 1   | -   | -   | -   | 3   | 1   |

Correlation Levels:

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

Assessment Rubrics:

- Quiz /Midterm Exam
- Viva
- Assignments
- Final Exam

Mapping of COs to Assessment Rubrics:

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

**ST. THOMAS COLLEGE (AUTONOMOUS), THRISSUR**

**FOUR-YEAR UNDER GRADUATE PROGRAMME (STC-FYUGP)**

**GENERAL FOUNDATION COURSE**

**ABILITY ENHANCEMENT COURSE (AEC)**

|                |  |                  |                   |                    |             |
|----------------|--|------------------|-------------------|--------------------|-------------|
| Programme      | <b>GENERAL FOUNDATION COURSES IN ENGLISH</b>   |                  |                   |                    |             |
| 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):**

| <b>CO</b>   | <b>CO Statement</b>   | <b>Cognitive Level</b> | <b>Knowledge Category</b> | <b>Evaluation Tools used</b>  |
|---|---|------------------------|---------------------------|---|
| CO1   | To develop knowledge, skills and communication that facilitate collaborative abilities.                                 | An                     | C                         | Comprehension/Writing Exercises/ General Discussion                   |
| CO2   | To use critical thinking to analyze a variety of textual narratives.  | U, Ap                  | C                         | Quiz  |
| CO3   | To create 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   | To construct values among learners for Societal inclusivity, equity and cross-cultural communication.                   | C, Ap                  | C                         | Assignments/ Digital Content Creation / Reporting                     |
| <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      |  |
|-----------|------------------|---|----------|--|
| <b>I</b>  | <b>Listening</b> |   | <b>7</b> |  |
|           | 1                | Module Introduction   | 1        |  |
|           | 2                | I Have a Dream-Martin Luther King Jr<br><a href="https://youtu.be/vP4iY1TtS3s?si=V3KptrdBv29Lk6Tk">https://youtu.be/vP4iY1TtS3s?si=V3KptrdBv29Lk6Tk</a>           | 2        |  |
|           | 3                | Anthem- Leonard Cohen<br><a href="https://youtu.be/1jzI0NITmzY?feature=shared">https://youtu.be/1jzI0NITmzY?feature=shared</a>                                    | 2        |  |
|           | 4                | Art as Social Work -Amy Morales Lara- TEDxCUNY<br><a href="https://youtu.be/9ng1I95iXHI?si=Nm-TVSTyTFYqmTHq">https://youtu.be/9ng1I95iXHI?si=Nm-TVSTyTFYqmTHq</a> | 2        |  |
| <b>II</b> | <b>Speaking</b>  |   | <b>7</b> |  |
|           | 5                | Module Introduction   | 1        |  |
|           | 6                | George Carlin on Soft Language<br><a href="https://youtu.be/o25I2fzFGoY?feature=shared">https://youtu.be/o25I2fzFGoY?feature=shared</a>                           | 2        |  |
|           | 7                | The Death of a Salesman (Act I -till “She turns, goes over to the bed, takes his jacket, and goes out of the bedroom”. )- Arthur Miller                           | 2        |  |
|           | 8                | Rip it Out’ Dead Poets Society-Dir. Peter Weir<br><a href="https://youtu.be/8x0COtH4Vrw?feature=shared">https://youtu.be/8x0COtH4Vrw?feature=shared</a>           | 2        |  |

|            |                  |   |           |  |
|------------|------------------|---|-----------|--|
| <b>III</b> | <b>Reading</b>   |   | <b>8</b>  |  |
|            | 9                | Module Introduction   | 2         |  |
|            | 10               | The Second Coming - W B Yeats   | 2         |  |
|            | 11               | 'The Frog Prince' Politically Correct Bedtime Stories -James Fin Garner   | 2         |  |
|            | 12               | Optimism: An Essay- Helen Keller (part 1-Optimism within)<br><a href="https://www.gutenberg.org/files/31622/31622-h/31622-h.htm">https://www.gutenberg.org/files/31622/31622-h/31622-h.htm</a>  | 2         |  |
| <b>IV</b>  | <b>Writing</b>   |   | <b>8</b>  |  |
|            | 13               | Module Introduction   | 1         |  |
|            | 14               | Speech Prepared by Dr. B R Ambedkar for The 1936 Annual Conference of the Jat-Pat-Todak Mandal of Lahore (Section 4 -" It is a pity that...to... exigencies of social rules" to the end of the section)<br><a href="http://www.ambedkar.org/ambcd/02.Annihilation%20of%20Caste.htm#s01">http://www.ambedkar.org/ambcd/02.Annihilation%20of%20Caste.htm#s01</a>  | 3         |  |
|            | 15               | The World-Renowned Nose-Vaikom Muhammad Basheer   | 2         |  |
|            | 16               | For the Love of Cinema- A Review of Cinema Paradiso (1988)-<br><a href="https://rotaractarts.com/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/</a>  | 2         |  |
| <b>V</b>   | <b>Practicum</b> |   | <b>30</b> |  |
|            | 1                | Module I:<br><ol style="list-style-type: none"> <li>1. Identify new vocabulary after listening to the speech.</li> <li>2. Framing questions based on the speech and related issues and conduct a quiz among learners.</li> <li>3. Identifying lyrics (song).</li> <li>4. Identify other songs with similar themes.</li> <li>5. Find various renditions focusing on the rhythmic aspect.</li> <li>6. Conduct a debate on whether the social work could be considered as art.</li> <li>7. After listening the Ted talk, test your comprehensive ability by re-narrating the major points.</li> <li>8. Identify the difference between a speech and a Ted talk.</li> </ol> | 7         |  |

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

|      | PO1 | PO2 | PO3 | PO4 | PO5 | PO 6 | PO 7 |
|------|-----|-----|-----|-----|-----|------|------|
| CO 1 | 1   | 3   | -   | -   | 3   | -    | -    |
| CO 2 | 1   | 2   | -   | .-  | -   | 2    | -    |
| CO 3 | -   | 2   | 3   | -   | -   | 1    | -    |
| CO 4 | 2   | 1   | 1   | -   | -   | 3    | -    |

### Correlation level:

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



**Assessment Rubrics:**

- Quiz/ Midterm Exam
- Viva
- Assignments
- Final Exam

**Mapping of COs to Assessment Rubrics:**

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

**Suggested Reading:**

1. 'Africa Unite' Songs of Freedom by Bob Marley
2. 'Best Man Speech'-Sherlock Homes
3. 'Fear' -Khalil Gibran
4. 'Rapunzel' Politically Correct Bedtime Stories - James Fin Garner
5. A Few Goodmen dir. by Rob Reiner
6. *Arachar*- K R Meera
7. Finding Your Voice by Overcoming Speech Disorders (Ted Talk) - Aslan Maleki
8. <https://www.youtube.com/watch?v=gUWWt30oZ3w>  
[https://youtu.be/2sLcfQKU\\_co?feature=shared](https://youtu.be/2sLcfQKU_co?feature=shared)  
<https://youtu.be/dsT22OX1BIc?si=6R67EHkRw88wWWqi>  
<https://youtu.be/xVVwNzx7eIE?feature=shared>
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

**ST. THOMAS COLLEGE (AUTONOMOUS), THRISSUR**

**FOUR-YEAR UNDERGRADUATE PROGRAMME (STC-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   | To develop strategies for lifelong learning, becoming more autonomous and confident in using English in diverse academic and professional contexts.   | U, E            | C, M               | Assignments,<br>Discussion,<br>Presentations                                 |
| CO2   | To 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,<br>Reading activities, role play, and oral presentations. |
| CO3   | To utilise 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,<br>Interviews and Debates, Writing activities.          |
| CO4   | To summarize main ideas, identify supporting details, and evaluate arguments in written responses.  | U, An, E        | C, M               | Written Assignments,<br>Reviews,<br>Group Discussion,                        |
| * - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C)<br># - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P)<br>Metacognitive Knowledge (M) |   |                 |                    |  |

**Detailed Syllabus:**

| Module     | Unit   | Content   | Hrs      | Marks     |
|------------|--|---|----------|-----------|
| <b>I</b>   | <b>Perceptions (Unlocking the Cosmic Secrets)</b>    |   | <b>7</b> | <b>10</b> |
|            | 1  | Introduction  | 1        |           |
|            | 2  | Questioning the Universe -Stephen Hawking<br><a href="https://youtu.be/aCo_aHIN4Zs?si=EYo0Nt-sGexPwRv3">https://youtu.be/aCo_aHIN4Zs?si=EYo0Nt-sGexPwRv3</a>  | 2        |           |
|            | 3  | Above Pate Valley- Gary Snyder<br><a href="https://www.poetryfoundation.org/poems/47179/above-pate-valley">https://www.poetryfoundation.org/poems/47179/above-pate-valley</a>   | 2        |           |
|            | 4  | The Last Stand-Documentary<br><a href="https://youtu.be/Rb4q_dXo7Bw?si=8W0ZxGT369al5tjz">https://youtu.be/Rb4q_dXo7Bw?si=8W0ZxGT369al5tjz</a>   | 2        |           |
| <b>II</b>  | <b>Dimensions (Science, Society and Environment)</b> |   | <b>9</b> | <b>15</b> |
|            | 5  | Introduction  | 1        |           |
|            | 6  | Science and Dogma- Pushpa M Bhargava  | 3        |           |
|            | 7  | The Dangers of Climate Change-Carl Sagan<br><a href="https://gizmodo.com/heres-carl-sagans-original-essay-on-the-dangers-of-cl-1481304135">https://gizmodo.com/heres-carl-sagans-original-essay-on-the-dangers-of-cl-1481304135</a> | 3        |           |
|            | 8  | Light on a Dark Lady- Trends in Biochemical Sciences- Anne Piper - pp.151-154   | 2        |           |
| <b>III</b> | <b>Viewpoints (Exploring Scientific Pathways)</b>    |   | <b>6</b> | <b>10</b> |
|            | 9  | Introduction  | 1        |           |
|            | 10   | The Peace of Wild Things-Wendell Berry<br><a href="https://www.yourdailypoem.com/listpoem.jsp?poem_id=2386">https://www.yourdailypoem.com/listpoem.jsp?poem_id=2386</a>   | 1        |           |
|            | 11   | A Day in the Country- Anton Chekhov<br><a href="https://www.shortstoryguide.com/read-day-country-anton-chekhov/">https://www.shortstoryguide.com/read-day-country-anton-chekhov/</a>  | 2        |           |
|            | 12   | C V Raman as a Science Communicator: A Historical Perspective -G V Pavan Kumar- pp. 4-7<br><a href="https://doi.org/10.48550/arXiv.2403.04773">https://doi.org/10.48550/arXiv.2403.04773</a>  | 2        |           |

|           |                    |   |           |           |
|-----------|--------------------|---|-----------|-----------|
| <b>IV</b> | <b>Expressions</b> |   | <b>8</b>  | <b>15</b> |
|           | 13                 | Introduction  | 2         |           |
|           | 14                 | The Red Room-H.G Wells<br><a href="https://gutenberg.org/cache/epub/23218/pg23218.txt">https://gutenberg.org/cache/epub/23218/pg23218.txt</a><br><a href="https://www.youtube.com/watch?v=Y-eUSgkmhgI">https://www.youtube.com/watch?v=Y-eUSgkmhgI</a>  | 2         |           |
|           | 15                 | Writing your Academic Statement of Purpose<br><a href="https://gradschool.cornell.edu/diversity-inclusion/recruitment/prospective-learners/writing-your-statement-of-purpose/">https://gradschool.cornell.edu/diversity-inclusion/recruitment/prospective-learners/writing-your-statement-of-purpose/</a>   | 2         |           |
|           | 16                 | Understanding and Preparing your Personal Statement<br><a href="https://gradschool.cornell.edu/diversity-inclusion/recruitment/prospective-learners/personal-statements/">https://gradschool.cornell.edu/diversity-inclusion/recruitment/prospective-learners/personal-statements/</a>  | 2         |           |
| <b>V</b>  | <b>Practicum</b>   |   | <b>30</b> |           |
|           | 1                  | <b>Module I:</b> <ol style="list-style-type: none"> <li>1. Make the learners listen to the Ted Talk and discuss.</li> <li>2. Conduct an imaginary interview with any scientist and prepare a transcript.</li> <li>3. Organise a debate on any topic derived from the study.</li> <li>4. Ask the learners to deliver a speech based on the prescribed poem.</li> <li>5. Make the learners listen to the rendition of any poem and make a comprehensive summary of it.</li> <li>6. Make the learners listen to other poems of the same theme.</li> <li>7. Divide the learners into different groups and arrange a discussion on any environment-related topic of contemporary relevance.</li> <li>8. Ask the learners to tell their views about the relationship between man and nature.</li> <li>9. Identify the major issues presented in the documentary and discuss it in a group.</li> </ol> | 7         |           |

|  |   |  |   |  |
|--|---|--|---|--|
|  | 2 | <b>Module II:</b> <ol style="list-style-type: none"> <li>1. Arrange a group discussion, making learners share their views, thoughts and questions about the importance of secularism.</li> <li>2. Ask the learners to read other essays on scientific temper.</li> <li>3. Ask the learners to prepare a critical review of any article they found in the text- 'Angels, Devils and Science'.</li> <li>4. Organise a discussion on climate change and prepare a report.</li> <li>5. Create slogans/ posters related to environmental protection.</li> <li>6. Prepare biography- Carl Sagan</li> <li>7. Ask the learners to identify and collect information on Biochemistry and its developments through the 20th century.</li> <li>8. Write a short note on 'Light on a Dark Lady', foregrounding major arguments evolved from the write-up.</li> <li>9. Ask the learners to differentiate between social and biological aspects of human life.</li> </ol> | 8 |  |
|--|---|--|---|--|

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

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

**Correlation Levels:**

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



**Assessment Rubrics:**

- Quiz/Midterm Exam
- Viva
- Assignments
- Final Exam

**Mapping of COs to Assessment Rubrics:**

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

**ST. THOMAS COLLEGE (AUTONOMOUS), THRISSUR**

**FOUR-YEAR UNDER GRADUATE PROGRAMME (STC-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):**

| <b>CO</b>  | <b>CO Statement</b>  | <b>Cognitive Level</b> | <b>Knowledge Category</b> | <b>Evaluation Tools used</b>  |
|--|--|------------------------|---------------------------|---|
| CO1  | To 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  | To understand and practice different techniques of communication required to improve and sustain their employability.              | U                      | Ap                        | Quiz/Debate/Discussion  |
| CO3  | To develop critical thinking to analyse a variety of textual narratives  | U                      | Ap                        | Personal Narration/ Group Discussion/ Role Play/ Speaking Assignments |
| CO4  | To construct creative potential to foster innovation and artistic expression.  | C                      | Ap                        | Assignments/ Digital Content Creation/ Reporting                      |
| <p>* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C)</p> <p># - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P)</p> <p>Metacognitive Knowledge (M)</p> |  |                        |                           |   |

**Detailed Syllabus:**

| Module    | Unit | Content  | Hrs      |  |
|-----------|------|--|----------|--|
| <b>I</b>  |      | <b>Listening</b>   | <b>7</b> |  |
|           | 1    | Introduction   | 1        |  |
|           | 2    | How to Take the BS Out of Business Speak: Bob Wiltfong<br><a href="https://www.youtube.com/watch?v=41fjuqBaUt4">https://www.youtube.com/watch?v=41fjuqBaUt4</a>  | 2        |  |
|           | 3    | The Next Big Wall Street Stock? It's Trash.<br><a href="https://youtu.be/G1dx_P36qw?si=mPaMAi-wIV4yCJL">https://youtu.be/G1dx_P36qw?si=mPaMAi-wIV4yCJL</a>   | 2        |  |
|           | 4    | Hills Like White Elephants- Ernest Hemingway<br><a href="https://youtu.be/at-l2oL9ED8?si=NxMCKvPnVYHS03xs">https://youtu.be/at-l2oL9ED8?si=NxMCKvPnVYHS03xs</a>  | 2        |  |
| <b>II</b> |      | <b>Speaking</b>  | <b>7</b> |  |
|           | 5    | Introduction   | 1        |  |
|           | 6    | A Telephonic Conversation-Mark Twain   | 2        |  |
|           | 7    | Noam Chomsky full length interview: Who rules the world now?<br><a href="https://youtu.be/P2lsEVLqts0?si=3Mq64OBeff2EvJ1B">https://youtu.be/P2lsEVLqts0?si=3Mq64OBeff2EvJ1B</a>  | 2        |  |
|           | 8    | So, You Want To Be A Motivational Speaker? - Shep Hyken<br><a href="https://www.forbes.com/sites/shephyken/2019/06/30/so-you-want-to-be-a-motivational-speaker/?sh=74e79ab76a54">https://www.forbes.com/sites/shephyken/2019/06/30/so-you-want-to-be-a-motivational-speaker/?sh=74e79ab76a54</a> | 2        |  |

|            |                |   |          |  |
|------------|----------------|---|----------|--|
| <b>III</b> | <b>Reading</b> |   | <b>8</b> |  |
|            | 9              | Introduction  | 2        |  |
|            | 10             | 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        |  |
|            | 11             | The Tell-Tale Heart – Edgar Allan Poe   | 2        |  |
| <b>IV</b>  | <b>Writing</b> |   | <b>8</b> |  |
|            | 12             | Introduction  | 2        |  |
|            | 13             | The Science of Strong Business Writing- Harvard Business Review -Bill Birchard<br><a href="https://hbr.org/2021/07/the-science-of-strong-business-writing">https://hbr.org/2021/07/the-science-of-strong-business-writing</a> | 2        |  |
|            | 14             | Declaration of Philadelphia- ILO -pp. 1-3   | 2        |  |
|            | 15             | Edited Highlights of the BBC interview with Mark Zuckerberg<br><a href="https://www.bbc.com/news/business-38991668">https://www.bbc.com/news/business-38991668</a>  | 2        |  |

| V | Practicum |  | 30 |  |
|---|-----------|--|----|--|
|   | 1         | <p><b>Module I:</b></p> <ol style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>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.</li> <li>4. Organise debate on locally devised systems of waste management.</li> <li>5. Critically watch the documentary and try to identify the market intervention.</li> <li>6. Give a speech on the waste management system implemented in your institution.</li> <li>7. After listening to the story, learners are directed to rewrite it within a given time.</li> <li>8. Listen to the audio books of your choice and produce transcripts as the assignment.</li> <li>9. Record a story in your voice and exchange it with your peers for review.</li> </ol> | 8  |  |

|  |   |   |   |  |
|--|---|---|---|--|
|  | 2 | <b>Module II:</b> <ol style="list-style-type: none"> <li>1. Role Play</li> <li>2. Learners are divided into groups and various customer service scenarios, such as <ol style="list-style-type: none"> <li>a. The impatient customer</li> <li>b. A product fails to meet expectations</li> <li>c. The angry customer</li> <li>d. The frugal customer</li> <li>e. Onboarding training request</li> </ol> Learners can prepare conversation scripts for these contexts and present them in the class with the help of the teacher. </li> <li>3. Minutes Tracking</li> <li>4. Learners are given minutes of any previously conducted meetings and asked to speak on what has happened in those meetings.</li> <li>5. Learners are instructed to prepare a list of questions critiquing the interview and present them in class. The most appropriate answers for each of them can be framed after discussion.</li> <li>6. Prepare a mock interview on any topic of your choice in the classroom.</li> <li>7. Organise a class on motivational speaking after listening to the content.</li> <li>8. Imagine yourself as a motivational speaker and give a speech to your class.</li> <li>9. Write a speech on a relevant topic and submit it as assignment.</li> </ol> | 8 |  |
|--|---|---|---|--|

|   |   |   |  |
|---|---|---|--|
| 3 | <p><b>Module III:</b></p> <ol style="list-style-type: none"> <li>1. Review Books<br/>Learners are asked to prepare a book review of the prescribed text (Chapter 2) after carefully reading it.</li> <li>2. Reading Comprehension<br/>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.</li> <li>3. Hashtag activism<br/>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.<br/>The process will unfold somewhat like this:<br/>Pick a particular cause.<br/>Plan your messaging and decide which hashtag to use.<br/>Create social media posts and promote your hashtag campaign.<br/>Learn about follows, likes, and comments and how they strengthen your campaign.</li> <li>4. Create a social media post on the story you have read.</li> <li>5. Identify other stories from the same author and read it in the class.</li> </ol> | 7 |  |
|---|---|---|--|



|  |  |  |   |  |
|--|--|--|---|--|
|  |  | <b>Module IV:</b> <ol style="list-style-type: none"> <li>1. 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.</li> <li>2. Organise mock meetings in class by assigning duties to groups</li> <li>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.</li> <li>4. After reading the declaration, make a comparison of the labour codes implemented in India with respect to the goals of ILO.</li> <li>5. Read and write detailed notes on each labour code introduced in India.</li> <li>6. Organise a discussion on the nature of the relationship between the Labourers and Employers.</li> <li>7. Make a summary incorporating major points from the interview you read.</li> <li>8. Write a report on any other interviews given by well-known entrepreneurs.</li> <li>9. Construct appropriate questions to interview successful entrepreneurs.</li> </ol> | 7 |  |
|--|--|--|---|--|

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 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 POs:**

|      | PO1 | PO2 | PO3 | PO4 | PO5 | PO 6 | PO7 |
|------|-----|-----|-----|-----|-----|------|-----|
| CO 1 | -   | 1   | -   | -   | 3   | -    |     |
| CO 2 | 1   | 2   | 1   | .   | 1   | 1    |     |
| CO 3 | -   | 2   | 1   | -   | -   | 1    |     |
| CO 4 | 2   | 3   | -   | -   | -   | -    | 1   |

