

CMS COLLEGE KOTTAYAM (AUTONOMOUS)

UNDERGRADUATE PROGRAMMES

(HONOURS) SYLLABUS

CMS-UGP (Honours)

(2024 Admission Onwards)



ESTD:1817

Faculty: Social Sciences

BoS: Communicative English

**Programme: Bachelor of Arts (Honours) Literature
and Journalism (Double Major Programme)**

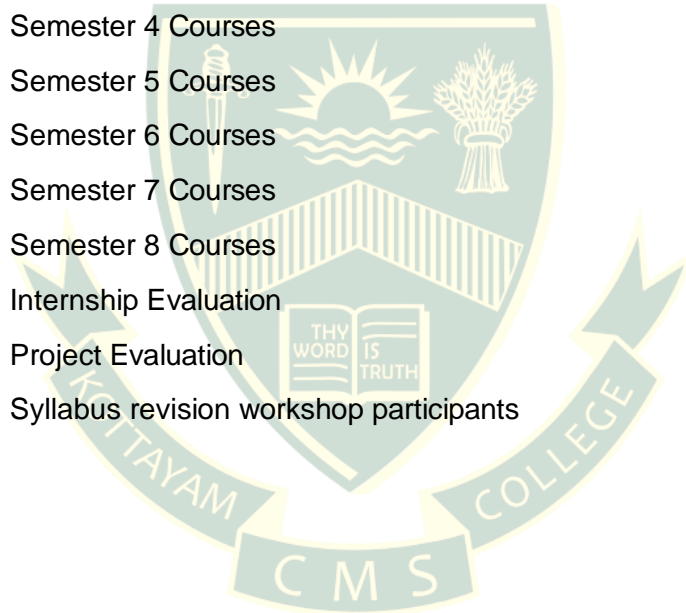
CMS COLLEGE KOTTAYAM (AUTONOMOUS)

CMS College Road

Kottayam – 686001, Kerala, India

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Preface

Proud and privileged am I to present the syllabus and curriculum of the BA Honours Programme in English, designed for CMS College Kottayam (Autonomous). For a student who seriously considers English as a Major, the curriculum offers an in-depth insight into aspects of both language and literature. At the same time, it welcomes any learner desirous to have a taste of English studies and offers them tailor made courses especially through the minors and MDCs.

Catering mainly to the two Departments – English as well as Communicative English – for their Majors, the curriculum also takes under its compass a wide range of undergraduate students through its provision of AECs and MDCs. The programme facilitates the learner's journey to explore English language and literature, covering different periods, genres and cultural contexts. The curriculum helps the student to gather the nuances of language and literature through theoretical approaches, develop effective communication tools for skill enhancement, and discover platforms to engage with literary texts.

The Board of Studies in English at CMS College Kottayam (Autonomous) expresses its thanks to all members of the Mahatma Gandhi University UG Board of Studies (English) who toiled for months under the leadership of the Chairperson Dr. Anjana Sankar.S, for providing the structure and scaffold on which we've based our curriculum. I am indebted to all the members on the CMS College Board of Studies in English and Communicative Studies who have meticulously studied, weighed and selected aspects from the MGU Curriculum in order to shape and structure our own pattern.

CMS College and the Board of Studies in English and Communicative Studies wish all students a meaningful academic journey as they proceed and progress in their studies through the patterns laid out through the curriculum and syllabus of the CMS UGP (Honours) curriculum and syllabus.

Jacob Eapen Kunnath

Chairperson

Board of Studies in English and Communicative Studies

CMS College Kottayam (Autonomous)

**Members of UG Board of Studies
&
External Experts in English**

SL. NO	NAME	POSITION
01	Jacob Eapen Kunnath Associate Professor and Head Research & Post Graduate Department of English, CMS College Kottayam, Autonomous	Chairperson
02	Dr. Anju Sosan George Associate Professor and Research Guide Research & Post Graduate Department of English, CMS College Kottayam, Autonomous	Member
03	Dr. Joji John Panicker Assistant Professor and Research Guide Research & Post Graduate Department of English, CMS College Kottayam, Autonomous	Member
04	Dr. Aleena Manoharan Assistant Professor and Research Guide Research & Post Graduate Department of English, CMS College Kottayam, Autonomous	Member
05	Anju Susan Kurian Assistant Professor Research & Post Graduate Department of English, CMS College Kottayam, Autonomous	Member
06	Dr. Selin Samuel Assistant Professor Research & Post Graduate Department of English, CMS College Kottayam, Autonomous	Member
07	Dr. Betty Elsa Jacob Assistant Professor Research & Post Graduate Department of English, CMS College Kottayam, Autonomous	Member
08	Dr. Susan Mathew Assistant Professor and Research Guide Research & Post Graduate Department of English, CMS College Kottayam, Autonomous	Member
09	Ditto Prasad Assistant Professor Research & Post Graduate Department of English, CMS College Kottayam, Autonomous	Member
10	Dr. Jentle Varghese Assistant Professor Research & Post Graduate Department of English, CMS College Kottayam, Autonomous	Member

11	Arun Varghese Thomas Assistant Professor Department of Communicative English, CMS College Kottayam, Autonomous	Member
12	Aswathi Mary Varghese Assistant Professor Department of Communicative English, CMS College Kottayam, Autonomous	Member
13	Dr. Prathibha Anne Baby Assistant Professor Department of Communicative English, CMS College Kottayam, Autonomous	Member
14	Dr. Clint Peter Roy Assistant Professor Department of Communicative English, CMS College Kottayam, Autonomous	Member
15	Dr. Divya S Assistant Professor Department of Communicative English, CMS College Kottayam, Autonomous	Member
16	Jebin George Bobby Assistant Professor Department of Communicative English, CMS College Kottayam, Autonomous	Member
17	Arun Philip Alex Assistant Professor Department of Communicative English, CMS College Kottayam, Autonomous	Member
18	Dr. Anne Angeline Abraham Associate Professor, Department of English, Bishop Moore College, Mavelikkara	Subject Expert
19	Dr. S.R Sanjeev Asst. Professor & HOD – Dept. of Journalism & Mass Communication, Mar Ivanios College, Thiruvanthapuram	Subject Expert
20	Dr. K.M Krishnan Reader in English & Former Director, School of Letters, Mahatma Gandhi University.	University Nominee
21	Jiby Annie Jacob Head, Content and Editorial Services, DIACRI Tech Pvt. Ltd., Kottayam	Beneficiary Representati ve
22	Dr. Appu Jacob John Assistant Professor, Institute of English, University of Kerala, Thiruvananthapuram	Alumni Representati ve

Semester 1

Course Code	Title of the Course	Type of the Course (DSC, MDC, SEC etc)	Credit	Hours / Weeks	Hour Distribution/ Weeks			
					L	T	P	O
CMSJN24111101	Literary Genres: Poetry, Fiction & Folk Tales	DSC A	4	5	3	-	2	-
CMSJM24111101	Introduction to Communication	DSC B	4	5	3	-	2	-
CMSJM24111102	Basics of News Reporting	DSC B	4	5	3	-	2	-
CMSJM24114101	Basics of Photography	MDC	3	4	2	-	2	-
CMSJN24114103	Content Writing	Choose any one	3	4	2	-	2	-
CMSJN24118101	English for Arts & Humanities Part I	AEC	3	3	3	-	-	-
CMSJN24118102	English for Science Part I	AEC	3	3	3	-	-	-
CMSJN24118103	English for Commerce Part I	AEC	3	3	3	-	-	-

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Semester 2

Course Code	Title of the Course	Type of the Course (DSC, MDC, SEC etc)	Credit	Hours / Weeks	Hour Distribution/ Weeks			
					L	T	P	O
CMSJEN24121102	Literary Genres: Prose, Drama, Film	DSC A	4	5	3	-	2	-
CMSJM24121103	News Editing	DSC B	4	5	3	-	2	-
CMSJM24121104	Digital Journalism and MOJO	DSC B	4	5	3	-	2	-
CMSJM24124102	AI & Media	MDC	3	4	2	-	2	-
CMSJEN24124106	Fundamentals of Advertising and Public Relations	Choose any one	3	4	2	-	2	-
CMSJEN24128104	English for Arts & Humanities Part II	AEC	3	3	3	-	-	-
CMSJEN24128105	English for Science Part II	AEC TH	3	3	3	-	-	-
CMSJEN24128106	English for Commerce Part II	AEC	3	3	3	-	-	-

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Semester 3

Course Code	Title of the Course	Type of the Course (DSC, MDC, SEC etc)	Credit	Hours / Weeks	Hour Distribution/ Weeks			
					L	T	P	O
CMSJN24131204	Appreciating Poetry	DSC A	4	5	3	-	2	-
CMSJN24133201	Introduction to Film Studies	DSE	4	5	3	-	2	-
CMSJM24131205	Advertising: Theory and Practice	DSC B	4	4	4	-	-	-
CMSJM24131206	Media Management	DSC B	4	5	3	-	2	-
CMSJM24134203	Social Media & Influencer Marketing	MDC	3	3	3	-	-	-
CMSJN24134207	Literature and Kerala Renaissance	Choose any one	3	3	3	-	-	-
CMSJN24139202	Literature, Technology & AI	VAC	3	3	3	-	-	-
CMSJM24139201	Citizen Journalism	Choose any one	3	3	3	-	-	-

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Semester 4

Course Code	Title of the Course	Type of the Course (DSC, MDC, SEC etc)	Credit	Hours / Weeks	Hour Distribution/ Weeks			
					L	T	P	O
CMSSEN24141205	Indian Writing in English	DSC A	4	4	4	-	-	-
CMSSEN24143205	Reading Culture: Comics, Cartoons and Fairy Tales	DSE	4	5	3	-	2	-
CMSSEN24143206	Dynamics of Radio Jockeying, Anchoring and Interviewing	Choose any one	4	5	3	-	2	-
CMSJM24143201	Understanding Cinema	DSE	4	5	3	-	2	-
CMSJM24143202	Methods of Script Writing	Choose any one	4	5	3	-	2	-
CMSJM24141207	Public Relations & Corporate Communication	DSC B	4	5	3	-	2	-
CMSSEN24149203	Literature & Environment	VAC	3	3	3	-	-	-
CMSJM24149202	Media and Human Rights	Choose any one	3	3	3	-	-	-
CMSJM24145201	Social Media Content Development	SEC	3	3	3	-	-	-
CMSJM24145202	Understanding Photography	Choose any one	3	3	3	-	-	-
CMSJM24140201	Internship (Journalism)	INT	2					
CMSSEN24140201	Internship (Literature)	Choose any one	2					

Semester 5

Course Code	Title of the Course	Type of the Course (DSC, MDC, SEC etc)	Credit	Hours / Weeks	Hour Distribution/ Weeks			
					L	T	P	O
CMSSEN24151307	American Literature	DSC A	4	5	3	-	2	-
CMSSEN24151308	An Introduction to Literary Criticism	DSC A	4	4	4	-	-	-
CMSSEN24153309	Literature and Ecology	DSE	4	4	4	-	-	-
CMSSEN24153308	Postcolonial Literatures	Choose any one	4	4	4	-	-	-
CMSSEN24153314	Partition Literature	DSE	4	4	4	-	-	-
CMSSEN24153315	African Literatures	Choose any one	4	4	4	-	-	-
CMSJM24151308	Data Journalism	DSC B	4	5	3	-	2	-
CMSJM24155303	Translation and Creative Writing for Media	SEC	3	3	3	-	-	-

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Semester 6

Course Code	Title of the Course	Type of the Course (DSC, MDC, SEC etc)	Credit	Hours / Weeks	Hour Distribution/ Weeks			
					L	T	P	O
CMSJEN24161310	Exploring Gender	DSC A	4	4	4	-	-	-
CMSJEN24163318	Medical Humanities	DSE	4	5	3	-	2	-
CMSJEN24163317	Theatre Studies	Choose any one	4	5	3	-	2	-
CMSJEN24163323	Reporting and Editing for the Media	DSE	4	5	3	-	2	-
CMSJEN24163324	Reading Graphic Narratives	Choose any one	4	5	3	-	2	-
CMSJM24163301	Sports Journalism	DSE	4	5	3	-	2	-
CMSJM24163302	Digital Journalism	Choose any one	4	5	3	-	2	-
CMSJM24165304	Web Design and ICT Skills	SEC	3	3	3	-	-	-
CMSJM24169303	Media for Social Change	VAC	3	3	3	-	-	-
CMSJEN24169305	Literature and Human Rights	Choose any one	3	3	3	-	-	-

Semester 7

Course Code	Title of the Course	Type of the Course (DSC, MDC, SEC etc)	Credit	Hours / Weeks	Hour Distribution/ Weeks			
					L	T	P	O
CMSEN24176401	Critical Disability Studies	DCC	4	5	3	-	2	-
CMSEN24176402	Memory and Trauma Studies	DCC	4	4	4	-	-	-
CMSEN24176403	Posthuman Studies	DCC	4	4	4	-	-	-
CMSEN24177403	Modernism and After	DCE	4	4	4	-	-	-
CMSJM24177401	Critical Media Theories	Choose any one	4	4	4	-	-	-
CMSEN24177401	British Literature till the Romantic Period	DCE	4	4	4	-	-	-
CMSJM24177402	Media and Politics in the Contemporary	Choose any one	4	4	4	-	-	-
CMSEN24177402	The Nineteenth Century Literature	DCE	4	4	4	-	-	-
CMSEN24177403	Inclusive Studies and the Media	Choose any one	4	4	4	-	-	-

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Semester 8

Course Code	Title of the Course	Type of the Course (DSC, MDC, SEC etc)	Credit	Hours / Weeks	Hour Distribution/ Weeks			
					L	T	P	O
CMSJEN24186404	Literary Theory	DCC	4	5	3	-	2	-
CMSJEN24186405	Foundations of Research	DCC	4	5	3	-	2	-
CMSJEN24187404	New Trends in Literature	DCE	4	5	3	-	2	-
CMSJM24187404	Film Theories	Choose any one	4	5	3	-	2	-
CMSJEN24187405	Shakespearean Echoes: Transforming Words to Worlds	DCE Choose any one	4	5	3	-	2	-
CMSJM24187405	Media, Marginality and Sites of Resistance		4	5	3	-	2	-
CMSJEN24187406	Life Narratives	DCE	4	5	3	-	2	-
CMSJM24187406	Environmental Journalism	Choose any one	4	5	3	-	2	-
CMSJM24180402	Project	PRJ						

Semester 1

Course Code	Title of the Course	Type of the Course (DSC, MDC, SEC etc)	Credit	Hours / Weeks	Hour Distribution/ Weeks			
					L	T	P	O
CMSJN24111101	Literary Genres: Poetry, Fiction & Folk Tales	DSC A	4	5	3	-	2	-
CMSJM24111101	Introduction to Communication	DSC B	4	5	3	-	2	-
CMSJM24111102	Basics of News Reporting	DSC B	4	5	3	-	2	-
CMSJM24114101	Basics of Photography	MDC	3	4	2	-	2	-
CMSJN24114103	Content Writing	Choose any one	3	4	2	-	2	-
CMSJN24118101	English for Arts & Humanities Part I	AEC	3	3	3	-	-	-
CMSJN24118102	English for Science Part I	AEC	3	3	3	-	-	-
CMSJN24118103	English for Commerce Part I	AEC	3	3	3	-	-	-

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CMS College Kottayam (Autonomous)

Programme	BA (Hons) English					
Course Name	Literary Genres: Poetry, Fiction and Folktales					
Type of Course	MAJOR					
Course Code	CMSEN24111101					
Course Level	100-199					
Course Summary	This course intends to familiarise students with two major genres (poetry and fiction) of English literature, along with its structural and thematic features. The emphasis is on how language transforms into literature.					
Semester	1	Credits			4	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others	
Pre-requisites, if any						
		3	0	1	0	75

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Identify different poetic and narrative devices	K	1,4
2	Understand the literary concepts like theme, character and setting.	U	7
3	Understand various Indian and world Oral Cultures	U	7
4	Illustrate students with the nature and characteristics of literature	U	10
5	Understand two key genres of literature, poetry and fiction.	U	2
6	Understand the sociocultural context of the prescribed texts	U	1,6

**Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)*

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1	1.1	Song 35 (Gitanjali): Rabindranath Tagore https://www.poetryfoundation.org/poems/45668/gitanjali-35	2	1,2,6
	1.2	Louise Gluck: The Red Poppy https://poets.org/poem/red-poppy-0	2	1,2,6
	1.3	Fady Joudah : Mimesis https://www.poetryfoundation.org/poems/56351/mimesis	2	1,2
	1.4	John Lennon: Imagine https://www.azlyrics.com/lyrics/johnlennon/imagine.html	2	1,2
	1.5	Aleena Akashamittayi: My English https://www.facebook.com/100006845449170/videos/330902809411905/	2	1,2,6
	1.6 Practicum	Mario Klarer: Chapter 2, An Introduction to Literary Studies- Major Genres in Literary Studies, Section on Poetry, Pages (27-56). Third Edition, Routledge, 2011). <i>(The students are expected to attempt a review of any one of the poems prescribed.)</i>	5	1,2,6
2	2.1	William Shakespeare: Sonnet 29 https://www.poetryfoundation.org/poems/45090/sonnet-29-when-in-disgrace-with-fortune-and-mens-eyes	2	1
	2.2	Edgar Allan Poe: Annabel Lee https://www.poetryfoundation.org/poems/44885/annabel-lee	2	1,2
	2.3	John Keats: To Autumn	3	1,2
	2.4	Walter Scot: Lochinvar	3	1,2

	2.5 Practicum	B Prasad: <i>A Background to the Study of English Literature</i> , Section I Poetry, Chapter 1(Subjective and Objective Poetry) Pg. 1-5, Chapter 2(Poetical Types) Pages. 5-38, Chapter 3 (Stanza Forms) Pg. 39-47. <i>(The students are expected to attempt a review of any one of the poems prescribed with special emphasis on its structural features.)</i>	5	1,2
3	3.1	After Twenty Years: O Henry	3	2,4,5,6
	3.2	The Sacrificial Egg: Chinua Achebe	4	2,4,5,6
	3.3	The Necklace: Guy de Maupassant	4	2,4,5,6
	3.4	Happy Prince: Oscar Wilde	4	2,4,5,6
	3.5 Practicum	Mario Klarer: <i>An Introduction to Literary Studies</i> . Chapter 2, Major genres in literary studies, Section 1,Fiction Pages. (9 to 36)Third Edition, Routledge, 2011). <i>(The students are expected to attempt a review of a story of their own choice)</i>	15	2.,4,5,6
4	4.1	A Story and a Song - (A K Ramanujan, <i>A Flowering Tree and Other Oral Tales from India</i>)	3	2,3,4,5
	4.2	A Buffalo without Bones: (A K Ramanujan, <i>A Flowering Tree and Other Oral Tales from India</i>)	3	2,3,4,5
	4.3	Dauntless Little John: (Italo Calvino, <i>Italian Folktales</i>)	2	2,3,4,5
	4.4	The Ape, Snake and the Lion https://www.worldoftales.com/African_folktales/African_Folktale_44.html#a)	2	2,3,4,5
	4.5 Practicum	Maria Tatar: “Why Fairy Tales Matter: The Performative and the Transformative.” https://www.jstor.org/stable/25735284	5	2,3,4
5		Teacher Specific Component		

Teaching and Learning Approach	Classroom Procedure (Mode of transaction) Lectures, Readings, Charts, Group Discussions, Debates, Panel Discussions.		
Assessment Types	MODE OF ASSESSMENT		
	A. Continuous Comprehensive Assessment (CCA – 30 Marks)		
	Particulars		
	Class test		
	Viva		
	Seminar		
	Total		
	B. Semester End Examination - 70 marks, duration - 2hrs		
	Descriptive Type	Word Limit	Number of Questions to be added
	Essays	300 words	1 out of 2
	Short Essay	150 words	5 out of 8
	Short Answer	50 words	5 out of 8
	Objective type	NA	10 out of 12
	MCQ	NA	10
	Total Marks		70

References

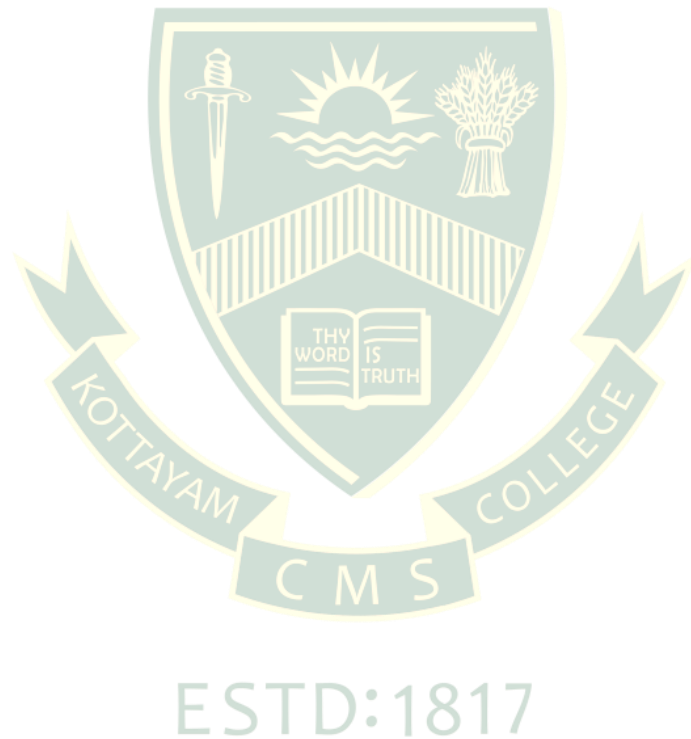
Core Texts

- 1) Calvino, Italo. *Italian Folk Tales* (Translated by George Martin). Pantheon Books, 1956
- 2) Klarer, Mario. *An Introduction to Literary Studies*. Third Edition, Routledge, 2011.
- 3) Prasad, B. *A Background to the Study of English Literature*. Revised Edition, Trinity Press, 2018.
- 4) Ramanujan, A, K. *A Flowering Tree and Other Folk Tales from India*. University of California Press. Los Angeles, 1997
- 5) Tatar, Maria. "Why Fairy Tales Matter: The Performative and the Transformative." *Western Folklore*, vol. 69, no. 1, 2010, pp. 55–64. JSTOR, <http://www.jstor.org/stable/25735284>. Accessed 28 Feb. 2024.