**Corelation level:**

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

**Assessment Rubrics:**

- Quiz/Midterm Exam
- Viva
- Assignments
- Final Exam

**Mapping of COs to Assessment Rubrics:**

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

**Suggested Reading:**

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

**ST. THOMAS COLLEGE (AUTONOMOUS), THRISSUR**

**FOUR-YEAR UNDER GRADUATE PROGRAMME (STC-FYUGP)**

**GENERAL FOUNDATION COURSE**

**ABILITY ENHANCEMENT COURSE (AEC)**

|                |   |                  |                   |                    |             |
|----------------|---|------------------|-------------------|--------------------|-------------|
| Programme      | <b>GENERAL FOUNDATION COURSE</b>  |                  |                   |                    |             |
| Course Code    | <b>ENG2FA103(1A)</b>  |                  |                   |                    |             |
| Course Title   | <b>ADVANCED ENGLISH LANGUAGE SKILLS FOR LITERATURES</b>   |                  |                   |                    |             |
| Type of Course | <b>ABILITY ENHANCEMENT COURSE (AEC)-LANGUAGES</b>   |                  |                   |                    |             |
| 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   | To interpret and critically evaluate complex texts, including literary works, technical documents, and scholarly articles, identifying themes, arguments, and stylistic elements.   | An              | C                  | Assignments/<br>Discussion       |
| CO2   | To employ language learning through personal, social and professional contexts.   | U               | M                  | Assignments & Team Exercise      |
| CO3   | To 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             |
| CO4   | To 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 |
| * - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C)<br>#-Factual Knowledge (F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M) |   |                 |                    |                                  |

**Detailed Syllabus:**

| <b>Mod<br/>ule</b> | <b>Un<br/>it</b>  | <b>Content</b>  | <b>Hrs</b> |  |
|--------------------|---|---|------------|--|
| <b>I</b>           | <b>Listening and Speaking: Language and Performance</b> |   | <b>7</b>   |  |
|                    | 1   | How to speak so that people want to listen- Julian Treasure<br><a href="https://youtu.be/eIho2S0ZahI?si=EhMXXhYRT1zlrZLe">https://youtu.be/eIho2S0ZahI?si=EhMXXhYRT1zlrZLe</a>  | 1          |  |
|                    | 2   | Nobel Lecture- Kailash Satyarthi on 10 December 2014 at the Oslo City Hall, Norway.<br><a href="https://www.nobelprize.org/prizes/peace/2014/satyarthi/lecture/">https://www.nobelprize.org/prizes/peace/2014/satyarthi/lecture/</a>  | 2          |  |
|                    | 3   | A Love Letter To Mom- Rajasekhar Mamidana<br><a href="https://youtu.be/yz2bZgPSyH0?si=2wOXKt7G0MEvTmrG">https://youtu.be/yz2bZgPSyH0?si=2wOXKt7G0MEvTmrG</a>  | 2          |  |
|                    | 4   | When Love Arrives -Sarah Kay & Phil Kaye<br><a href="https://youtu.be/cPG6nJRJeWQ?si=6iCT3yOTgGXZFB3o">https://youtu.be/cPG6nJRJeWQ?si=6iCT3yOTgGXZFB3o</a>   | 2          |  |
| <b>II</b>          | <b>Language in Writing and Reading</b>                  |   | <b>7</b>   |  |
|                    | 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          |  |
| <b>III</b>         | <b>Language and Cultural Communication</b>              |   | <b>8</b>   |  |
|                    | 9   | Balyakalasakhi (chapter3) – Vaikkom Muhammed Basheer  | 2          |  |
|                    | 10  | RE Asher interview with K. Jayakumar IAS on translating Basheer.<br><a href="https://youtu.be/5gC5NB4ve5o?si=hcIJfIz50Xvl2QQS">https://youtu.be/5gC5NB4ve5o?si=hcIJfIz50Xvl2QQS</a>   | 2          |  |
|                    | 11  | The Ceaseless Rain – Rafeeq Ahammed (translated by Anitha Varma)  | 2          |  |
|                    | 12  | Michael Jackson: The Earth Song   | 2          |  |
| <b>IV</b>          | <b>Language and the Digital Space</b>                   |   | <b>8</b>   |  |
|                    | 13  | The Effect of New Technologies on English -David Crystal<br><a href="https://youtu.be/qVqcoB798Is?si=sy5msfPQBxpflGLr">https://youtu.be/qVqcoB798Is?si=sy5msfPQBxpflGLr</a>   | 2          |  |
|                    | 14  | The Digital Personal Data Protection Act, 2023-Chapter 1<br><a href="https://www.meity.gov.in/writereaddata/files/Digital%20Personal%20Data%20Protection%20Act%202023.pdf">https://www.meity.gov.in/writereaddata/files/Digital%20Personal%20Data%20Protection%20Act%202023.pdf</a> | 2          |  |
|                    | 15  | Cyberbullying: What It Is, The Effects It Can Have On Teens, And Signs To Watch For<br><a href="https://youtu.be/Y9D2PFD7nTI?si=2xwtuDr4esL-p30k">https://youtu.be/Y9D2PFD7nTI?si=2xwtuDr4esL-p30k</a>  | 2          |  |
|                    | 16  | Writing in Cyber Space<br>Etiquette in Formal and Informal Contexts   | 2          |  |

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

|   |   |   |  |
|---|---|---|--|
| 3 | <b>Module III:</b> <ol style="list-style-type: none"> <li>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.</li> <li>2. Identify major translated contemporary poems from Malayalam literature and prepare a write-up.</li> <li>3. Compare and contrast human and machine translation- a prose passage translated by the learner and Google translator.</li> <li>4. Collect critical essays on Basheer and share it in the class.</li> <li>5. Comment on the treatment of 'love' in <i>Balyakalasakhi</i>.</li> <li>6. How is parental affection treated in 'The Ceaseless Rain'?</li> <li>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.</li> <li>8. After listening to 'The Earth Song', find songs or poems problematising similar themes from your language.</li> <li>9. Rewrite the song and submit it as a creative assignment after listening to the performance in the class.</li> </ol> | 7 |  |
| 4 | <b>Module IV:</b> <ol style="list-style-type: none"> <li>1. Make short videos on cyber bullying.</li> <li>2. Find out Hashtag movements and conduct discussions on how language is used in them.</li> <li>3. Find out issues related to ethics in digital spaces and find out examples.</li> <li>4. Give a topic for social media writing and do peer evaluation.</li> <li>5. Write an article on Digital Space.</li> <li>6. Create trolls and conduct a debate on the effectiveness of trolls in the process of communication.</li> <li>7. Conduct a group discussion on Netiquette.</li> <li>8. Prepare a speech on Cyber bullying.</li> </ol>  | 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 POs:

|     | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 |
|-----|-----|-----|-----|-----|-----|-----|-----|
| CO1 | 3   | 3   | -   | -   | -   | 3   | 1   |
| CO2 | 2   | 3   | 1   | -   | -   | 2   | -   |
| CO3 | 2   | 2   | 2   | -   | -   | 1   | -   |
| CO4 | 2   | 3   | 3   | -   | -   | 2   | -   |

### Correlation Levels:

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

### Assessment Rubrics:

Quiz/Midterm Exam

Viva

Assignments

Final Exam

**Mapping of COs to Assessment Rubrics:**

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

**ST. THOMAS COLLEGE (AUTONOMOUS), THRISSUR**

**FOUR-YEAR UNDERGRADUATE PROGRAMME (STC-FYUGP)**

**GENERAL FOUNDATION COURSE**

**ABILITY ENHANCEMENT COURSE (AEC)**

|                |  |                  |                   |                    |             |
|----------------|--|------------------|-------------------|--------------------|-------------|
| Programme      | <b>GENERAL FOUNDATION COURSE</b>   |                  |                   |                    |             |
| Course Code    | <b>ENG2FA103(1B)</b>   |                  |                   |                    |             |
| Course Title   | <b>ADVANCED ENGLISH LANGUAGE SKILLS FOR HUMANITIES AND OTHER BA PROGRAMMES</b>   |                  |                   |                    |             |
| Type of Course | <b>ABILITY ENHANCEMENT COURSE(AEC)-HUMANITIES</b>  |                  |                   |                    |             |
| 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   | To adapt critical thinking skills and enhance ability to comprehend and evaluate information through reading and listening. | An               | C                   | Comprehension/<br>Discussion                                      |
| CO2   | To develop vocabulary and explore language expressions and idioms for effective communication                               | U                | P                   | Quiz/ Role Play   |
| CO3   | To implement interpersonal and digital communication proficiency for societal intervention                                  | U                | M                   | Oral Presentation/<br>Blogging/ Vlogging                          |
| CO4   | To generate creative ideas and expressions and present them effectively   | C                | M                   | Travel Writing/<br>Digital Content<br>Creation/ Recipe<br>Writing |
| * - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C)<br># - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P)<br>Metacognitive Knowledge (M) |   |                  |                     |   |

**Detailed Syllabus:**

| Module     | Unit | Content  | Hrs      |
|------------|------|--|----------|
| <b>I</b>   |      | <b>Assertive Communication: Cultivating Self-Worth</b>   | <b>7</b> |
|            | 1    | Still, I Rise- Maya Angelou  | 2        |
|            | 2    | Conversation between Gandhi and Narayana Guru (1924)   | 1        |
|            | 3    | Born a Crime -Trevor Noah<br><a href="https://youtu.be/dEsWOZjjVt8?si=uFArisQeICQtuse2">https://youtu.be/dEsWOZjjVt8?si=uFArisQeICQtuse2</a>   | 2        |
|            | 4    | Investigation of a Dog-Franz Kafka   | 2        |
| <b>II</b>  |      | <b>Strategic Communication: Achieving Objectives Together</b>  | <b>7</b> |
|            | 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        |
| <b>III</b> |      | <b>Perspective Matters: Navigating Diversity in Communication</b>  | <b>8</b> |
|            | 9    | The True Story of the Three Little Pigs- Jon Scieszka.   | 2        |
|            | 10   | Act with Hope, Ignore the Trolls-Greta Thunberg<br><a href="https://youtu.be/YXezjC_s2Vw?si=N0haoOVsK4izqEkE">https://youtu.be/YXezjC_s2Vw?si=N0haoOVsK4izqEkE</a>   | 2        |
|            | 11   | Bezwada Wilson in conversation with Perumal Murugan<br><a href="https://www.thehindu.com/society/bezwada-wilson-in-conversation-with-perumal-murugan/article22260315.ece">https://www.thehindu.com/society/bezwada-wilson-in-conversation-with-perumal-murugan/article22260315.ece</a>   | 2        |
|            | 12   | The Black Ball- Ralph Ellison  | 2        |
| <b>IV</b>  |      | <b>Interventional Communication: Strategies for Impactful Engagement</b>   | <b>8</b> |
|            | 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.<br><a href="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/">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/</a> | 2        |
|            | 16   | The Corpse Exhibition-Hassan Blassim   | 2        |

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

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

|      | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 |
|------|-----|-----|-----|-----|-----|-----|-----|
| CO 1 | -   | 1   | -   | -   | 3   | -   | 1   |
| CO 2 | 1   | 2   | 1   | .   | 1   | 1   | -   |
| CO 3 | -   | 2   | 1   | 1   | -   | 1   | -   |
| CO 4 | -   | -   | -   | 1   | -   | -   | -   |

**Corelation Level:**

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

**Assessment Rubrics:**

- Quiz/Midterm Exam
- Viva
- Assignments
- Final Exam



**Mapping of COs to Assessment Rubrics:**

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

**ST. THOMAS COLLEGE (AUTONOMOUS), THRISSUR**  
**FOUR-YEAR UNDERGRADUATE PROGRAMME (STC-FYUGP)**  
**GENERAL FOUNDATION COURSE**  
**ABILITY ENHANCEMENT COURSE (AEC)**

|                |   |                  |                   |                    |             |
|----------------|---|------------------|-------------------|--------------------|-------------|
| Programme      | <b>GENERAL FOUNDATION COURSE</b>  |                  |                   |                    |             |
| Course Code    | <b>ENG2FA103(2)</b>   |                  |                   |                    |             |
| Course Title   | <b>ADVANCED ENGLISH LANGUAGE SKILLS FOR SCIENCES</b>  |                  |                   |                    |             |
| Type of Course | <b>ABILITY ENHANCEMENT COURSE (AEC)-SCIENCE</b>   |                  |                   |                    |             |
| 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  | To generate Scientific Temper and Experiential Learning                    | U, An           | C                  | Comprehension/General Discussion/Presentation /Audio& Video |
| CO 2  | To synthesize Science& humanities together on par with creativity          | U               | E                  | Assignment/Presentation/Debate /Roleplay/Mime/Street Play   |
| CO 3  | To develop critical thinking & Problem- solving                            | U,E             | Ap                 | Group Discussion/Role Play/Assignments/Presentation         |
| CO 4  | To appraise insight into global crisis, Inculcate moral and ethical values | U,C             | Ap                 | Assignments/ Digital Content Creation/Reporting             |
| *-Remember(R), Understand(U),Apply(Ap),Analyse(An),Evaluate(E),Create(C)<br>#FactualKnowledge(F)ConceptualKnowledge(C)ProceduralKnowledge(P)MetacognitiveKnowledge(M) |  |                 |                    |   |

**Detailed Syllabus:**

| Module     | Unit               | Content   | Hrs      |  |
|------------|--------------------|---|----------|--|
| <b>I</b>   | <b>Sound Cloud</b> |   | <b>7</b> |  |
|            | 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        |  |
| <b>II</b>  | <b>Book Share</b>  |   | <b>7</b> |  |
|            | 5                  | Wonders of Science: Printed version of Albert Einstein's 1930 Berlin Speech<br><a href="https://emersonkent.com/speeches/wonders_of_science.htm">https://emersonkent.com/speeches/wonders_of_science.htm</a>  | 2        |  |
|            | 6                  | All Palaces are Temporary Palaces- Rosebud Ben-Oni<br><a href="https://poetry.lib.uidaho.edu/index.php/poets/#Rosebud-Ben-Oni">https://poetry.lib.uidaho.edu/index.php/poets/#Rosebud-Ben-Oni</a>   | 2        |  |
|            | 7                  | The Star- Arthur C. Clarke  | 2        |  |
|            | 8                  | We live in the age of Cancer- Dr. Siddhartha Mukherjee meets Adam Rutherford.<br><a href="https://youtu.be/LHz9hXZiT3s?si=rvlpjh-0aO-XF">https://youtu.be/LHz9hXZiT3s?si=rvlpjh-0aO-XF</a>  | 1        |  |
| <b>III</b> | <b>Expressions</b> |   | <b>8</b> |  |
|            | 9                  | On Earth As in the Heavens- Neil deGrasse Tyson   | 2        |  |
|            | 10                 | Pi - Wislawa Szymborska<br><a href="http://www.famouspoetsandpoems.com/poets/wislawa_szymborska/poems/11682">http://www.famouspoetsandpoems.com/poets/wislawa_szymborska/poems/11682</a>  | 2        |  |
|            | 11                 | A Study in Emerald-Neil Gaiman  | 2        |  |
|            | 12                 | A Love Poem for Lonely Prime Numbers-Harry Baker<br><a href="https://youtu.be/O6jrLgvCUNs?si=Ki3BCryIfWwa6Pxe">https://youtu.be/O6jrLgvCUNs?si=Ki3BCryIfWwa6Pxe</a>   | 2        |  |
| <b>IV</b>  | <b>Word</b>        |   | <b>8</b> |  |
|            | 13                 | Nonclay : The Liquid Turning Desert to Farmland- Rachel Lovell<br><a href="https://www.bbc.com/future/bespoke/follow-the-food/the-spray-that-turns-deserts-into-farmland.html">https://www.bbc.com/future/bespoke/follow-the-food/the-spray-that-turns-deserts-into-farmland.html</a> | 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<br><a href="https://youtu.be/xnCTGXksomg?si=-3Ngwi0kWJMmVJJ6">https://youtu.be/xnCTGXksomg?si=-3Ngwi0kWJMmVJJ6</a>   | 2        |  |

| V | Practicum  | 30 |
|---|--|----|
| 1 | <b>Module I:</b> <ol style="list-style-type: none"> <li>1. Prepare a short note on the features of science fiction and how it is different from other short stories.</li> <li>2. Compare and contrast 'The Fourth State ' with any of the films you have watched and prepare a write up.</li> <li>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.</li> <li>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.</li> <li>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.</li> <li>6. Identify popular songs celebrating Science and invention and read it in the class then critically evaluate themes of the same.</li> <li>7. Prepare a short travelogue of your visit to any forest / streams</li> <li>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.</li> </ol> | 8  |
| 2 | <b>Module II:</b> <ol style="list-style-type: none"> <li>1. Write a short note on any discovery of science that has changed the life of humans in the 21st century.</li> <li>2. Discuss on any five interesting inventions that have made life easy and comfortable and make group presentations.</li> <li>3. Conduct a GD on Einstein and his contributions to the world of science.</li> <li>4. Prepare a picture Quiz on Scientific inventions and discoveries.</li> <li>5. Write an essay on how the material interests may shape colonial exploration by drawing instances from the history of science.</li> <li>6. Discuss the fusion of facts and fantasy in science fiction.</li> <li>7. Find out the distinction between scientific reality and common notion of the universe in the light of reading 'The Star'.</li> <li>8. Prepare a brief note on Cancer after watching the interview with Dr. Siddhartha Mukherjee.</li> </ol>   | 8  |

|   |   |   |
|---|---|---|
| 3 | <b>Module III:</b> <ol style="list-style-type: none"> <li>1. After reading 'On Earth as in the Heavens', discuss about the intersection of science, religion, and philosophy.</li> <li>2. Prepare a short note on the potential conflicts between scientific discoveries and religious teachings in 'On Earth as in the Heavens'.</li> <li>3. Write creative responses inspired by Szymborska's poem. This could include poems, short stories, or visual artworks that explore themes of mathematics, curiosity, or the mysteries of the universe.</li> <li>4. Discuss how Szymborska uses poetry to engage with complex philosophical and scientific concepts.</li> <li>5. Discuss about various elements that create a good thriller in the light of your reading 'A Study in Emerald'.</li> <li>6. Compare 'A Study in Emerald' with any crime thriller in print or on screen.</li> <li>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.</li> <li>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.</li> </ol>  | 7 |
| 4 | <b>Module IV:</b> <ol style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>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.</li> <li>4. Submit an assignment on scientific revolution and social transformation of Europe and read it in the class.</li> <li>5. Visual media presentations can help foster scientific temper very significantly. Examine the statement referring to 'A Trip to Infinity'.</li> <li>6. The universe will impress the youth with its immensity and mystery. Conduct a GD and prepare a report.</li> <li>7. Draft a detailed write-up on the concept of scientific temper after watching 'Scientific Temper by Indian Scientists'.</li> <li>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</li> </ol> | 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](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.Cambridgeenglish.org](http://www.Cambridgeenglish.org)
4. [www.Journalbuddies.com](http://www.Journalbuddies.com)
5. [www.splashlearn.com/ela-game](http://www.splashlearn.com/ela-game)
6. [www.splashlearn.com/ela-games](http://www.splashlearn.com/ela-games)

Mapping of COs with POs:

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

**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
- Final Exam

**Mapping of COs to Assessment Rubrics:**

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



**ST. THOMAS COLLEGE (AUTONOMOUS), THRISSUR**  
**FOUR-YEAR UNDER GRADUATE PROGRAMME (STC-FYUGP)**  
**GENERAL FOUNDATION COURSE**  
**ABILITY ENHANCEMENT COURSE (AEC)**

|                |  |                  |                   |                    |             |
|----------------|--|------------------|-------------------|--------------------|-------------|
| Programme      | <b>GENERAL FOUNDATION COURSE</b>   |                  |                   |                    |             |
| Course Code    | <b>ENG2FA103(3)</b>  |                  |                   |                    |             |
| Course Title   | <b>ADVANCED ENGLISH LANGUAGE SKILLS FOR COMMERCE AND MANAGEMENT</b>  |                  |                   |                    |             |
| Type of Course | <b>ABILITY ENHANCEMENT COURSE(AEC)- COMMERCE AND MANAGEMENT</b>  |                  |                   |                    |             |
| 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   | To 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   | To prioritize language learning through personal, social and professional contexts.   | U               | M                  | Assignments & Team Exercise       |
| CO3   | To design Perspective formation and articulation  | E/C             | C                  | Public Speaking Exercises/Debates |
| CO4   | To execute impactful presentations and speeches with confidence utilizing effective rhetorical techniques, body language and visual aids.   | C               | P                  | Presentations/GD                  |
| <p>* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C)</p> <p>#-FactualKnowledge(F)ConceptualKnowledge(C)ProceduralKnowledge(P)Metacognitive Knowledge (M)</p> |   |                 |                    |                                   |

**Detailed Syllabus:**

| <b>Module</b> | <b>Unit</b>                              | <b>Content</b>   | <b>Hrs</b> |  |
|---------------|--|--|------------|--|
| <b>I</b>      | <b>Success Narratives</b>                |  | <b>7</b>   |  |
|               | 1  | Standford Commencement Address-Steve Jobs<br><a href="https://youtu.be/UF8uR6Z6KLC?si=Xze8xBjdTCLN8Onh">https://youtu.be/UF8uR6Z6KLC?si=Xze8xBjdTCLN8Onh</a>   | 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          |  |
| <b>II</b>     | <b>Specimens from The Literary World</b> |  | <b>7</b>   |  |
|               | 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          |  |
| <b>III</b>    | <b>Words and World</b>                   |  | <b>8</b>   |  |
|               | 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<br><a href="https://www.youtube.com/watch?v=ixRanV-rdAQ">https://www.youtube.com/watch?v=ixRanV-rdAQ</a>  | 2          |  |
| <b>IV</b>     | <b>Articulations in Black and White</b>  |  | <b>8</b>   |  |
|               | 13                                       | Abdulrazak Gurnah-Nobel Prize in Literature 2021 at the Swedish Academy (Interview)<br><a href="https://youtu.be/gu1TqDhnLlw?si=49BxDutB47MrDRU">https://youtu.be/gu1TqDhnLlw?si=49BxDutB47MrDRU</a> | 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 |  |
|---|--|----|--|
|   | <p data-bbox="315 226 506 258"><b>1 Module I:</b></p> <ol data-bbox="418 264 1192 1318" style="list-style-type: none"> <li>1. Jobs' leadership style and philosophy are evident throughout his speech. Analyse his insights and discuss effective leadership qualities after listening to it carefully.</li> <li>2. Jobs' talks 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.</li> <li>3. Use the poem as a starting point for a discussion and review on environmental stewardship and the importance of protecting the Earth.</li> <li>4. Prepare an action plan for the learners to participate in the environmental conservation efforts in their community.</li> <li>5. Trace out the elements of adventure and survival in The Mexican</li> <li>6. Comment on the narrative techniques employed by Jack London to make his stories highly readable.</li> <li>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.</li> <li>8. Discuss and write a short note on real-world issues such as homelessness or refugee crises and survival issues.</li> <li>9. Prepare a speech on the themes of kindness, compassion, and service to others portrayed in the film.</li> <li>10. Write a report on the historical events such as the Vietnam War or the Watergate scandal etc after watching the film.</li> </ol> | 7  |  |

|  |   |  |   |  |
|--|---|--|---|--|
|  | 2 | <b>Module II:</b> <ol style="list-style-type: none"> <li>1. Conduct a discussion on the topic of Technological inventions and innovations and human progress in the light of the poem 'Express'.</li> <li>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.</li> <li>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.</li> <li>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.</li> <li>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.</li> <li>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.</li> <li>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 after listening to the speech.</li> <li>8. Write your ideas on how to educate your mind and exchange it with your peers then collect everything together to read it out in the classroom.</li> </ol> | 7 |  |
|--|---|--|---|--|

|  |   |   |   |  |
|--|---|---|---|--|
|  | 3 | <b>Module III:</b> <ol style="list-style-type: none"> <li>1. Discuss the factors which make The Gift of the Magi an all-time favourite.</li> <li>2. Comment on the ' O Henry twist ' that renders a special charm to his stories.</li> <li>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.</li> <li>4. 'Literacy will be dead, and democracy will be dead as well.' Examine this statement and conduct a debate.</li> <li>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.</li> <li>6. Collect details in groups and prepare a write up on literature of the Diaspora.</li> <li>7. Innovation is the soul of entrepreneurship. Examine the statement after listening to Sunder Pichai' s speech.</li> <li>8. Conduct a GD on the impact of digital technology on the youth.</li> </ol> | 8 |  |
|--|---|---|---|--|

|  |   |   |   |  |
|--|---|---|---|--|
|  | 4 | <b>Module IV:</b> <ol style="list-style-type: none"> <li>1. Prepare a research project on a specific aspect of Abdulrazak Gurnah's life or work.</li> <li>2. Explore critical responses to Abdulrazak Gurnah's work and discuss different interpretations and analyses.</li> <li>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,</li> <li>4. Prepare an imaginary conversation with the writer as a creative assignment highlighting the aspects of savagery in perceivably modern cultures.</li> <li>5. Listening to the song and identify themes of wealth gap and disparity then divide into group and prepare a presentation</li> <li>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.</li> <li>7. Analyse Mandela's commitment to social justice and service to others and prepare an article.</li> <li>8. Conduct a GD on Mandela's strengths, weaknesses, motivations, and how he evolves as a character in his autobiography.</li> </ol> | 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 POs:**

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

**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
- Final Exam



**Mapping of Cos to Assessment Rubrics:**

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

**ST. THOMAS COLLEGE (AUTONOMOUS), THRISSUR**  
**FOUR-YEAR UNDERGRADUATE PROGRAMME (STC-FYUGP)**  
**GENERAL FOUNDATION COURSE**  
**III SEMESTER MULTI-DISCIPLINARY COURSE**

|                |   |                  |                   |                    |             |
|----------------|---|------------------|-------------------|--------------------|-------------|
| Programme      | GENERAL FOUNDATION COURSE   |                  |                   |                    |             |
| Course Code    | <b>ENG3FM107(1A)</b>  |                  |                   |                    |             |
| Course Title   | UNDERSTANDING KERALA: CULTURAL AND LITERARY PERSPECTIVES  |                  |                   |                    |             |
| Type of Course | <b>MULTI-DISCIPLINARY COURSE (MDC)- BA LANGUAGES</b>  |                  |                   |                    |             |
| Semester       | <b>3</b>  |                  |                   |                    |             |
| 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):**

| <b>CO</b>  | <b>CO Statement</b>   | <b>Cognitive Level*</b> | <b>Knowledge Category#</b> | <b>Evaluation Tools used</b>  |
|--|---|-------------------------|----------------------------|---|
| <b>CO 1</b>  | To understand 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. |
| <b>CO 2</b>  | To synthesize the ability to critically analyze Kerala society's inherent ironies and contradictions.                   | U, An, E                | C, M                       | Reviews concerning marginalized communities, Debates, activities involving dialects                                     |
| <b>CO 3</b>  | To 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                          |
| * - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C)<br># - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M) |   |                         |                            |   |

**Detailed Syllabus:**

| Module   | Unit                                      | Content   | Hours     |  |
|----------|---|---|-----------|--|
| <b>I</b> | <b>Historical and Cultural Chronicles</b> |   | <b>10</b> |  |
|          | 1   | A Ballad of Kochi- Parvathy Dhananjayan<br><a href="https://allegrallaboratory.net/academic-fictions-a-ballad-of-kochi/?print=pdf">https://allegrallaboratory.net/academic-fictions-a-ballad-of-kochi/?print=pdf</a>  | 2         |  |
|          | 2   | a) Early Influences: Who Shaped Kerala Food? - Tanya Abraham<br><a href="https://www.youtube.com/watch?v=0p3i-Tj5NvA">https://www.youtube.com/watch?v=0p3i-Tj5NvA</a><br><br>b) Late Influences: The Colonisers- Tanya Abraham<br><a href="https://youtu.be/q6qpSApjewo?si=Vj3FGKAHp1nBHTBo">https://youtu.be/q6qpSApjewo?si=Vj3FGKAHp1nBHTBo</a>   | 4         |  |
|          | 3   | The View from Chavittunadakam's Stamping Grounds- Saraswathy Nagarajan<br><a href="https://www.thehindu.com/entertainment/art/the-fragments-of-illusion-an-award-winning-documentary-on-chavittunadakam/article36857615.ece">https://www.thehindu.com/entertainment/art/the-fragments-of-illusion-an-award-winning-documentary-on-chavittunadakam/article36857615.ece</a>                                       | 2         |  |
|          | 4   | <i>Kandittund! (Seen It!)</i> – Dir. Adithi Krishnadas<br><a href="https://www.youtube.com/watch?v=DxYbfJUOOMQ">https://www.youtube.com/watch?v=DxYbfJUOOMQ</a>   | 2         |  |
|          |   | <b>Suggested Activities:</b><br><br>1. Discussion of folktales and legends that reveal the history and culture of the learner's region.<br><br>2. Poster Exhibitions on the history of the region and its socio-cultural and political evolution.<br><br>3. Write an article on any of the regional performances.<br><br>4. Create a video on the local history of the learner's region along with a voiceover. |           |  |

|            |                                |  |          |  |
|------------|--------------------------------|--|----------|--|
| <b>II</b>  | <b>Literary Lens</b>           |  | <b>7</b> |  |
|            | 5                              | Jati Nirnayam- Sree Narayana Guru.<br><a href="https://www.poemhunter.com/poem/casteism/">https://www.poemhunter.com/poem/casteism/</a>  | 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:<br><br>1. Identifying and showcasing local cuisine and local art forms.<br>2. Read stories about casteism in Kerala.<br>3. Compile the names and activities of leaders who changed the socio-cultural scenario of Kerala<br>4. Write a review of a story from a feminist perspective.          |          |  |
| <b>III</b> | <b>Voices from the Margins</b> |  | <b>9</b> |  |
|            | 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<br><br><a href="https://youtu.be/JeihzfPnNCQ?si=srEiCiS86j2SkP3x">https://youtu.be/JeihzfPnNCQ?si=srEiCiS86j2SkP3x</a><br><a href="https://youtu.be/qzGlkSr9iY?si=4bUOg0kIwuXdG_Jg">https://youtu.be/qzGlkSr9iY?si=4bUOg0kIwuXdG_Jg</a> | 4        |  |

|    |  |   |           |  |
|----|--|---|-----------|--|
|    |  | <p>Suggested Activities:</p> <ol style="list-style-type: none"> <li>1. Identify dialects from your district and write a newspaper report on them.</li> <li>2. Write a review of any one narrative from a marginalized community.</li> <li>3. Attempt translating a story about a marginalized community from Malayalam.</li> <li>4. Enact a play adapted from a story about the marginalized community from Kerala.</li> </ol>                          |           |  |
| IV | <b>Popular Narratives</b>                |   | <b>10</b> |  |
|    | 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<br><a href="https://www.youtube.com/watch?v=TdH-Q6uvX4Q">https://www.youtube.com/watch?v=TdH-Q6uvX4Q</a>   | 2         |  |
|    | 16                                       | The Rich Man's Vessel - Tales from Kerala- Folktales of India<br><a href="https://www.youtube.com/watch?v=kLQaGGjbQY8">https://www.youtube.com/watch?v=kLQaGGjbQY8</a>  | 2         |  |
|    |  | <p>Suggested Activities:</p> <ol style="list-style-type: none"> <li>1. Field trip to a culturally relevant site.</li> <li>2. Conduct and transcribe an interview with a person who is an expert in vernacular literature.</li> <li>3. Conducting an exhibition showcasing local culture.</li> <li>4. Attempt to translate vernacular folktales or legends into English.</li> </ol>  |           |  |
| V  | <b>Understanding Kerala through Ages</b> |   | <b>9</b>  |  |
|    |  | <ol style="list-style-type: none"> <li>1. <i>Sancharikal Kanda Keralam</i>- Velayudhan Panikkassery</li> <li>2. <i>Eating With History: Ancient Trade-Influenced Cuisines of Kerala</i>- Tanya Abraham</li> <li>3. <i>Aithyhyamala (The Great Legends of Kerala)</i> Vol.1 - Kottarathil Sankunni (trans. Sreekumari Ramachandran.</li> <li>4. The Keralolpatti as History from <i>The Early Medieval in South India</i> - Kesavan Veluthat.</li> </ol> |           |  |

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 Keralolpatti as History from *The Early Medieval in South India* - Kesavan Veluthat.
8. Growth of Political Consciousness among Women in Modern Kerala- Meera Velayudhan. *Perspectives on Kerala History, Kerala State Gazetteers* Vol. 2. Ed. P. J. Cheriyan.
9. *The God of Small Things*- Arundhati Roy
10. Chapter 6: Conclusion from *Against Lord and State: Religion and Peasant Uprisings in Malabar 1836-1921*- K.N. Panikkar.
11. Cultural Formations of Kerala- B Rajeevan.  
*Essays on the Cultural Formations of Kerala*. Ed. P.J.Churian
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](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 Aithihamala*- Vrinda Varma

**Mapping of COs with POs:**

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

**Correlation Levels:**

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

**Assessment Rubrics:**

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

**Mapping of Cos to Assessment Rubrics:**

|      | Quiz/ Discussion/<br>Seminar (10%) | Internal Exam<br>(10%) | Assignment<br>(10%) | End Semester<br>Exam (70%) |
|------|------------------------------------|------------------------|---------------------|----------------------------|
| CO 1 | ✓                                  | ✓                      | ✓                   | ✓                          |
| CO 2 | ✓                                  | ✓                      | ✓                   | ✓                          |
| CO 3 | ✓                                  | ✓                      | ✓                   | ✓                          |



**ST. THOMAS COLLEGE (AUTONOMOUS), THRISSUR**  
**FOUR-YEAR UNDERGRADUATE PROGRAMME (STC-FYUGP)**

**GENERAL FOUNDATION COURSE**

**MULTI-DISCIPLINARY COURSE –MDC**

|                |  |                  |                   |                    |             |
|----------------|--|------------------|-------------------|--------------------|-------------|
| Programme      | GENERAL FOUNDATION COURSE  |                  |                   |                    |             |
| Course Code    | <b>ENG3FM107(1B)</b>   |                  |                   |                    |             |
| Course Title   | <b>UNDERSTANDING KERALA: SOCIETY, ECONOMY AND ECOLOGY</b>  |                  |                   |                    |             |
| 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):**

| <b>CO</b>   | <b>CO Statement</b>  | <b>Cognitive Level*</b> | <b>Knowledge Category#</b> | <b>Evaluation Tools used</b>  |
|---|--|-------------------------|----------------------------|---|
| <b>CO 1</b>   | To define and discuss the pluralistic nature of Kerala, delving into various cultural and linguistic dimensions. | U, A                    | C                          | Writing Features, Articles, Seminars, Discussion                      |
| <b>CO 2</b>   | To analyze contemporary social issues, examining their impact on Kerala society.                                 | U, Ap, An, E            | F, M                       | Review, Presentation. Discussion, Debates, and Creating short videos. |
| <b>CO 3</b>   | To 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                                    |
| <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  | Hours    |  |
|----------|--------------------------------------|--|----------|--|
| <b>I</b> | <b>Kerala and Cultural Diversity</b> |  | <b>9</b> |  |
|          | 1                                    | Excerpt from the essay ‘Malabar Cuisine: History, Culture and the Present’ - Dr. Azeez Tharuvana<br><a href="https://www.sahapedia.org/malabar-cuisine-history-culture-and-the-present">https://www.sahapedia.org/malabar-cuisine-history-culture-and-the-present</a>  | 3        |  |
|          | 2                                    | Me, Myself, Mattancherry- Anitha Thampi<br><a href="https://indianexpress.com/article/opinion/columns/me-myself-mattancherry-4890685/">https://indianexpress.com/article/opinion/columns/me-myself-mattancherry-4890685/</a>   | 2        |  |
|          | 3                                    | Tale of the Only Parsi Temple in Kerala- Left Right Voice<br><a href="https://www.youtube.com/watch?v=V4Z09Kj7dxs">https://www.youtube.com/watch?v=V4Z09Kj7dxs</a> .   | 2        |  |
|          | 4                                    | Pudava- Asokan Marayoor  | 2        |  |
|          |                                      | Suggested Activities:<br><br>1. Identify a religious or linguistic minority in Kerala and write a feature on them.<br>2. Group Activity– Visit a local site inhabited by religious or linguistic minorities and conduct interviews.<br>3. Make a short video on any cultural community of the learners’ district.<br>4. Write an article on any regional uniqueness from the learners' area. |          |  |

|           |   |   |          |  |
|-----------|---|---|----------|--|
| <b>II</b> | <b>Kerala and Contemporary Trailblazers</b> |   | <b>9</b> |  |
|           | 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.<br><a href="https://www.sonyliv.com/movies/freedom-fight-malayalam-1000159917">https://www.sonyliv.com/movies/freedom-fight-malayalam-1000159917</a>  | 3        |  |
|           |   | Suggested Activities:<br><br><ol style="list-style-type: none"> <li>1. Profile preparation on a prominent person in the social or cultural scenario.</li> <li>2. Write a review on a film that discusses any social event of significance.</li> <li>3. Discuss the problems faced by sexual minorities in Kerala.</li> <li>4. Conduct a debate on the inclusiveness of Kerala Society.</li> </ol> |          |  |

|            |                           |  |          |  |
|------------|---------------------------|--|----------|--|
| <b>III</b> | <b>Kerala and Economy</b> |  | <b>9</b> |  |
|            | 9                         | Excerpt from 'Kerala's Experience of Development and Change' - Govindan Parayil and T.T.Sreekumar<br><a href="https://www.researchgate.net/publication/249041504_Kerala's_Experience_of_Development_and_Change">https://www.researchgate.net/publication/249041504_Kerala's_Experience_of_Development_and_Change</a>   | 3        |  |
|            | 10                        | Why We Work and Live in Kerala: Migrant Labourers Speak- <i>The News Minute</i><br><a href="https://www.youtube.com/watch?v=qwJNBobY4EM&amp;t=87">https://www.youtube.com/watch?v=qwJNBobY4EM&amp;t=87</a>   | 2        |  |
|            | 11                        | Varika, Vanguka- P.P. Ramachandran from <i>Pathitandinte Kavitha</i> – Ed. Ezhacherry Ramachandran   | 2        |  |
|            | 12                        | Kudumbasree-The Real Kerala Story-<br><i>NewsClickin</i><br><a href="https://www.youtube.com/watch?v=fDuki_FUvWQ">https://www.youtube.com/watch?v=fDuki_FUvWQ</a>  | 2        |  |
|            |                           | Suggested Activities:<br><br>1. Prepare a report on the workings of neighbourhood groups in the learners' locality.<br>2. Prepare a survey among the migrant labourers of the learners' area to identify the reasons for migration.<br>3. Discuss the trajectory of economic growth and development in Kerala.<br>4. Write an article about the major occupations in the learners' area. |          |  |

|    |                         |   |   |  |
|----|-------------------------|---|---|--|
| IV | Kerala and Co-Existence |   | 9 |  |
|    | 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 <a href="https://truecopythink.media/environment/forest-wildlife-human-conflict-nr-anoop-interview-manila-c-mohan">https://truecopythink.media/environment/forest-wildlife-human-conflict-nr-anoop-interview-manila-c-mohan</a> | 3 |  |
|    | 16                      | <i>Sex, Lies &amp; a Book</i> - Documentary on Nalini Jameela<br><a href="https://www.youtube.com/watch?v=3Ikhkb06wJo&amp;t=77s">https://www.youtube.com/watch?v=3Ikhkb06wJo&amp;t=77s</a>  | 2 |  |
|    |                         | <b>Suggested Activities:</b><br>1. Discuss the plight of workers who are forced to do jobs categorized by mainstream society as menial.<br>2. Screen documentaries or short films that highlight the relationship between humans and animals, showcasing both positive and negative interactions.<br>3. Conduct interviews with people from marginalised communities.<br>4. Identify various narratives on marginalised communities.                |   |  |
| V  | Layers                  |   | 9 |  |
|    |                         | 1. <i>Kochikkaar: Fort Kochi-Mattancheriyude Adrisyapaithrukanweshanam</i> –Bony Thomas<br>2. The Study of Hundred year old Gujarati settlement in Calicut- Trisha Parekh<br>3. <i>Autobiography of a Sex Worker</i> - Nalini Jameela<br>4. <i>Pathitandinte Kavitha</i> – Edited by Ezhacherry Ramachandran<br>5. <i>Mallikavasantham</i> - Vijayarajamallika  |   |  |

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](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](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](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\\_eatrabheaseaeivirayule\\_sandara\\_yavuun\\_reatriyavuun](https://www.researchgate.net/publication/356892995_Aesthetics_and_Politics_of_Poetry_written_in_Tribal_Languages_of_Kerala_keralattile_ka_eatrabheaseaeivirayule_sandara_yavuun_reatriyavuun)
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 POs:**

|             | <b>PO 1</b> | <b>PO 2</b> | <b>PO 3</b> | <b>PO 4</b> | <b>PO 5</b> | <b>PO 6</b> | <b>PO 7</b> |
|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| <b>CO 1</b> | <b>2</b>    | <b>-</b>    | <b>2</b>    | <b>1</b>    | <b>-</b>    | <b>1</b>    | <b>2</b>    |
| <b>CO 2</b> | <b>3</b>    | <b>1</b>    | <b>1</b>    | <b>3</b>    | <b>1</b>    | <b>2</b>    | <b>3</b>    |
| <b>CO 3</b> | <b>2</b>    | <b>3</b>    | <b>3</b>    | <b>2</b>    | <b>2</b>    | <b>2</b>    | <b>3</b>    |

**Correlation Levels:**

| <b>Level</b> | <b>Correlation</b> |
|--------------|--------------------|
| -            | Nil                |
| 1            | Slightly / Low     |
| 2            | Moderate / Medium  |
| 3            | Substantial / High |

**Assessment Rubrics:**

1. Quiz/ Discussion/ Seminar
2. Internal Exam
3. Assignment
4. End Semester Exam
- 5.

**Mapping of Cos to Assessment Rubrics:**

|             | <b>Quiz/<br/>Discussion/<br/>Seminar (10%)</b> | <b>Internal Exam<br/>(10%)</b> | <b>Assignment<br/>(10%)</b> | <b>End Semester<br/>Exam (70%)</b> |
|-------------|--|--------------------------------|-----------------------------|------------------------------------|
| <b>CO 1</b> | ✓  | ✓                              | ✓                           | ✓                                  |
| <b>CO 2</b> | ✓  | ✓                              | ✓                           | ✓                                  |
| <b>CO 3</b> | ✓  | ✓                              | ✓                           | ✓                                  |



**ST. THOMAS COLLEGE (AUTONOMOUS), THRISSUR**  
**FOUR-YEAR UNDERGRADUATE PROGRAMME (STC-FYUGP)**  
**GENERAL FOUNDATION COURSE**  
**MULTIDISCIPLINARY COURSE (MDC)**

|                |  |                  |                   |                    |             |
|----------------|--|------------------|-------------------|--------------------|-------------|
| Programme      | GENERAL FOUNDATION COURSE  |                  |                   |                    |             |
| Course Code    | <b>ENG3FM107(2)</b>  |                  |                   |                    |             |
| 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):**

| <b>CO</b>  | <b>CO Statement</b>  | <b>Cognitive Level*</b> | <b>Knowledge Category#</b> | <b>Evaluation Tools used</b>   |
|--|--|-------------------------|----------------------------|--|
| <b>CO 1</b>  | To understand, and identify the history and legacy of science in Kerala  | R, U                    | F, C                       | Debate, Role Play, Creative Writing, Article writing   |
| <b>CO 2</b>  | To examine 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 |
| <b>CO 3</b>  | To synthesize 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  |
| * - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C)<br># - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M) |  |                         |                            |  |