SUGGESTED READINGS

- 1) Booth, Wayne C. *The Rhetoric of Fiction*. University of Chicago Press, 1983
- 2) Chekhov, Anton. *Selected Stories of Anton Chekhov*. Trans. Richard Pevear and Larissa Volokhonsky. RHUS, 2000.

- 3) Childs, Peter and Roger Fowler. *The Routledge Dictionary of Literary Terms*. Routledge, 2006.
- 4) Craft, Stephen and Helen D Cross. *Literature, Criticism and Style: A Practical Guide to Advanced Level*
- 5) Eagleton, Terry. *How to Read a Poem*. Blackwell, 2007.
- 6) Guerin, Wilfred L et al. *A Handbook of Critical Approaches to Literature*. New Delhi: OUP, 2007
- 7) Lubbock, Percy. *Craft of Fiction*. Penguin 2017.
- 8) Popkin, Cathy, ed. *Anton Chekhov's Selected Stories* (Norton Critical Edition). WW Norton&Co Inc, 2014.
- 9) Wilde, Oscar. "The Happy Prince" *The Young King and Other Stories*. Penguin, 2000.





CMS College Kottayam (Autonomous)

Programme						
Course Name	Content Writing					
Type of Course	MDC					
Course Code	CMSSEN24114103					
Course Level	100-199					
Course Summary	A foundation course covering all aspects of content creation, from the fundamentals of writing to specialized digital and promotional communication, enhanced with practical exercises for real-world application					
Semester	1	Credits			3	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others	
		2	0	1	0	60
Pre-requisites, if any						

COURSE OUTCOMES (CO)

Co. No	Expected Course Outcome	Learning Domains *	PO No
1	Understand the role and importance of content writing in today's digital landscape.	U	1, 2
2	Illustrate different types of content and the platforms they are suited for.	U	1, 2
3	Apply content development principles from conceptualization to formatting while enhancing quality through editing and proofreading	A	1, 2, 4
4	Create engaging and purpose-driven content for social media platforms, websites, e-commerce and blogs.	C	1, 2, 3, 4
5	Make use of techniques for creating SEO-friendly content and promoting it effectively.	A	1, 2, 3
6	Understand the ethical guidelines and plagiarism laws to ensure integrity in content creation.	U	8

***Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)**

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
Module 1: Introduction to Content Writing	1.1	Definition – Scope –Difference between 3Cs: Content writing, Content marketing, Copywriting	2	1, 2
	1.2	Content Writing Roles: Technical writer- Copy writer- Content marketing writer- Scriptwriter- Social media writer- Brand journalist- Ghostwriter- Others	3	1,2
	1.3 Practicum	Content creation process: Conceptualising- Researching- Planning- Writing - Editing and proofreading	10	3
2 Specialized Content Creation: Digital, Business, and Promotional Communication	2.1	Digital Content Creation: Website - Blog posts and articles - E-commerce content - Evergreen content – Listicles, etc.	8	4,5
	2.2	Business and Technical Communication: Professional Emails - Technical writing - Public relations writing - Business proposals - Others	8	4, 5
	2.3 Practicum	Marketing and Promotional Communication: Copywriting - Lead magnets - Landing pages, etc. - Social Media Content Creation: Platforms overview - Design tools - Hashtags - Captions - etc.	14	4, 5
3 Ethical and Technical Aspects of Digital Content Creation	3.1	Plagiarism - How to write plagiarism-free content- Laws in content writing	3	6
	3.2	Content promotion - Writing SEO-friendly content – Keywords and keyword search	6	5
	3.3 Practicum	Using advanced AI Tools for Content Writing	6	4, 6
4 Teacher Specific Content		Teacher Specific Content		

Teaching and Learning Approach	Classroom Procedure (Mode of transaction) Lecture, Presentations, Discussions, workshops, etc.																																
Assessment Types	<p>MODE OF ASSESSMENT</p> <p>A. Continuous Comprehensive Assessment (CCA) – 25 marks</p> <table border="1" data-bbox="421 479 730 631"> <tr><td>Particulars</td></tr> <tr><td>Class test</td></tr> <tr><td>Assignments</td></tr> <tr><td>Viva</td></tr> </table> <p>B. Semester End Examination</p> <p>Written Examination – 50 Marks, duration – 1.5hrs</p> <table border="1" data-bbox="421 797 1453 1140"> <thead> <tr> <th>Descriptive Type</th> <th>Word Limit</th> <th>Number of Questions to be added</th> <th>Marks</th> </tr> </thead> <tbody> <tr> <td>Essays</td> <td>300 words</td> <td>1 out of 2</td> <td>1 x 15 = 15</td> </tr> <tr> <td>Short Essay</td> <td>150 words</td> <td>2 out of 4</td> <td>2 x 5 = 10</td> </tr> <tr> <td>Short Answer</td> <td>50 words</td> <td>5 out of 8</td> <td>5 x 2 = 10</td> </tr> <tr> <td>Objective type</td> <td>NA</td> <td>10 out of 12</td> <td>10 x 1 = 10</td> </tr> <tr> <td>MCQ</td> <td>NA</td> <td>5</td> <td>5 x 1 = 5</td> </tr> <tr> <td colspan="3" style="text-align: center;">Total Marks</td> <td style="text-align: center;">50</td> </tr> </tbody> </table>	Particulars	Class test	Assignments	Viva	Descriptive Type	Word Limit	Number of Questions to be added	Marks	Essays	300 words	1 out of 2	1 x 15 = 15	Short Essay	150 words	2 out of 4	2 x 5 = 10	Short Answer	50 words	5 out of 8	5 x 2 = 10	Objective type	NA	10 out of 12	10 x 1 = 10	MCQ	NA	5	5 x 1 = 5	Total Marks			50
Particulars																																	
Class test																																	
Assignments																																	
Viva																																	
Descriptive Type	Word Limit	Number of Questions to be added	Marks																														
Essays	300 words	1 out of 2	1 x 15 = 15																														
Short Essay	150 words	2 out of 4	2 x 5 = 10																														
Short Answer	50 words	5 out of 8	5 x 2 = 10																														
Objective type	NA	10 out of 12	10 x 1 = 10																														
MCQ	NA	5	5 x 1 = 5																														
Total Marks			50																														

References

1. Felder, Lynda. *Writing for the Web: Creating Compelling Web Content Using Words, Pictures, and Sound. 1st ed.*, New Riders, 2011. ISBN: 9780321794437.
2. Butcher, Judith, Caroline Drake, and Maureen Leach. *Butcher's Copy-Editing: The Cambridge Handbook for Editors, Copy-Editors, and Proofreaders. 4th ed.*, Cambridge University Press, 2006. ISBN: 9780521847131.
3. Robinson, Joseph. *Content Writing Step-by-Step: Learn How to Write Content That Converts and Become a Successful Entertainer of Online Audiences.* 2020.
4. Handley, Ann. *Everybody Writes: Your Go-To Guide to Creating Ridiculously Good Content.* Wiley, 2014.



CMS College Kottayam (Autonomous)

Programme						
Course Name	English for Arts and Humanities Part I					
Type of Course	AEC					
Course Code	CMSSEN24118101					
Course Level	100-199					
Course Summary	The course equips Arts and Humanities students to further develop their reading and writing skills. It enhances competence in using appropriate vocabulary and sensible sentence construction. The course equips the learners to effectively use language in academic and real life situations.					
Semester	1	Credits			3	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others	
		3	0	0	0	45
Pre-requisites, if any						

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Demonstrate basic communication skills for everyday use	A	4,1,10
2	Construct grammatically acceptable sentences	A	4,1,10
3	Explain elements of narratives like plot, characters and themes	A	8,10
4	Identify the literary devices employed in a poem, short story, essays	U	1,10
5	Demonstrate critical thinking through reading of texts	An	1,4,8

***Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)**

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1	1.1	<p>Reading text:</p> <p>“Of Travel” by Francis Bacon</p> <p>“Long Trip” by Langston Hughes</p> <p>“Six Phase of Transformative Travel” by Jaco J Hamma</p> <p>Relevant extracts on topics of interest related to the theme of travel, nature and Literature</p>	4	1,3
	1.2	<p>Comprehension and Analysis- Analysing the themes of the poems and identifying figures of speech and poetic techniques; Analysing plot, characters and themes.</p>	3	3,4,5
	1.3	<p>Vocabulary: Related to the text</p>	2	1
	1.4	<p>Grammar focus: Concord, Sentence Types</p>	3	2
	1.5	<p>Writing task: Paragraph Writing, Writing Travel Blogs.</p>	3	1,2
2	2.1	<p>Reading text:</p> <p>“The Beauty Industry” by Aldous Huxley</p> <p>“How the Philosophy behind the Japanese art form of kintsugi can help us navigate failure” by Ella Tennant</p> <p>“Equipment” by Edgar Guest</p> <p>Relevant extracts on topics of life, victory and success.</p>	4	5
	2.2	<p>Comprehension and Analysis- Analysing the themes of the poems and identifying figures of speech and poetic techniques; Analysing plot, characters and themes.</p>	3	1
	2.3	<p>Vocabulary: Related to the text</p>	2	4

	2.4	Grammar focus: Auxiliaries and adverbs, Appropriate use of tense forms	3	2
	2.5	Writing task: Writing E-mails, writing reflective journals	3	1,2
3	3.1	Reading Text “Are the Rich Happy” by Stephen Leacock “Desiderata” by Max Ehrmann “Moxon’s Master” by Ambrose Bierce Relevant extracts on humanity, progress etc.	4	5,1
	3.2	Comprehension and Analysis- Analysing the themes of the poems and identifying figures of speech and poetic techniques; Analysing plot, characters and themes.	3	1,5
	3.3	Vocabulary: Related to the text	2	5,2
	3.4	Grammar focus: Reported Speech; Simple, Compound and Complex sentences.	3	2
	3.5	Writing task: Taking and Writing Notes; Summarising	3	1,2
4		Teacher Specific Content		

ESTD:1817

Teaching and Learning Approach	Classroom Procedure (Mode of transaction) <ul style="list-style-type: none"> • Lecture • Classroom discussions and presentation • Hands-on training 																																
Assessment Types	<p>MODE OF ASSESSMENT</p> <p>A. Continuous Comprehensive Assessment (CCA)</p> <p>Continuous Comprehensive Assessment (CCA – 25 Marks)</p> <table border="1" data-bbox="406 656 805 837"> <tr><td>Particulars</td></tr> <tr><td>Class test</td></tr> <tr><td>Assignment</td></tr> <tr><td>Portfolio Assessment</td></tr> </table> <p>B. Semester End Examination</p> <p>Written Examination – 50 marks, duration – 1.5hrs</p> <table border="1" data-bbox="406 1003 1444 1346"> <thead> <tr> <th>Descriptive Type</th> <th>Word Limit</th> <th>Number of Questions to be added</th> <th>Marks</th> </tr> </thead> <tbody> <tr> <td>Essays</td> <td>300 words</td> <td>1 out of 2</td> <td>1 x 15 = 15</td> </tr> <tr> <td>Short Essay</td> <td>150 words</td> <td>2 out of 4</td> <td>2 x 5 =10</td> </tr> <tr> <td>Short Answer</td> <td>50 words</td> <td>5 out of 8</td> <td>5 x 2 = 10</td> </tr> <tr> <td>Objective type</td> <td>NA</td> <td>10 out of 12</td> <td>10 x1=10</td> </tr> <tr> <td>MCQ</td> <td>NA</td> <td>5</td> <td>5 x1=5</td> </tr> <tr> <td colspan="3" style="text-align: center;">Total Marks</td> <td style="text-align: center;">50</td> </tr> </tbody> </table>	Particulars	Class test	Assignment	Portfolio Assessment	Descriptive Type	Word Limit	Number of Questions to be added	Marks	Essays	300 words	1 out of 2	1 x 15 = 15	Short Essay	150 words	2 out of 4	2 x 5 =10	Short Answer	50 words	5 out of 8	5 x 2 = 10	Objective type	NA	10 out of 12	10 x1=10	MCQ	NA	5	5 x1=5	Total Marks			50
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References

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Taylor, John G. *The Handbook of Written English*. Second edition. Oxford:2005



CMS College Kottayam (Autonomous)

Programme						
Course Name	English for Science Part I					
Type of Course	AEC					
Course Code	CMSSEN24118102					
Course Level	100-199					
Course Summary	The course equips science students to further develop their reading and writing skills. It builds competence in using appropriate vocabulary and sensible sentence construction. The course equips the learners to effectively use language in academic and real life situations.					
Semester	1	Credits			3	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others	
		3	0	0	0	45
Pre-requisites, if any						

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Demonstrate basic communication skills for everyday use	A	4,1,10
2	Construct grammatically acceptable sentences	A	4,1,10
3	Explain elements of narratives like plot, characters and themes	A	8,10
4	Identify the literary devices employed in a poem, short story, essays	U	1,10
5	Demonstrate critical thinking through reading of texts	An	1,4,8

***Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)**

COURSE CONTENT - Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1	1.1	<p>“<i>The Homecoming</i>” by Tagore</p> <p>“<i>The Globe of Gold</i>” by Bankim Chandra Chatterjee</p> <p>“An Astrologer's Day” by R. K. Narayan</p>	4	1,3
	1.2	Comprehension and Analysis-	3	3,4,5
	1.3	Vocabulary Skills- Vocabulary related to the text	2	1
	1.4	Grammar Skills - Parts of Speech, Parts of a Sentence	3	2
	1.5	Writing Skills- Paragraph Writing. Writing conversations, blog writing	3	1,2
2	2.1	<p>“The Soldier” by Rupert Brook</p> <p>“The Sent off” by Wilfred Owen</p> <p>“Mending Shoes” by E. V. Ramakrishnan</p>	4	5
	2.2	Comprehension and Analysis-	3	1
	2.3	Vocabulary skills- Vocabulary related to the text	2	4
	2.4	Grammar Skills - Tenses, active and passive voice, reported speech	3	2
	2.5	Writing Skills- Descriptive Writing and Narrative Writing	3	1,2
3	3.1	<p>Proposed texts: Excerpt from APJ Abdul Kalam’s <i>Wings of Fire</i></p> <p>Biographies of G. D. Naidu and Vijay Bhatkar</p> <p>“Playing the English Gentleman” by M. K. Gandhi</p>	4	5,1
	3.2	Comprehension and Analysis	3	1,5
	3.3	Vocabulary skills- Vocabulary related to the text.	2	5,2

	3.4	Grammar Skills- Simple, compound and complex sentences, concord	3	2
	3.5	Writing Skills- Note- Making, Summarising	3	1,2
4		Teacher Specific Content		

Teaching and Learning Approach	Classroom Procedure (Mode of transaction) <ul style="list-style-type: none"> • Lecture • Classroom discussions and presentation • Hands-on training 																																			
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Taylor, John G. *The Handbook of Written English*. Second edition. Oxford:200



CMS College Kottayam (Autonomous)

Programme						
Course Name	English for Commerce Part I					
Type of Course	AEC					
Course Code	CMSSEN24118103					
Course Level	100-199					
Course Summary	The course equips Commerce students to further develop their reading and writing skills. It builds competence in using appropriate vocabulary and sensible sentence construction. The course equips the learners to effectively use language in academic and real life situation.					
Semester	1	Credits			3	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others	
		3	0	0	0	45
Pre-requisites, if any						

COURSE OUTCOMES (CO)

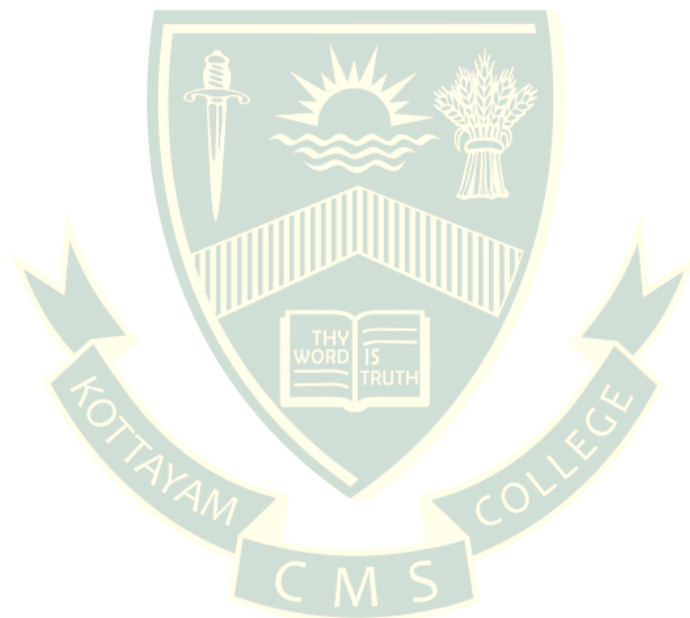
CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Demonstrate basic reading and writing skills for everyday use	A	4,1,10
2	Construct grammatically acceptable sentences	A	4,1,10
3	Explain elements of narratives like plot, characters and themes	A	8,10
4	Identify the literary devices employed in a poem, short story, essays	U	1,10
5	Demonstrate critical thinking through reading of texts	An	1,4,8

**Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)*

COURSE CONTENT - Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1	1.1	1. "Go Kiss the World" –Subrato Bagachi 2. The Three Questions -Leo Tolstoy 3. "If" – Rudyard Kipling	6	1,3,4
	1.2	Comprehension and Analysis of the texts	1	3,4,5
	1.3	Vocabulary Skills	2	1,2
	1.4	Grammar Skills -Parts of a Sentence,Punctuation, Parts of Speech,If Clauses.	3	2
	1.5	Writing Skills- Paragraph Writing. Essay writing, Diary writing.	3	1,2
2	2.1	1. " I Plead that You Read"- Shashi Tharoor 2. "Phenomenal Woman"-Maya Angelou 3. "Rampelstiltskin"-James Finn Garne	6	1,3,4
	2.2	Comprehension and Analysis of the texts	1	3,4,5
	2.3	Vocabulary skills	2	1,2
	2.4	Grammar Skills - Tenses,Active and Passive voice,Reported Speech	3	2
	2.5	Writing Skills- Writing conversations,Blog writing	3	1,2
3	3.1	1. "Unlock Your own Creativity" – Roger Von Oech 2. "Barter" – Sara Teasdale 3. The Verger – Somerset Maugham	6	1,3,4

	3.2	Comprehension and Analysis of the texts	1	3,4,5
	3.3	Vocabulary skills	2	1,2
	3.4	Grammar Skills- Concord, Relative clauses, Complex,compound and simple sentences, Comparatives and Superlatives.	3	2
	3.5	Writing Skills-Letter writing, Note- Making, Summarising	3	1,2
4		Teacher Specific Content		



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Teaching and Learning Approach	Classroom Procedure (Mode of transaction) <ul style="list-style-type: none"> • Lecture • Classroom discussions and presentation • Hands-on training 																																
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CMS College Kottayam

(Autonomous)

Programme	BA (Hons) JOURNALISM AND MASS COMMUNICATION					
Course Name	INTRODUCTION TO COMMUNICATION					
Type of Course	DSC A					
Course Code	CMSJM24111101					
Course Level	100-199					
Course Summary	The purpose of this course is to categorize and explain various forms of communication. A thorough understanding of communication principles, models, and theories, as well as how they are applied in many communication contexts, are also provided by this course.					
Semester	1	Credits			4	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practicum	Others	
		3	0	1	0	75
Pre-requisites, if any	Basic writing and reading skills, interest in communication and media.					