**Detailed Syllabus:**

| Module   | Unit | Content   | Hours    |  |
|----------|------|---|----------|--|
| <b>I</b> |      | <b>Science in Kerala</b>  | <b>9</b> |  |
|          | 1    | Excerpt from ‘Science in our Society’ – Dr B Ikbal<br><a href="https://www.youtube.com/watch?v=dzOT2pIn49E">https://www.youtube.com/watch?v=dzOT2pIn49E</a>   | 3        |  |
|          | 2    | Excerpt from ‘Science Dasakam’ – Sahodaran Ayyappan   | 2        |  |
|          | 3    | An Unusual Route to Science- Minnie M Mathan from<br><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<br>Popularisation in Kerala- Urmila Unnikrishnan<br><a href="https://alablog.in/issues/54/history-of-science-popularisation/">https://alablog.in/issues/54/history-of-science-popularisation/</a>   | 2        |  |
|          |      | Suggested Activities:<br><ol style="list-style-type: none"> <li>1. Conduct a debate on ‘Science and Gender’.</li> <li>2. Role play of a scientist from Kerala</li> <li>3. Write a short story about the life of a scientist from Kerala.</li> <li>4. Write an article about a scientific contribution from Kerala.</li> </ol> |          |  |

|    |                                       |   |          |  |
|----|---------------------------------------|---|----------|--|
| II | <b>Kerala- Technology and Culture</b> |   | <b>9</b> |  |
|    | 5                                     | Kuttippuram Palam – Edasseri Govindan Nair<br>(Trans. AsokakumarEdasseri& Jayasree )<br><a href="https://www.edasseri.org/English/translations/Kuttippuram%20Bridge%20by%20Edasseri%20-%20Translation.pdf">https://www.edasseri.org/English/translations/Kuttippuram%20Bridge%20by%20Edasseri%20-%20Translation.pdf</a>   | 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<br>Poduval <a href="https://app.primevideo.com/detail?gti=amzn1.dv.gti.12b78d12-d5b1-17dd-1c40-641f4fd88ed4&amp;ref=atv_lp_share_mv&amp;r=web">https://app.primevideo.com/detail?gti=amzn1.dv.gti.12b78d12-d5b1-17dd-1c40-641f4fd88ed4&amp;ref=atv_lp_share_mv&amp;r=web</a>   | 3        |  |
|    | 8                                     | An Introduction to Kerala State Council for Science, Technology and Environment<br><a href="https://kscste.kerala.gov.in/about-kscste/">https://kscste.kerala.gov.in/about-kscste/</a>  | 1        |  |
|    |                                       | <b>Suggested Activities:</b> <ol style="list-style-type: none"> <li>1. Identify and write a review of any literary work about the technology and culture of Kerala.</li> <li>2. Organise a visit to one of the recognised science institutions from Kerala and create a short video of the same.</li> <li>3. Conduct a survey on the Kerala-specific scientific scenario.</li> <li>4. Write a book review on any Popular Science work.</li> </ol> |          |  |

|            |                                     |  |          |  |
|------------|-------------------------------------|--|----------|--|
| <b>III</b> | <b>Kerala and Scientific Temper</b> |  | <b>9</b> |  |
|            | 9                                   | Excerpt from 'Science for Social Revolution'- Dr. B. Iqbal & Dr. Thomas Isaac.<br><br><i>Science for Social Revolution: A Reader</i> . Ed. M. P. Parameswaran  | 2        |  |
|            | 10                                  | Excerpt from 'Understanding Scientific Temper'- Webinar- Vaisakhan Thampi<br><br><a href="https://www.youtube.com/watch?v=p9DQx5N_hx8">https://www.youtube.com/watch?v=p9DQx5N_hx8</a>   | 3        |  |
|            | 11                                  | Papathara- Sarah Joseph<br><br><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<br><br><i>Mathrubhumi Weekly</i> - 2021 March 14   | 2        |  |
|            |                                     | Suggested Activities:<br><br>1. A group project analysing the superstitions prevalent in Kerala society.<br>2. Panel discussion on 'Literature and Science'.<br>3. Interview with a Scientist/ Writer on Science.<br>4. Screen movies/ Documentaries relevant to the module. |          |  |

|    |                                    |  |          |  |
|----|------------------------------------|--|----------|--|
| IV | <b>Science and Kerala in Media</b> |  | <b>9</b> |  |
|    | 13                                 | A Living Fossil: The Purple Frog's Brief Life above Ground- <i>RoundGlass Sustain</i> -<br><a href="https://www.youtube.com/watch?v=x8flrb7WPOU">https://www.youtube.com/watch?v=x8flrb7WPOU</a>   | 2        |  |
|    | 14                                 | <i>Aavasavyuham</i> - Dir. Krishand<br><a href="https://www.sonyliv.com/movies/aavasavyuham-malayalam-1000182321">https://www.sonyliv.com/movies/aavasavyuham-malayalam-1000182321</a>   | 3        |  |
|    | 15                                 | <i>The Birth</i> - Dir. Vimal Chandran<br><a href="https://www.youtube.com/watch?v=fAnwt-yclmk">https://www.youtube.com/watch?v=fAnwt-yclmk</a>  | 2        |  |
|    | 16                                 | India's First Digital University Comes up in Kerala- <i>Times of India</i><br><a href="https://timesofindia.indiatimes.com/india/indias-first-digital-university-comes-up-in-kerala/articleshow/81126501.cms">https://timesofindia.indiatimes.com/india/indias-first-digital-university-comes-up-in-kerala/articleshow/81126501.cms</a>          | 2        |  |
|    |                                    | <b>Suggested Activities:</b><br><br>1. Conduct a poster exhibition on the unique fauna and flora of Kerala.<br><br>2. Identify themes and make presentations on science and the minority community in India.<br><br>3. Translate an article on science in Kerala.<br><br>4. Write a newspaper report on any technological development of Kerala. |          |  |
| V  | <b>Sustainable Kerala</b>          |  | <b>9</b> |  |
|    |                                    | 1. Flora- Kerala Forest and Wildlife Department<br>2. Scientific Temper and Certain Popular Superstitions<br>3. In a First, 'Queer Friendly' Hospitals to be Introduced in 4 Kerala Districts- <i>India Today</i><br>4. Birds of Kerala- Salim Ali   |          |  |

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. 36<sup>th</sup> 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 POs:**

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

**Correlation Levels:**

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

**Assessment Rubrics:**

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

**Mapping of Cos to Assessment Rubrics:**

|      | Quiz/ Discussion/<br>Seminar (10%) | Internal Exam<br>(10%) | Assignment<br>(10%) | End Semester<br>Exam (70%) |
|------|------------------------------------|------------------------|---------------------|----------------------------|
| CO 1 | ✓                                  | ✓                      | ✓                   | ✓                          |
| CO 2 | ✓                                  | ✓                      | ✓                   | ✓                          |
| CO 3 | ✓                                  | ✓                      | ✓                   | ✓                          |



**ST. THOMAS COLLEGE (AUTONOMOUS), THRISSUR**

**FOUR-YEAR UNDERGRADUATE PROGRAMME (STC-FYUGP)**

**GENERAL FOUNDATION COURSE**

**MULTI-DISCIPLINARY COURSE (MDC)**

|                |  |                  |                   |                    |             |
|----------------|--|------------------|-------------------|--------------------|-------------|
| Programme      | GENERAL FOUNDATION COURSE  |                  |                   |                    |             |
| Course Code    | <b>ENG3FM107(3)</b>  |                  |                   |                    |             |
| Course Title   | <b>UNDERSTANDING KERALA: NARRATIVES OF DEVELOPMENT, COMMERCE AND ENTREPRENEURSHIP</b>  |                  |                   |                    |             |
| 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):**

| <b>CO</b>   | <b>CO Statement</b>  | <b>Cognitive Level*</b> | <b>Knowledge Category#</b> | <b>Evaluation Tools used</b>                     |
|---|--|-------------------------|----------------------------|--|
| CO 1  | To develop knowledge about trade relations and the history of inter-continental transactions.            | An                      | C                          | Discussion, Writing Reviews                      |
| CO 2  | To understand and evaluate concepts of the field of study in commercial transactions.                    | E                       | P                          | Interviews, Report Writing                       |
| CO 3  | To Understand Innovative business practices concerning the domain of Kerala and evolving business ideas. | C                       | P, Ap                      | Writing Business Proposals/ Speaking Assignments |
| <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  | Hours    |  |
|----------|--|--|----------|--|
| <b>I</b> | <b>Mapping Kerala in the World of Commerce</b> |  | <b>9</b> |  |
|          | 1  | Kerala Maritime History in Boom - Excerpt from “Amazing Stories of Kerala Maritime History: Indian History” (Blog) - Deepa Thomas<br><br><a href="https://www.tyndistravel.com/the-amazing-stories-of-kerala-maritime-history#indian-maritime-historya-brief-discussion">https://www.tyndistravel.com/the-amazing-stories-of-kerala-maritime-history#indian-maritime-historya-brief-discussion</a> | 2        |  |
|          | 2  | Only A Few Families Know the Secret to Making this Perfect Mirror- <i>Business Insider</i><br><br><a href="https://www.youtube.com/watch?v=Ra4W_aztfHA">https://www.youtube.com/watch?v=Ra4W_aztfHA</a>  | 2        |  |
|          | 3  | The Big Fish- N. P. Hafiz Muhammed   | 2        |  |
|          | 4  | Change in Agriculture, Industry, Transport and Education- B. A. Prakash<br><br><i>Economic History of Kerala from 1800-1947 AD, Part 1- Malabar.</i><br><br><a href="https://keralaeconomy.com/admin/pdfs/ECONOMIC.pdf">https://keralaeconomy.com/admin/pdfs/ECONOMIC.pdf</a>  | 3        |  |
|          |  | Suggested Activities:<br><br>1. Find excerpts from Kerala History regarding Kerala’s early trade relations.<br>2. Write a report on any trademark business from Kerala.<br>3. Conduct a debate on the topic ‘Globalization and Kerala’.<br>4. Classroom discussion on the rise of Kerala as a major trade centre.  |          |  |

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

|     |  |  |          |  |
|-----|--|--|----------|--|
| III | <b>Stories of Success and Innovation from Kerala</b> |  | <b>9</b> |  |
|     | 9  | Heritage of the Kurichiya Community: In conversation with Cheruvayal Raman<br><a href="https://www.sahapedia.org/heritage-of-the-kurichiya-community-conversation-cheruvayal-raman">https://www.sahapedia.org/heritage-of-the-kurichiya-community-conversation-cheruvayal-raman</a>  | 2        |  |
|     | 10   | Isn't Easy to be Independent: Trans-Woman Entrepreneur Shares the Struggle Behind the Success- Report by Anjali Krishnan <a href="https://www.thebetterindia.com/273318/inspiring-transwoman-entrepreneur-starts-pickle-business-in-kerala/">https://www.thebetterindia.com/273318/inspiring-transwoman-entrepreneur-starts-pickle-business-in-kerala/</a>   | 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)<br><a href="https://www.youtube.com/watch?v=mQ_acTaG14">https://www.youtube.com/watch?v=mQ_acTaG14</a>   | 2        |  |
|     | 12   | Selling Dreams to Small People—Kerala's Lottery System Powers Ambition, Addiction- Vandana Menon<br><a href="https://theprint.in/feature/selling-dreams-to-small-people-keralas-lottery-system-powers-ambition-addiction/1483197/">https://theprint.in/feature/selling-dreams-to-small-people-keralas-lottery-system-powers-ambition-addiction/1483197/</a>  | 3        |  |
|     |  | <b>Suggested Activities:</b><br><ol style="list-style-type: none"> <li>1. Identify other success stories in connection with Commerce and Kerala.</li> <li>2. Learners can visit nearby business firms or industries to observe and listen to the experiences of various categories of employees there.</li> <li>3. Write a proposal for an innovative business to be set up in Kerala.</li> <li>4. Role play on the themes discussed in the Module.</li> </ol> |          |  |
| IV  | <b>Media and Commerce in Kerala</b>                  |  | <b>9</b> |  |
|     | 13   | Seafoods... Street foods... and the Kozhikode Beach (Video)- <i>Kerala Tourism</i><br><a href="https://www.youtube.com/watch?v=Isc6zdsLtxo">https://www.youtube.com/watch?v=Isc6zdsLtxo</a>  | 2        |  |
|     | 14   | On the Wings of the Milkweed-<br><a href="https://www.thehindu.com/life-and-style/a-women-only-travel-company-appooppanthadi-and-its-fiesty-founder-sajna-ali/article22549919.ece">https://www.thehindu.com/life-and-style/a-women-only-travel-company-appooppanthadi-and-its-fiesty-founder-sajna-ali/article22549919.ece</a>   | 2        |  |

|          |                                    |   |          |          |
|----------|------------------------------------|---|----------|----------|
|          | 15                                 | <i>A Quest in Hope - A Documentary on the Life of Fishermen in Kerala</i> - Dir. Jayakrishnan.<br><br><a href="https://www.youtube.com/watch?v=yODnivh5Kkw">https://www.youtube.com/watch?v=yODnivh5Kkw</a>   | 3        |          |
|          | 16                                 | Medium Budgets, Big Ambitions: Why Malayalam Cinema is Dominating the Box Office- Rajesh Rajamani<br><br><a href="https://indianexpress.com/article/opinion/columns/malayalam-cinema-box-office-success-budget-9289874/">https://indianexpress.com/article/opinion/columns/malayalam-cinema-box-office-success-budget-9289874/</a>  | 2        |          |
|          |                                    | <b>Suggested Activities:</b><br><br>1. Interview with people from marginalised communities regarding their livelihood.<br>2. Prepare short videos on the local cuisines of your area.<br>3. Collect business stories from the learners' areas and compile into a digital technology.<br>4. Write an imaginary travel blog.  |          |          |
| <b>V</b> | <b>Kerala Business Environment</b> |   | <b>9</b> | <b>5</b> |
|          |                                    | 1. Kerala Model, What's That? "We are Highly Educated"- a Citizen's Simple Summary- <i>Mojo Story</i> .<br>2. Kerala Woman Entrepreneur Inspiring Cloud Kitchen Delivery Boys Eat Free Food- The Better India<br>3. Climate Change Affecting Life and Livelihoods of Fishers in Kerala- Outlook Planet<br>4. Transgender Entrepreneurs in Kerala: A Case Study on Struggles and Survival Efforts- Anu Kuriakose & Vinshy P.K. |          |          |

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=gNIZeSoeug>
6. Kerala Woman Entrepreneur Inspiring Cloud Kitchen Delivery Boys Eat Free Food- The Better India  
<https://www.youtube.com/watch?v=k-A0gXKTINU>
7. Kerala GI Products- Directorate of Industries and Commerce, Govt. of Kerala  
<https://industry.kerala.gov.in/index.php/kerala-gi-products>
8. *In-migration of Workers to Kerala*- Dr. V. Prakash
9. Climate Change Affecting Life and Livelihoods of Fishers in Kerala- Outlook Planet  
<https://planet.outlookindia.com/news/climate-change-affecting-life-and-livelihoods-of-fishers-in-kerala--news-415476>
10. Transgender Entrepreneurs in Kerala: A Case Study on Struggles and Survival Efforts- Anu Kuriakose & Vinshy P.K.  
[https://www.researchgate.net/publication/349302508\\_Transgender\\_Entrepreneurs\\_in\\_Kerala\\_A\\_Case\\_Study\\_on\\_Struggles\\_and\\_Survival\\_Efforts](https://www.researchgate.net/publication/349302508_Transgender_Entrepreneurs_in_Kerala_A_Case_Study_on_Struggles_and_Survival_Efforts)

**Mapping of COs with POs:**

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

**Correlation Levels:**

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

**Assessment Rubrics:**

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

**Mapping of Cos to Assessment Rubrics:**

|      | Quiz/ Discussion/<br>Seminar (10%) | Internal Exam<br>(10%) | Assignment<br>(10%) | End Semester<br>Exam (70%) |
|------|------------------------------------|------------------------|---------------------|----------------------------|
| CO 1 | ✓                                  | ✓                      | ✓                   | ✓                          |
| CO 2 | ✓                                  | ✓                      | ✓                   | ✓                          |
| CO 3 | ✓                                  | ✓                      | ✓                   | ✓                          |



**ST. THOMAS COLLEGE (AUTONOMOUS), THRISSUR**

**FOUR-YEAR UNDERGRADUATE PROGRAMME (STC-FYUGP)**

**GENERAL FOUNDATION COURSES**

**III SEM VALUE ADDED COURSE**

|                |  |                  |                   |                    |             |
|----------------|--|------------------|-------------------|--------------------|-------------|
| Programme      | <b>GENERAL FOUNDATION COURSES</b>  |                  |                   |                    |             |
| Course Code    | <b>ENG3FV108(1A)/ ENG3FV108</b>  |                  |                   |                    |             |
| Course Title   | <b>FRAMING VALUES: LITERARY AND CULTURAL NARRATIVES FOR LANGUAGES</b>  |                  |                   |                    |             |
| Type of Course | <b>VALUE ADDED COURSES- BA LANGUAGES</b>   |                  |                   |                    |             |
| 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):**

| <b>CO</b>   | <b>CO Statement</b>  | <b>Cognitive Level*</b> | <b>Knowledge Category#</b> | <b>Evaluation Tools used</b>      |
|---|--|-------------------------|----------------------------|-----------------------------------|
| CO1   | To recognize the plurality and diversity of the nation.  | U                       | C                          | Exam/Quiz/<br>Assignment/ Seminar |
| CO2   | To identify how values shall be applied with reference to the foundational principles of the Constitution. | E                       | C                          | Exam/presentation/<br>Assignment  |
| CO3   | To assess and interpret, through cultural productions, the core values of the Constitution.                | An                      | C                          | Exam/GD/Assignment<br>/ Seminar   |
| <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)  |  |
|----------|------------------|--|----------|--|
| <b>I</b> | <b>Democracy</b> |  | <b>9</b> |  |
|          | 1                | Introduction-Democratic Values through Literature  | 1        |  |
|          | 2                | Excerpt from the speech 'Tryst with Destiny'-<br>Jawaharlal Nehru<br><br><a href="https://youtu.be/b4_KGqgsDiU?si=SJAdG0XwxwW0jsR9">https://youtu.be/b4_KGqgsDiU?si=SJAdG0XwxwW0jsR9</a>   | 3        |  |
|          | 3                | My English-Aleena Akashamittayi  | 2        |  |
|          | 4                | Don't Call Me Panan (Chp.1)- <i>Ethiru</i> -Kunjaman   | 3        |  |
|          |                  | <b>Suggested Activities:</b> <ol style="list-style-type: none"> <li>1. Organize a debate on the effectiveness of the Indian democratic system, focusing on recent political events and their impact on governance.</li> <li>2. Assign learners to analyze landmark Supreme Court cases related to democratic principles and discuss their implications on Indian society.</li> <li>3. Conduct a mock parliamentary session where learners role-play as members of parliament, debating and passing legislation on contemporary issues in India.</li> </ol> |          |  |

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

|     |                   |   |          |
|-----|-------------------|---|----------|
| III | <b>Secularism</b> |   | <b>9</b> |
|     | 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        |
|     |                   | <b>Suggested Activities:</b> <ol style="list-style-type: none"> <li>1. Analyse the constitutional provisions and landmark judgments on secularism in India, discussing their impact on religious freedom and minority rights.</li> <li>2. Facilitate a discussion on the challenges and successes of implementing secular policies in a diverse, multi-religious society like India.</li> <li>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.</li> </ol> |          |

|   |   |   |   |
|---|---|---|---|
|   | IV  | Justice   | 9 |
|   | 13  | Evolving Sense of Constitutional Value of Justice   | 1 |
|   | 14  | Don't Tell That to Me- Kalki Subramaniam  | 2 |
|   | 15  | November is the Month of Migration-Hansda Sowvendra Shekhar   | 3 |
|   | 16  | <i>Thondimuthalum Driksakshiyum</i> : Dir. Dileesh Pothan   | 3 |
|   |   | <p>Suggested Activities:</p> <ol style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>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.</li> </ol> |   |
| V | Fraternity  |   | 9 |
|   | <ol style="list-style-type: none"> <li>1. Bala, Pa. Ranjith, director. <i>Kaala</i>. Wunderbar Films, 2018</li> <li>2. Nair, Mira, director. <i>The Reluctant Fundamentalist</i>. IFC Films, 2012.</li> <li>3. Patel, Jabbar, director. <i>Ambedkar</i>. National Film Development Corporation of India, 2000.</li> <li>4. Rushdie, Salman, and Elizabeth West, editors. <i>Mirrorwork: 50 Years of Indian Writing 1947- 1997</i>. Henry Holt and Co., 1997.</li> </ol> |   |   |

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, Arundhati, editor. *Eating God: A Book of Bhakti Poetry*. Penguin Books, 2014.
10. Jana, Jaydev. "Gandhi and Democracy." *The Statesman*, 2021.