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Explain the basic concepts of communication.	U	1,2,4
2	Explain the given models of communication and their relevance in specific communication contexts.	U	1,4
3	Analyse the theoretical concepts of communication in the context of real-life experience.	An	1,2,6,10
4	Assess the significance of semiotics in communication.	E	1,2
5	Create presentations based on communication and semiotics.	C	1,2,4,9

**Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)*

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Course description	Hrs	CO No.
1	Understanding Communication	20	
1.1	Definition, Nature, Scope, Importance, Elements and process of communication, Barriers of communication.	3	1
1.2	Functions of communication, Levels of communication - Intrapersonal, Interpersonal, group, Organisational, Mass communication.	3	1
1.3	Types of communication - Verbal and Nonverbal communication.	2	1
1.4	Social functions of communication.	2	1
1.5	Practicum: Assign a communication activity to student groups in the classroom using the concepts of good listening and effective communication.	10	1
2	Models of Communication	20	
2.1	Meaning and definition, Process, Significance of communication models.	2	2
2.2	Types - Linear, Interactive and Transactional models.	2	2
2.3	Aristotle, Laswell, Shannon and Weaver, Berlo's SMCR, Newcomb's, Osgood and Schramm, Wesley and MacLean's conceptual model, Two- step-flow of Communication model, Gatekeeping model.	4	2
2.4	Process of encoding and decoding.	2	2
2.5	Practicum: Students' groups should prepare an analytical presentation on the evolution of communication models.	10	2
3	Theories of Communication	15	
3.1	Early communication theories, Development of mass communication theories.	2	2
3.2	Communication theories – Major categories: Inter-personal communication theories, Media Effects Theories, Psychological theories, Sociological theories, Normative theories.	4	3
3.3	Major theories of mass communication - The magic bullet theory, Two-step flow theory, Multi - step flow theory, Uses and Gratification theory, and Cultivation theory.	4	3

3.4	Technological determinism, Critique of Marshall McLuhan's views on media and communication and Marxist approaches, Information and knowledge societies.	3	3
3.5	Indian traditions and approaches to communication.	2	3
4	Semiotics in Communication	20	
4.1	Basics of semiotics- Introduction, Signs, Signifier and Signified.	2	4
4.2	Signs, Meaning and Culture.	3	4
4.3	Ferdinand de Saussure's semiotic theory.	3	4
4.4	Semiotic analysis in communication.	2	4
4.5	Practicum: Undertake a semiotic analysis of the content of a popular TV advertisement.	10	4
5	Teacher specific content (Internal Evaluation Only)		

Teaching and Learning Approach	<p>Classroom Procedure (Mode of transaction)</p> <ul style="list-style-type: none"> • Class Room Lectures and other methods: A variety of teaching-learning techniques, such as multimedia presentations, ICT-enabled lectures, group discussions, documentaries and video content, and group activities that promote student participation, will be used to deliver the course. • Book reviews and seminars- Assign readings from academic articles, books, and reports related to the syllabus. • Conduct in - class discussions to explore different viewpoints and encourage critical thinking. • Guest Lectures -Invite guest speakers with expertise in the field, such as journalists, researchers, academicians, to share the real experiences and insights. • Practicum- 30 hours are assigned for practicum component. It consists of semiotic analysis of communication through various class activities and assignments.
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Assessment Types	MODE OF ASSESSMENT																							
	<p>A. Continuous Comprehensive Assessment (CCA) – 30 Marks (Practicum components will be evaluated under CCA)</p> <p>Marks Division</p> <p>*Assignments – 10 Marks Class tests/Quiz – 10 Marks **In -class Presentation – 10 Marks</p> <p>*Group Project / Individual Project / Case Study **Power Point / Audio-Visual Presentation / Oral Presentation</p> <p>Suggested activities to continuously assess the progress of the students</p> <ul style="list-style-type: none"> • Analysis of media content through communication models. • Role playing exercises focusing on effective communication in various contexts. 																							
	<p>B. End Semester Evaluation</p> <p>Written Exam - 70 Marks (2 Hours)</p> <table border="1"> <thead> <tr> <th>Descriptive Type</th> <th>Word Limit</th> <th>Number of questions to be answered</th> <th>Marks</th> </tr> </thead> <tbody> <tr> <td>MCQ/One word</td> <td>NA</td> <td>20</td> <td>20 x 1 = 20</td> </tr> <tr> <td>Short Answer</td> <td>50 Words</td> <td>10 out of 15</td> <td>10 x 2 = 20</td> </tr> <tr> <td>Essay</td> <td>450 Words</td> <td>2 out of 4</td> <td>2 x 15 = 30</td> </tr> <tr> <td>Total</td> <td></td> <td>32 out of 39</td> <td>70</td> </tr> </tbody> </table>				Descriptive Type	Word Limit	Number of questions to be answered	Marks	MCQ/One word	NA	20	20 x 1 = 20	Short Answer	50 Words	10 out of 15	10 x 2 = 20	Essay	450 Words	2 out of 4	2 x 15 = 30	Total		32 out of 39	70
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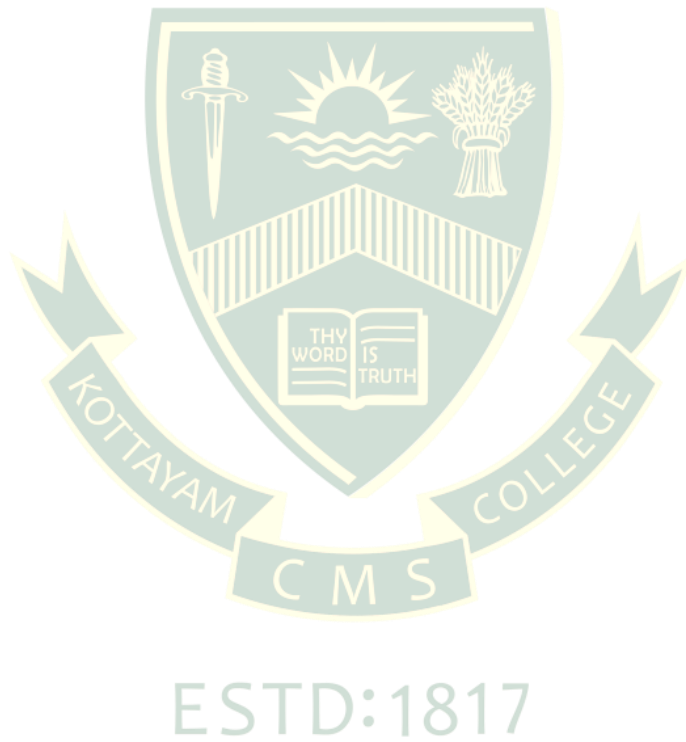
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SUGGESTED READINGS

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- Mc Luhan, Marshall and Quentin Flore. (2001). *Medium is the Message*, New York: Penguin Books.
- Mc Quail, D.& Windahl, S. (2013). *Communication Models for the Study of Mass Communications*. New York: Routledge.
- Berger, Arthur Asa (1995). *Essentials of Mass Communication Theory*. SAGE.
- Baran, S. J. & Davis, D.K. (1999). *Mass Communication and Man - Mass Communication Theory* (2nd ed.). USA: Thomson/Wadsworth.





CMS College Kottayam

(Autonomous)

Programme	BA (Hons) Political Science with Journalism and Mass Communication (Double Major)					
Course Name	BASICS OF NEWS REPORTING					
Type of Course	DSC B					
Course Code	CMSJM24111102					
Course Level	100-199					
Course Summary	This course takes a structural approach to comprehensively cover the basics of news gathering, writing, reporting and designing by focusing on news writing techniques for all forms of media. This course is designed to get students introduced to the functional operations of news media and to give them a primer on print and electronic journalism.					
Semester	1	Credits			4	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practicum	Others	
		3	0	1	0	75
Pre-requisites, if any	Strong command of language and writing skills, critical thinking and ability to verify information.					

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Interpret the concept of news.	U	1,2,3,4
2	Apply methods for news gathering using credible sources.	A	2,4,5
3	Distinguish different styles of writing for diverse media platforms.	An	1,2,6

4	Evaluate the sources, data and information relevant to specialised reporting.	E	1,2, 8,9
<i>*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)</i>			

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Course description	Hrs	CO No.
1	News: What Is It?	10	
1.1	Definition of News, News values, soft news and Hard news, other types of news. Elements of news – 5Ws and 1H.	3	1
1.2	News in Print, Broadcast and Online media, Differences in styles and structuring.	2	3
1.3	Functions and qualities of reporter. Rights, Responsibilities and role of reporter in modern society.	2	1
1.4	Ethical and legal considerations, Principles of news reporting and writing.	3	1
2	News Reporting basics	20	
2.1	News sourcing – Ideation, Source cultivation, Attribution, Source confidentiality, Source reliability and credibility.	2	2
2.2	Types of news sources – Beats, press releases, press conferences, Interviews, Official and unofficial sources, News agencies, RTI, Reports, Data analysis, Crowd sourcing, Online sources, Open-source media, social media, Citizen reporting.	3	2
2.3	News gathering techniques - Speeches, Conferences, Follow-up stories, Roundups. News interviews, Types and Methods.	3	2
2.4	Reporting court, Parliament and Legislature, Election reporting.	2	2
2.5	Practicum: Analyze and contrast a news article from two different newspapers on any political topic. Determine the sources each used, then compare the ways in which the meanings are expressed.	10	2
3	Fundamentals of News writing	25	
3.1	Principles of news writing – Standard usage, Simplicity, Meaningfulness, Inclusivity.	3	3

3.2	Structuring story – Inverted pyramid, Hourglass, Narrative story-telling. Writing leads and headlines. Feature stories: Definition, Characteristics, Treatment and feature leads. Types of features. content syndication services.	5	3
3.3	Specialized reporting, In-depth reporting - Investigative and Interpretative reporting. Genres of reporting - Sports, Business, Health, Development, Environment, Food, Travel, Fashion, Science and Technology, Culture, Crime, War, Disaster, Obituary.	5	4
3.4	News bureau management – Bureau chief, Chief reporter, Senior reporter, Correspondent, Special correspondent, foreign correspondent, Liners and Stringers, Freelance reporters.	2	4
3.5	Practicum: Take a story from a news agency's website and rewrite it. Examine the sources that are listed and think about other sources that may have been added to the story to make it a more objective and fair portrayal. Write a succinct report.	10	2
4	Composing news stories for broadcast and online media	20	
4.1	Reporting for radio - Introduction to radio writing, Importance of voice, Script writing techniques, Radio programme formats.	3	4
4.2	Reporting for TV- Introduction to TV writing, Script writing techniques, Writing for series and stand-alone episodes.	3	4
4.3	Reporting for new media - Introduction to new media, Writing styles for digital platform.	2	4
4.4	Blogging and content creation, Social media writing, Emerging trends in new media.	2	4
4.5	Practicum: Go to the closest town and watch what goes on there. Make an effort to generate three story concepts that you would like to expand into stories or features. Write and arrange the news for print, radio, and the web.	10	4
5	Teacher specific content (Internal evaluation only)		

Teaching and Learning Approach	<p>Classroom Procedure (Mode of transaction)</p> <ul style="list-style-type: none"> • Lectures on introducing the news reporting process. Discussions on news reporting for various media forms like print, broadcast and digital. • Book reviews, Discussions and seminars- Assign readings from academic articles, books, and reports related to the syllabus. • Conduct class discussions to explore different viewpoints and encourage critical thinking. • Guest Lectures -Invite guest speakers with expertise in the field, such as
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	<p>journalists, researchers, academicians, to share the real experiences and insights.</p> <ul style="list-style-type: none"> Practicum- 30 hours are assigned for practicum component. It consists of news analysis and creating news stories for different types of media through various class activities and assignments. 																				
Assessment Types	<p>MODE OF ASSESSMENT</p> <p>A. Continuous Comprehensive Assessment (CCA) – 30 Marks (Practicum components will be evaluated under CCA)</p> <p>Marks Division</p> <p>*Assignments – 10 Marks Class tests/Quiz – 10 Marks **In -class Presentation – 10 Marks</p> <p>*Group Project / Individual Project / Case Study **Power Point / Audio-Visual Presentation / Oral Presentation</p> <p>Suggested activities to continuously assess the progress of the students</p> <ul style="list-style-type: none"> News stories/interviews/event coverage. Beat reporting Lab Journal/News Letter/Newspaper production <p>B. End Semester Evaluation Written Exam - 70 Marks (2 Hours)</p> <table border="1"> <thead> <tr> <th>Descriptive Type</th> <th>Word Limit</th> <th>Number of questions to be answered</th> <th>Marks</th> </tr> </thead> <tbody> <tr> <td>MCQ/One word</td> <td>NA</td> <td>20</td> <td>20 x 1 = 20</td> </tr> <tr> <td>Short Answer</td> <td>50 Words</td> <td>10 out of 15</td> <td>10 x 2 = 20</td> </tr> <tr> <td>Essay</td> <td>450 Words</td> <td>2 out of 4</td> <td>2 x 15 = 30</td> </tr> <tr> <td>Total</td> <td></td> <td>32 out of 39</td> <td>70</td> </tr> </tbody> </table>	Descriptive Type	Word Limit	Number of questions to be answered	Marks	MCQ/One word	NA	20	20 x 1 = 20	Short Answer	50 Words	10 out of 15	10 x 2 = 20	Essay	450 Words	2 out of 4	2 x 15 = 30	Total		32 out of 39	70
Descriptive Type	Word Limit	Number of questions to be answered	Marks																		
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Short Answer	50 Words	10 out of 15	10 x 2 = 20																		
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REFERENCES

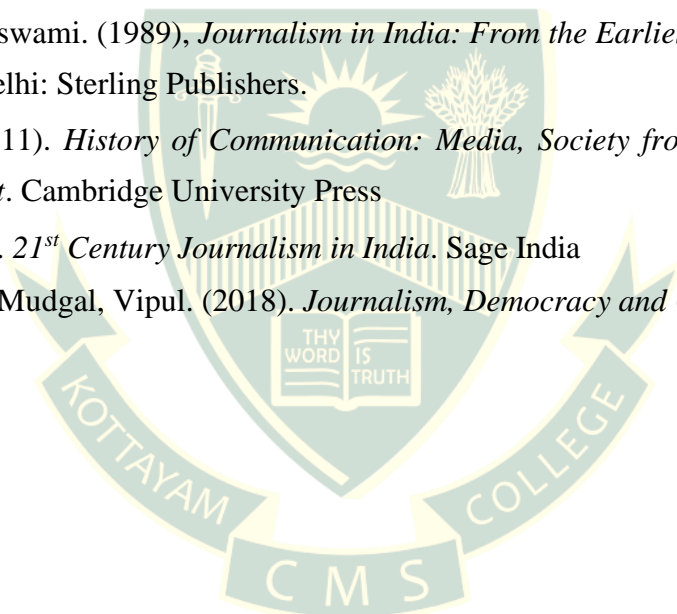
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- Whitaker, W. R. et al. (2013). *Media Writing: Print, Broadcast, and Public Relations*. Routledge.
- Barnar, Frank. (2015). *Broadcast News Writing, Reporting, and Producing*. Focal Press.
- Busa, G. (2013). *Introducing the Language of the News: A Student's Guide*. Routledge.
- Filak, V.F. (2019). *Dynamics of News Reporting and Writing: Foundational Skills for a*

Digital Age. CQ Press.

- Kamath, M. V. (2009). *The Journalist's Handbook*, Vikas Publishing House Pvt. Ltd.
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- Rich, Carole. (2015). *Writing and Reporting News: A Coaching Method*. Cengage Learning
- Sharma, K.M. (2017). *Reporting and News Writing*. Falguni Publishers and Distributors.
- Srivastava, K.M. (1987). *News Reporting and Editing*. Sterling Publishing Home.

SUGGESTED READINGS

- Natarajan, J. (2002). *History of Indian Journalism* (2nd Ed). Ministry of Information & Communication, GOI.
- Parthasarathy, Rangaswami. (1989), *Journalism in India: From the Earliest Times to the Present Day*, New Delhi: Sterling Publishers.
- Poe, T. Marshal, (2011). *History of Communication: Media, Society from Evolution of Speech to the Internet*. Cambridge University Press
- Rajan, Nalini. (2007). *21st Century Journalism in India*. Sage India
- Rao, Shakuntala and Mudgal, Vipul. (2018). *Journalism, Democracy and Civil Society in India*. Routledge.



ESTD:1817



CMS College Kottayam (Autonomous)

Programme	BA (Hons) JOURNALISM AND MASS COMMUNICATION					
Course Name	BASICS OF PHOTOGRAPHY					
Type of Course	MDC					
Course Code	CMSJM24114101					
Course Level	100-199					
Course Summary	An interesting introduction to the principles of photography is given in this course. It covers camera operation, lighting, composition, and exposure management.					
Semester	1	Credits			3	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practicum	Others	
	2	0	1	0		60
Pre-requisites, if any	Passion to learn photography and keen interest in visual communication.					

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Understand the evolution of photography comparing various photographic styles.	U	6
2	Examine the roles and responsibilities of a photographer.	K	6,8
3	Identify essential camera typologies, components and their functions.	U	2, 3

4	Apply composition and lighting strategies for photography.	A	2, 3, 10
5	Describe the fundamental features of image editing software.	U	3,4,10
*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Course description	Hrs	CO No.
1	Evolution of Photography	10	
1.1	History of photography - Invention of photographic process - Lithography - First photograph - Invention of camera.	3	1
1.2	Types of photography - Portrait, Landscape, Candid, Fashion, Product photography.	4	1
1.3	Latest trends & ethics in photography.	3	2
2	Exploring Camera	10	
2.1	Types of cameras - Polaroid camera - Point and shoot - SLR, DSLR, Mirrorless.	3	3
2.2	Familiarizing camera parts – Anatomy of still camera, Types of lenses: Wide, Zoom, and normal lens. Camera accessories.	5	3
2.3	Working mechanism of camera, Understanding Exposure - ISO, Shutter Speed, Aperture, WB.	2	3
3	Understanding Composition and Lighting	40	
3.1	Elements of composition - Perspective and leading line - Rule of third - Grouping and organization - Space - Depth of Field - Colour - Light – Scale.	5	4

3.2	Lighting equipment - HMI, Fresnels, LED lights, Sungun, CFL, Soft light, Gobos. Lighting Accessories - Gels, Diffusers, Reflectors, Scrims, Barndoors. Lighting techniques - Three-point, Four-point, Butterfly, Rembrandt, Loop, Flat, Split.	3	4
3.3	Introduction to Image editing. Digital tools and image editing software.	2	4
3.4	Practicum: Any two from assignment list. 1. Curate a collection of online photographs based on a specific theme and write an analysis explaining the selections. 2. Take a specific scene (landscape, portrait) and capture it in manual mode, experimenting with aperture, shutter speed, and ISO. Present 5 different photographs with various exposure triangle settings. 3. Choose a social issue or community event and document it photographically, considering ethical aspects and responsible representation.	30	1,3,4
4	Teacher-Specific content (internal evaluation only)		

Teaching and Learning Approach	<p>Classroom Procedure (Mode of transaction)</p> <ul style="list-style-type: none"> • Lectures: sessions focusing on introducing the technique of photography. Discussions on photographic equipment, famous photographs, latest trends. • Book reviews, Discussions and seminars- Assign readings from academic articles, books, and reports related to the syllabus. • Conduct class discussions to explore different viewpoints and encourage critical thinking. • Guest Lectures -Invite guest speakers with expertise in the field, such as Photojournalists, photographers, researchers, academicians, to share the real experiences and insights. • Practicum- 30 hours are assigned for practicum component. It consists of various class activities and assignments related to photography. As part of this, students are encouraged to create a thematic photo portfolio and a photography blog of their own.
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Assessment Types	<p>MODE OF ASSESSMENT</p> <p>A. Continuous Comprehensive Assessment (CCA) – 25 Marks (Practicum components will be evaluated under CCA)</p> <p>Marks Division</p> <p>*Assignments – 10 Marks Class tests/Quiz – 10 Marks **In -class Presentation – 5 Marks</p> <p><i>*Group Project / Individual Project / Case Study</i> <i>**Power Point / Audio-Visual Presentation / Oral Presentation</i></p> <p>Suggested activities to continuously assess the progress of the students. Students have to create a portfolio comprising works from the following concepts.</p> <ul style="list-style-type: none"> ● Elements of composition ● Lighting techniques ● Types of Digital Images ● Photography genres <p>B. End Semester Evaluation</p> <p>Written Exam - 50 Marks (1.5 Hours)</p> <table border="1" data-bbox="395 1055 1374 1431"> <thead> <tr> <th>Descriptive Type</th> <th>Word Limit</th> <th>Number of questions to be answered</th> <th>Marks</th> </tr> </thead> <tbody> <tr> <td>MCQ/One word</td> <td>NA</td> <td>15</td> <td>15 x 1 = 15</td> </tr> <tr> <td>Short Answer</td> <td>100 Words</td> <td>5 out of 8</td> <td>3 x 5 = 15</td> </tr> <tr> <td>Essay</td> <td>350 Words</td> <td>2 out of 4</td> <td>10 x 2 = 20</td> </tr> <tr> <td>Total</td> <td></td> <td></td> <td>50</td> </tr> </tbody> </table>	Descriptive Type	Word Limit	Number of questions to be answered	Marks	MCQ/One word	NA	15	15 x 1 = 15	Short Answer	100 Words	5 out of 8	3 x 5 = 15	Essay	350 Words	2 out of 4	10 x 2 = 20	Total			50
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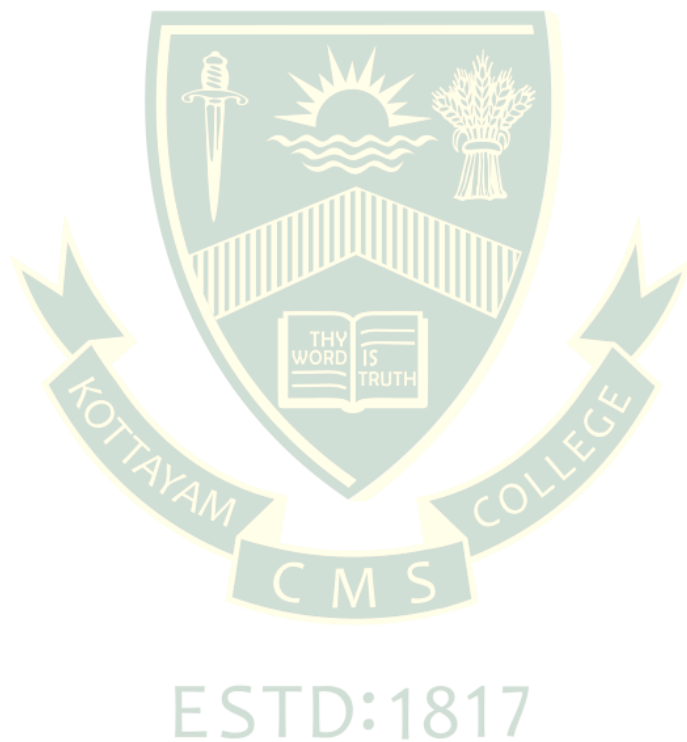
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- Coe, J.H. (1993). *Basic Photography*. Collins & Brown.
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- Good, Linda. (2009). *Teaching and Learning with Digital Photography*. Sage
- Grimm, Tom & Grimm, Michele. (2003). *The Basic Book of Photography*. Plume
- Longford, Michael. (2005). *Basic Photography*. Focal Press.
- Long, Ben. (2010). *Complete Digital Photography*. Course Technology PTR.
- Sharma, O.P. (2003). *Practical Photography*. HPB/FC.

○ Tarrant, Jon. (2002). *Digital Camera Technique*. Focal Press.

SUGGESTED READINGS

- Garcia, Diego. (2019). *Basics of Photography: 2 in 1 Learn to Capture and Edit Images*.
- Harman, Doug. (2014). *The Digital Photography Handbook*. Quercus.
- Malpas, Phil. (2007). *Capturing Colour*. AVA Publishing.
- Royce, Steve. (2014). *Photography: Photography Basics to Showcase the Photographer in You*.
- Wilson, Dave. (2019). *Take Stock Photography That Sells: Earn a living doing what you love*. Ilex Press.



Semester 2

Course Code	Title of the Course	Type of the Course (DSC, MDC, SEC etc)	Credit	Hours / Weeks	Hour Distribution/ Weeks			
					L	T	P	O
CMSJEN24121102	Literary Genres: Prose, Drama, Film	DSC A	4	5	3	-	2	-
CMSJM24121103	News Editing	DSC B	4	5	3	-	2	-
CMSJM24121104	Digital Journalism and MOJO	DSC B	4	5	3	-	2	-
CMSJM24124102	AI & Media	MDC	3	4	2	-	2	-
CMSJEN24124106	Fundamentals of Advertising and Public Relations	Choose any one	3	4	2	-	2	-
CMSJEN24128104	English for Arts & Humanities Part II	AEC	3	3	3	-	-	-
CMSJEN24128105	English for Science Part II	AEC TH	3	3	3	-	-	-
CMSJEN24128106	English for Commerce Part II	AEC	3	3	3	-	-	-

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CMS College Kottayam (Autonomous)

Programme	BA (Hons) English					
Course Name	Literary Genres: Prose, Drama and Film					
Type of Course	DSC A					
Course Code	CMSSEN24121102					
Course Level	100-199					
Course Summary	This course intends to familiarise students with three important genres of literature, namely Prose, Drama and Film. The thrust is on structural devices as well as thematic devices. Moreover, dynamics between form, content and context is also emphasised.					
Semester	2	Credits			4	
Course Details	Learning Approach	Lecture	Tutorial	Practicum	Others	Total Hours
		3	0	1	0	
Pre-requisites, if any						

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Identify the key features of drama, film and essay.	U	2,4
2	List concepts like theme, character and setting.	R	1,4,7
3	Analyse the various issues highlighted in the essays, drama and films.	An	8
4	Illustrate students with the nature and characteristics of literature	E	10

**Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)*

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1	1.1	GK Chesterton: On Running After One's Hat	3	1,3,4
	1.2	George Orwell: A Hanging https://www.orwellfoundation.com/the-orwell-foundation/orwell/essays-and-other-works/a-hanging/	4	1,3,4
	1.3	Amanda Michael Poulou: Divided times: how literature teaches us to understand the 'the other' Divided times: how literature teaches us to understand 'the other' Books The Guardian	3	1,3,4
	1.4 Practicum	B Prasad: <i>A Background to the Study of English Literature</i> Section III, Chapter 1 The Essay (183-192)	5	1,2,3,4
2	2.1	B Prasad: <i>A Background to the Study of English Literature, Section II</i> , Chapter 1 The Dramatic Art (106-110), Chapter II Dramatic Types (111-133), Chapter III Dramatic Devices (134-139)	10	1,2,3,4
	2.2 Practicum	Mario Klarer: <i>An Introduction to Literary Studies</i> . Third Edition, Routledge, 2011). Drama Pg. (58 to 72)	5	1,2,3,4
3	3.1	GB Shaw: <i>Pygmalion</i>	15	1,2,3,4
	3.2 Practicum	My Fair Lady (Dir. George Cuckor) Alan Jay Lerner: "Pygmalion and My Fair Lady" (Essay)	15	1,3,4
4	4.1	Mario Klarer: <i>An Introduction to Literary Studies</i> . Third Edition, Routledge, 2011) Pg. 72 to 84 Roger Egbert: Heil, heil, the drang's all here! (Review) (The Great Dictator movie review (1940) Roger Ebert)	10	1,2,3,4

	4.2 Practicum	Charlie Chaplin (Dir): <i>The Great Dictator</i>	5	1,2,3,4
5		Teacher Specific Component		

Teaching and Learning Approach	<p>Classroom Procedure (Mode of transaction)</p> <p>Lectures, Readings, Group Discussions, Debates, Panel Discussions and Collective watching of the films.</p>																																			
Assessment Types	<p>MODE OF ASSESSMENT</p> <p>A. Continuous Comprehensive Assessment (CCA) – 30 marks</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center;">Particulars</td> </tr> <tr> <td style="text-align: center;">Class test</td> </tr> <tr> <td style="text-align: center;">Viva</td> </tr> <tr> <td style="text-align: center;">Seminar</td> </tr> </table> <p>B. Semester End examination, duration - 2hrs</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th style="text-align: center;">Descriptive Type</th> <th style="text-align: center;">Word Limit</th> <th style="text-align: center;">Number of Questions to be added</th> <th style="text-align: center;">Marks</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">Essays</td> <td style="text-align: center;">300 words</td> <td style="text-align: center;">1 out of 2</td> <td style="text-align: center;">1 x 15 = 15</td> </tr> <tr> <td style="text-align: center;">Short Essay</td> <td style="text-align: center;">150 words</td> <td style="text-align: center;">5 out of 8</td> <td style="text-align: center;">5 x 5 = 25</td> </tr> <tr> <td style="text-align: center;">Short Answer</td> <td style="text-align: center;">50 words</td> <td style="text-align: center;">5 out of 8</td> <td style="text-align: center;">5 x 2 = 10</td> </tr> <tr> <td style="text-align: center;">Objective type</td> <td style="text-align: center;">NA</td> <td style="text-align: center;">10 out of 12</td> <td style="text-align: center;">1 x 10 = 10</td> </tr> <tr> <td style="text-align: center;">MCQ</td> <td style="text-align: center;">NA</td> <td style="text-align: center;">10</td> <td style="text-align: center;">1 x 10 = 10</td> </tr> <tr> <td colspan="3" style="text-align: center;">Total Marks</td> <td style="text-align: center;">70</td> </tr> </tbody> </table>				Particulars	Class test	Viva	Seminar	Descriptive Type	Word Limit	Number of Questions to be added	Marks	Essays	300 words	1 out of 2	1 x 15 = 15	Short Essay	150 words	5 out of 8	5 x 5 = 25	Short Answer	50 words	5 out of 8	5 x 2 = 10	Objective type	NA	10 out of 12	1 x 10 = 10	MCQ	NA	10	1 x 10 = 10	Total Marks			70
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References

Core Texts

Klarer, Mario. *An Introduction to Literary Studies*. Third Edition, Routledge, 2011.

Prasad, B. *A Background to the Study of English Literature*. Revised Edition, Trinity Press, 2018.

Lerner, Alan Jay. *Pygmalion and My Fair Lady*. Penn State University Press, 1956

Links

Module 1

Link 1: <https://fullreads.com/essay/on-running-after-ones-hat/>

Link 2: <https://www.orwellfoundation.com/the-orwell-foundation/orwell/essays-and-other-works/a-hanging/>

Link 3: [Divided times: how literature teaches us to understand 'the other' | Books | The Guardian](#)

Module 4

Link 1: [The Great Dictator movie review \(1940\) | Roger Ebert](#)

Suggested readings

Alex Clayton and Andrew Klevan – *The Language and Style of Film Criticism* 2011.

Amy Villarejo. *Film Studies: The Basics*. Routledge, 2013.

Andrew Dix. *Beginning Film Studies*. Manchester University Press, 2013.

BrillenburgWrth, Kiene and Ann Rigney. *The Life of Texts: An Introduction to Literary Studies*. Amsterdam, Amsterdam University Press, 2019

Fischer-Lichte, Erika, *History of Drama and Theatre*, Routledge, 2002.

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CMS College Kottayam (Autonomous)

Programme						
Course Name	Fundamentals of Advertising and Public Relations					
Type of Course	MDC					
Course Code	CMSEN24124106					
Course Level	100 -199					
Course Summary	The course provides a structured approach to understanding the core elements of advertising and PR and the role and significance of advertising and PR in modern business and society.					
Semester	2	Credits			3	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others	
		2	-	1	-	60
Pre-requisites, if any						

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains*	PO No
1	Demonstrate a comprehensive understanding of the historical evolution, theories, and key concepts in advertising.	U	1&3
2	Critically analyze the various creative elements in advertising	An	1 &3
3	Understand the basic concepts of Public Relations and identify the tools of PR.	E	1&3
4	Demonstrate the ability to plan and execute advertising and PR campaigns.	C	10&5
<p>*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)</p>			

COURSE CONTENT

Content for Classroom transaction (Units)

Module		Course description	Hrs	CO No.
1 ADVERTISING	1.1	Introduction to Advertising- Historical Evolution of Advertising -Objectives of Advertising.	3	1
	1.2	Elements of a good Advertisement- Principles of Advertising-Steps in advertising planning.	2	1
	1.3	Parts of Advertisements- The Headline, the Sub-Headline,Slogan,Body Copy, Visualization,Layout,Trademark-- Copy writing in advertisements- copy writers.	5	1
	1.4 Practicum	Different Media of Advertising - Pros and Cons of different Media of Advertising.-key advertising terms.	5	1,4
2 ADVERTISING AS A MARKETING TOOL	2.1	Different types of Advertising	3	2
	2.2	Unique Selling Proposition- Brand Image-Trade mark- Role and functions of Advertising Agencies.	2	2
	2.3	Advertising as a marketing tool-The Marketing Mix-The 5 Ps- Code of the Advertising Standards- Positive and Negative effects of Advertising- Stereotyping in ads.	5	2
	2.4 Practicum	Online advertising-Social media advertising-Recent trends in Advertising.	15	2,4
3 PUBLIC RELATIONS	3.1	Introduction to Public Relations- Origin and Development of PR	3	3
	3.2	Difference between Advertising and PR-Objectives and Functions of PR	3	3
	3.3	Tools of PR-Qualities of a PR Personnel	4	3
	3.4 Practicum	How to conduct a PR Campaign-Code of Ethics for PR firms-Key PR Terms.	10	3,4
4		Teacher Specific Content		

Teaching and Learning Approach	<p>Classroom Procedure (Mode of transaction)</p> <p>Lecture, Display various types of advertisements of different products from YouTube, Discuss and analyse different ads, both old and new. Display various marketing campaigns through different eras.</p>																																
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CMS College Kottayam (Autonomous)

Programme						
Course Name	English for Arts and Humanities Part II					
Type of Course	AEC					
Course Code	CMSSEN24128104					
Course Level	100-199					
Course Summary	The course equips Arts and Humanities students to further develop their listening and speaking skills. It builds competence in using appropriate vocabulary and sensible sentence construction. The course equips the learners to effectively use language in academic and real life situations.					
Semester	2	Credits			3	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others	
		3	0	0	0	45
Pre-requisites, if any						

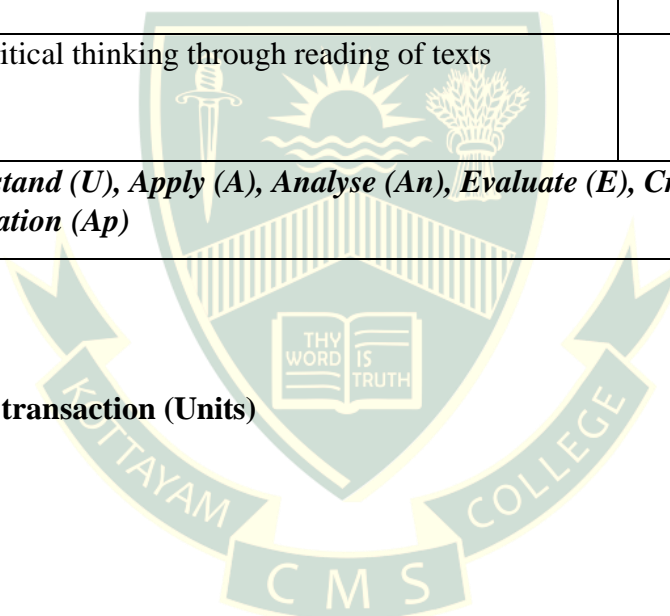
ESTD:1817

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Develop the ability to comprehend and use spoken discourses in various contexts.	A	PO4, PO1, PO10
2	Speak grammatically acceptable sentences in everyday conversation.	A	PO4, PO1, PO10
3	Apply a range of listening strategies for the effective interpretation of diverse texts.	A	PO8, PO10
4	Articulate ideas clearly and confidently using apt words in real life contexts.	A	PO1, PO10
5	Demonstrate critical thinking through reading of texts	An	PO1, PO4, PO8
<p><i>*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)</i></p>			

COURSE CONTENT

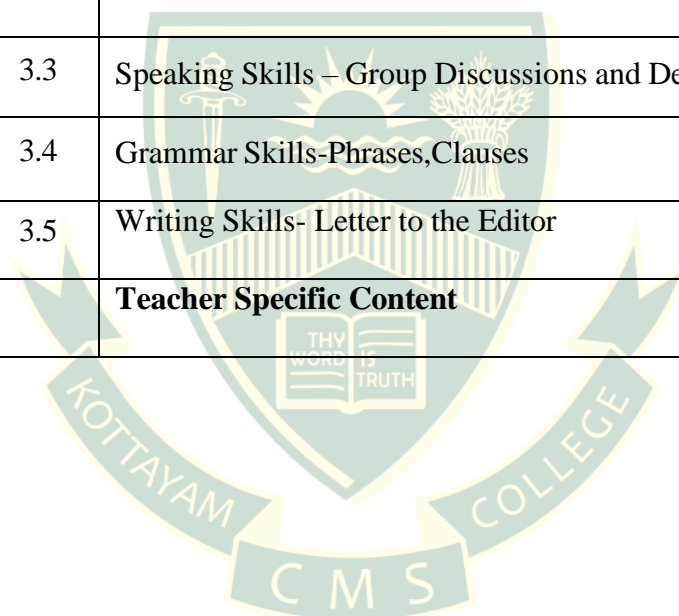
Content for Classroom transaction (Units)



ESTD:1817

Module	Units	Course description	Hrs	CO No.
1 Listen, Speak, THINK	1.1	Module 1 will be structured around listening text that can be accessed via a QR Code and URL. This will be accompanied by short extracts (audio/video/text) from various sources with activities and tasks suitable to the domain of Arts and Humanities. QR code of speeches given as listening material.	5	1,3
	1.2	Vocabulary Skills-Vocabulary to Provide information, giving commands, persuading others, introductory and closing remarks.	1	3,4,5
	1.3	Speaking Skills- Role plays, conducting a mock interview.	5	1
	1.4	Grammar Skills - Descriptive and possessive Adjectives, Transition words.	2	2
	1.5	Writing Skills- Job Profiles and Resumes-Job Application Letter.	2	1,2
2 Listen, Speak, ACT	2.1	Module II will be structured around listening texts that can be accessed via a QR Code and URL. This will be accompanied by short extracts (audio/video/text) from various sources with activities and tasks suitable to the domain of Arts and Humanities.	5	5
	2.2	Vocabulary skills- Comparing terms, descriptive terms, intensifiers.	1	1
	2.3	Speaking skills- Speaking with clarity Giving illustrations/examples Presenting ideas cohesively Speaking – Simulation of a placement drive. Learners interchange the role of employer and employee.	5	4
	2.4	Grammar Skills - Question tags, contracted forms, Modal Auxiliaries, Framing questions, Phrasal Verbs.	2	2

	2.5	Writing Skills-Letter of Complaint.	2	1,2
3 Listen, Speak, CREATE	3.1	Module III will be structured around listening texts that can be accessed via a QR Code and URL. This will be accompanied by short extracts (audio/video/text) from various sources with activities and tasks suitable to the domain of Arts and Humanities. QR code of speeches given as listening material	5	5,1
	3.2	Vocabulary skills-Idioms, Vocabulary for making an argument, evaluating an argument, synthesis and making connections, agreeing/ disagreeing	1	1,5
	3.3	Speaking Skills – Group Discussions and Debate	5	5,2
	3.4	Grammar Skills-Phrases,Clauses	2	2
	3.5	Writing Skills- Letter to the Editor	2	1,2
4		Teacher Specific Content		



ESTD:1817

Teaching and Learning Approach	<p>Classroom Procedure (Mode of transaction)</p> <ul style="list-style-type: none"> • Lecture • Classroom discussions and presentation • Hands-on training 																																
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ESTD:1817



CMS College Kottayam (Autonomous)

Programme						
Course Name	English for Science Part II					
Type of Course	AEC					
Course Code	CMSSEN24128105					
Course Level	100-199					
Course Summary	The course equips Science students to further develop their listening and speaking skills. It builds competence in using appropriate vocabulary and sensible sentence construction. The course equips the learners to effectively use language in academic and real life situations.					
Semester	2	Credits			3	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others	
Pre-requisites, if any		3	0	0	0	45

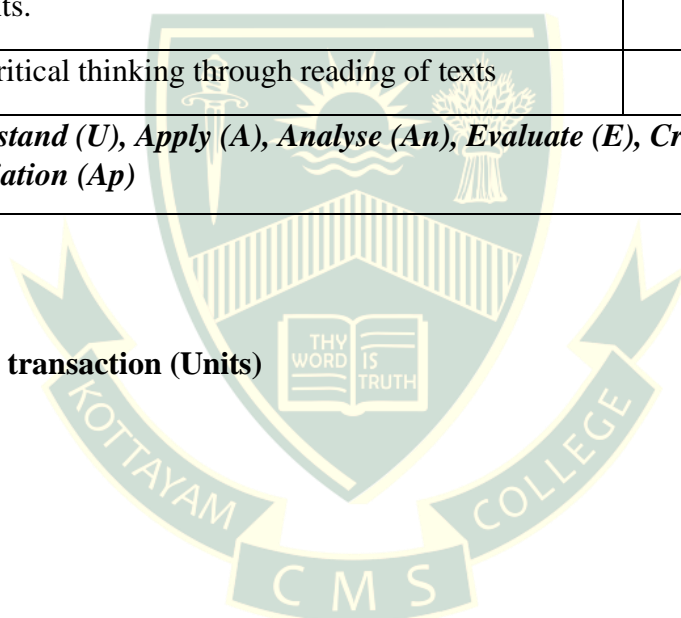
COURSE OUTCOMES (CO)

ESTD:1817

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Develop the ability to comprehend and use spoken discourses in various contexts.	A	4, 1, 10
2	Speak grammatically acceptable sentences in everyday conversation.	A	4, 1, 10
3	Apply a range of listening strategies for the effective interpretation of diverse texts.	A	8, 10
4	Articulate ideas clearly and confidently using apt words in real life contexts.	A	1, 10
5	Demonstrate critical thinking through reading of texts	An	1, 4, 8
*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

COURSE CONTENT

Content for Classroom transaction (Units)



ESTD:1817

Module	Units	Course description	Hrs	CO No.
1 Listen,Speak, THINK	1.1	Module 1 will be structured around listening texts that can be accessed via a QR Code and URL. This will be accompanied by short extracts (audio/video/text) from various sources with activities and tasks suitable to the domain of Science. QR code of speeches given as listening material.	5	1,3
	1.2	Vocabulary Skills-Vocabulary to Provide information, giving commands, persuading others, introductory and closing remarks.	1	3,4,5
	1.3	Speaking Skills- Role plays, conducting a mock interview	5	1
	1.4	Grammar Skills - Descriptive and possessive Adjectives, Transition words.	2	2
	1.5	Writing Skills- Job Profiles and Resumes- Job Application Letter	2	1,2
2 Listen,Speak, ACT	2.1	Module II will be structured around listening texts that can be accessed via a QR Code and URL. This will be accompanied by short extracts (audio/video/text) from various sources with activities and tasks suitable to the domain of Science.	5	5
	2.2	Vocabulary skills- Idioms, Comparing terms, descriptive terms, intensifiers.	1	1
	2.3	Speaking skills- Speaking with clarity Giving illustrations/examples Presenting ideas cohesively Speaking – Simulation of a placement drive. Learners interchange the role of employer and employee.	5	4
	2.4	Grammar Skills - Question tags, contracted forms, modal Auxiliaries, Framing questions, Phrasal Verbs	2	2

	2.5	Writing Skills-Letter of Complaint.	2	1,2
3 Listen, Speak, CREATE	3.1	Module III will be structured around listening texts that can be accessed via a QR Code and URL. This will be accompanied by short extracts(audio/video/text) from various sources with activities and tasks suitable to the domain of Science. QR code of speeches given as listening material	5	5,1
	3.2	Vocabulary skills- Vocabulary for making an argument, evaluating an argument, synthesis and making connections, agreeing/ disagreeing	1	1,5
	3.3	Speaking Skills – Group Discussions and Debate	5	5,2
	3.4	Grammar Skills- Phrases and Clauses	2	2
	3.5	Writing Skills- Letter to the Editor.	2	1,2
4		Teacher Specific Content		

ESTD:1817

Teaching and Learning Approach	<p>Classroom Procedure (Mode of transaction)</p> <ul style="list-style-type: none"> • Lecture • Classroom discussions and presentation • Hands-on training 																																
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CMS College Kottayam (Autonomous)