**Mapping of COs with POs:**

|      | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 |
|------|-----|-----|-----|-----|-----|-----|-----|
| CO 1 | 2   | 3   | 2   | -   | -   | 2   | 1   |
| CO 2 | 3   | 1   | 2   | -   | -   | 3   | -   |
| CO 3 | 3   | 3   | 2   | -   | -   | 3   | 1   |

**Correlation Levels:**

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

**Assessment Rubrics:**

- a. Quiz/ Discussion / Seminar
- b. Internal Exam
- c. Assignments
- d. Final Exam

**Mapping of COs to Assessment Rubrics:**

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



**ST. THOMAS COLLEGE (AUTONOMOUS), THRISSUR**  
**FOUR-YEAR UNDERGRADUATE PROGRAMME (STC-FYUGP)**  
**GENERAL FOUNDATION COURSES**  
**VALUE ADDED COURSE**

|                |  |                  |                   |                    |             |
|----------------|--|------------------|-------------------|--------------------|-------------|
| Programme      | <b>GENERAL FOUNDATION COURSES</b>  |                  |                   |                    |             |
| Course Code    | <b>ENG3FV108(1B)</b>   |                  |                   |                    |             |
| Course Title   | <b>FRAMING VALUES: LITERARY AND CULTURAL NARRATIVES FOR HUMANITIES AND OTHER BA PROGRAMMES</b>   |                  |                   |                    |             |
| Type of Course | <b>VALUE ADDED COURSES (VAC)- HUMANITIES AND OTHER BA PROGRAMMES</b>   |                  |                   |                    |             |
| 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  | To 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  | To analyze the impact of ethical issues on social, economic, and political development.   | E                | C                  | Group Discussion/Review  |
| CO3  | To identify ethical principles to propose solutions to issues in daily life, health care and business.  | A                | P                  | Assignment/ Mini project |
| <p>* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C)</p> <p># - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P)</p> <p>Metacognitive Knowledge (M)</p> |   |                  |                    |                          |

**Detailed Syllabus:**

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

|            |                            |  |          |  |
|------------|----------------------------|--|----------|--|
| <b>II</b>  | <b>Science and Society</b> |  | <b>9</b> |  |
|            | 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        |  |
|            |                            | <b>Suggested Activities:</b> <ol style="list-style-type: none"> <li>1. Assign a research project that examines a societal issue from a scientific angle.</li> <li>2. Assign readings or viewings of science fiction works that address scientific and technological themes.</li> </ol>                   |          |  |
| <b>III</b> | <b>Secularism</b>          |  | <b>9</b> |  |
|            | 8                          | He for She– Emma Watson<br><a href="https://www.youtube.com/watch?v=gkjW9PZBRfk">https://www.youtube.com/watch?v=gkjW9PZBRfk</a>   | 2        |  |
|            | 9                          | Telephone Conversation-Wole Soyinka  | 2        |  |
|            | 10                         | Subha- Rabindranath Tagore   | 2        |  |
|            | 11                         | <i>Hitchki</i> - Dir. Sidharth P Malhotra  | 3        |  |
|            |                            | <b>Suggested Activities:</b> <ol style="list-style-type: none"> <li>1. Facilitate small group discussions on personal experiences and strategies for promoting inclusiveness.</li> <li>2. Create posters, social media content, and workshops to spread awareness about social inclusiveness.</li> </ol> |          |  |

|    |  |   |          |  |
|----|--|---|----------|--|
| IV | <b>Ethical Horizons</b>  |   | <b>9</b> |  |
|    | 12   | When the Soul Cries Out-Harishankar Parsai  | 1        |  |
|    | 13   | How Ethics Will Change the Future of Technology- Olivia Gambelin (TEDx Talks)<br><a href="https://www.youtube.com/watch?v=H9Esi2kD_Usc">https://www.youtube.com/watch?v=H9Esi2kD_Usc</a>  | 2        |  |
|    | 14   | Mother and Son-Iain Chrichton Smith   | 3        |  |
|    | 15   | Three cartoons on ethical issues:<br>a) <a href="https://www.researchgate.net/figure/The-comic-strip-Dilbert-ss-Scott-Adams-illustrating-the-unethical-use-of_fig1_45504561">https://www.researchgate.net/figure/The-comic-strip-Dilbert-ss-Scott-Adams-illustrating-the-unethical-use-of_fig1_45504561</a><br>b) <a href="https://www.e-education.psu.edu/geog30/node/455">https://www.e-education.psu.edu/geog30/node/455</a><br>c) <a href="https://www.pinterest.com/pin/313000242823786163/">https://www.pinterest.com/pin/313000242823786163/</a> | 3        |  |
|    |  | <b>Suggested Activities:</b><br><br>1. Organize a hackathon where learners develop solutions to ethical problems in technology, business, or social issues.<br><br>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  | <b>Sustainable Development</b>   |   | <b>9</b> |  |
|    | 1. <i>Groundwork for the Metaphysics of Morals</i> - Immanuel Kant<br>2. <i>Secularism in India: Concept and Practice</i> edited by Rajeev Bhargava<br>3. <i>Silent Spring</i> - Rachel Carson<br>4. <i>Environmental Ethics: An Anthology</i> edited by Andrew Light and Holmes Rolston |   |          |  |

Note: The course is divided into five modules, with four having total 15 fixed units and one open-ended module with a variable number of units. There are total 36 transaction hours for the fixed modules and 9 hours for the open-ended one. Internal assessments (25 marks) are split between the open-ended module (5 marks) and the fixed modules (20 marks). The final examination, however, covers only the 16 units from the fixed module

### Suggested Reading:

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

**Mapping of COs with POs :**

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

**Correlation Levels:**

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

**Assessment Rubrics:**

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

**Mapping of COs to Assessment Rubrics:**

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

**ST. THOMAS COLLEGE (AUTONOMOUS), THRISSUR**  
**FOUR-YEAR UNDERGRADUATE PROGRAMME (STC-FYUGP)**  
**GENERAL FOUNDATION COURSES**  
**VALUE ADDED COURSE**

|                |  |                  |                   |                    |             |
|----------------|--|------------------|-------------------|--------------------|-------------|
| Programme      | <b>GENERAL FOUNDATION COURSES</b>  |                  |                   |                    |             |
| Course Code    | <b>ENG3FV108(2)</b>  |                  |                   |                    |             |
| Course Title   | <b>FRAMING VALUES: LITERARY AND CULTURAL NARRATIVES FOR SCIENCES</b>   |                  |                   |                    |             |
| Type of Course | <b>VALUE ADDED COURSES (VAC)- SCIENCES</b>   |                  |                   |                    |             |
| 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)**

| <b>CO No.</b>   | <b>Course Outcome</b>   | <b>Cognitive Level *</b> | <b>Knowledge Category #</b> | <b>Evaluation Tools used</b>        |
|---|---|--------------------------|-----------------------------|-------------------------------------|
| CO1   | To critically assess how societal biases and prejudices influence the understanding and application of constitutional values. | An, E, Ap                | M                           | Assignments                         |
| CO2   | To examine the role of empathy and understanding in promoting inclusivity among diverse communities.                          | U, A, S                  | P                           | Debate/Group Discussion/Assignments |
| CO3   | To identify the ethical implications of human activities on the environment and explore sustainable solutions.                | An, E, A                 | M                           | Seminar Presentation                |
| <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)  |  |
|----------|---------------------|--|----------|--|
| <b>I</b> | <b>CONSTITUTION</b> |  | <b>9</b> |  |
|          | 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 Jadhav   | 2        |  |
|          | 4                   | <i>Court</i> – (Marathi)- Dir. Chaitanya Tamhane   | 2        |  |
|          |                     | Suggested Activities:<br>1. Conduct regular quizzes focusing on different aspects of the Indian Constitution<br>2. Organize mock parliament sessions where learners propose and debate legislation, promoting democratic principles and parliamentary procedure. |          |  |

|           |                      |  |          |  |
|-----------|----------------------|--|----------|--|
| <b>II</b> | <b>INCLUSIVENESS</b> |  | <b>9</b> |  |
|           | 5                    | We Refugees - Benjamin Zephaniah   | 2        |  |
|           | 6                    | 2023 Nobel Prize Acceptance Speech- Narges Mohammadi   | 3        |  |
|           | 7                    | Immigrant Song-Sun Yung Shin   | 2        |  |
|           | 8                    | The Dog of Titwal- Sadat Hassan Manto  | 2        |  |
|           |                      | <p>Suggested Activities:</p> <ol style="list-style-type: none"> <li>1. Facilitate discussion/role play where learners can collect information from diverse backgrounds and share traditions, languages, and experiences, fostering empathy and understanding.</li> <li>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.</li> </ol> |          |  |

| III | ENVIRONMENT |  | 9 |
|-----|-------------|--|---|
|     | 9           | ‘Deep Ecology Basic Principles’- Biocentric Equality- Arne Naess and George Sessions   | 2 |
|     | 10          | The Queen of Trees-Documentary Analysis<br><a href="https://youtu.be/xy86ak2fQJM?si=M0zvpRwKk4kC1aFh">https://youtu.be/xy86ak2fQJM?si=M0zvpRwKk4kC1aFh</a>   | 2 |
|     | 11          | “What She Said” - Tevakulattar, Kurunthokai ;<br>“What She Said” - Kapilar,Akananooru 318 ;<br><br>“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:<br><br>1. Ask the learners to observe their surroundings and note down examples of interconnectedness.<br>2. Instruct the learners to calculate their carbon footprint using the calculator in the link given below.<br><a href="https://www.carbonfootprint.com/calculator.aspx">https://www.carbonfootprint.com/calculator.aspx</a><br>3. Implement waste management initiatives within the college. |   |

|    |  |  |          |  |
|----|--|--|----------|--|
| IV | <b>ETHICS AND VALUES</b>   |  | <b>9</b> |  |
|    | 14   | Cyber security in the age of AI<br><a href="https://youtu.be/qVET1vD3NtQ?si=_ndidVNoAgXfv532">https://youtu.be/qVET1vD3NtQ?si=_ndidVNoAgXfv532</a>   | 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        |  |
|    |  | <b>Suggested Activities:</b><br>1. Encourage learners to maintain values reflection journals<br>2. Facilitate discussions on ethical dilemmas relevant to learners' lives, encouraging them to consider different perspectives and values when making decisions. |          |  |
| V  | <b>Diversity</b>   |  | <b>9</b> |  |
|    | 1. Durga Das Basu, et al., Introduction to the Constitution of India (LexisNexis, 26th edn, 2022).<br>2. B.R. Ambedkar Selected Speeches, (Prasar Bharati, New Delhi, 2019)<br>3. "The Danger of Silence" by Clint Smith (TED Talk)<br>4. "The Story of Stuff" (YouTube) |  |          |  |

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](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 POs:

| CO  | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 |
|-----|-----|-----|-----|-----|-----|-----|-----|
| CO1 | 1   | 1   | 1   | -   | -   | 3   | -   |
| CO2 | 1   | 1   | 2   | -   | -   | 3   | 1   |
| CO3 | 1   | 1   | -   | -   | 3   | 3   | 1   |

**Corelation Level:**

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

**Assessment Rubrics:**

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

**Mapping of COs to Assessment Rubrics:**

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

**ST. THOMAS COLLEGE (AUTONOMOUS), THRISSUR**  
**FOUR-YEAR UNDERGRADUATE PROGRAMME (STC-FYUGP)**  
**GENERAL FOUNDATION COURSES**  
**VALUE ADDED COURSE**

|                |   |                  |                   |                    |             |
|----------------|---|------------------|-------------------|--------------------|-------------|
| Programme      | <b>GENERAL FOUNDATION COURSES</b>   |                  |                   |                    |             |
| Course Code    | <b>ENG3FV108(3)</b>   |                  |                   |                    |             |
| Course Title   | <b>FRAMING VALUES: LITERARY AND CULTURAL NARRATIVES FOR COMMERCE AND MANAGEMENT</b>   |                  |                   |                    |             |
| Type of Course | <b>VALUE-ADDED COURSE (VAC)- COMMERCE AND MANAGEMENT</b>  |                  |                   |                    |             |
| Semester       | <b>III</b>  |                  |                   |                    |             |
| 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):**

| <b>CO</b>   | <b>CO Statement</b>   | <b>Cognitive Level*</b> | <b>Knowledge Category#</b> | <b>Evaluation Tools used</b>                |
|---|---|-------------------------|----------------------------|---|
| CO 1  | To recognize 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/<br>Group Discussion/<br>Assignments |
| CO 3  | To demonstrate humans' relationship with nature through Literature                      | Ap                      | C                          | Seminar Presentation                        |
| <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) |  |
|----------|------|---|----------|--|
| <b>I</b> |      | <b>CONSTITUTION</b>   | <b>9</b> |  |
|          | 1    | Preamble- An Introduction   | 2        |  |
|          | 2    | Freedom- Rabindranath Tagore  | 2        |  |
|          | 3    | Tryst with Destiny - Jawaharlal Nehru   | 3        |  |
|          | 4    | Samvidhaan: The Making of the Constitution of India (2014) Episode I, II & III (Condensed Version)- Web series<br><br><a href="https://youtu.be/RDSr68ewVP4?si=qXvg1BIH9cWkPr6K">https://youtu.be/RDSr68ewVP4?si=qXvg1BIH9cWkPr6K</a><br><br><a href="https://youtu.be/nHNTu_sG4SI?si=gA9QPWX6Ppb-piUK">https://youtu.be/nHNTu_sG4SI?si=gA9QPWX6Ppb-piUK</a><br><br><a href="https://youtu.be/hQB-yXb4NN4?si=vZvckHQbiHauNpc6">https://youtu.be/hQB-yXb4NN4?si=vZvckHQbiHauNpc6</a> | 2        |  |
|          |      | <b>Suggested Activities:</b><br><br>1. Cite examples from the society where fundamental rights are denied.<br>2. Debate on “Democracy in India”.<br>3. Discussion on the importance of Nehru’s speech in contemporary society.<br>4. Write an essay on the concept of the topic “Freedom”   |          |  |

|     |               |   |   |  |
|-----|---------------|---|---|--|
| II  | ENVIRONMENT   |   | 9 |  |
|     | 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-<br><a href="https://youtu.be/cSuq5dEv7D4?si=HMasUI7MPEI3jiRv">https://youtu.be/cSuq5dEv7D4?si=HMasUI7MPEI3jiRv</a>   | 2 |  |
|     |               | <b>Suggested Activities:</b> <ol style="list-style-type: none"> <li>1. Watch a film on climate change and make a presentation.</li> <li>2. Conduct a green audit on your campus and make a report</li> <li>3. Write a review of any film that discusses environmental issues.</li> <li>4. Conduct an election competition on nature.</li> </ol>   |   |  |
| III | GENDER EQUITY |   | 9 |  |
|     | 9             | Everyday Use - Alice Walker   | 3 |  |
|     | 10            | That day after Every day<br><a href="#">That Day After Everyday   Anurag Kashyap   Royal Stag Barrel Select Large Short Films</a>   | 2 |  |
|     | 11            | Why I Want a Wife? -Judy Brady  | 2 |  |
|     | 12            | No One Speaks of How Tendrils Feed on the Fruits- Xandria Phillips  | 2 |  |
|     |               | <b>Suggested Activities:</b> <ol style="list-style-type: none"> <li>1. List the ways by which our society can successfully implement gender equality in the workplace.</li> <li>2. Watch a film that discusses the topic of gender discrimination and write an essay on that.</li> <li>3. Debate on the feminist manifesto 'Dear Ijeawele'</li> <li>4. Create a poster emphasizing the equality of gender.</li> </ol> |   |  |

|           |                            |   |          |  |
|-----------|----------------------------|---|----------|--|
| <b>IV</b> | <b>MIND AND RESILIENCE</b> |   | <b>9</b> |  |
|           | 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-<br><a href="https://youtu.be/0fg2ZLHyAH0?si=JssTZpzitUeHgXH5">https://youtu.be/0fg2ZLHyAH0?si=JssTZpzitUeHgXH5</a>   | 2        |  |
|           |                            | <b>Suggested Activities:</b> <ol style="list-style-type: none"> <li>1. Watch the movie: A Beautiful Mind and understand the life struggle for a differently abled person.</li> <li>2. Talk about your favourite sports star.</li> <li>3. Explore the world of Healthy Eating and Healthy Living.</li> <li>4. Seminar presentation on the topic of Mental Health and stress management</li> <li>5. Conduct an interview with a health expert and record and screen it.</li> </ol>  |          |  |
| <b>V</b>  |                            | <b>Ecology and Women</b>  | <b>9</b> |  |
|           |                            | <ol style="list-style-type: none"> <li>1. Akhter, Tawhida, and Ahmad Bhat, Tariq. Literature and Nature. United Kingdom, Cambridge Scholars Publishing, 2022.</li> <li>2. Shiva, Vandana. 'Development, Ecology and Women', Staying Alive: Women Ecology and Development. India: Zed Books, 1988. pp 1-14</li> <li>3. 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.</li> <li>4. Garrard, Greg. Ecocriticism. United Kingdom: Taylor &amp; Francis, 2011.<br/>Wohlleben, Peter. The Hidden Life of Trees: What They Feel, How They Communicate- Discoveries from a Secret World. India: Penguin Books Limited, 2016.</li> </ol> |          |  |

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

**Mapping of Cos with POs:**

|      | P01 | PO 2 | PO 3 | PO 4 | PO 5 | PO 6 | PO7 |
|------|-----|------|------|------|------|------|-----|
| CO 1 | 2   | 3    | 2    | -    | -    | 3    | 1   |
| CO 2 | 2   | 3    | 2    | -    | -    | 3    | 1   |
| CO 3 | 2   | 3    | 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
- Final Exam
- 

**Mapping of COs to Assessment Rubrics:**

|      | Quiz/ Discussion/<br>Seminar (10%) | Internal Exam<br>(10%) | Assignment<br>(10%) | End Semester<br>Exam (70%) |
|------|------------------------------------|------------------------|---------------------|----------------------------|
| CO 1 | ✓                                  | ✓                      | ✓                   | ✓                          |
| CO 2 | ✓                                  | ✓                      | ✓                   | ✓                          |
| CO 3 | ✓                                  | ✓                      | ✓                   | ✓                          |

**ST. THOMAS COLLEGE (AUTONOMOUS), THRISSUR**  
**FOUR-YEAR UNDERGRADUATE PROGRAMME (STC-FYUGP) GENERAL**  
**FOUNDATION COURSES**  
**IV SEM VALUE ADDED COURSE**

|                |  |                  |                   |                    |             |
|----------------|--|------------------|-------------------|--------------------|-------------|
| Programme      | <b>GENERAL FOUNDATION COURSES</b>  |                  |                   |                    |             |
| Course Code    | <b>ENG4FV109(1A)/ENG4FV110</b>   |                  |                   |                    |             |
| Course Title   | <b>FRAMING PERSPECTIVES: LITERARY AND CULTURAL NARRATIVES FOR LANGUAGES</b>  |                  |                   |                    |             |
| 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):**

| <b>CO</b>  | <b>CO Statement</b>  | <b>Cognitive Level*</b> | <b>Knowledge Category#</b> | <b>Evaluation Tools used</b>          |
|--|--|-------------------------|----------------------------|---------------------------------------|
| <b>CO 1</b>  | To develop an inclusive outlook that respects diverse beliefs and perspectives.                                | U, An                   | C                          | Discussion/Poster making/ Assignment. |
| <b>CO 2</b>  | To prioritize gender sensitivity which respects gender diversity and promotes inclusiveness.                   | U, An, E                | C, M                       | Debate/Report/ Quiz.                  |
| <b>CO 3</b>  | To construct an environment-friendly consciousness and understand the importance of coexistence on the planet. | U, Ap, An               | C, P, M                    | Create Video/ Panel discussion.       |
| * - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C)<br># - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M) |  |                         |                            |                                       |



**Detailed Syllabus:**

| Module    | Unit               | Content  | Hours (45) |  |
|-----------|--------------------|--|------------|--|
| <b>I</b>  | <b>Environment</b> |  | <b>9</b>   |  |
|           | 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><br><a href="https://youtu.be/QQYgCxu988s?si=Zl7arhiHvZzpYl_c">https://youtu.be/QQYgCxu988s?si=Zl7arhiHvZzpYl_c</a>  | 2          |  |
|           |                    | <b>Suggested Activities:</b> <ol style="list-style-type: none"> <li>1. Conduct a debate on environmental sustainability.</li> <li>2. Visit any biodiversity park/sanctuary and write a report on your visit.</li> <li>3. Organise panel discussion on ‘Threats on Environment’.</li> </ol> |            |  |
| <b>II</b> | <b>Ethics</b>      |  | <b>9</b>   |  |
|           | 5                  | Lecture on Ethics - Ludwig Wittgenstein<br><a href="https://www.wittgensteinproject.org/w/index.php/Lecture_on_Ethics">https://www.wittgensteinproject.org/w/index.php/Lecture_on_Ethics</a>   | 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<br><a href="https://youtu.be/SWH2Vi0PcoI?si=rHIh7nju1lZPr0mV">https://youtu.be/SWH2Vi0PcoI?si=rHIh7nju1lZPr0mV</a>   | 1          |  |
|           |                    | <b>Suggested Activities:</b> <ol style="list-style-type: none"> <li>1. Organise a debate on ethics and its relevance</li> <li>2. Write a story/ poem about ethics and its life practice.</li> <li>3. Prepare a short video on ethics</li> </ol>  |            |  |

|     |   |  |          |  |
|-----|---|--|----------|--|
| III | <b>Gender Equity</b>  |  | <b>9</b> |  |
|     | 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  | The Sexual Harassment of Women at Workplace (Prevention, Prohibition And Redressal) Act, 2013 Act No. 14 Of 2013 (Intr. and Chapter 1-p 3-5)   | 2        |  |
|     |   | <b>Suggested Activities:</b> <ol style="list-style-type: none"> <li>1. Create a poster emphasizing the equality of gender.</li> <li>2. Watch films based on gender equity and write reviews.</li> <li>3. Write a newspaper article on any contemporary gender issues.</li> </ol>   |          |  |
| IV  | <b>Inclusiveness</b>  |  | <b>9</b> |  |
|     | 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<br><a href="https://spillwords.com/the-story-of-a-disabled-girl/">https://spillwords.com/the-story-of-a-disabled-girl/</a>   | 2        |  |
|     |   | <b>Suggested Activities:</b> <ol style="list-style-type: none"> <li>1. Collect and compile stories of the success of people from minority communities.</li> <li>2. Watch films which promote inclusiveness and present the ideas before the classroom.</li> <li>3. Identify texts dealing with themes of inclusiveness and diversity.</li> </ol> |          |  |
| V   | <b>Beyond</b>   |  | <b>9</b> |  |
|     | <ol style="list-style-type: none"> <li>1. ‘From Cocoon Forth a Butterfly’-Emily Dickinson</li> <li>2. Speech by Chief Seattle</li> <li>3. ‘Felling of the Banyan Tree’- Dilip Chitre</li> <li>4. ‘Freedom’-Langston Hughes</li> </ol> |  |          |  |