Programme						
Course Name	English for Commerce Part II					
Type of Course	AEC					
Course Code	CMSSEN24128106					
Course Level	100-199					
Course Summary	The course equips Commerce students to further develop their listening and speaking skills. It builds competence in using appropriate vocabulary and sensible sentence construction. The course equips the learners to effectively use language in academic and real life situations.					
Semester	2	Credits			3	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others	
		3	0	0	0	45
Pre-requisites, if any						

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains*	PO No
1	Develop the ability to comprehend and use spoken discourses in various contexts.	A	4, 1, 10
2	Speak grammatically acceptable sentences in everyday conversation.	A	4, 1, 10
3	Apply a range of listening strategies for the effective interpretation of diverse texts.	A	8, 10
4	Articulate ideas clearly and confidently using apt words in real life contexts.	A	1, 10
5	Demonstrate critical thinking through reading of texts	An	1, 4, 8
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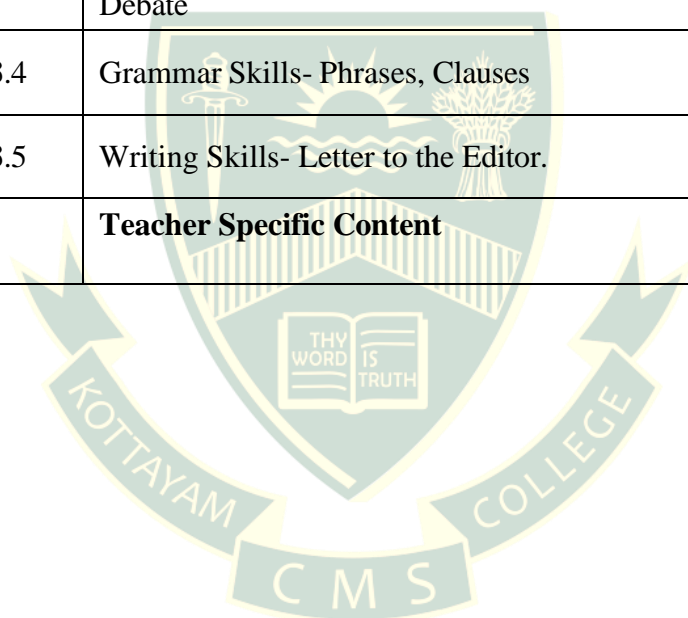
COURSE CONTENT

Content for Classroom transaction (Units)

ESTD:1817

Module	Units	Course description	Hrs	CO No.
1 Listen, Speak, THINK	1.1	Module 1 will be structured around listening texts that can be accessed via a QR Code and URL. This will be accompanied by short extracts (audio/video/text) from various sources with activities and tasks suitable to the domain of Commerce. QR codes of speeches given as listening material.	5	1, 3
	1.2	Vocabulary Skills-Vocabulary to Provide information, giving commands, persuading others, introductory and closing remarks.	1	3,4, 5
	1.3	Speaking Skills- Role plays, conducting a mock interview.	5	1
	1.4	Grammar Skills - Descriptive and possessive Adjectives, Transition words.	2	2
	1.5	Writing Skills- Job Profiles and Resumes-Job Application Letter	2	1,2
2 Listen, Speak, ACT	2.1	Module II will be structured around listening texts that can be accessed via a QR Code and URL. This will be accompanied by short extracts (audio/video/text) from various sources with activities and tasks suitable to the domain of Commerce.	5	5
	2.2	Vocabulary skills-Idioms, Comparing terms, descriptive terms, intensifiers.	1	1
	2.3	Speaking skills- Speaking with clarity Giving illustrations/examples Presenting ideas cohesively Speaking – Simulation of a placement drive. Learners interchange the role of employer and employee.	5	4
	2.4	Grammar Skills - Question tags, contracted forms, Modal Auxiliaries, Framing questions, Phrasal Verbs	2	2
	2.5	Writing Skills-Letter of Complaint.	2	1, 2

3 Listen, Speak, CREATE	3.1	Module III will be structured around listening texts that can be accessed via a QR Code and URL. This will be accompanied by short extracts (audio/video/text) from various sources with activities and tasks suitable to the domain of Commerce. QR codes of speeches given as listening material	5	5, 1
	3.2	Vocabulary skills- Vocabulary for making an argument, evaluating an argument, synthesis and making connections, agreeing/ disagreeing	1	1, 5
	3.3	Speaking Skills – Group Discussions and Debate	5	5, 2
	3.4	Grammar Skills- Phrases, Clauses	2	2
	3.5	Writing Skills- Letter to the Editor.	2	1,2
4		Teacher Specific Content		



ESTD:1817

Teaching and Learning Approach	Classroom Procedure (Mode of transaction) <ul style="list-style-type: none"> ● Lecture ● Classroom discussions and presentation ● Hands-on training 																																		
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CMS College Kottayam

(Autonomous)

Programme	BA (Hons) JOURNALISM AND MASS COMMUNICATION				
Course Name	NEWS EDITING				
Type of Course	DSC A				
Course Code	CMSJM24121103				
Course Level	100-199				
Course Summary	This course focuses on the essential skills and principles of news editing, covering the entire process from raw content to polished news articles. Emphasis will be placed on grammar, style, fact checking and headline writing.				
Semester	2	Credits		4	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others
		3	0	1	0
					75
Pre-requisites, if any	Foundational understanding of journalism and a strong command of language and writing skills, critical thinking and ability to verify information.				

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Interpret the basic concept and principles of editing.	A	1,2,3,4
2	Compare and contrast the organisational structure of print, broadcast and new media organisations.	An	2
3	Identify the responsibilities of editors and gain proficiency in digital editing tools.	U	1,2,6
4	Assess the legal and ethical aspects of editing.	E	1,2
<p>*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)</p>			

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Course description	Hrs	CO No.
1	Fundamentals of News editing	10	
1.1	Editing: concepts and significance, Levels of editing	3	1
1.2	Editing principles, Style book.	3	1
1.3	Approaches to news and views.	4	1
2	Organisational Structure of Editorial Department	15	
2.1	Structure of different news organisations, News bureau, News desk.	5	2
2.2	Roles of editors - Chief Editor, Managing Editor, News Editor, Chief Sub Editor, Senior Sub Editor, Sub Editor, Resident Editor, Wire Editor.	5	2
2.3	News Desk Management: News flow- News and Feature syndicates	5	2
3	Editing Process and Tools	20	
3.1	Editing process – Selection of news, checking facts, correction of language, Rewriting and condensation, Ensuring - Accuracy, Consistency, Readability, Objectivity, Fairness, Style. Localising news. Handling news agency copy and copies from correspondents and freelancers.	6	2
3.2	Headline writing, types and principles. Writing photo captions and cutlines. Approaches to editing Magazine, Radio, Television and Web content.	4	3
3.3	News translation – Principles and application.	2	3
3.4	Photo editing, Digital editing tools and software for newsrooms. Newspaper Design: Page layout and make up, Write-Edit-Design: Information graphics.	3	3
3.5	Editorial page: Contents and layout.	2	4

3.6	Legal and ethical aspects of editing: Fact checking and verification, Editorial decision making, Gate keeping.	3	4
4	Practicum	30	
4.1	Each student should undertake an editing and news writing project and should maintain a record book. <ul style="list-style-type: none"> Students will have to do five exercises each in news editing, translation, article and feature editing, proof reading, headline writing and news analysis. 		3
5	Teacher-specific content (Internal evaluation only)		

Teaching and Learning Approach	<p>Classroom Procedure (Mode of transaction)</p> <ul style="list-style-type: none"> Lectures: sessions focusing on introducing the editing and print media practices. Discussions on various stages of news editing are presented. Book reviews, Discussions and seminars- Assign readings from academic articles, books, and reports related to the syllabus. Conduct in-class discussions Guest Lectures -Invite guest speakers with expertise in the field, such as journalists, designers, researchers, academicians, to share the real experiences and insights. Practicum- 30 hours are assigned for practicum component. It consists of exercises in editing. 									
Assessment Types	<p>MODE OF ASSESSMENT</p> <p>A. Continuous Comprehensive Assessment (CCA) – 30 Marks (Practicum components will be evaluated under CCA)</p> <p>Marks Division</p> <table> <tr> <td>*Assignments</td> <td>–</td> <td>10 Marks</td> </tr> <tr> <td>Class tests/Quiz</td> <td>–</td> <td>10 Marks</td> </tr> <tr> <td>**In -class Presentation</td> <td>–</td> <td>10 Marks</td> </tr> </table> <p><i>*Group Project / Individual Project / Case Study</i> <i>**Power Point / Audio-Visual Presentation / Oral Presentation</i></p> <p>The student will be assigned practical work related to relevant contents of the core course. The Practical work carried out by the students is needed to be maintained in a record file which will be required during the assessment.</p> <p>List of Practical Assignments</p> <ul style="list-style-type: none"> Everyday Newspaper reading class and discussion on current issues Rewriting news stories from newspapers Converting stories from newspapers for magazine, TV and Radio Editing features into a news story. Headlines writing exercises based on newspaper published stories. Writing caption/changing caption of the selected cartoons and photos. 	*Assignments	–	10 Marks	Class tests/Quiz	–	10 Marks	**In -class Presentation	–	10 Marks
*Assignments	–	10 Marks								
Class tests/Quiz	–	10 Marks								
**In -class Presentation	–	10 Marks								

- Writing two editorials.
- Translation of news from one language to another.
- News analysis

B. End Semester Evaluation

Written Exam - 70 Marks (2 Hours)

Descriptive Type	Word Limit	Number of questions to be answered	Marks
MCQ/One word	NA	20	20 x 1 = 20
Short Answer	50 Words	10 out of 15	10 x 2 = 20
Essay	450 Words	2 out of 4	2 x 15 = 30
Total		32 out of 39	70

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CMS College Kottayam (Autonomous)

Programme	BA (Hons) Political Science with Journalism and Mass Communication (Double Major)						
Course Name	DIGITAL JOURNALISM AND MOJO						
Type of Course	DSC B						
Course Code	CMSJM24121104						
Course Level	100-199						
Course Summary	This course equips students with the theoretical and practical skills necessary for journalistic storytelling using mobile devices. Students will gain a comprehensive understanding of the evolving mobile media landscape and its application in contemporary journalism.						
Semester	2		Credits			4	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others		
		3	0	1	0		75
Pre-requisites, if any	Knowledge of using smart phones and basic mobile applications.						

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Explain basic concepts of mobile journalism and related ethical considerations.	U, An	2
2	Use tools for mobile storytelling, enhance multimedia abilities, and adapt to the evolving landscape of digital journalism.	A	2,4
3	Design e-zines and blogs which focus on developing skills in digital publishing and content creation.	C	4

4	Develop skills necessary to create, produce, and distribute engaging audio content.	C	2,3
5	Demonstrate skills in video content creation using mobile devices.	A	2
*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Course description	Hrs	CO No.
1	Introduction to Digital Journalism and Mobile Journalism	10	
1.1	The origin and development of digital journalism. Digital journalism and society. Digital journalism: concepts and practices. Digital journalism platforms. Online Communities – digital society - Media Convergence.	4	1
1.2	Mobile Journalism, Purpose of mobile journalism, Scope and reach of smartphones, Mobile journalism platforms.	3	1
1.3	MOJO's basic equipment, Hardware and software – Accessories - Lenses, Microphone, Apps, Camera mounts. MOJO and other ENG methods. Ethical use of technology - Cybersecurity concerns	3	1
2.	E-zine & Blogging	10	
2.1	E-zine, Content creation, Design and publishing. Understanding user-friendliness and utility value. Applications for layout and design.	3	3
2.2	Creating blog account. Customization.	2	3
2.3	Writing and formatting blog posts, Adding images, Videos, and links, Engaging with readers via mobile, Social media sharing, Utilizing mobile-friendly marketing strategies, Using analytics to improve content strategy.	5	3
3	Podcasting and Audio Production	15	
3.1	Understanding the podcasting landscape, crafting a podcast concept, structuring episodes and planning content, Incorporating storytelling techniques.	5	4

3.2	Recording, mixing and editing audio with a mobile device.	5	4
3.3	Podcasting and branding, Hosting and distribution.	5	4
4	Mobile Video Production	40	
4.1	Explore camera settings and features on mobile device. External equipment and their use, Recording and mixing audio with a mobile device, Familiarize the video editing app's interface and features.	5	5
4.2	Stages of production - Uploading and sharing videos on various online platforms. Application of Augmented reality, Virtual Reality, Artificial Intelligence.	5	5
4.3	Practicum: Select any two assignments from the list. <ol style="list-style-type: none"> 1. Video production: Conduct an interview of 5 minutes duration with a public figure with the help of mobile phone. Both the interviewer and interviewee should be clearly visible in the frames. 2. Podcast production: Create a podcast series with 5 episodes with 5-minute duration each. 3. Vlog creation: Create a 5-minute video story/vlog. Use mobile video editing tools and upload the video over social media platforms. 	30	
5	Teacher-specific content (Internal evaluation only)		

Teaching and Learning Approach	<p>Classroom Procedure (Mode of transaction)</p> <ul style="list-style-type: none"> ● Lectures: sessions focusing on introducing the mobile journalism. ● Discussions on various stages of mojo production are presented. ● Book reviews, Discussions and seminars- Assign readings from academic articles, books, and reports related to the syllabus. ● Conduct in-class discussions ● Guest Lectures -Invite guest speakers with expertise in the field, such as mojo practitioners, sound designers, video editors, researchers, academicians, to share the real experiences and insights. ● Practicum- 30 hours are assigned for practicum component. It consists of project in mojo production.
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Assessment Types	<p>MODE OF ASSESSMENT</p> <p>A. Continuous Comprehensive Assessment (CCA) – 30 Marks (Practicum components will be evaluated under CCA)</p> <p>Marks Division</p> <p>*Assignments – 10 Marks Class tests/Quiz – 10 Marks **In -class Presentation – 10 Marks *Group Project / Individual Project / Case Study **Power Point / Audio-Visual Presentation / Oral Presentation</p> <p>Suggested practical assignments:</p> <ul style="list-style-type: none"> ● Make two podcasts (one as an interview and one as a feature) ● Prepare a five-mins script for a mobile documentary. ● Create an e-zine covering the campus events. Max pages 10. ● Create a blog on campus events and update it regularly. ● Create a reel video of 1 minute duration about a topic of your choice and post it in a popular social media platform. <p>B. End Semester Evaluation</p> <p>Written Exam - 70 Marks (2 Hours)</p> <table border="1"> <thead> <tr> <th>Descriptive Type</th> <th>Word Limit</th> <th>Number of questions to be answered</th> <th>Marks</th> </tr> </thead> <tbody> <tr> <td>MCQ/One word</td> <td>NA</td> <td>20</td> <td>20 x 1 = 20</td> </tr> <tr> <td>Short Answer</td> <td>50 Words</td> <td>10 out of 15</td> <td>10 x 2 = 20</td> </tr> <tr> <td>Essay</td> <td>450 Words</td> <td>2 out of 4</td> <td>2 x 15 = 30</td> </tr> <tr> <td>Total</td> <td></td> <td>32 out of 39</td> <td>70</td> </tr> </tbody> </table>	Descriptive Type	Word Limit	Number of questions to be answered	Marks	MCQ/One word	NA	20	20 x 1 = 20	Short Answer	50 Words	10 out of 15	10 x 2 = 20	Essay	450 Words	2 out of 4	2 x 15 = 30	Total		32 out of 39	70
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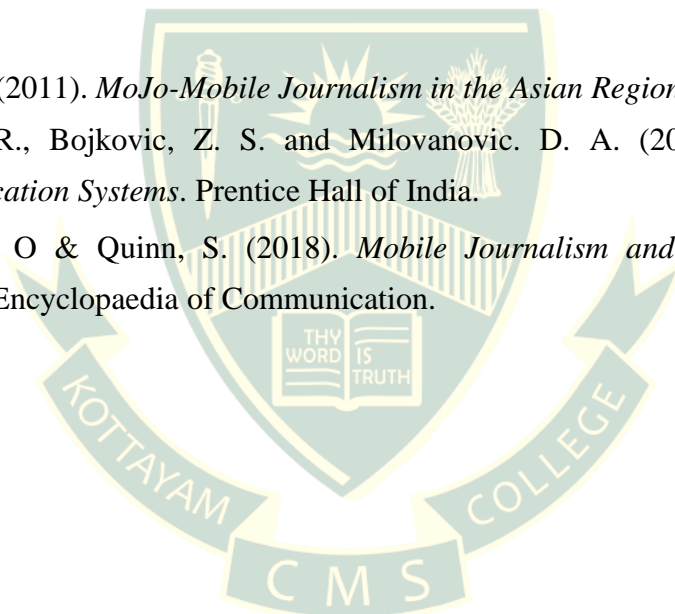
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CMS College Kottayam (Autonomous)

Programme	BA (Hons) Political Science with Journalism and Mass Communication (Double Major)					
Course Name	INTRODUCTION TO INTELLECTUAL PROPERTY RIGHTS					
Type of Course	Multi-Disciplinary Course - MDC A					
Course Code	CMSPS24124104					
Course Level	100-199					
Course Summary	Intellectual property (IP) rights are the legal rights that protect the creations of the human intellect, such as inventions, literary and artistic works, designs, and symbols. This course is of great importance: it encourages innovation and creativity. By granting exclusive rights to creators, IPRs provide an incentive for people to come up with new ideas and express themselves in new ways. They promote fair competition. IPRs help to level the playing field by preventing others from benefiting from someone else's work without permission. They support economic growth. IPRs are essential for the development and commercialization of new products and services.					
Semester	2	Credits			3	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practicum	Others	
		2	0	1	0	60
Pre-requisites, if any	Nil					



CMS College Kottayam (Autonomous)

Programme	BA (Hons) JOURNALISM AND MASS COMMUNICATION					
Course Name	AI AND MEDIA					
Type of Course	MDC					
Course Code	CMSJM24124102					
Course Level	100-199					
Course Summary	This course intends to deliver insights into the AI tools and empower students to navigate through AI domain in the media landscape. The course equips students with relevant skills in applying AI tools to create media content. The hands-on approach, ethical considerations, and real-world case studies ensure that students are not just knowledgeable but ready to thrive in AI-driven media environments.					
Semester	2	Credits			3	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practicum	Others	
	2	0	1	0		60
Pre-requisites, if any.	Basic computer knowledge and language skills.					

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COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Understand the essentials of artificial intelligence and the latest tech trends in media.	U, An	2
2	Demonstrate hands-on skills using AI tools to create text, images, audio, and video.	U, An	2
3	Apply ethical principles when using AI in media, ensuring responsible and thoughtful deployment.	A	2
4	Analyse real-world applications of artificial intelligence in media, exploring diverse scenarios and industry use cases.	An	1, 2

5	Analyse diverse case studies thereby gaining an understanding of the multifaceted impact of AI integration in the media industry.	An	1, 2
*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Course description	Hrs	CO No.
1	Introduction to AI	15	
1.1	Artificial Intelligence, Overview of AI and its impact on media industries, Historical perspective and evolution of AI in media.	3	1
1.2	Types of artificial intelligence: ANI, AGI, ASI	3	1
1.3	Augmented Intelligence versus Artificial Intelligence.	3	4
1.4	Advantages and Disadvantages of Artificial Intelligence. Applications of AI, prospects, The potential risks and benefits of AI.	3	5
1.5	Ethical use of Artificial Intelligence - Originality of the content, emphasising uniqueness and avoiding plagiarism. Artificial intelligence governance and regulations. AI and the Future of Media, Generative AI.	3	3, 4, 5
2	AI-driven content creation: AI for Text, Image, Audio and Video	15	
2.1	AI for text, writing prompts for AI	3	2
2.2	Personalisation of content	2	2
2.3	Tools for AI text – Language models	3	2
2.4	AI for Image, Text-To-Image	2	2
2.5	AI for Audio - Text-to-Speech Tools, Audio Enhancer	3	2
2.6	AI for Video - Text in motion tools	2	2
3	Practicum – Any two from the assignment list	30	
3.1	<ol style="list-style-type: none"> 1. Creation of AI-driven media content including text, image, audio, and video. 2. Creation of a portfolio showcasing the AI-driven media. 3. Write an analytical paper on the impact of AI on news gathering, content creation, and delivery. 		2,3
4	Teacher-specific content (internal evaluation only)		

Teaching and Learning Approach	<p>Classroom Procedure (Mode of transaction)</p> <ul style="list-style-type: none"> ● Lectures: sessions focusing on introducing the concepts in Artificial Intelligence. ● Discussions on various stages of AI-driven content are presented. ● Book reviews, Discussions and seminars- Assign readings from academic articles, books, and reports related to the syllabus. ● Conduct in-class discussions ● Guest Lectures -Invite guest speakers with expertise in the field, such as AI content creators, Generative AI professionals, video editors, researchers, academicians, to share the real experiences and insights. ● Practicum- 30 hours are assigned for practicum component. It consists of project in AI-driven content creation. 																				
Assessment Types	<p>MODE OF ASSESSMENT</p> <p>A. Continuous Comprehensive Assessment (CCA) – 25 Marks (Practicum components will be evaluated under CCA)</p> <p>Marks Division</p> <p>*Assignments – 10 Marks Class tests/Quiz – 10 Marks **In -class Presentation – 5 Marks *Group Project / Individual Project / Case Study **Power Point / Audio-Visual Presentation / Oral Presentation</p> <p>The student will be assigned practical work related to relevant contents of the core course. The Practical work carried out by the students is needed to be maintained in a record file which will be required during the assessment. Suggested practical assignments:</p> <ol style="list-style-type: none"> 1. Examination of case studies highlighting the ethical challenges in using AI for news production 2. Hands-on practice with tools to extract and analyze news data from various Sources. 3. Analysis of the benefits, limitations, and implications of automated text, image, audio, video and multimedia generation in journalism. 4. Create a blog showcasing the AI-driven content portfolio. <p>B. End Semester Evaluation</p> <p>Written Exam - 50 Marks (1.5 Hours)</p> <table border="1" data-bbox="432 1693 1394 1933"> <thead> <tr> <th>Descriptive Type</th> <th>Word Limit</th> <th>Number of questions to be answered</th> <th>Marks</th> </tr> </thead> <tbody> <tr> <td>MCQ/One</td> <td>NA</td> <td>15</td> <td>15 x 1 = 15</td> </tr> <tr> <td>Short Answer</td> <td>100 Words</td> <td>5 out of 8</td> <td>3 x 5 = 15</td> </tr> <tr> <td>Essay</td> <td>350 Words</td> <td>2 out of 4</td> <td>10 x 2 = 20</td> </tr> <tr> <td colspan="3" style="text-align: right;">Total</td> <td>50</td> </tr> </tbody> </table>	Descriptive Type	Word Limit	Number of questions to be answered	Marks	MCQ/One	NA	15	15 x 1 = 15	Short Answer	100 Words	5 out of 8	3 x 5 = 15	Essay	350 Words	2 out of 4	10 x 2 = 20	Total			50
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REFERENCES

Case Studies for AI Integration in Media (IBM Watson's AI-Morgan Film trailer, Spotify: Personalized Music Recommendations, Malicious use of Deepfake, Amazon's AI recruitment tool.)