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'-Langston 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 POs:

|             | PO 1     | PO 2     | PO 3     | PO 4 | PO 5 | PO 6     | PO 7     |
|-------------|----------|----------|----------|------|------|----------|----------|
| <b>CO 1</b> | <b>3</b> | <b>1</b> | <b>2</b> | -    | -    | -        | <b>1</b> |
| <b>CO 2</b> | <b>3</b> | <b>3</b> | <b>2</b> | -    | -    | <b>1</b> | <b>2</b> |
| <b>CO 3</b> | <b>3</b> | <b>2</b> | <b>2</b> | -    | -    | <b>1</b> | <b>3</b> |

**Correlation Levels:**

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

**Assessment Rubrics:**

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

**Mapping of Cos to Assessment Rubrics:**

|             | Quiz/ Discussion/<br>Seminar (10%) | Internal Exam<br>(10%) | Assignment<br>(10%) | End Semester<br>Exam (70%) |
|-------------|------------------------------------|------------------------|---------------------|----------------------------|
| <b>CO 1</b> | ✓                                  | ✓                      | ✓                   | ✓                          |
| <b>CO 2</b> | ✓                                  | ✓                      | ✓                   | ✓                          |
| <b>CO 3</b> | ✓                                  | ✓                      | ✓                   | ✓                          |

**ST. THOMAS COLLEGE (AUTONOMOUS), THRISSUR**  
**FOUR-YEAR UNDERGRADUATE PROGRAMME (STC- FYUGP)**  
**GENERAL FOUNDATION COURSES**

**VALUE ADDED COURSE**

|                |  |                  |                   |                    |             |
|----------------|--|------------------|-------------------|--------------------|-------------|
| Programme      | <b>GENERAL FOUNDATION COURSES</b>  |                  |                   |                    |             |
| Course Code    | <b>ENG4FV109(1B)</b>   |                  |                   |                    |             |
| Course Title   | <b>FRAMING PERSPECTIVES: LITERARY AND CULTURAL NARRATIVES FOR HUMANITIES AND OTHER BA PROGRAMMES</b>   |                  |                   |                    |             |
| 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):**

| <b>CO</b>  | <b>CO Statement</b>  | <b>Cognitive Level*</b> | <b>Knowledge Category#</b> | <b>Evaluation Tools Used</b>           |
|--|--|-------------------------|----------------------------|--|
| <b>CO1</b>   | To distinguish the critical components inherent in each literary form, including thematic analysis, contextual understanding, character development and rhetorical techniques. | U                       | F, C                       | Creative work/<br>Assignments          |
| <b>CO2</b>   | To develop advanced verbal and non-verbal communication skills in expressing literary analyses, interpretations, and critiques.  | Ap, E                   | C, P                       | Debate, discussions, presentations.    |
| <b>CO3</b>   | To generate a holistic understanding of how human beings as a species have to coexist as social, cultural, and ethical.  | Ap, An                  | M                          | Reflective Essays/<br>Mock interviews. |
| <p>* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C)</p> <p># - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P)</p> <p>Metacognitive Knowledge (M)</p> |  |                         |                            |  |

**Detailed Syllabus:**

| Module    | Unit                       | Content  | Hours (45) |  |
|-----------|----------------------------|--|------------|--|
| <b>I</b>  | <b>Harmony in Nature</b>   |  | <b>9</b>   |  |
|           | 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          |  |
|           |                            | <b>Suggested Activities:</b> <ol style="list-style-type: none"> <li>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.</li> <li>2. Write newspaper article on how people have been conserving nature specific to the learner's locality.</li> <li>3. Write a review of a documentary/movie that talks about the destruction of nature.</li> <li>4. Visit a site where people have been living in harmony with nature.</li> </ol>   |            |  |
| <b>II</b> | <b>Harmony in Humanity</b> |  | <b>9</b>   |  |
|           | 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<br><a href="https://youtu.be/2GbxFIVQv8c?si=qZhAnZ2LfTvCSkkF">https://youtu.be/2GbxFIVQv8c?si=qZhAnZ2LfTvCSkkF</a>   | 2          |  |
|           |                            | <b>Suggested Activities:</b> <ol style="list-style-type: none"> <li>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.</li> <li>2. Select a specific example of a community or program that has successfully promoted cultural harmony. Analyze the strategies used and their outcomes.</li> <li>3. Conduct programmes in your institution based on the theme of cultural diversities.</li> <li>4. Conduct a mock interview with a social worker.</li> </ol> |            |  |

|     |  |   |          |  |
|-----|--|---|----------|--|
| III | <b>Arts and Society</b>  |   | <b>9</b> |  |
|     | 9  | Blowin' in the Wind- Bob Dylan  | 2        |  |
|     | 10   | 'Guernica' Did Nothing- Which is Why it Still Matters- David McCarthy<br><a href="https://www.zocalopublicsquare.org/2023/04/24/guernica-antiwar-art-still-matters/ideas/essay/">https://www.zocalopublicsquare.org/2023/04/24/guernica-antiwar-art-still-matters/ideas/essay/</a>  | 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<br><a href="https://www.youtube.com/watch?v=SExAIcu36ZI">https://www.youtube.com/watch?v=SExAIcu36ZI</a>  | 2        |  |
|     |  | <b>Suggested Activities:</b><br>1. Organise a photo exhibition on the theme 'Social Emancipation'.<br>2. Conduct discussions on the importance of art literacy in society and the role of education in promoting it.<br>3. Watch movies/documentaries that call for social change.<br>4. Compile art forms that speak about society.              |          |  |
| IV  | <b>Towards Holistic Living</b>   |   | <b>9</b> |  |
|     | 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><br><a href="https://www.youtube.com/watch?v=JqXHlz-vfQ&amp;t=1047s">https://www.youtube.com/watch?v=JqXHlz-vfQ&amp;t=1047s</a>   | 2        |  |
|     |  | <b>Suggested Activities:</b><br>1. Write an article about a person who has survived a major illness.<br>2. Write a review of an autobiography of a person with disabilities.<br>3. Conduct a panel discussion about the issues and triumphs of old age.<br>4. Adapt and enact a skit that discusses the life of people from minority communities. |          |  |
| V   | <b>Soulful Living</b>  |   | <b>9</b> |  |
|     | 1. 'On Killing a Tree'- Gieve Patel<br>2. The Story of My Life- Helen Keller<br>3. 'Old Folks Laugh'- Maya Angelou<br>4. <i>Laapataa Ladies</i> - Dir. Kiran Rao |   |          |  |



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 POs:

|      | PO 1 | PO 2 | PO 3 | PO 4 | PO 5 | PO 6 | PO 7 |
|------|------|------|------|------|------|------|------|
| CO 1 | 3    | 3    | 3    | -    | -    | 1    | 1    |
| CO 2 | 2    | 3    | 3    | -    | -    | 1    | 1    |
| CO 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
2. Internal Exam
3. Assignment
4. End Semester Exam

**Mapping of Cos to Assessment Rubrics:**

|             | <b>Quiz/ Discussion/<br/>Seminar (10%)</b> | <b>Internal Exam<br/>(10%)</b> | <b>Assignment<br/>(10%)</b> | <b>End Semester<br/>Exam (70%)</b> |
|-------------|--|--------------------------------|-----------------------------|------------------------------------|
| <b>CO 1</b> | ✓  | ✓                              | ✓                           | ✓                                  |
| <b>CO 2</b> | ✓  | ✓                              | ✓                           | ✓                                  |
| <b>CO 3</b> | ✓  | ✓                              | ✓                           | ✓                                  |

**ST. THOMAS COLLEGE (AUTONOMOUS), THRISSUR**

**FOUR-YEAR UNDERGRADUATE PROGRAMME (STC-FYUGP)**

**GENERAL FOUNDATION COURSES**

**VALUE ADDED COURSE**

|                |  |                  |                   |                    |             |
|----------------|--|------------------|-------------------|--------------------|-------------|
| Programme      | <b>GENERAL FOUNDATION COURSES</b>  |                  |                   |                    |             |
| Course Code    | <b>ENG4FV109(2)</b>  |                  |                   |                    |             |
| Course Title   | <b>FRAMING PERSPECTIVES: LITERARY AND CULTURAL NARRATIVES FOR SCIENCES</b>   |                  |                   |                    |             |
| 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):**

| <b>CO</b>  | <b>CO Statement</b>   | <b>Cognitive Level*</b> | <b>Knowledge Category#</b> | <b>Evaluation Tools used</b>                 |
|--|---|-------------------------|----------------------------|--|
| <b>CO 1</b>  | To reproduce human values among learners by providing learning experiences through textual transactions.  | U, An                   | F, C                       | Discussion, /Poster making/Assignment.       |
| <b>CO 2</b>  | To design 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.                        |
| <b>CO 3</b>  | To Analyze the complexities of life and find solutions in the current digital era.  | U, Ap, An               | C, P, M                    | Panel discussion/Survey/Debates/ Assignments |
| * - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C)<br># - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M) |   |                         |                            |  |

**Detailed Syllabus:**

| Module    | Unit   | Content   | Hours (45) |  |
|-----------|--|---|------------|--|
| <b>I</b>  | <b>Human Rights</b>                              |   | <b>9</b>   |  |
|           | 1  | Integrating Human Rights, Leave No One Behind, and Gender Equality into UN Cooperation Frameworks- <i>United Nations Sustainable Development Group</i><br><a href="https://www.youtube.com/watch?v=mHHy1gDn4x8">https://www.youtube.com/watch?v=mHHy1gDn4x8</a>                 | 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          |  |
|           |  | <b>Suggested Activities:</b><br>1. Conduct a debate on the misuse of Constitutional Rights.<br>2. Organise panel discussion on ‘Threats on Human Rights’.<br>3. Prepare a short film on the challenges of human rights.<br>4. Explore human rights issues through storytelling. |            |  |
| <b>II</b> | <b>Professional Ethics and Scientific Temper</b> |   | <b>9</b>   |  |
|           | 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          |  |
|           |  | <b>Suggested Activities:</b><br>1. Organise a debate on ethics and its relevance.<br>2. Write a story/ poem about ethics and its practice.<br>3. Prepare a short video on ethics.<br>4. Conduct a quiz on topics related to scientific temper.                                  |            |  |

|     |   |  |          |  |
|-----|---|--|----------|--|
| III | <b>Understanding Gender</b>   |  | <b>9</b> |  |
|     | 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<br><a href="https://www.youtube.com/watch?v=HLEgiR1Fsds">https://www.youtube.com/watch?v=HLEgiR1Fsds</a>   | 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<br><a href="https://www.unwomen.org/sites/default/files/Headquarters/Attachments/Sections/Library/Publications/2018/Empowerment-of-women-and-girls-with-disabilities-en.pdf">https://www.unwomen.org/sites/default/files/Headquarters/Attachments/Sections/Library/Publications/2018/Empowerment-of-women-and-girls-with-disabilities-en.pdf</a> | 2        |  |
|     |   | <b>Suggested Activities:</b><br><br><ol style="list-style-type: none"> <li>1. Watch films based on gender equity and write reviews.</li> <li>2. Write a newspaper article on any contemporary gender issues.</li> <li>3. Analyse representation of women in science.</li> <li>4. Discussion about the cross-cultural representation of women in literary narratives.</li> </ol>  |          |  |
| IV  | <b>Mindfulness</b>  |  | <b>9</b> |  |
|     | 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        |  |
|     |   | <b>Suggested Activities:</b><br><br><ol style="list-style-type: none"> <li>1. Collect and compile life stories of people from minority communities.</li> <li>2. Watch movies/documentaries about calamities inflicted by human beings.</li> <li>3. Identify texts dealing with themes of inclusiveness and diversity.</li> <li>4. Make short videos on peaceful co-existence.</li> </ol>   |          |  |
| V   | <b>The Nature and Future</b>  |  | <b>9</b> |  |
|     | <ol style="list-style-type: none"> <li>1. Predicts The Future– Isaac Asimov</li> <li>2. Oppenheimer: Christopher Nolan</li> <li>3. Vanka- Anton Chekhov</li> <li>4. <i>Gift in Green</i>- Sarah Joseph</li> </ol> |  |          |  |

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 POs:

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

**Correlation Levels:**

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

**Assessment Rubrics:**

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

**Mapping of Cos to Assessment Rubrics:**

|             | Quiz/ Discussion/<br>Seminar (10%) | Internal Exam<br>(10%) | Assignment<br>(10%) | End Semester<br>Exam (70%) |
|-------------|------------------------------------|------------------------|---------------------|----------------------------|
| <b>CO 1</b> | ✓                                  | ✓                      | ✓                   | ✓                          |
| <b>CO 2</b> | ✓                                  | ✓                      | ✓                   | ✓                          |
| <b>CO 3</b> | ✓                                  | ✓                      | ✓                   | ✓                          |



**ST. THOMAS COLLEGE (AUTONOMOUS), THRISSUR**  
**FOUR-YEAR UNDERGRADUATE PROGRAMME (STC- FYUGP)**  
**GENERAL FOUNDATION COURSES**  
**VALUE ADDED COURSE**

|                |  |                  |                   |                    |             |
|----------------|--|------------------|-------------------|--------------------|-------------|
| Programme      | <b>GENERAL FOUNDATION COURSES</b>  |                  |                   |                    |             |
| Course Code    | <b>ENG4FV109(3)</b>  |                  |                   |                    |             |
| Course Title   | <b>FRAMING PERSPECTIVES: LITERARY AND CULTURAL NARRATIVES FOR COMMERCE AND MANAGEMENT</b>  |                  |                   |                    |             |
| 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):**

| <b>CO</b>   | <b>CO Statement</b>   | <b>Cognitive Level*</b> | <b>Knowledge Category#</b> | <b>Evaluation Tools used</b> |
|---|---|-------------------------|----------------------------|------------------------------|
| <b>CO 1</b>   | To synthesize 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  |
| <b>CO 2</b>   | To analyze real-life situations and cultivate empathy, tolerance and respect towards pluralism.                           | An                      | C, M                       | Questionnaire/Survey         |
| <b>CO 3</b>   | To implement the knowledge of personal and social ethics to issues in her/his life and society.                           | Ap                      | C, P, M                    | Debate/Group Discussion.     |
| <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   | Hours (45) |  |
|-----------|--------------------------|---|------------|--|
| <b>I</b>  | <b>Human Rights</b>      |   | <b>9</b>   |  |
|           | 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 &amp; White</i> - Dir. Anuj Ramachandran<br><a href="https://youtu.be/AxUgUBaipRA">https://youtu.be/AxUgUBaipRA</a>  | 2          |  |
|           |                          | <b>Suggested Activities:</b> <ol style="list-style-type: none"> <li>1. Collect recent news items on human rights violations, analyse them and prepare a report on them.</li> <li>2. Interpret cartoons on human rights as in the example given.</li> <li>3. List the human rights violations that are commonly seen.</li> <li>4. Organise panel discussion on the shortcomings of the human rights enlisted in the Constitution of India.</li> </ol>  |            |  |
| <b>II</b> | <b>Scientific Temper</b> |   | <b>9</b>   |  |
|           | 5                        | Tied Up With String (Chap. 1)- Brian Greene. The Elegant Universe: Superstrings, Hidden Dimensions, and the Quest for the Ultimate Theory<br><a href="https://www.docdroid.net/OxX8rzF/the-elegant-universe-pdfdrive-pdf">https://www.docdroid.net/OxX8rzF/the-elegant-universe-pdfdrive-pdf</a>  | 3          |  |
|           | 6                        | Excerpt from ‘What is Science?’- George Orwell  | 2          |  |
|           | 7                        | The Broken Mirror, the Black Cat and Lots of Good Luck -<br>Chris Rose  | 2          |  |
|           | 8                        | How AI will Shape Humanity’s Future- Yuval Noah Harari<br><a href="https://youtu.be/2w37ty9gGU8">https://youtu.be/2w37ty9gGU8</a>   | 2          |  |
|           |                          | <b>Suggested Activities:</b> <ol style="list-style-type: none"> <li>1. Watch the short film and write a review.<br/><i>A Day in the Life</i> - <a href="https://www.youtube.com/watch?v=j-kDsBrHAYs">https://www.youtube.com/watch?v=j-kDsBrHAYs</a></li> <li>2. What kinds of superstitions are common in your locality? Make a list.</li> <li>3. Discuss AI and the Future of Humanity.</li> <li>4. Conduct a poster exhibition on the latest scientific developments from Kerala.</li> </ol> |            |  |

|            |   |  |          |  |
|------------|---|--|----------|--|
| <b>III</b> | <b>Professional Ethics</b>  |  | <b>9</b> |  |
|            | 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><br><a href="https://youtu.be/rzbXht7MJVM">https://youtu.be/rzbXht7MJVM</a>   | 2        |  |
|            |   | <b>Suggested Activities:</b> <ol style="list-style-type: none"> <li>1. Prepare a chart about the Professional Ethics to be practised in a firm/company.</li> <li>2. Conduct a debate on the topic- Euthanasia.</li> <li>3. List interesting brand names and analyse their meanings.</li> <li>4. Write an article about the importance of sustainable living and work ethics.</li> </ol>  |          |  |
| <b>IV</b>  | <b>Health and Wellness</b>  |  | <b>9</b> |  |
|            | 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><br><a href="https://www.youtube.com/watch?v=vk7vkyTXfy8">https://www.youtube.com/watch?v=vk7vkyTXfy8</a>   | 2        |  |
|            |   | <b>Suggested Activities:</b> <ol style="list-style-type: none"> <li>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.</li> <li>2. Discuss some measures to ensure healthy practices in life.</li> <li>3. Make a presentation on the prominent health issues in contemporary times.</li> <li>4. Create a short video on any healthcare professional from the learner's region.</li> </ol> |          |  |
| <b>V</b>   | <b>Ethical Considerations</b>   |  | <b>9</b> |  |
|            | <ol style="list-style-type: none"> <li>1. <i>Business Ethics: Ethical Decision Making &amp; Cases</i>- O.C Ferrell</li> <li>2. Social Media Ethics Essay: Examples &amp; Definition- IvyPanda<br/><a href="https://ivypanda.com/essays/social-media-and-ethics-report/">https://ivypanda.com/essays/social-media-and-ethics-report/</a></li> <li>3. How to Look After Your Mental Health using Exercise?- <i>Mental Health Foundation</i></li> <li>4. Ethical Dilemma: The Burger Murders – Dir. Patrick Smith</li> </ol> |  |          |  |

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](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>
8. 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>
9. Ethical Dilemma: The Burger Murders – Dir. Patrick Smith  
<https://www.youtube.com/watch?v=W8O131s31Rg>

**Mapping of COs with POs:**

|             | <b>PO 1</b> | <b>PO 2</b> | <b>PO 3</b> | <b>PO 4</b> | <b>PO 5</b> | <b>PO 6</b> | <b>PO 7</b> |
|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| <b>CO 1</b> | 2           | -           | 1           | -           | -           | 1           | -           |
| <b>CO 2</b> | 3           | 3           | 3           | -           | -           | 2           | 3           |
| <b>CO 3</b> | 3           | 3           | 3           | -           | -           | 2           | 3           |

**Correlation Levels:**

| <b>Level</b> | <b>Correlation</b> |
|--------------|--------------------|
| -            | Nil                |
| 1            | Slightly / Low     |
| 2            | Moderate / Medium  |
| 3            | Substantial / High |

**Assessment Rubrics:**

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

**Mapping of Cos to Assessment Rubrics:**

|             | <b>Quiz/ Discussion/<br/>Seminar (10%)</b> | <b>Internal Exam<br/>(10%)</b> | <b>Assignment<br/>(10%)</b> | <b>End Semester<br/>Exam (70%)</b> |
|-------------|--|--------------------------------|-----------------------------|------------------------------------|
| <b>CO 1</b> | ✓  | ✓                              | ✓                           | ✓                                  |
| <b>CO 2</b> | ✓  | ✓                              | ✓                           | ✓                                  |
| <b>CO 3</b> | ✓  | ✓                              | ✓                           | ✓                                  |

**ST. THOMAS COLLEGE (AUTONOMOUS), THRISSUR**  
**FOUR-YEAR UNDERGRADUATE PROGRAMME (STC- FYUGP)**  
**GENERAL FOUNDATION COURSES**  
**IV SEM- SKILL ENHANCEMENT COURSE**

|                |  |                  |                   |                    |             |
|----------------|--|------------------|-------------------|--------------------|-------------|
| Programme      | <b>GENERAL FOUNDATION COURSES</b>  |                  |                   |                    |             |
| Course Code    | <b>ENG4FS111(1A)</b>   |                  |                   |                    |             |
| Course Title   | <b>CONTEMPORARY LANGUAGE SKILLS FOR LITERATURES</b>  |                  |                   |                    |             |
| Type of Course | <b>SKILL ENHANCEMENT COURSE (SEC)- LANGUAGES</b>   |                  |                   |                    |             |
| Semester       | <b>4</b>   |                  |                   |                    |             |
| 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):**

| <b>CO</b>   | <b>CO Statement</b>   | <b>Cognitive Level*</b> | <b>Knowledge Category#</b> | <b>Evaluation Tools used</b> |
|---|---|-------------------------|----------------------------|------------------------------|
| CO1   | To practice active listening skills to respond to verbal and nonverbal cues.  | R                       | P                          | Test/Quiz                    |
| CO2   | To develop proper vocabulary, pronunciation and command over grammatical categories to develop language competency. | R, U                    | C                          | Viva-Voce/Exams              |
| CO3   | To develop the skills to interact with diverse people belonging to different cultures.                              | C, Ap, E                | P                          | Role play/<br>Viva- Voce     |
| * - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C)<br># - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P)<br>Metacognitive Knowledge (M) |   |                         |                            |                              |