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Semester 3

Course Code	Title of the Course	Type of the Course (DSC, MDC, SEC etc)	Credit	Hours / Weeks	Hour Distribution/ Weeks			
					L	T	P	O
CMSJEN24131204	Appreciating Poetry	DSC A	4	5	3	-	2	-
CMSJEN24133201	Introduction to Film Studies	DSE	4	5	3	-	2	-
CMSJM24131205	Advertising: Theory and Practice	DSC B	4	4	4	-	-	-
CMSJM24131206	Media Management	DSC B	4	5	3	-	2	-
CMSJM24134203	Social Media & Influencer Marketing	MDC	3	3	3	-	-	-
CMSJEN24134207	Literature and Kerala Renaissance	Choose any one	3	3	3	-	-	-
CMSJEN24139202	Literature, Technology & AI	VAC	3	3	3	-	-	-
CMSJM24139201	Citizen Journalism	Choose any one	3	3	3	-	-	-

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CMS College Kottayam (Autonomous)

Programme	BA (Hons) English					
Course Name	Appreciating Poetry					
Type of Course	Major					
Course Code	CMSSEN24131204					
Course Level	200-299					
Course Summary	Introduces the learner to English poets and their poetry across the ages					
Semester	3	Credits			4	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others	
		3	0	1	0	75
Pre-requisites, if any						

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Outline the themes and style of poetry of the age	U	1,3
2	Explain the evolution of poetic diction and themes	U	1,3
3	Analyse the literary and social sensibility of the age as reflected in the representative works	An	1,6,8
4	Examine the given poems within their socio-cultural milieu	An	1,3,6

**Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)*

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1	1.1	John Milton: "On His Blindness"	4	1
	1.2	Alexander Pope : "Ode on Solitude"	4	1
	1.3	William Blake : "The Tyger"	3	1
	1.4	William Wordsworth : "She Dwelt among the Untrodden ways..."	4	1
	1.5 Practicum	Identify the salient features of the Lyric, Ode, Elegy and Sonnet, and attempt to classify the poems prescribed for you. Examine the following : Renaissance poetry, Pastoral Poetry, Neo classical poetry, Mock Epic/ Mock-heroic, Metaphysical Poetry, Lyrical Ballad, Epithalamium (refer John Peck And Martin Coyle : <i>Literary Terms and Criticism</i> , Palgrave Key Concepts, 2015	15	1,4
2	2.1	John Keats : "Ode to the Nightingale"	2	1,3,4
	2.2	P B Shelley : "Ozymandis"	3	1,2,4
	2.3	Tennyson : "The Lady of Shalott"	3	1,2
	2.4	W.B.Yeats : "Lake Isle of Innisfree"	3	1,2
	2.5 Practicum	Students are supposed to identify 1. various Figures of Speech, Poetic and structural devices used in Poetry- Imagery, symbol, Personification, Stanza forms, alliteration, assonance, rhythm, rhyme 2. Classification of poetry- Narrative Poetry, Epic, ballad, Dramatic Monologue, (Refer Palgrave's Key Concepts)	5	2,4
3	3.1	W.H.Auden: "Say This City Has Ten Million Souls"	2	3,4
	3.2	Dylan Thomas : "Do not Go Gentle into that Goodnight"	2	3,4
	3.3	Philip Larkin: "Church Going"	3	3,4
	3.4	Carol Anne Duffy : "Anne Hathaway"	2	3,4

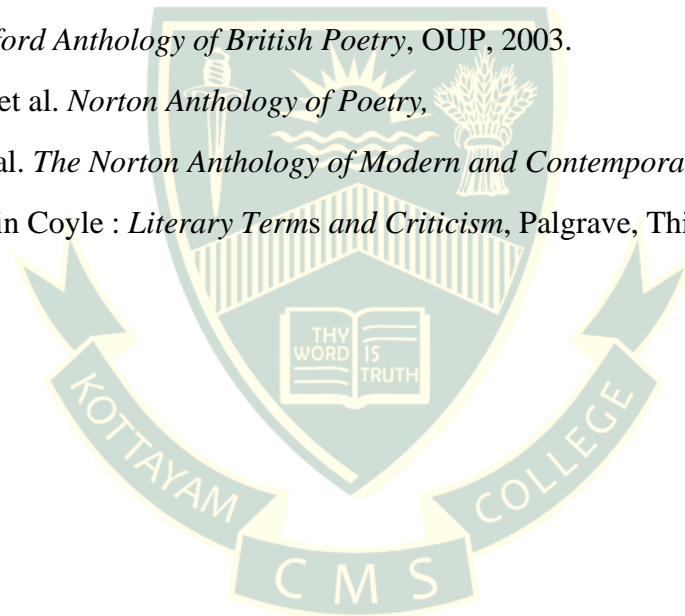
	3.5 Practicum	<p>Students are expected to learn</p> <ol style="list-style-type: none"> 1. the art of Scansion in reading poetry-Metre, Prosody –Free Verse, Heroic Couplet, 2. The characteristics of Georgian Poetry, Modernist Poetry, Imagism, Movement poetry, (Refer Palgrave’s <i>Key Concepts</i>, M.H.Abrahm’s <i>Glossary</i>) 3. Attempt an analysis of Ted Hughes’s “Hawk Roosting” as a typical Modern poem in contrast with the Romantic Concept of Nature. 	5	3,4
4	4.1	Sylvia Plath : “Lady Lazarus”	2	4
	4.2	Seamus Heaney: “Digging”	2	4
	4.3	Peter Porter: Your Attention Please	2	4
	4.4	Gabriel Okara : “Once Upon a Time”	2	4
	4.5	Pablo Neruda: “If you Forget Me”	2	4
	4.6 Practicum	Nissim Ezekiel: “Goodbye Party for Miss Pushpa T. S.”	1	4
	4.7 Practicum	Derek Walcott: “A Sea Chantey”	2	4
	4.8 Practicum	Jayanta Mahapatra: “Hunger”	2	4
5		Teacher Specific Content		

Teaching and Learning Approach	<p>Classroom Procedure (Mode of transaction)</p> <ol style="list-style-type: none"> Scansion of the poem Thematic understanding and interpretation Discussion on the contemporary relevance of the poem Analysis of the poem by the learner 																																
Assessment Types	<p>MODE OF ASSESSMENT</p> <p>A. Continuous Comprehensive Assessment (CCA)</p> <p>Continuous Comprehensive Assessment (CCA – 30 Marks)</p> <table border="1" data-bbox="443 757 769 987"> <tr> <td>Particulars</td> </tr> <tr> <td>Class test</td> </tr> <tr> <td>Group Presentation</td> </tr> <tr> <td>Seminar</td> </tr> </table> <p>B. Semester End Examination (50 marks descriptive type and 20 marks objective type) , duration - 2hrs</p> <table border="1" data-bbox="443 1124 1481 1505"> <thead> <tr> <th>Descriptive Type</th> <th>Word Limit</th> <th>Number of Questions to be added</th> <th>Marks</th> </tr> </thead> <tbody> <tr> <td>Essays</td> <td>300 words</td> <td>1 out of 2</td> <td>1 x 15 = 15</td> </tr> <tr> <td>Practical Appreciation of Poetry</td> <td>150 words</td> <td>1 out of 2 poetic pieces to be given</td> <td>1 x 10 = 10</td> </tr> <tr> <td>Short Essay</td> <td>150 words</td> <td>5 out of 8</td> <td>5 x 5 = 25</td> </tr> <tr> <td>Short Answer</td> <td>50 words</td> <td>5 out of 8</td> <td>5 x 2 = 10</td> </tr> <tr> <td>Objective type</td> <td>NA</td> <td>10 out of 12</td> <td>1 x 10 = 10</td> </tr> <tr> <td colspan="3">Total Marks</td> <td>70</td> </tr> </tbody> </table>	Particulars	Class test	Group Presentation	Seminar	Descriptive Type	Word Limit	Number of Questions to be added	Marks	Essays	300 words	1 out of 2	1 x 15 = 15	Practical Appreciation of Poetry	150 words	1 out of 2 poetic pieces to be given	1 x 10 = 10	Short Essay	150 words	5 out of 8	5 x 5 = 25	Short Answer	50 words	5 out of 8	5 x 2 = 10	Objective type	NA	10 out of 12	1 x 10 = 10	Total Marks			70
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9. Duncan, Ian, editor. *Modernist Poetry and Poetics: Reading Pound, Eliot, and Zukofsky*. State University of New York Press, 2001.
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16. Peck, John & Martin Coyle : *Literary Terms and Criticism*, Palgrave, Third edition, 2002



ESTD:1817



CMS College Kottayam (Autonomous)

Programme	BA (Hons) English					
Course Name	Introduction to Film Studies					
Type of Course	DSE					
Course Code	CMSSEN24133201					
Course Level	200-299					
Course Summary	This interdisciplinary course provides an overview of Film Studies that aims at acquainting students with the fascinating world of cinema through a blend of theoretical discussions, historical analyses and practical sessions. The course is also designed to develop a foundational understanding of key concepts in film studies and cultivate the critical skills necessary for analysing, appreciating and creating the rich tapestry of cinematic storytelling.					
Semester	3	Credits			4	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others	
		3		1		75
Pre-requisites, if any						

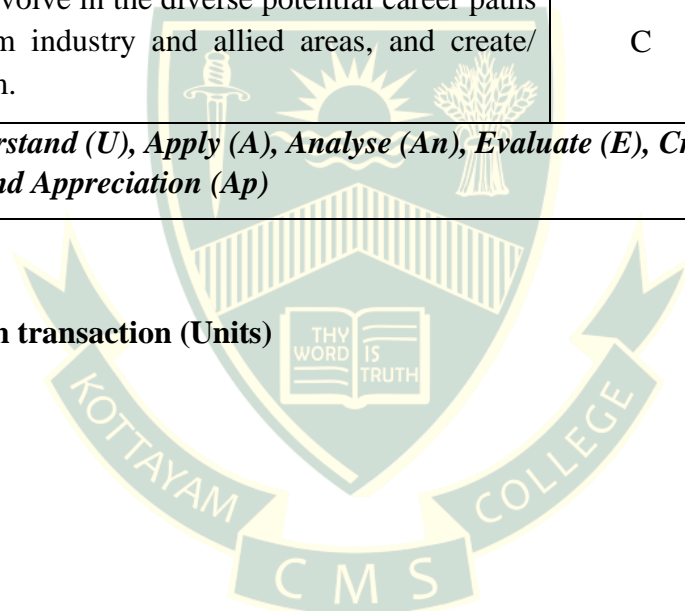
ESTD:1817

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Recall the historical overview of the development of cinema across the ages.	K	3
2	Summarize predominant global film movements and cinematic expeditions.	U	6
3	Examine various film genres and identify the cinematic elements.	A	10
4	Critique the shortcomings related to inclusivity and diversity in variant representations in cinema and develop an inclusive approach.	E	7
5	Identify and involve in the diverse potential career paths within the film industry and allied areas, and create/document them.	C	9
*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

COURSE CONTENT

Content for Classroom transaction (Units)



ESTD:1817

Module	Units	Course description	Hrs	CO No.
1 Tracing the Celluloid: from Stage to Screen	1.1	Bazin, André. "The Evolution of the Language of Cinema." <i>What is Cinema?</i> translated by Hugh Gray, University of California Press, 1967, pp. 23-40.	5	1,2,3
	1.2	Silent movies (<i>Modern Times</i> Directed by Charlie Chaplin) Cinema studios, Sound in movies, Colour in movies	5	1,2,3
	1.3 Practicum	Key terms and techniques. (mise-en-scene, cinematography, editing, sound, narrative structure etc.)	5	1,2,3
2 Exploring Film Genres	2.1	Schatz, Thomas. "Film Genre and the Genre Film." <i>Critical Visions in Film Theory: Classic and Contemporary Readings</i> . Ed. Timothy Corrigan. New York: University of Pennsylvania, 1981, pp. 453-465	5	2,3
	2.2	Weepies, Thriller, Sci-fi, Horror movies, Road movies, Historical movies, Biopics, Short Films, Queer Cinema, Documentary	5	2,3
	2.3 Practicum	<i>Life is Beautiful</i> Dir. Beninjo Beninji	2	2,3
	2.4 Practicum	<i>Green Book</i> Dir. Peter Farelly	3	2,3
3 Exploring Cinematic Movements (Choose relevant excerpts from the movies of each movement.	3.1	German Expressionism <i>Metropolis</i> (1927, directed by Fritz Lang)	3	2,4,5
	3.2	Soviet Montage <i>Battleship Potemkin</i> (1925, Directed by Sergei Eisenstein)	3	2,4,5
	3.3	Italian Neo-realism <i>Bicycle Thieves</i> (1948 Directed by Vittorio De Sica)	3	2,4,5
	3.4	French New Wave <i>Breathless</i> (1960, Directed by Jean Luc Godard)	3	2,4,5

)	3.5	Indian New Wave (Parallel Cinema) <i>Pather Panchali</i> (1955, Directed by Satyajit Ray)	3	2,4,5
	3.6 Practicum	Third Cinema <i>Children of Heaven</i> (1997, Directed by Majid Majidi)	5	2,4,5
	3.7 Practicum	British New Wave <i>Look Back in Anger</i> (1959, Directed by Tony Richardson)	5	2,4,5
	3.8 Practicum	American New Wave <i>The Godfather</i> (1972, Directed by Francis Ford Coppola)	5	2,4,5
4 Beyond the Frames: Decoding Cinema	4.1	Mulvey, Laura. "Visual Pleasure and Narrative Cinema". <i>Feminist Film Theory: A Reader</i> , Edinburgh:EdinburghUniversity Press,1999,pp.58-69.	5	4,5
	4.2	Sarris, Andrew. "Notes on the Auteur Theory". <i>Film Theory and Criticism</i> . Eds. Leo Braudy and Marshall Cohen. Oxford: Oxford University Press, 2004, pp 561-564	5	4,5
	4.3 Practicum	Pillai, T Meena "Becoming Women: Unwrapping Femininity in Malayalam Cinema". <i>Women in Malayalam Cinema. Naturalising Gender Hierarchies</i> . Eds. Meena T Pillai .Hyderabad:Orient Blackswan,2010.	5	4,5
5		Teacher Specific Content		

Teaching and Learning Approach	Classroom Procedure (Mode of transaction) Lecturing, discussion, interactive instruction, group project and assignments, screening films and documentaries, live sessions with directors and crew.																																
Assessment Types	MODE OF ASSESSMENT A. Continuous Comprehensive Assessment (CCA) Continuous Comprehensive Assessment (CCA – 30 Marks) <table border="1" data-bbox="395 683 721 884"> <tr><td>Particulars</td></tr> <tr><td>Class test</td></tr> <tr><td>Group Project</td></tr> <tr><td>Seminar</td></tr> </table> B. Semester End Examination (50 marks descriptive type and 20 marks objective type) , duration - 2hrs <table border="1" data-bbox="395 1019 1471 1377"> <thead> <tr> <th>Descriptive Type</th> <th>Word Limit</th> <th>Number of Questions to be added</th> <th>Marks</th> </tr> </thead> <tbody> <tr> <td>Essays</td> <td>300 words</td> <td>1 out of 2</td> <td>1 x 15 = 15</td> </tr> <tr> <td>Short Essay</td> <td>150 words</td> <td>5 out of 8</td> <td>5 x 5 = 25</td> </tr> <tr> <td>Short Answer</td> <td>50 words</td> <td>5 out of 8</td> <td>5 x 2 = 10</td> </tr> <tr> <td>Objective type</td> <td>NA</td> <td>10 out of 12</td> <td>1 x 10 = 10</td> </tr> <tr> <td>MCQ</td> <td>NA</td> <td>10</td> <td>1 x 10 = 10</td> </tr> <tr> <td colspan="3" style="text-align: right;">Total Marks</td> <td>70</td> </tr> </tbody> </table>	Particulars	Class test	Group Project	Seminar	Descriptive Type	Word Limit	Number of Questions to be added	Marks	Essays	300 words	1 out of 2	1 x 15 = 15	Short Essay	150 words	5 out of 8	5 x 5 = 25	Short Answer	50 words	5 out of 8	5 x 2 = 10	Objective type	NA	10 out of 12	1 x 10 = 10	MCQ	NA	10	1 x 10 = 10	Total Marks			70
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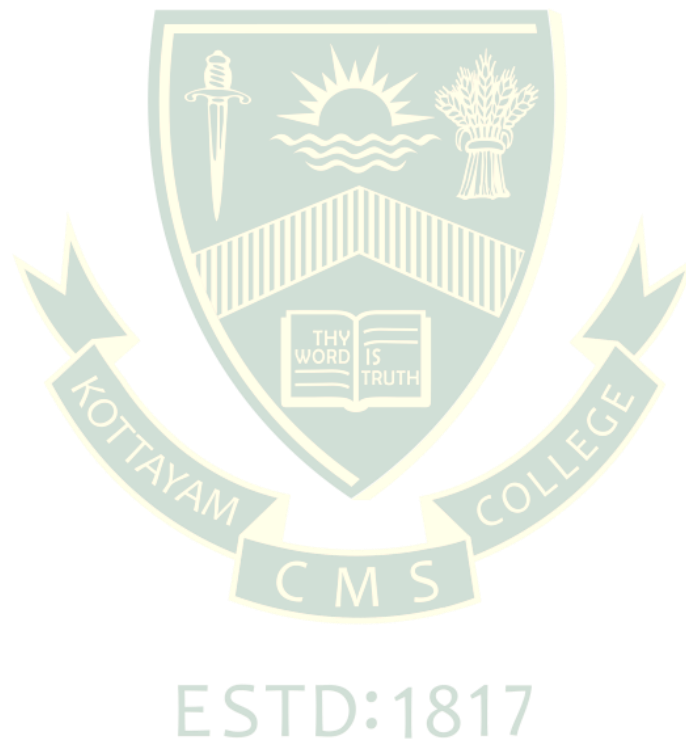
SUGGESTED READINGS

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CMS College Kottayam (Autonomous)

Programme						
Course Name	Literature and Kerala Renaissance					
Type of Course	MDC					
Course Code	CMSSEN24134207					
Course Level	200-299					
Course Summary	Literature and Kerala Renaissance aims at familiarizing students with the historical background of Kerala Renaissance. Students are introduced to the key renaissance reformers, their works and the major events. A selection of creative and non-creative writings is included to shed light on how various kinds of social evils existed in Kerala society, which in turn helps in creating a critical stand towards all kinds of social evils and injustices.					
Semester	3	Credits			3	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others	
		3	0	0	0	45
Pre-requisites, if any						

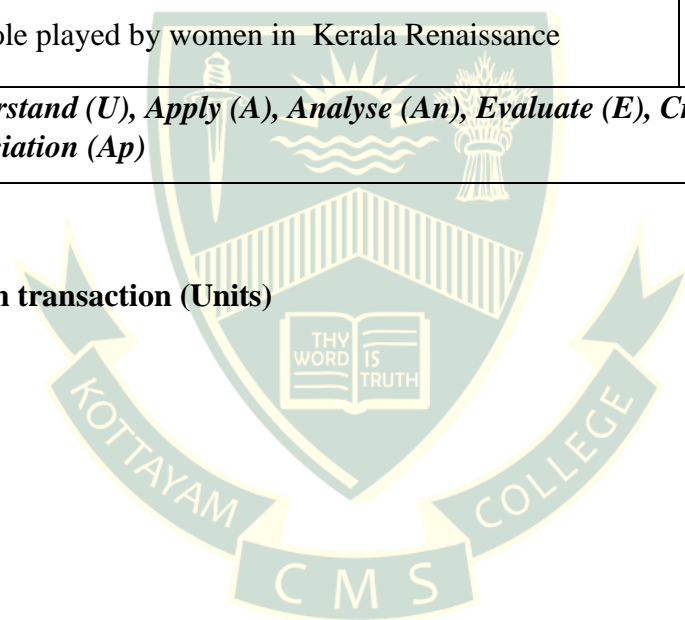
COURSE OUTCOMES (CO)