**Detailed Syllabus:**

| <b>Module</b> | <b>Unit</b>  | <b>Content</b>   | <b>Hrs (60)</b> |  |
|---------------|--|--|-----------------|--|
| <b>I</b>      | <b>SOCIAL &amp; PROFESSIONAL SKILLS</b>  |  | <b>8</b>        |  |
|               | <b>Skill: To develop effective communication, teamwork, and leadership abilities to excel in both social and professional environments.</b>  |  | <b>2</b>        |  |
|               | 1  | Martin Luther King- RN Roy   | <b>2</b>        |  |
|               | 2  | Green Parrots in a cage-Gopi Gauba   | <b>2</b>        |  |
|               | 3  | ‘First Thoughts’ from Writing Down the Bones: Freeing the Writer Within- Natalie Goldberg-pp 10-13.  | <b>2</b>        |  |
|               | 4  | Introduction — Brandon Sanderson on Writing Science Fiction and Fantasy’ - Brandon Sanderson<br><a href="https://youtu.be/-6H0dHEeosc?si=otIbFEq1wKvBG58W">https://youtu.be/-6H0dHEeosc?si=otIbFEq1wKvBG58W</a>  | <b>2</b>        |  |
| <b>II</b>     | <b>Critical Thinking &amp; Problem Solving</b>   |  | <b>8</b>        |  |
|               | <b>Skill: To enable learners how to think and evaluate critically.</b>   |  |                 |  |
|               | 5  | A Jury of Her Peers-Susan Glaspell   | <b>2</b>        |  |
|               | 6  | Harrison Bergeron- Kurt Vonnegut   |                 |  |
|               | 7  | Letter from Birmingham Jail- [King, Jr.]<br><a href="https://www.africa.upenn.edu/Articles_Gen/Letter_Birmingham.html">https://www.africa.upenn.edu/Articles_Gen/Letter_Birmingham.html</a>  | <b>2</b>        |  |
|               | 8  | The Man with the Hoe-Edwin Markham.<br><a href="https://www.poetryfoundation.org/poems/47948/the-man-with-the-hoe">https://www.poetryfoundation.org/poems/47948/the-man-with-the-hoe</a>   | <b>2</b>        |  |
| <b>III</b>    | <b>Creative Expressions</b>  |  | <b>8</b>        |  |
|               | <b>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.</b> |  | <b>2</b>        |  |
|               | 9  | Ariel- Sylvia Plath  | <b>2</b>        |  |
|               | 10   | Bullet in the Brain-Tobias Wolff   | <b>2</b>        |  |
|               | 11   | The Starry Night-Vincent van Gogh  | <b>2</b>        |  |
|               | 12   | from the Journal Written at Grasmere(p.106-109) April 15th & 16 Th, 1802-Journals Of Dorothy Wordsworth Edited By William Knight Vol. I<br><a href="https://www.gutenberg.org/files/42856/42856-h/42856-h.htm#Page_77">https://www.gutenberg.org/files/42856/42856-h/42856-h.htm#Page_77</a> | <b>2</b>        |  |
| <b>IV</b>     | <b>Collaboration</b>   |  | <b>6</b>        |  |

|  |    |  |   |  |
|--|----|--|---|--|
|  |    | Skills: To teach learners the skill of collaboration in classroom-<br>Brainstorming, Group Discussion & Peer Learning Collaborative in<br>the digital spaces |   |  |
|  | 13 | The Conjuror's Revenge -Stephen Leacock  | 1 |  |
|  | 14 | The Price of Flowers -Prabhat Kumar Mukhopadhyay   | 1 |  |
|  | 15 | Documentary based on Kerala flood-<br><a href="https://youtu.be/kwwhqnl1IOIE?si=Z6rCDbHx5tW3iJpU">https://youtu.be/kwwhqnl1IOIE?si=Z6rCDbHx5tW3iJpU</a>      | 2 |  |
|  | 16 | Snake-D H Lawrence   | 2 |  |

|  |          |   |           |  |
|--|----------|---|-----------|--|
|  | <b>V</b> | <b>Practicum</b>  | <b>30</b> |  |
|  |          | <b>Module I:</b> <ol style="list-style-type: none"> <li>1. Make a note on the parallels in the life and works of Martin Luther King and Mahatma Gandhi</li> <li>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</li> <li>3. Partition has left lasting scars in the soul of this subcontinent. Discuss</li> <li>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</li> <li>5. "Forget yourself. Disappear into everything you look at.." Examine the statement about creative writing in Writing Down the Bones.</li> <li>6. Prepare a short story as a part of creative writing and discuss it in the class.</li> <li>7. Discuss how Brandon Sanderson uses different writing methods to write science fiction and other stories.</li> <li>8. Conduct GD on the salient features of science fiction.</li> </ol> | 7         |  |

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|  |  | <b>Module II:</b> <ol style="list-style-type: none"> <li>1. Make a short note on the contribution of early 20<sup>th</sup> century women dramatists of American literature.</li> <li>2. Identify and analyze mysteries featuring women as investigators and compare them with stories featuring men as investigators.</li> <li>3. Organize a discussion on detective stories and characters popular in your regional literature.</li> <li>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.</li> <li>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.</li> <li>6. Trace out the history of the civil rights movement in the USA and submit an assignment critically reading the history</li> <li>7. Organize a discussion on racism and how language plays a</li> </ol> | 7 |  |
|  |  | <ol style="list-style-type: none"> <li>role in it.</li> <li>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.</li> <li>9. Identifying the painting mentioned in the poem and give your interpretation then compare it with the poem.</li> <li>10. Organize a discussion on the condition of working class after analyzing the poem then submit a note comparing the contemporary experience of class</li> <li>11. Attempt an imaginary interview by creating critical questions for the author regarding his utopian ideas.</li> </ol>   |   |  |

|  |  |  |   |  |
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|  |  | <b>Module III:</b> <ol style="list-style-type: none"> <li>1. The poem "Ariel" evokes strong visual imagery. Discuss how their interpretations visually capture the essence of Plath's words.</li> <li>2. Assign a research project focused on Sylvia Plath's life and work beyond "Ariel".</li> <li>3. Research real-life instances of unexpected events or ironic twists similar to Anders' experience. How do these compare to Wolff's fictional portrayal?</li> <li>4. Create a story board or a series of illustrations that depict key moments in the story.</li> <li>5. Discuss how "The Starry Night" has influenced literature, music, and popular culture. Identify references to the painting in films, books, and music videos.</li> <li>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.</li> <li>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.</li> <li>8. Critically evaluate the concept of nature evolved through the writings of Dorothy Wordsworth.</li> </ol> | 8 |  |
|--|--|--|---|--|

|  |  |   |   |  |
|--|--|---|---|--|
|  |  | <b>Module IV:</b> <ol style="list-style-type: none"> <li>1. Conduct a GD on the role of mutual respect in our social interactions after reading ‘The Conjuror's Revenge’.</li> <li>2. Bring out the elements of suspense and humour in the narrative style of Leacock.</li> <li>3. Research on the concept of Empathy based on ‘The Price of Flowers’.</li> <li>4. True human values know no boundaries. Discuss</li> <li>5. Identify collaborations in digital platforms and write assignments using the platform.</li> <li>6. Give any topic of their choice to the learners and conduct brainstorming sessions &amp; group discussions.</li> <li>7. Man is just one among all the creatures living on the planet. We need to collaborate and coexist with other species. Conduct a debate on the topic</li> <li>8. There is beauty all around us, but we often fail to notice the wonders of nature. Do you agree? -GD.</li> </ol> | 8 |  |
|--|--|---|---|--|

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. Tuhovsky, Ian. 21 Days of Effective Communication. CreateSpace Independent Publishing Platform, 2018.
2. Bailey, Stephen. *Academic Writing: a handbook for international students*. Routledge, 2017.
3. Baker, Ann. Ship or Sheep? an Intermediate Pronunciation Course. Cambridge University Press, 1977.
4. Biesenbach, Rob. *Unleash the Power of Storytelling: Win Hearts, Change Minds, Get Results*. Eastlawnmedia, 2011.
5. Carnegie, Dale. The Quick and Easy way to Effective Speaking. Simon & Schuster, 1990.
6. Coleman, Keith. Effective Communication Skills. Communication & Social Skills, 2019
7. Collins, Beverley and Inger M Mees. *Practical English Grammar and Phonology*
8. Daniels, Aubrey C. Bringing Out the Best in People: How to Apply the Astonishing Power of Positive Reinforcement, Third Edition. McGraw-Hill Education, 2016.
9. Dhanvel. S.P. *English and Soft Skills*. Orient Blackswan, 2010.

10. Finlay, Michelle. *Everyday English for grown-ups: Getting to grips with the basics* Michael O'Mara, 2015
11. Gallo, Carmine. *Five Stars: The Communication Secrets to Get from Good to Great*. St. Martin's Press, 2018.
12. Giblin, Les. *The Skill with People*. Embassy Book Distributors, 2001
13. Goulston, Mark. *Just Listen: Discover the Secret to Getting Through to Absolutely Anyone*. AMACOM, 2015.
14. Headlee, Celeste. *We need to Talk: How to have Conversations that Matter*. Harper, 2017
15. Hewings, Martin. *Advanced Grammar in Use*
16. Lal, Ivy. *Essentials of Advanced English Grammar*
17. Lewis, Norman. *Wordpower made Easy*. Doubleday, 1949.
18. Patterson, Kerry, et al. *Crucial Conversations*. McGraw-Hill Contemporary, 2002.
19. Sullivan, Jay. *Simply Said*. Wiley, 2016.
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 POs:

|      | PO 1 | PO 2 | PO3 | PO 4 | PO5 | PO 6 | PO 7 |
|------|------|------|-----|------|-----|------|------|
| CO 1 | 2    | 3    | 2   | -    | -   | -    | -    |
| CO 2 | 2    | 3    | 2   | -    | -   | -    | -    |
| CO 3 | 2    | 2    | 2   | -    | -   | -    | 2    |

**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 | ✓             | ✓          | ✓                     | ✓                         | ✓         |

**ST. THOMAS COLLEGE (AUTONOMOUS), THRISSUR**  
**FOUR-YEAR UNDERGRADUATE PROGRAMME (STC- FYUGP)**  
**GENERAL FOUNDATION COURSES**  
**FOUNDATION COURSE FOR HUMANITIES AND OTHER BA PROGRAMMES**  
**SKILL ENHANCEMENT COURSE (SEC)**

|                |  |         |          |           |        |             |
|----------------|--|---------|----------|-----------|--------|-------------|
| Programme      | <b>GENERAL FOUNDATION COURSES IN ENGLISH</b>   |         |          |           |        |             |
| Course Code    | <b>ENG4FS111(1B)</b>   |         |          |           |        |             |
| Course Title   | <b>CONTEMPORARY LANGUAGE SKILLS FOR HUMANITIES AND OTHER BA PROGRAMMES</b>   |         |          |           |        |             |
| Type of Course | <b>SKILL ENHANCEMENT COURSE (SEC) – HUMANITIES</b>   |         |          |           |        |             |
| Semester       | <b>4</b>   |         |          |           |        |             |
| 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):**

| <b>CO</b>   | <b>CO Statement</b>  | <b>Cognitive Level*</b> | <b>Knowledge Category#</b> | <b>Evaluation Tools used</b> |
|---|--|-------------------------|----------------------------|------------------------------|
| CO1   | To demonstrate proficiency in contemporary language skills suitable for academic and professional contexts.  | R, U                    | F, C                       | Comprehension/<br>GD         |
| CO2   | To examine and appreciate the cultural nuances embedded in the language.   | R, Ap, An,              | C, P                       | Debates                      |
| CO3   | To employ 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/Re<br>view       |
| * - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C)<br># - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P)<br>Metacognitive Knowledge (M) |  |                         |                            |                              |

**Detailed Syllabus:**

| <b>Module</b> | <b>Unit</b>                                    | <b>Content</b>  | <b>Hrs (60)</b> |  |
|---------------|--|---|-----------------|--|
| <b>I</b>      | <b>SOCIAL &amp; PROFESSIONAL SKILLS</b>        |   | 8               |  |
|               |  | 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<br><a href="https://www.valamis.com/hub/emotional-intelligence-in-the-workplace">https://www.valamis.com/hub/emotional-intelligence-in-the-workplace</a>  | 2               |  |
|               | 2  | Philosophy is the secret to thriving in the age of AI- Jim Frawley<br><a href="https://www.fastcompany.com/90935547/we-need-more-workers-studying-philosophy-not-computer-science-to-address-the-disruption-of-ai">https://www.fastcompany.com/90935547/we-need-more-workers-studying-philosophy-not-computer-science-to-address-the-disruption-of-ai</a> | 2               |  |
|               | 3  | Full Address- BBC Panel discussion- Stephen Fry<br><a href="https://youtu.be/IporlmXXDeY?si=0kW6_Srb7KSnNmBd">https://youtu.be/IporlmXXDeY?si=0kW6_Srb7KSnNmBd</a>  | 2               |  |
|               | 4  | The Story Behind the Story- Who moved my cheese? - Spencer Johnson (P.13-18)  |                 |  |
| <b>II</b>     | <b>Critical Thinking &amp; Problem Solving</b> |   | 8               |  |
|               |  | 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<br><a href="https://youtu.be/H0_yKBitO8M?si=Ds1RNNabxo27o6of">https://youtu.be/H0_yKBitO8M?si=Ds1RNNabxo27o6of</a>   | 2               |  |

|     |   |  |    |  |
|-----|---|--|----|--|
| III | <b>Creative Expressions</b>   |  | 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. |  |    |  |
|     | 9   | Sunflowers - Vincent Van Gogh  | 1  |  |
|     | 10  | Tyger-William Blake  | 2  |  |
|     | 11  | Kurt Vonnegut on the Shapes of Stories - David Comberg<br><a href="https://youtu.be/oP3c1h8v2ZQ?si=Ah9LQXI00kNtU1Bg">https://youtu.be/oP3c1h8v2ZQ?si=Ah9LQXI00kNtU1Bg</a>                                | 2  |  |
|     | 12  | The Knife: Meditations after an Attempted Murder- Salman Rushdie (Part 1-The Knife, pp 7-15)   | 2  |  |
| IV  | <b>Collaboration</b>  |  | 7  |  |
|     | 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-<br><a href="https://youtu.be/kwwhqnl1OIE?si=Z6rCDbHx5tW3iJpU">https://youtu.be/kwwhqnl1OIE?si=Z6rCDbHx5tW3iJpU</a>  | 2  |  |
|     | 14  | Empowering India's Women through Community Groups -P Sainath<br><a href="https://www.bbc.com/news/world-asia-india-27615599">https://www.bbc.com/news/world-asia-india-27615599</a>                      | 2  |  |
|     | 15  | The New Science of Building Great Teams - Alex Pentland<br><a href="https://hbr.org/2012/04/the-new-science-of-building-great-teams">https://hbr.org/2012/04/the-new-science-of-building-great-teams</a> | 2  |  |
|     | 16  | Theme for English B- Langston Hughes   | 1  |  |
| V   |   | <b>Practicum</b>   | 30 |  |

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|  |  | <b>Module I:</b> <ol style="list-style-type: none"> <li>1. Prepare daily or weekly journal on your emotional responses to various situations.</li> <li>2. Conduct a group discussion on how emotions are managed in different situations.</li> <li>3. Conduct debates on ethical dilemmas related to AI, such as privacy, decision-making, and the impact of automation on employment.</li> <li>4. Make a report on moral dilemmas related to AI, such as the development of autonomous weapons or AI in healthcare and use philosophical reasoning to explore potential solutions.</li> <li>5. Prepare seminars presentation elaborating the themes discussed by Fry, providing additional insights and facilitating discussions on how these themes impact various fields.</li> <li>6. Read books and articles related to the topics discussed by Fry and prepare a note.</li> <li>7. Divide participants into groups and assign each group one of the characters from the book. Have each group discuss how their character's behavior relates to real-life responses to change in a workplace or personal setting.</li> <li>8. Create and share stories about how learners have navigated change, using the format of "Who Moved My Cheese?" for inspiration.</li> </ol> | 8 |  |
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|  |  | <b>Module II:</b> <ol style="list-style-type: none"> <li>1. Write short stories or essays from the perspective of different characters in <i>The Black Sheep</i>. Explore how each character perceives the protagonist and the central conflict.</li> <li>2. Analyze the symbolism of the black sheep and other elements in the story. Discuss how Calvino uses symbolism to convey deeper meanings and relate these symbols to contemporary issues.</li> <li>3. Write a short story or journal entry from the perspective of a minor character in “The Five Orange Pips.” Explore how their viewpoint might offer new insights into the mystery.</li> <li>4. Discuss the themes of justice, revenge, and the supernatural in the story. Explore how these themes are portrayed and their significance in the context of the narrative.</li> <li>5. Discuss the socioeconomic challenges faced by the working class both historically and in contemporary contexts. Relate these challenges to the experiences depicted in the book.</li> <li>6. Explore how different media (film, documentaries, music) represent working-class experiences and compare these portrayals to Wieners' work.</li> <li>7. Conduct a discussion focusing on develop collaboration and communication skills.</li> <li>8. Analyze unsuccessful attempts in collaborative projects from their studies and discuss the lessons that can be learned from those experiences.</li> </ol> | 7 |  |
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|  | <p><b>Module III:</b></p> <ol style="list-style-type: none"> <li>1. Discuss a brief history of Vincent van Gogh and his <i>Sunflowers</i> series, his techniques, influences, and the significance of the paintings within his body of work.</li> <li>2. Research and discuss other artists who influenced Van Gogh or were influenced by his work. Explore how <i>Sunflowers</i> fits into the broader art movements of his time.</li> <li>3. Analyze the symbolism of the tiger in Blake's poem. Discuss the imagery used and how it contributes to the poem's themes and overall impact.</li> <li>4. Create short skits or scenes that adapt the themes and imagery of <i>The Tyger</i>.</li> <li>5. Create plot diagrams for well-known stories or personal narratives, using Vonnegut's shapes of stories as a guide.</li> <li>6. Analyze how different genres use story shapes. Compare how traditional genres like mystery or romance differ in their narrative structures compared to experimental or avant-garde genres.</li> <li>7. Discuss the main themes presented in this section, such as fear, survival, and resilience. Explore how Rushdie addresses these themes through his personal reflections.</li> <li>8. Write a personal reflection or essay inspired by the themes of <i>The Knife</i>. Explore how facing personal challenges or fears has influenced your own life and thoughts.</li> </ol> | 8 |  |
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|  |  |  |   |  |
|--|--|--|---|--|
|  |  | <b>Module IV:</b> <ol style="list-style-type: none"> <li>1. Hold a group discussion or reflective session on the key themes of the documentary, such as the causes of the flood, its impact on communities, and the response efforts. Explore how the documentary portrays these issues.</li> <li>2. Investigate and present on disaster management practices and strategies employed in Kerala during and after the flood. Compare these with practices in other regions affected by similar disasters.</li> <li>3. Conduct seminars on gender equality and women's rights, using examples from community groups highlighted in the article. Include discussions on challenges and solutions.</li> <li>4. Create a documentary or short film that highlights the stories of women involved in community groups. Use interviews and personal narratives to showcase their impact and achievements.</li> <li>5. Analyze the correlation between communication patterns and team performance. Identify trends and insights that can inform strategies for improving team effectiveness.</li> <li>6. Discuss on effective communication strategies and how to foster a positive team culture. Include topics such as active listening, empathy, and conflict resolution.</li> <li>7. Prepare a report on themes of race, identity, and social justice after conducting a GD.</li> <li>8. Group presentations on the topics discussed in the modules given above.</li> </ol> | 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. Balasubramaniam, T A *Textbook of English Phonetics for Indian Learners*. Macmillan, 2013.
3. Beck, Isabel L., et al. *Bringing Words to Life: Robust Vocabulary Instruction*. United States, Guilford Publications, 2013.

4. Bowe, Heather, et al. *Communication Across Cultures: Mutual Understanding in a Global World*. Australia, Cambridge University Press, 2014.
  5. Get Out  
<https://www.youtube.com/watch?v=Jdd0JF79q4I> (Video Essay on racism)
  6. How to give effective feedback  
<https://www.cultureamp.com/blog/how-to-give-effective-feedback>
  7. [https://www.glamour.com/story/swipe-up-for-more-excerpt?utm\\_source=pocket-newtab-android](https://www.glamour.com/story/swipe-up-for-more-excerpt?utm_source=pocket-newtab-android)
  8. 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>
9. Martin Hewings. *Advanced English Grammar with Answers*. Cambridge UP, 1999.
  10. Mehl, Martin. *Principles of Communication: Public Speaking*. United States, Pearson Learning Solutions, 2017.
  11. Minshew, Kathryn, and Cavoulacos, Alexandra. *The New Rules of Work: The Ultimate Career Guide for the Modern Workplace*. United Kingdom, Orion, 2017
  12. Moore, Brooke Noel, and Parker, Richard. *ISE Critical Thinking*. United Kingdom, McGraw-Hill Education, 2020.
  13. Murphy, Raymond. *Basic Grammar in Use*. Cambridge UP Fourth Edition, 2017.
  14. Nichols, Michael P., and Straus, Martha B.. *The Lost Art of Listening: How Learning to Listen Can Improve Relationships*. United States, Guilford Publications, 2021.
  15. NoteTaking: <https://coe.jmu.edu/LearningToolbox/cornellnotes.html>  
<https://library.vgcc.edu/c.php?g=709492&p=5041676>
  16. Prompt Writing for Generative AI: Mastering Techniques  
<https://medium.com/@niall.mculty/prompt-writing-for-generative-ai-mastering-techniques-d2cea15ad754>
  17. Questionnaire : <https://www.imperial.ac.uk/education-research/evaluation/tools-and-resources-for-evaluation/questionnaires/best-practice-in-questionnaire-design/>
  18. Report Writing: <https://libraryhome.witt.ac.nz/c.php?g=842136&p=6017884>
  19. Resume, Cover Letter: <https://www.suu.edu/careercenter/resume.html>
  20. Reynolds, Garr. *Presentation Zen: Simple Ideas on Presentation Design and Delivery*, 3rd Edition. United States, New Riders, 2021.
  21. 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)
  22. War and Diaspora  
<https://www.instagram.com/reel/CzmWdMvLagn/?igsh=MWtqMjB2bDY3NnV1YQ%3D%3D>
  23. When Internet-Famous Kids Grow Up, Things Get Complicated by Stephanie Mcneal (2023)
  24. Why Democracies fail  
[https://www.youtube.com/watch?si=ETLnSR7Qe7PoF4L&v=IVw\\_Q5vf2Rg&feature=youtu.be](https://www.youtube.com/watch?si=ETLnSR7Qe7PoF4L&v=IVw_Q5vf2Rg&feature=youtu.be) (1. 28 mins) (History, Political Science)



**Mapping of COs with POs :**

|      | PO 1 | PO2 | PO 3 | PO 4 | PO 5 | PO 6 | PO 7 |
|------|------|-----|------|------|------|------|------|
| CO 1 | 1    | 2   | 3    | 3    | -    | -    | -    |
| CO 2 | 2    | 2   | 3    | -    | -    | -    | 1    |
| CO 3 | 3    | 2   | 2    | 1    | 3    | -    | -    |

**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 | ✓             |            | ✓                     | ✓                         | ✓         |

**ST. THOMAS COLLEGE (AUTONOMOUS), THRISSUR**  
**FOUR-YEAR UNDERGRADUATE PROGRAMME (STC- FYUGP)**  
**GENERAL FOUNDATION COURSES**  
**SKILL ENHANCEMENT COURSE (SEC)**

|                |   |                  |                   |                    |             |
|----------------|---|------------------|-------------------|--------------------|-------------|
| Programme      | <b>GENERAL FOUNDATION COURSES</b>   |                  |                   |                    |             |
| Course Code    | <b>ENG4FS111(2)</b>   |                  |                   |                    |             |
| Course Title   | <b>CONTEMPORARY LANGUAGE SKILLS FOR SCIENCES</b>  |                  |                   |                    |             |
| Type of Course | <b>SKILL ENHANCEMENT COURSE (SEC) – SCIENCE</b>   |                  |                   |                    |             |
| Semester       | <b>4</b>  |                  |                   |                    |             |
| 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):**

| <b>CO</b>   | <b>CO Statement</b>  | <b>Cognitive Level*</b> | <b>Knowledge Category#</b> | <b>Evaluation Tools used</b> |
|---|--|-------------------------|----------------------------|------------------------------|
| CO1   | To generate effective and scientifically oriented presentations using technological tools. | C                       | P                          | Seminar/Report               |
| CO2   | To develop essential grammatical acumen required for scientific transactions.              | C                       | P                          | Roleplay                     |
| CO3   | To examine the style of scientific language that distinguishes it from common language.    | E                       | C, P                       | Quiz/<br>Viva Voce           |
| * - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C)<br># - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P)<br>Metacognitive Knowledge (M) |  |                         |                            |                              |

**Detailed Syllabus:**

| Module    | Unit   | Content   | Hrs (60) |  |
|-----------|--|---|----------|--|
| <b>I</b>  | <b>Scientific Attitude</b>   |   | <b>8</b> |  |
|           | <b>Skill: To enhance critical thinking skills in learners by engaging them in analysis, evaluation, and synthesis of complex concepts and arguments.</b> |   |          |  |
|           | 1  | Scientists and the Power of Imagination<br><a href="https://youtu.be/gemBa8L7jQo?si=64Y5zDV63NNzpxxi">-https://youtu.be/gemBa8L7jQo?si=64Y5zDV63NNzpxxi</a>   | 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        |  |
| <b>II</b> | <b>Scientific Language</b>   |   | <b>7</b> |  |
|           | <b>Skill: To initiate learners into the nuances of scientific vocabulary and terms pertaining to the field of science.</b>                               |   |          |  |
|           | 5  | Ep #103: Worldwide Effort Says Together Science Can -‘60 seconds Science’- Scientific American Podcast<br><br><a href="https://youtu.be/MDZkm94YMsU?si=OBcLPZZPYzBhzTn5">https://youtu.be/MDZkm94YMsU?si=OBcLPZZPYzBhzTn5</a> | 1        |  |
|           | 6  | 5 Ideas for teaching science vocabulary words-<br><br><a href="https://blog.flocabulary.com/science-vocabulary/">https://blog.flocabulary.com/science-vocabulary/</a>   | 2        |  |
|           | 7  | Scientific Reasoning (Chap 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<br><a href="https://www.popsci.com/story/science/unique-memory/">https://www.popsci.com/story/science/unique-memory/</a>  | 2        |  |

|     |   |   |           |  |
|-----|---|---|-----------|--|
| III | <b>Scientific Imagination</b>   |   | <b>8</b>  |  |
|     | <b>Skill: To foster creativity in learners and encourage original thinking, problem-solving, and innovative expression across disciplines.</b>              |   |           |  |
|     | 9   | On the Interpretation of Nature and the Empire of Man(Book I to X)- Francis Bacon   | 2         |  |
|     | 10  | An Interview with Steven Shapin, author of <i>The Scientific Life: A Moral History of a Late Modern Vocation</i> -<br><a href="https://press.uchicago.edu/Misc/Chicago/750248in.html">https://press.uchicago.edu/Misc/Chicago/750248in.html</a>   | 2         |  |
|     | 11  | Imagination Without Images: Aphantasia and Science Fiction Readers and Writers- Kim Zarins<br><a href="https://aphantasia.com/article/stories/aphantasia-and-science-fiction/">https://aphantasia.com/article/stories/aphantasia-and-science-fiction/</a>   | 2         |  |
|     | 12  | Galactic Portraits as Ekphrasis- Sudeep Sen<br><a href="https://science.thewire.in/culture/the-arts/galactic-portraits-as-ekphrasis/">https://science.thewire.in/culture/the-arts/galactic-portraits-as-ekphrasis/</a>  | 2         |  |
| IV  | <b>Scientific Presentations</b>   |   | <b>7</b>  |  |
|     | <b>Skill: To develop collaboration skills among learners through group projects, teamwork exercises, and cross-disciplinary collaboration Opportunities</b> |   |           |  |
|     | 13  | The life of Galilio-Bertolt Brecht<br>(Chapter 13- Crosses the Italian Border-The Discorsi)   | 1         |  |
|     | 14  | Tips for creating and giving scientific presentations-<br><a href="https://courses.physics.illinois.edu/phys596/fa2013/Lectures/EffectiveScientificPresentations_FA13.pdf">https://courses.physics.illinois.edu/phys596/fa2013/Lectures/EffectiveScientificPresentations_FA13.pdf</a>                         | 2         |  |
|     | 15  | Science Presentations-<br><a href="https://medschool.cuanschutz.edu/docs/librariesprovider157/anat-6950/anat-6950-presentation-tips.pdf">https://medschool.cuanschutz.edu/docs/librariesprovider157/anat-6950/anat-6950-presentation-tips.pdf</a>   | 2         |  |
|     | 16  | Team Presentations: Best Practices to Collaborate More Efficiently- Jordan Turner <a href="https://www.beautiful.ai/blog/team-presentations-best-practices-to-reduce-collaboration-back-and-forth">https://www.beautiful.ai/blog/team-presentations-best-practices-to-reduce-collaboration-back-and-forth</a> | 2         |  |
| V   | <b>Practicum</b>  |   | <b>30</b> |  |

|  |  |   |   |  |
|--|--|---|---|--|
|  |  | <b>Module I:</b> <ol style="list-style-type: none"> <li>1. Organize a classroom discussion on the role of Imagination on the scientific enquiries with suitable examples from the world of discoveries , then present the findings in the class for peer evaluation.</li> <li>2. Identify narratives on scientific endeavours written by literary figures in history and share it in the classroom</li> <li>3. Group discussion on the idea of consent.</li> <li>4. Trace the evolution and history of ‘free will’.</li> <li>5. Write a critical essay on the survival of the protagonist in Ted Chiang’s short story.</li> <li>6. List out works portraying scientific dystopia and compare any two of them to identify the common variants and contradictory elements.</li> <li>7. Organise a debates on the topic - ‘Science and Tradition by giving examples from literature which has been discussing it since the early modern period.</li> <li>8. Where does the concept of Singularity fall into the scientific spectrum.</li> </ol>      | 7 |  |
|  |  | <b>Module II:</b> <ol style="list-style-type: none"> <li>1. Listen to any silence podcasts of your choice and write down the major themes then present it in the class.</li> <li>2. List out major arguments and proposed counter arguments.</li> <li>3. Read science-related articles and list essential vocabulary found in scientific research.</li> <li>4. List out major ideas in a scientific argument and prepare a flow chart.</li> <li>5. Read excerpts given in Unit 3 from a PopSci (popular science) article and make notes on the main ideas and the supporting details.</li> <li>6. Identify words and phrases that indicate language functions like definition, classification, illustration, and comparison.</li> <li>7. Organise a special class collaborating with the s incentive departments to introduce the scientific vocabulary to the learning community.</li> <li>8. Regularly administer quizzes on key terms and concepts from current scientific literature to reinforce correct usage and comprehension.</li> </ol> | 7 |  |

|  |  |   |   |  |
|--|--|---|---|--|
|  |  | <b>Module III:</b> <ol style="list-style-type: none"> <li>1. Create a modern adaptation or reinterpretation of Bacon's ideas.</li> <li>2. Compare Bacon's ideas with those of other major philosophers, such as Descartes, Kant, or Hume. Analyze how their approaches to knowledge and science differ or align.</li> <li>3. Attempt narrating a story on a scientific theme employing techniques of narration suitable for presenting scientific ideas.</li> <li>4. Observe and make a note of the portrayal of scientists in different mediums.</li> <li>5. Familiarise learners on tips to write science fiction for readers with Aphantasia/mind blindness.</li> <li>6. Organize collaborative workshops where learners from different scientific disciplines tackle real-world problems, fostering innovative solutions and creative thinking.</li> <li>7. Host competitions that require learners to develop original research proposals or prototypes addressing specific scientific questions or societal needs.</li> <li>8. Collect similar scientific articles on the galaxy, as given in Unit 12, and make presentations in class</li> </ol>   | 8 |  |
|  |  | <b>Module IV:</b> <ol style="list-style-type: none"> <li>1. Submit a group project detailing the achievements of a scientist of your choice.</li> <li>2. Research the historical context of Galileo's life and the Scientific Revolution.</li> <li>3. Assign group projects that require learners from different scientific fields to collaborate on solving complex research questions.</li> <li>4. Conduct sessions where learners work in teams to tackle scientific challenges, emphasizing communication, delegation, and collective decision-making.</li> <li>5. Form panels where learners provide constructive feedback on each other's research proposals or manuscripts, promoting collaboration and critical evaluation skills.</li> <li>6. Organize sessions where teams analyze and interpret data sets from multiple perspectives, encouraging interdisciplinary insights and teamwork.</li> <li>7. Coordinate events where learners present and discuss their research with peers from various scientific disciplines, fostering networking and collaborative learning.</li> <li>8. Initiate outreach initiatives that involve interdisciplinary teams in addressing community issues through scientific research and innovation, promoting teamwork and societal impact.</li> </ol> | 8 |  |

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. Parija, Subhash Chandra and Vikram Kate: *Writing and Publishing a Scientific Research Paper*, Springer, 2017.
2. Rowe, Nicholas. *Academic and Scientific Poster Presentation*, Springer, 2017.
3. Saxena, Asha. *Ethics in Science: Pedagogic Issues and Concerns*, Springer, 2019.
4. Schimel, Joshua. *Writing Science: How to Write Papers that Get Cited and Proposals that Get Funded*, 2011.

### **Mapping of COs with POs:**

|      | PO 1 | PO2 | PO 3 | PO 4 | PO 5 | PO 6 | PO 7 |
|------|------|-----|------|------|------|------|------|
| CO 1 | 1    | 2   | 3    | 3    | 3    | -    | 1    |
| CO 2 | 2    | 2   | 3    | -    | 2    | -    | -    |
| CO 3 | 3    | 2   | 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 | ✓             |            | ✓                     | ✓                         | ✓         |

**ST. THOMAS COLLEGE (AUTONOMOUS), THRISSUR**  
**FOUR-YEAR UNDERGRADUATE PROGRAMME (STC- FYUGP)**  
**GENERAL FOUNDATION COURSES**  
**SKILL ENHANCEMENT COURSE (SEC)**

|                |  |                  |                   |                    |             |
|----------------|--|------------------|-------------------|--------------------|-------------|
| Programme      | <b>GENERAL FOUNDATION COURSES</b>  |                  |                   |                    |             |
| Course Code    | <b>ENG4FS111(3)</b>  |                  |                   |                    |             |
| Course Title   | <b>CONTEMPORARY LANGUAGE SKILLS FOR COMMERCE AND MANAGEMENT</b>  |                  |                   |                    |             |
| Type of Course | <b>SKILL ENHANCEMENT COURSE (SEC)- COMMERCE AND MANAGEMENT</b>   |                  |                   |                    |             |
| Semester       | <b>4</b>   |                  |                   |                    |             |
| Academic Level | <b>100-199</b>   |                  |                   |                    |             |
| 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):**

| <b>CO</b>   | <b>CO Statement</b>  | <b>Cognitive Level*</b> | <b>Knowledge Category#</b> | <b>Evaluation Tools used</b>   |
|---|--|-------------------------|----------------------------|--|
| CO1   | To develop soft skills to create effective presentations, incorporating technological tools for commerce and management. | C                       | P                          | Seminar<br>Presentation/<br>Report/ create<br>journals, adds<br>etc in LMS |
| CO2   | To develop essential grammatical acumen and proficiency in English Language.   | C                       | P                          | Exam   |
| CO3   | To develop language skills for effective teamwork and group discussions.   | C, Ap                   | M                          | Role-play/<br>Debates/ GD  |
| * - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C)<br># - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P)<br>Metacognitive Knowledge (M) |  |                         |                            |  |

**Detailed Syllabus:**

| Module   | Unit | Content   | Hours (60) |  |
|----------|------|---|------------|--|
| <b>I</b> |      | <b>Four Skills of Communication to Enhance Critical Skills</b>  | <b>8</b>   |  |
|          |      | 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<br><a href="https://www.indeed.com/career-advice/career-development/how-to-improve-listening-skills">https://www.indeed.com/career-advice/career-development/how-to-improve-listening-skills</a> | 2          |  |
|          | 2    | Excerpts from <i>Public Speaking for Success</i> - Dale Carnegie<br><a href="https://www.shortform.com/pdf/public-speaking-for-success-pdf-dale-carnegie">https://www.shortform.com/pdf/public-speaking-for-success-pdf-dale-carnegie</a>                   | 2          |  |
|          | 3    | Crucial Reading Skills: Defined with Improvement Strategies-<br><a href="https://in.indeed.com/career-advice/career-development/reading-skills">https://in.indeed.com/career-advice/career-development/reading-skills</a>                                   | 2          |  |
|          | 4    | 7 Ways to Improve Your Writing Skills-Coursera<br><a href="https://www.coursera.org/in/articles/writing-skills">https://www.coursera.org/in/articles/writing-skills</a>   | 2          |  |

|           |   |   |          |  |
|-----------|---|---|----------|--|
| <b>II</b> | <b>Creative Challenge</b>   |   | <b>8</b> |  |
|           | 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<br><br><a href="https://goldenglobes.com/articles/your-truth-is-the-most-powerful-tool-oprahs-globes-speech-in-full/">https://goldenglobes.com/articles/your-truth-is-the-most-powerful-tool-oprahs-globes-speech-in-full/</a> | 2        |  |
|           | 6   | Creativity and Commerce: The Battle and the Balance’-<br><br><a href="https://youtu.be/NDiroGZRwE4?si=kDCjzwg_iKbarIcO">https://youtu.be/NDiroGZRwE4?si=kDCjzwg_iKbarIcO</a>  | 2        |  |
|           | 7   | My Life: A Name Trimmed With Colored Ribbons- Lyn Hejinian  | 2        |  |
|           | 8   | Gender Equality is Not Just a Women’s Issue-<br><br><a href="https://www.fsg.org/blog/gender-equality-not-just-womens-issue/">https://www.fsg.org/blog/gender-equality-not-just-womens-issue/</a>   | 2        |  |

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

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| V | <b>Practicum</b>   | <b>30</b> |  |
|   | <p><b>Module I:</b></p> <ol style="list-style-type: none"> <li>1. 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.</li> <li>2. 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).</li> <li>3. 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).</li> <li>4. 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).</li> <li>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.</li> <li>6. Organize a debate on a current business issue, encouraging learners to research, formulate arguments, and critically engage with opposing views.</li> <li>7. Have learners present a business case study analysis, focusing on the critical evaluation of the situation, decisions made, and outcomes.</li> <li>8. Implement peer review sessions where learners critique each other's written work, providing constructive feedback on the analysis, coherence, and persuasiveness of arguments.</li> </ol> | 8         |  |

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|  |  | <b>Module II:</b> <ol style="list-style-type: none"> <li>1. Preparing Questionnaires: Learn about different question types (multiple choice, open-ended, Likert scale), target audience identification and pilot testing.</li> <li>2. Practice structuring reports and assignments with introductions, conclusions, and visuals like charts and graphs.</li> <li>3. Interdisciplinary Case Studies: Analyze complex business cases from multiple perspectives (e.g., finance, marketing, ethics) to encourage innovative problem-solving.</li> <li>4. Design Thinking Workshops: Engage in hands-on sessions applying design thinking principles to develop creative solutions for business challenges.</li> <li>5. Cross-disciplinary Debates: Organize debates on contemporary business issues integrating diverse viewpoints from economics, psychology, and technology.</li> <li>6. Innovation Challenges: Conduct competitions where teams propose innovative business ideas, emphasizing feasibility and market potential.</li> <li>7. Brainstorming Sessions: Facilitate structured brainstorming sessions to generate and evaluate unconventional solutions to industry-specific problems.</li> <li>8. Simulation Games: Participate in business simulations (e.g., market simulations, supply chain management) to apply interdisciplinary knowledge in realistic scenarios.</li> </ol> | 8 |  |
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|  |  | <p>Module III:</p> <ol style="list-style-type: none"> <li>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.</li> <li>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)</li> <li>3. Team-Based Case Study Analysis: Collaboratively analyze business cases, emphasizing effective communication, role clarity, and cooperative problem-solving.</li> <li>4. Cross-functional Project Teams: Form teams with diverse expertise to tackle real-world business challenges, fostering teamwork and integrated problem-solving.</li> <li>5. Mock Negotiation Exercises: Role-play negotiation scenarios to enhance communication, collaboration, and conflict resolution skills in business contexts.</li> <li>6. Interactive Workshops on Decision Making: Engage in workshops exploring decision-making frameworks, promoting teamwork and consensus-building skills.</li> <li>7. Problem-Solving Workshops: Participate in workshops where teams apply structured problem-solving methods to address business problems collaboratively.</li> <li>8. Business Simulation Games: Play simulations requiring teams to manage virtual companies, fostering teamwork, communication, and strategic decision-making skills.</li> </ol> | 7 |  |
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|  |  | <b>Module IV</b> <ol style="list-style-type: none"> <li>1. Role-Playing Scenarios: Engage in simulated business scenarios to practice teamwork, communication, and collaborative problem-solving under pressure.</li> <li>2. Cross-Functional Team Projects: Collaborate in teams composed of diverse skills to tackle complex business challenges, emphasizing effective communication and integrated problem-solving.</li> <li>3. Group Presentations with Peer Evaluation: Deliver presentations as teams on industry topics, incorporating peer feedback to refine communication and teamwork.</li> <li>4. Conflict Resolution Workshops: Participate in structured workshops to develop strategies for resolving conflicts constructively within team settings.</li> <li>5. Team-building Activities: Engage in activities such as trust falls and problem-solving challenges to strengthen team dynamics and cooperation.</li> <li>6. Case Study Debates: Debate differing solutions to business cases to enhance critical thinking, negotiation skills, and teamwork.</li> <li>7. Virtual Team Projects: Collaborate remotely on projects using digital tools, focusing on effective virtual communication and teamwork.</li> <li>8. Community Service Projects: Undertake projects benefiting the community to foster teamwork, communication, and problem-solving while making a positive impact.</li> </ol> | 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 POs:**

|      | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 |
|------|-----|-----|-----|-----|-----|-----|-----|
| CO 1 | 3   | 1   | 2   | 3   | -   | 2   | -   |
| CO 2 | 2   | 3   | -   | -   | 3   | -   | 2   |
| CO 3 | -   | 3   | 1   | -   | 1   | 3   | -   |

**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 |               |            | ✓                     |                           |           |