ESTD:1817

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Understand the historical background of Kerala Renaissance.	U	3
2	Remember the life and works of Kerala Reformers and the major events.	K	3,5
3	Analyze the presence of social evils like casteism, dowry, class divisions etc. in Kerala society through literature	An	6,7,8
4	Identify the presence of social evils in the present Kerala society	A	6,8,10
5	Identify the role played by women in Kerala Renaissance	A	6,7
*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

COURSE CONTENT

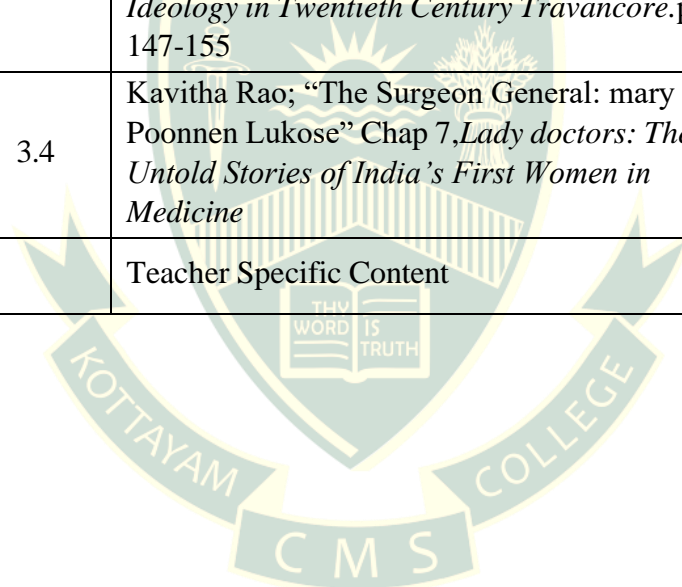
Content for Classroom transaction (Units)



ESTD:1817

Module	Units	Course description	Hrs	CO No.
1 Kerala Renaissance: - A Historical Perspective, Key Figures and Events	1.1	Perspectives on Kerala Renaissance- Historiography Vaikunda Swamikal,Thyccad Ayyavu, Arattupuzha Velayudha Panikkar, Chattampi Swamikal, Sree Narayana Guru,Poykayil Appachan, Ayyankali, Pandit Karuppan, Sahodaran Ayyappan, K. Kelappan,T K Madhavan, Vakkom Abdul khader Moulavi, Kuriakose Elias Chavara, V T Bhattathiripadu, Arya Pallam, Parvathi Nenmenimangalam, Dakshayani Velayudhan, Mannath Padmanabhan, C Krishnan;	10	1,2,5
	1.2	The advent of printing. Christian missionaries and the spread of education: LMS, CMS, and Basel Mission Channar Lahala, Aruvipuram Idol Consecration, Malayali memorial, Ezhava memorial, Kallumala Samaram, panthibhojanam, Kayal Sammelanam, Vaikom Satyagraha, Guruvayoor Satyagraha, Temple Entry Proclamations	5	1,2,5
2 Creative Writings	2.1	Poykayil Appachan- “No Alphabet in Sight” (song)	2	3,4
	2.2	Sree Narayana Guru- <i>Anukampa Dasakam</i> (Scriptures of Mercy), Translated by Nataraja Guru	1	3,4
	2.3	Kumaransasan- Chandalabhikshuki (English Translation, Selected lines)	2	3,4
	2.4	V T Bhattathiripad- <i>From the Kitchen to the Stage</i> (page no:195 to 199 in <i>The Oxford India Anthology of Modern Malayalam Literature</i> , Vol 1)	2	3,4
	2.5	Sahodaran Ayyappan- “Maveli Nadu Vaneedum Kalam”, English translation	1	3,4
	2.6	Potheri Kunjambu- <i>Saraswati Vijayam</i> (novel)	7	3,4

3 Gender:- Story/ Essay/autobiographies	3.1 Pra Practicu m	Devaki Nilayangode- Selections from <i>Antharjanam</i> - 1-Pakaravoor Illom, 3- Daily Routine, 6-Studies, 7-Visitors, 13- Thuppattan, 15- Widows, 18- leavings, 20- The Winds of Change Reach Mookkuthala, 22-Marriage, 23- Kuriyedathu Thaatri, 27- Social Activism	8	3,4,5
	3.2	K Saraswathiyamma- “Vivahangal Swargathil Vechu Nadathapedunnu” (Marriages are Made in Heaven), short story	2	3,4,5
	3.3	K Saradmoni- Chapter 6-“Profiles from the Past: Two Women Look Back” from <i>Matrilyn Transformed:- Family, Law and Ideology in Twentieth Century Travancore</i> .pg 147-155	3	3,4,5
	3.4	Kavitha Rao; “The Surgeon General: mary Poonnen Lukose” Chap 7, <i>Lady doctors: The Untold Stories of India’s First Women in Medicine</i>	2	3,4,5
4		Teacher Specific Content		



ESTD:1817

Teaching and Learning Approach	<p>Classroom Procedure (Mode of transaction)</p> <p>Lecture, tutorial, Debates, Group Discussions</p>																																	
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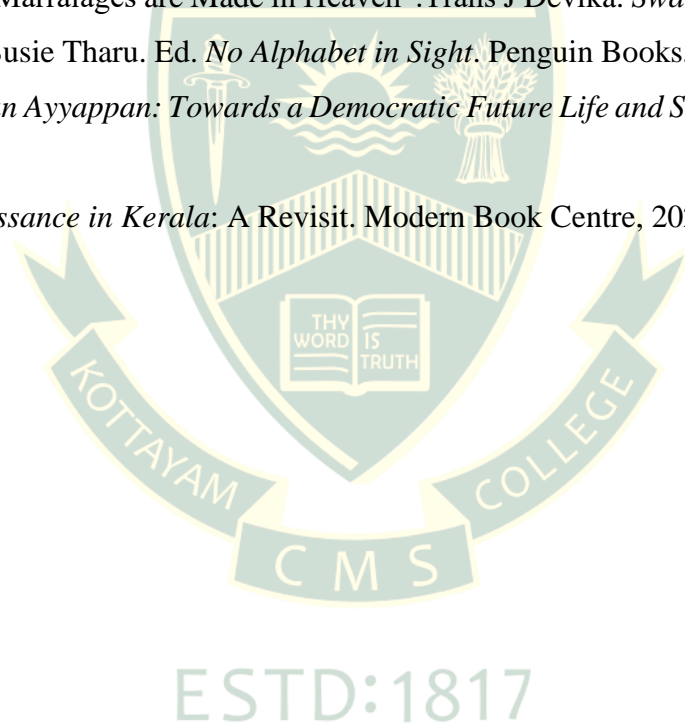
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CMS College Kottayam (Autonomous)

Programme						
Course Name	Literature, Technology and AI					
Type of Course	VAC					
Course Code	CMSSEN24139202					
Course Level	200-299					
Course Summary	<p>This course explores the intersection of literature, technology, and artificial intelligence through a curated selection of texts that examine the profound implications of technological advancements on society, culture, and human identity. Designed for undergraduate students in their third semester, this value-addition course delves into the narratives that reflect and critique our technological world, offering insights into both historical and contemporary perspectives. The course aims to provide students with a comprehensive understanding of the ways in which literature can reflect, critique, and influence our perceptions of technology and its role in shaping our future. Through this interdisciplinary approach, students will gain valuable insights into the dynamic relationship between technology and society.</p>					
Semester	3	Credits			3	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others	
		3	0	0	0	45
Pre-requisites, if any						

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Understand the historical and contemporary narratives that reflect the influence of technology on society and individual identity.	K, U	1,2,3,6,8,10
2	Critically analyze the potential benefits and dangers of technological advancements, particularly AI, through literary and philosophical lenses.	U, An, Ap	1,2,3,6,8,10
3	Develop an awareness of the ethical and societal implications of virtual realities and digital transformations	K, U, I	1,2,3,6,8,10
4	Engage with speculative and dystopian fiction to explore hypothetical futures shaped by technology, fostering creative and critical thinking.	U, Ap, An, Ap	1,2,3,6,8,10
5	Articulate informed perspectives on the role of humans in a technologically advanced future, considering both utopian and dystopian possibilities.	Ap, An, E, Ap	1,2,3,4,6,7, 8,10
6	Enhance their ability to interpret and critique complex texts, improving their literary analysis and critical thinking skills.	S, I	1,2,3,4,6,7, 8,10
*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

COURSE CONTENT

Content for Classroom transaction (Units)

ESTD:1817

Module	Units	Course description	Hrs	CO No.
1 <i>Virtual Realities and Digital Transformations</i>	1.1	"Virtual is the New Digital" Chapter 1 (pgs. 5-12) from <i>Virtual Natives: How a New Generation is Revolutionizing the Future of Work, Play, and Culture</i> by Catherine D Henry and Leslie Shanon	5	1,2,3
	1.2	"Why Technology Favours Tyranny" by Yuval Noah Harari	5	1,2,3
	1.3	"Are Humans Necessary?" by Margaret Atwood	5	1,2,3
2 <i>Classical Visions of Technological Dystopia</i>	2.1	"The Machine Stops" (1901) by E.M. Forster	10	4,5,6
	2.2	"Murderer" (1953) by Ray Bradbury	5	4,5,6
3 <i>Contemporary Reflections on AI and Algorithms</i>	3.1	"Likes" (2017) by Sarah Shun-lien Bynum	7	4,5,6
	3.2	"Better Living Through Algorithms" (2023) by Naomi Kritzer	8	4,5,6
4		Teacher Specific Content		

ESTD:1817

Teaching and Learning Approach	<p>Classroom Procedure (Mode of transaction)</p> <p>Lecture, Group Discussion, Debate, Seminar, Quizzing, Panel Discussions, Film Screening</p>																																	
Assessment Types	<p>MODE OF ASSESSMENT</p> <p>A. Continuous Comprehensive Assessment (CCA)</p> <p>Continuous Comprehensive Assessment (CCA – 25 Marks)</p> <table border="1" data-bbox="435 683 834 887"> <tr><td>Particulars</td></tr> <tr><td>Class test</td></tr> <tr><td>Assignment</td></tr> <tr><td>Review Writing</td></tr> <tr><td>Quiz/Oral Test</td></tr> </table> <p>B. Semester End Examination</p> <p>Written Examination – 50 marks, duration – 1.5hrs</p> <table border="1" data-bbox="435 1055 1477 1417"> <thead> <tr> <th>Descriptive Type</th> <th>Word Limit</th> <th>Number of Questions to be added</th> <th>Marks</th> </tr> </thead> <tbody> <tr> <td>Essays</td> <td>300 words</td> <td>1 out of 2</td> <td>1 x 15 = 15</td> </tr> <tr> <td>Short Essay</td> <td>150 words</td> <td>2 out of 4</td> <td>2 x 5 =10</td> </tr> <tr> <td>Short Answer</td> <td>50 words</td> <td>5 out of 8</td> <td>5 x 2 = 10</td> </tr> <tr> <td>Objective type</td> <td>NA</td> <td>10 out of 12</td> <td>10</td> </tr> <tr> <td>MCQ</td> <td>NA</td> <td>5</td> <td>5</td> </tr> <tr> <td></td> <td></td> <td>Total Marks</td> <td>50</td> </tr> </tbody> </table>	Particulars	Class test	Assignment	Review Writing	Quiz/Oral Test	Descriptive Type	Word Limit	Number of Questions to be added	Marks	Essays	300 words	1 out of 2	1 x 15 = 15	Short Essay	150 words	2 out of 4	2 x 5 =10	Short Answer	50 words	5 out of 8	5 x 2 = 10	Objective type	NA	10 out of 12	10	MCQ	NA	5	5			Total Marks	50
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CMS College Kottayam (Autonomous)

Programme	BA (Hons) JOURNALISM AND MASS COMMUNICATION					
Course Name	ADVERTISING: THEORY AND PRACTICE					
Type of Course	DSC A					
Course Code	CMSJM24131205					
Course Level	200 - 299					
Course Summary	This course provides a thorough understanding of the key elements of advertising. Its goal is to prepare students for future work in the field by helping them strengthen their communication and critical thinking skills. They will be competent in the creation of print, audiovisual, and digital advertisement concepts and copywriting.					
Semester	3	Credits			4	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practicum	Others	
		4	0	0	0	60
Pre-requisites, if any	Nil					

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Explain the concepts and principles of Advertising.	U, An	1
2	Identify and differentiate the various tools of advertising.	A, K	3
3	Explain the functioning of an advertising agency, its services and the skills required to be a part of this industry.	U, An	4
4	Examine the process of creating an advertising	K	3
5	Evaluate the ethical issues and regulatory imperatives in the advertising industry.	E	5
<i>*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)</i>			

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Course description	Hrs	CO No.
1	Introduction to Advertising	15	
1.1	Definition - Importance – Scope & Functions.	3	1, 2
1.2	Historical foundations of advertising.	3	1, 2
1.3	Types / Classifications of advertising - Types of advertising appeals.	3	1, 2
1.4	AIDA model, DAGMAR model, Maslow's Hierarchy Model, Theories of advertising.	3	1, 2
1.5	Economic, cultural, psychological and social aspects of advertising.	3	1, 2
2	Advertisement creation process	15	
2.1	Creative brief, Research strategy planning, Conceptualization and Ideation.	3	4
2.2	Copywriting: Role and significance, Elements of advertising copy.	3	4
2.3	Visualization and art direction: Connotation and denotation in meaning creation - Visual appeal.	3	4
2.4	Illustrating the ad - Types of illustrations, Guidelines for using illustrations, Graphics, Typography.	3	4
2.5	Principles and components for Print, TV, Radio & Digital advertisements.	3	4
3	Concept of Brands and Branding	18	
3.1	Product and branding - Brand positioning -Brand image – Brand personality.	4	1, 2, 4
3.2	Brand perceptual mapping – Repositioning- Brand extensions - Types of extensions - Brand identity and consistency.	6	1, 2, 4
3.3	Ad agencies- Organizational structure and types – Departments and functions.	4	1, 2, 3
3.4	Prominent advertising agencies and personalities.	4	1, 2, 3

4	Ethical and Regulatory Guidelines	12	
4.1	Advertising and ethics – Advertising and law.	5	5
4.2	Ethical & Regulatory aspects of advertising - Apex bodies in advertising – AAI, ASCI and their codes.	3	5
4.3	Advertising and children, product endorsements - stereotyping, cultural, religious and racial sensitivity. Obscenity in advertising.	4	1, 5
5	Teacher-specific content (Internal evaluation only)		

Teaching and Learning Approach	<p>Classroom Procedure (Mode of transaction)</p> <ul style="list-style-type: none"> • Lectures on advertising concepts. • Discussions on various issues connected with advertising. • Book reviews, Discussions and seminars- Assign readings from academic articles, books, and reports related to the syllabus. • Conduct in-class discussions • Guest Lectures -Invite guest speakers with expertise in the field, such as ad film makers, ad designers, digital media experts, researchers, academicians, to share the real experiences and insights. 									
Assessment Types	<p>MODE OF ASSESSMENT</p> <p>A. Continuous Comprehensive Assessment (CCA) – 30 Marks (Practicum components will be evaluated under CCA)</p> <p>Marks Division</p> <table> <tr> <td>*Assignments</td> <td>–</td> <td>10 Marks</td> </tr> <tr> <td>Class tests/Quiz</td> <td>–</td> <td>10 Marks</td> </tr> <tr> <td>**In -class Presentation</td> <td>–</td> <td>10 Marks</td> </tr> </table> <p><i>*Group Project / Individual Project / Case Study</i> <i>**Power Point / Audio-Visual Presentation / Oral Presentation</i></p> <p>The student will be assigned practical work related to relevant contents of the core course. The Practical work carried out by the students is needed to be maintained in a record file which will be required during the assessment.</p> <p>Suggested assignments:</p> <ul style="list-style-type: none"> • Analyze 5 Print Advertisements and two TV ads - Critically evaluate print ads of competing brands two each from FMCG, Consumer Durables and Service Sector. 	*Assignments	–	10 Marks	Class tests/Quiz	–	10 Marks	**In -class Presentation	–	10 Marks
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- Design display advertisement, classified & display classified (one each).
- Print advertising preparation – copywriting, designing, making posters.
- Writing TV commercials, developing script and storyboard.
- Advertising case studies.

B. End Semester Evaluation

Written Exam - 70 Marks (2 Hours)

Descriptive Type	Word Limit	Number of questions to be answered	Marks
MCQ/One word	NA	20	20 x 1 = 20
Short Answer	50 Words	10 out of 15	10 x 2 = 20
Essay	450 Words	2 out of 4	2 x 15 = 30
Total		32 out of 39	70

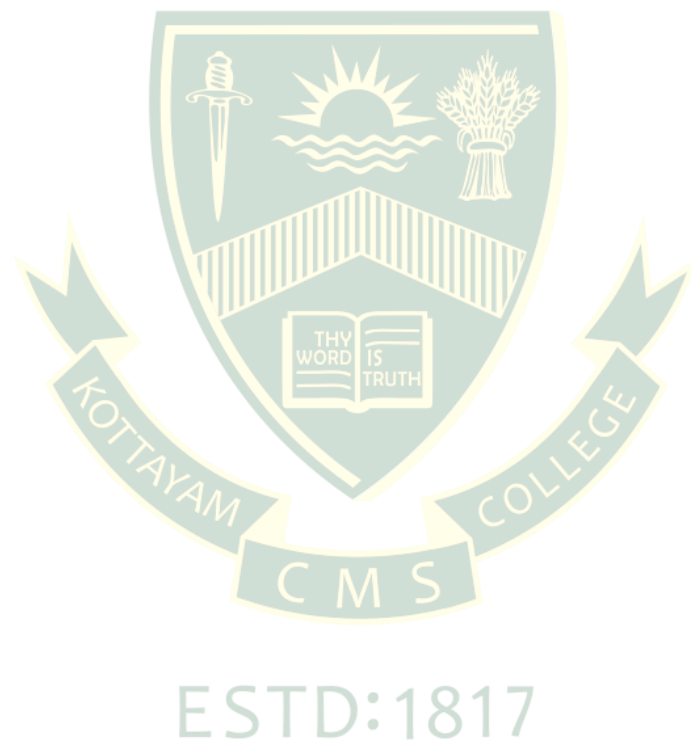
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CMS College Kottayam

(Autonomous)

Programme	BA (Hons) JOURNALISM AND MASS COMMUNICATION						
Course Name	MEDIA MANAGEMENT						
Type of Course	DSE						
Course Code	CMSJM24131206						
Course Level	200-299						
Course Summary	This course is designed to give students the tools they need to understand the workings of the media industry and to get them ready for careers in media management. The course gives students the special combination of business acumen, leadership qualities, and industry-specific knowledge they need to succeed in the fast-paced, cutthroat media sector.						
Semester	3			Credits		4	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others		
		3	0	1	-	75	
Pre-requisites, if any	Nil						

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Explain the concepts and systems of media management	U, An	1,4,5
2	Develop skills in strategic planning and decision making.	A	1,2,4,5
3	Analyse the aspects related to media economics.	An	1,2,3
4	Examine the policy formulation and entrepreneurship possibilities in media industry.	K	1,2,8,10

**Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)*

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Course description	Hrs	CO No.
1	Basic concepts of management	10	
1.1	Management: Concept and Functions.	4	1
1.2	Principles of management - Planning and Decision making, Organising, Directing and Controlling: Factors influencing good management. Contributions of Henri Fayol and other thinkers.	4	1
1.3	Media management: Meaning and Scope; Media as an industry and profession.	2	1
2	Management of media organisations	20	
2.1	Structure and characteristics of media organisations, Flow of communication in an organisation, Management decision in media.	6	2
2.2	Ownership patterns in media-Chain, Cross media, Conglomerate and Vertical integration.	6	2
2.3	Ownership Patterns of Mass media in India: sole proprietorship, partnership, Private limited companies, public limited companies, trusts, co-operatives, religious institutions (societies) and franchisees (chains).	4	2
2.4	Foreign Equity in Indian Media (including print media), Impact of Globalization.	4	2
3	Media industry: Issues & Challenges	15	
3.1	Business, legal and financial aspects of media organizations, market trends-revenue models in print, radio, television and online news media.	5	3
3.2	Management Information Systems	3	3
3.3	Planning and Control: problems, process and prospects of launching media ventures.	4	4
3.4	Media industry as manufacturers- Manufacturing Consent, news and Content Management. Market Forces, Performance Evaluation (TAM, TRP, BARC and HITS) and Market shifts Changing Ownership patterns.	3	4
4	Practicum	30	
4.1	<ol style="list-style-type: none"> The students must undertake a case study examination of the Indian and International media companies and examine their management strategies. Prepare an analytical paper on Indian Media industry, market consolidation and media fragmentation. 		4

5	Teacher-specific content (Internal evaluation only)		
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Teaching and Learning Approach	<p>Classroom Procedure (Mode of transaction)</p> <ul style="list-style-type: none"> • Lectures on media management concepts. • Discussions and presentations. • Book reviews, Discussions and seminars- Assign readings from academic articles, books, and reports related to the syllabus. • Conduct in-class discussions • Guest Lectures -Invite guest speakers with expertise in the field, such as media professionals, management experts, media entrepreneurs, researchers, academicians, to share the real experiences and insights. • Visits to media companies. 																												
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CMS College Kottayam (Autonomous)

Programme	BA (Hons) JOURNALISM AND MASS COMMUNICATION					
Course Name	SOCIAL MEDIA INFLUENCER MARKETING					
Type of Course	MDC					
Course Code	CMSJM24134203					
Course Level	200 - 299					
Course Summary	The course will equip students with essential skills in influencer marketing, emphasising brand collaboration, content creation, and ethical considerations. Through the hands-on approach, students will gain practical experience, preparing them for success in the evolving digital marketing landscape.					
Semester	3	Credits			3	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practicum	Other s	45
		3	0	0	0	
Pre-requisites	<ul style="list-style-type: none"> ○ Fundamental written and verbal communication skills to effectively convey ideas. ○ Proficiency in using computers and navigating digital platforms 					

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Understand the influencer marketing ecosystem, including the roles of influencers, brands, and followers.	U	1,3,10
2	Develop analytical skills to assess the effectiveness of influencer-generated content.	C	1,2,3,10
3	Evaluate the impact of influencer marketing on brand perception.	E	1,2,3,10
4	Create engaging collaborative content by applying creative and strategic approaches.	C	1,2,3,10

5	Apply ethical influencer marketing strategies to real-world scenarios.	A	1,3,7,8,10
*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

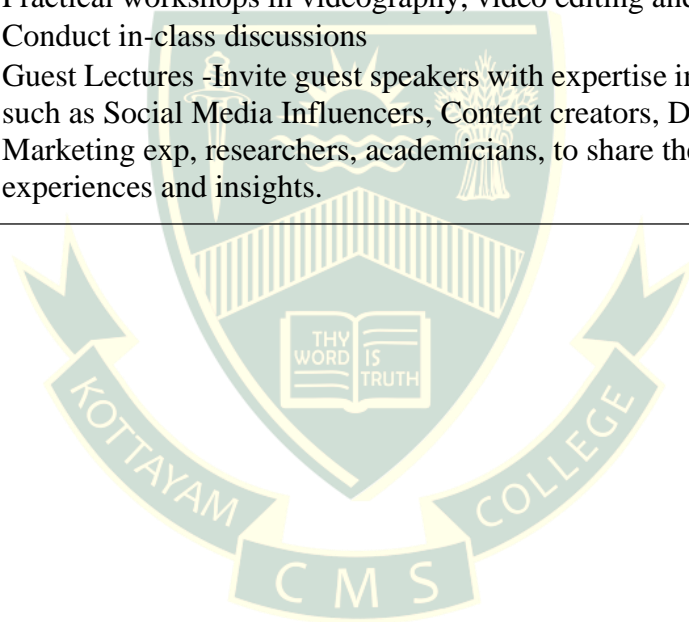
COURSE CONTENT

Content for Classroom transaction (Units)

Module	Course description	Hrs	CO No.
1	Introduction to Influencer Marketing	10	
1.1	Definition and Evolution of influencer marketing	2	1
1.2	Importance of influencer marketing within the digital marketing landscape	2	1
1.3	Overview of major social media platforms	2	1
1.4	Identifying target audiences on different platforms	2	1
1.5	Emerging trends in influencer marketing across platforms	2	1
2	Branding and Influencers	15	
2.1	Definition of branding and its significance	3	1
2.2	Evolution of influencer marketing in brand promotion	3	1
2.3	Components of brand identity (logos, colours, brand name, graphics, and images), Case studies on successful brand identities	3	3
2.4	Brand perception and consumer loyalty	3	3
2.5	Social media collaborations and Influencer-brand collaborations	3	2
3	Content Creation for Social Media Influencers	20	
3.1	Role of content in social media influencing	1	4
3.2	Audience analysis and segmentation: Identifying and defining your niche using various analytics tools available online.	3	4
3.3	Developing a personal brand style guide – use of online tools	3	4
3.4	Visual Storytelling and Aesthetics	3	4
3.5	Content Planning and Editorial Calendar	3	4
3.6	Video creation and editing basics: Storyboarding and scripting	3	4

3.7	Creating interactive content	2	4
3.8	Influencer Marketing Ethics and Compliance	2	5
4	Teacher-specific content (Internal evaluation only)		

Teaching and Learning Approach	<p>Classroom Procedure (Mode of transaction)</p> <ul style="list-style-type: none"> • Lectures. • Discussions and presentations. • Book reviews, Discussions and seminars- Assign readings from academic articles, books, and reports related to the syllabus. • Practical workshops in videography, video editing and lighting. • Conduct in-class discussions • Guest Lectures -Invite guest speakers with expertise in the field, such as Social Media Influencers, Content creators, Digital Marketing exp, researchers, academicians, to share the real experiences and insights.
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ESTD:1817

Assessment Types	<p>MODE OF ASSESSMENT</p> <p>A. Continuous Comprehensive Assessment (CCA) – 25 Marks (Practicum components will be evaluated under CCA)</p> <p>Marks Division</p> <p>*Assignments – 10 Marks Class tests/Quiz – 10 Marks **In -class Presentation – 5 Marks</p> <p>*Group Project / Individual Project / Case Study **Power Point / Audio-Visual Presentation / Oral Presentation</p> <p>The student will be assigned practical work related to relevant contents of the core course. The concerned faculty should develop various assignments and students need to be evaluated on the basis of their performance.</p> <p>Suggested activities as part of the assignment</p> <ul style="list-style-type: none"> ○ Influencer Marketing content analysis ○ Creation of engaging content ○ Designing and execution an influencer marketing campaign <p>B. End Semester Evaluation Written Exam - 50 Marks (1.5 Hours)</p> <table border="1"> <thead> <tr> <th>Descriptive Type</th> <th>Word Limit</th> <th>Number of questions to be answered</th> <th>Marks</th> </tr> </thead> <tbody> <tr> <td>MCQ/One word</td> <td>NA</td> <td>15</td> <td>15 x 1 = 15</td> </tr> <tr> <td>Short Answer</td> <td>100 Words</td> <td>5 out of 8</td> <td>3 x 5 = 15</td> </tr> <tr> <td>Essay</td> <td>350 Words</td> <td>2 out of 4</td> <td>10 x 2 = 20</td> </tr> <tr> <td colspan="3" style="text-align: right;">Total</td> <td>50</td> </tr> </tbody> </table>	Descriptive Type	Word Limit	Number of questions to be answered	Marks	MCQ/One word	NA	15	15 x 1 = 15	Short Answer	100 Words	5 out of 8	3 x 5 = 15	Essay	350 Words	2 out of 4	10 x 2 = 20	Total			50
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- Grenny, J., Patterson, K., & Maxfield, D. (2007). *Influencer: The Power to Change Anything*. McGraw-Hill Education.
- Handley, A. (2014). *Everybody Writes: Your Go-To Guide to Creating Ridiculously Good Content*. Wiley.

- Hennessy, B. (2018). *Influencer: Building Your Personal Brand in the Age of Social Media*. Citadel Press.
- Kane, B. (2019). *One Million Followers, Updated Edition: How I Built a Massive Social Following in 30 Days*. Atria/Keywords Press.
- Kingsnorth, Simon. (2022). *Digital Marketing Strategy: An Integrated Approach to Online Marketing*. Kogan Page.
- Robbins, Ray. (2020). *Influencer Marketing Mastery Secrets*. Independently Published.
- Spencer, Santino. (2023). *Influencer Marketing: 3-in-1 Guide to Master Social Media Influencers, Viral Content Marketing, Mobile Memes & Reels*. IngramSpark

SUGGESTED READINGS

- Case studies on campaigns (Daniel Wellington Watches and Nykaa campaigns, Luka Sabbat and Snapchat, Pepsi's "Swag").
- Falls, Jason. (2021). *Winfluence: Reframing Influencer Marketing to Ignite Your Brand*. Entrepreneur Press.
- Levin, Aron. (2019). *Influencer Marketing for Brands: What YouTube and Instagram Can Teach You About the Future of Digital Advertising*. Apress.
- Russel, Amanda. (2020). *The Influencer Code: How to Unlock the Power of Influencer Marketing*. Hatherleigh Press.
- Sammis, Kristy. (2021). *Influencer Marketing for Dummies*. Perlego.

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CMS College Kottayam (Autonomous)

Programme	BA (Hons) JOURNALISM AND MASS COMMUNICATION					
Course Name	CITIZEN JOURNALISM					
Type of Course	VAC					
Course Code	CMSJM24139201					
Course Level	200 - 299					
Course Summary	The course aims to provide students with a clear understanding of the significance of citizen journalism in the 21 st century. It covers techniques of effective storytelling employed in citizen journalism and equips learners to critically compare news sources, discern biases, and evaluate the reliability of information.					
Semester	3	Credits			3	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others	
		3	0	0	0	45
Pre-requisites, if any	Nil					

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Understand the historical growth, importance and ethical concerns in citizen journalism	U	1,8
2	Develop the required skill sets for writing and broadcasting in various mass media	C	4
3	Utilize story publishing platforms for citizen journalism	A	4

4	Analysis of news originating from multiple media outlets for bias and reliability	An	1,8
5	Examine the importance of fact-checking in verifying information	An	6
*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Course description	Hrs	CO No.
1	Introduction to Citizen Journalism	10	
1.1	Citizen Journalism; history, growth and importance	3	1
1.2	Basic principles of journalism - truthfulness, accuracy and fact-based communications, objectivity, clarity	3	1
1.3	Role of ethics - bias, subjectivity, credibility, respect for others and public accountability, and framing while writing and reporting	4	1
2.	Writing and Broadcasting in Citizen Journalism	25	
2.1	Defining the news - writing, reporting, interviewing techniques.	10	2
2.2	Broadcasting techniques - filming; using mobile, multimedia editing; free video editing software- VN and Power director.	10	2
2.3	Publishing techniques - blogging, vlogging, podcast	5	2
3	Citizen Journalism- a Realistic Perspective	10	
3.1	PARI - role and importance.	2	3
3.2	Available publishing platforms in major news media outlets	2	3
3.3	Alternate Journalism - case studies	2	1
3.4	Knowing famous citizen journalists and their works	2	1
3.5	News analysis – insights into the politics of news production, role of fact checking, measures to curb fake news	2	4,5

4	Teacher-specific content (Internal evaluation only)		
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Teaching and Learning Approach	<p>Classroom Procedure (Mode of transaction)</p> <ul style="list-style-type: none"> • Lectures • Discussions and presentations. • Book reviews, Discussions and seminars- Assign readings from academic articles, books, and reports related to the syllabus. • Conduct in-class discussions • Guest Lectures -Invite guest speakers with expertise in the field, such as Editors and Reporters, Content creators, social activists, researchers, academicians, to share the real experiences and insights. 																										
Assessment Types	<p>MODE OF ASSESSMENT</p> <p>A. Continuous Comprehensive Assessment (CCA) – 25 Marks (Practicum components will be evaluated under CCA)</p> <p>Marks Division</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td>*Assignments</td> <td style="text-align: right;">10 Marks</td> </tr> <tr> <td>Class tests/Quiz</td> <td style="text-align: right;">10 Marks</td> </tr> <tr> <td>**In -class Presentation</td> <td style="text-align: right;">5 Marks</td> </tr> </table> <p>*Group Project / Individual Project / Case Study **Power Point / Audio-Visual Presentation / Oral Presentation</p> <p>The student will be assigned practical work related to relevant contents of the core course. The concerned faculty should develop various assignments and students need to be evaluated on the basis of their performance.</p> <p>B. End Semester Evaluation Written Exam - 50 Marks (1.5 Hours)</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="text-align: left;">Descriptive Type</th> <th style="text-align: left;">Word Limit</th> <th style="text-align: left;">Number of questions to be answered</th> <th style="text-align: left;">Marks</th> </tr> </thead> <tbody> <tr> <td>MCQ/One word</td> <td>NA</td> <td>15</td> <td>15 x 1 = 15</td> </tr> <tr> <td>Short Answer</td> <td>100 Words</td> <td>5 out of 8</td> <td>3 x 5 = 15</td> </tr> <tr> <td>Essay</td> <td>350 Words</td> <td>2 out of 4</td> <td>10 x 2 = 20</td> </tr> <tr> <td colspan="3" style="text-align: right;">Total</td> <td>50</td> </tr> </tbody> </table>	*Assignments	10 Marks	Class tests/Quiz	10 Marks	**In -class Presentation	5 Marks	Descriptive Type	Word Limit	Number of questions to be answered	Marks	MCQ/One word	NA	15	15 x 1 = 15	Short Answer	100 Words	5 out of 8	3 x 5 = 15	Essay	350 Words	2 out of 4	10 x 2 = 20	Total			50
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- Hirst, Martin. (2019). *Navigating Social Journalism: A Handbook of Media Literacy and Citizen Journalism*. Routledge.
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- Pandey, Rajesh. (2009). *Citizen Journalism*. Adhyayan Publishers & Distributors.
- Rajan, Nalini (ed). (2007). *21st Century Journalism in India*. Sage India.
- Stephansen, Hilde. C. (ed.). (2014). *Critical Perspectives on Citizen Media*. Routledge.
- Thorsen, Einar. (2009). *Citizen Journalism: Global Perspectives*. Peter Lang Publishing Inc.
- Wall, Melissa. (2015). *Citizen Journalism: Practices, Propaganda, Pedagogy*. Routledge Focus.
- Wall, Melissa. (2016). *Citizen Journalism: Valuable, Useless or Dangerous?* Idebate Press.

SUGGESTED READINGS

- Cram, Ian. (2015). *Citizen Journalists: Newer Media, Republican Moments and the Constitution*. Elgar.
- Coe, Peter. (2017). *Media Freedom in the Age of Citizen Journalism*. Elgar.
- McManus, John Herbert. (1994). *Market-Driven Journalism: Let the Citizen Beware?* Sage.
- Miller, Carlos. (2014). *The Citizen Journalist's Photography Handbook*. Cengage Learning.
- Priya. Salone. (2009). *Citizen Journalism: A Social Revolution*. ICFAI University Press

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Semester 4

Course Code	Title of the Course	Type of the Course (DSC, MDC, SEC etc)	Credit	Hours / Weeks	Hour Distribution/ Weeks			
					L	T	P	O
CMSSEN24141205	Indian Writing in English	DSC A	4	4	4	-	-	-
CMSSEN24143205	Reading Culture: Comics, Cartoons and Fairy Tales	DSE	4	5	3	-	2	-
CMSSEN24143206	Dynamics of Radio Jockeying, Anchoring and Interviewing	Choose any one	4	5	3	-	2	-
CMSJM24143201	Understanding Cinema	DSE	4	5	3	-	2	-
CMSJM24143202	Methods of Script Writing	Choose any one	4	5	3	-	2	-
CMSJM24141207	Public Relations & Corporate Communication	DSC B	4	5	3	-	2	-
CMSSEN24149203	Literature & Environment	VAC	3	3	3	-	-	-
CMSJM24149202	Media and Human Rights	Choose any one	3	3	3	-	-	-
CMSJM24145201	Social Media Content Development	SEC	3	3	3	-	-	-
CMSJM24145202	Understanding Photography	Choose any one	3	3	3	-	-	-
CMSJM24140201	Internship (Journalism)	INT	2					
CMSSEN24140201	Internship (Literature)	Choose any one	2					



CMS College Kottayam (Autonomous)

Programme	BA (Hons) English					
Course Name	INDIAN WRITING IN ENGLISH					
Type of Course	DSC A					
Course Code	CMSSEN24141205					
Course Level	200-299					
Course Summary	This course intends to familiarise students with Indian writing in English. This course explores the historical evolution, diverse literary genres, prominent themes and influential authors of Indian writing in English.					
Semester	4	Credits			4	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others	
		4	0	0	0	60
Pre-requisites, if any						

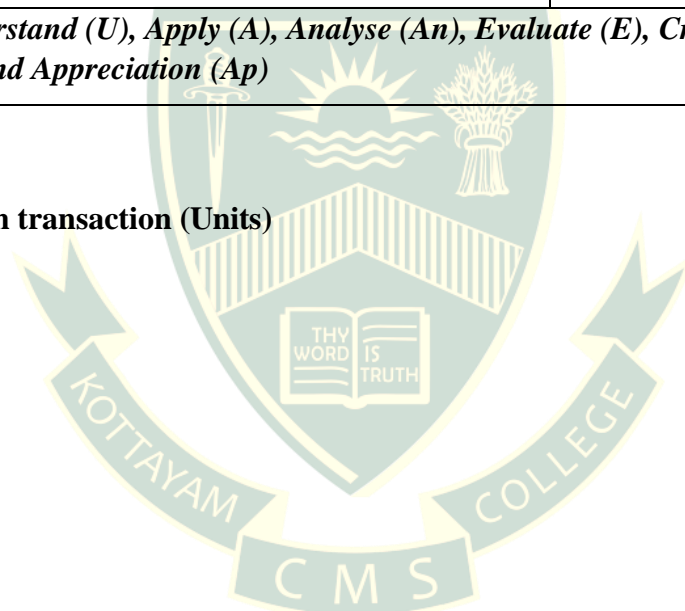
COURSE OUTCOMES (CO)

ESTD:1817

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Understand the historical and political contexts of the evolution of Indian English Writing	K, U	1,6
2	Analyse the regional and linguistic nuances of the prescribed texts	An	1,2,4
3	Evaluate various devices and techniques in Indian English Discourses	E	1,2,4
4	Examine various thematic concerns and the ideologies that engender them.	An	4,7,8
5	Analyse the working of caste, class and gender representations	An	7,8
*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

COURSE CONTENT

Content for Classroom transaction (Units)



ESTD:1817

Module	Units	Course description	Hrs	CO No.
1 Prose	1.1	K Narayana Chandran: English in India: An Overview. https://indianwritinginenglish.uohyd.ac.in/english-in-india/	5	1,2,3,4
	1.2	B R Ambedkar: Speech at Mahad	5	1,2,3,4,
	1.3	Sasi Tharoor : The Idea of India (The idea of India (indiatimes.com))	5	1,2,3,4,
2 Poems	2.1	Sarojini Naidu: Love and Death	2	1,2,3,4,
	2.2	Kamala Das: Nani	3	1,2,3,4, 5
	2.3	Nissim Ezekiel: Poet, Lover, Birdwatcher	2	1,2,3,4,
	2.4	A K Ramanujan: Obituary	3	1,2,3,4,
	2.5	Meena Kandasamy: Mascara	2	1,2,3,4, 5
	2.6	R. Parthasarathy: Indian Poetry. https://www.jstor.org/stable/20607848	3	1,2,3,4
3 Short Stories and Novels	3.1	R. K. Narayan: Crime and Punishment	2	1,2,3
	3.2	Salman Rushdie: The Free Radio	2	1,2,3,4
	3.3	Temsula Ao: Three Women	2	3,4
	3.4	Aravind Adiga: The White Tiger	9	1,3,5
4 Drama	4.1	Manjula Padmanabhan: <i>Lights Out</i>	15	1,2,3,4, 5
5		Teacher Specific Component		

Teaching and Learning Approach	<p>Classroom Procedure (Mode of transaction)</p> <p>Lectures, Readings, Group Discussions, Debates, Panel Discussions</p>																																
Assessment Types	<p>MODE OF ASSESSMENT</p> <p>A. Continuous Comprehensive Assessment (CCA)</p> <p>A.Continuous Comprehensive Assessment – 30 marks</p> <table border="1" data-bbox="435 667 762 846"> <tr><td>Particulars</td></tr> <tr><td>Class test</td></tr> <tr><td>Seminar</td></tr> <tr><td>Assignment</td></tr> </table> <p>.B. Semester End Examination (50 marks descriptive type and 20 marks objective type) , duration - 2hrs</p> <table border="1" data-bbox="435 987 1493 1373"> <thead> <tr> <th>Descriptive Type</th> <th>Word Limit</th> <th>Number of Questions to be added</th> <th>Marks</th> </tr> </thead> <tbody> <tr> <td>Essays</td> <td>300 words</td> <td>1 out of 2</td> <td>1 x 15 = 15</td> </tr> <tr> <td>Short Essay</td> <td>150 words</td> <td>5 out of 8</td> <td>5 x 5 = 25</td> </tr> <tr> <td>Short Answer</td> <td>50 words</td> <td>5 out of 8</td> <td>5 x 2 = 10</td> </tr> <tr> <td>Objective type</td> <td>NA</td> <td>10 out of 12</td> <td>1 x 10 = 10</td> </tr> <tr> <td>MCQ</td> <td>NA</td> <td>10</td> <td>1 x 10 = 10</td> </tr> <tr> <td></td> <td></td> <td>Total</td> <td>70</td> </tr> </tbody> </table>	Particulars	Class test	Seminar	Assignment	Descriptive Type	Word Limit	Number of Questions to be added	Marks	Essays	300 words	1 out of 2	1 x 15 = 15	Short Essay	150 words	5 out of 8	5 x 5 = 25	Short Answer	50 words	5 out of 8	5 x 2 = 10	Objective type	NA	10 out of 12	1 x 10 = 10	MCQ	NA	10	1 x 10 = 10			Total	70
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References

Megha Anwer (2014) Tigers of an-other jungle: Adiga’s tryst with subaltern politics, Journal of Postcolonial Writing, 50:3, 304-315, DOI: [10.1080/17449855.2013.827586](https://doi.org/10.1080/17449855.2013.827586)

Parthasarathy, R. “Indian Poetry Today.” Poetry, vol. 190, no. 5, 2007, pp. 407–18. JSTOR, <http://www.jstor.org/stable/20607848>. Accessed 27 Feb. 2024.

Subramaniam, Arundhathi. “Introduction: Beyond the Hashtag: Exploring Contemporary Indian Poetry in English.” *Indian Literature*, vol. 61, no. 1 (297), 2017, pp. 33–39. JSTOR, <https://www.jstor.org/stable/26791073>. Accessed 27 Feb. 2024

SUGGESTED READINGS

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The Oxford India Anthology of Twelve Modern Indian Poets. A K Mehrotra(ed.),New Delhi: Oxford University Press,1992

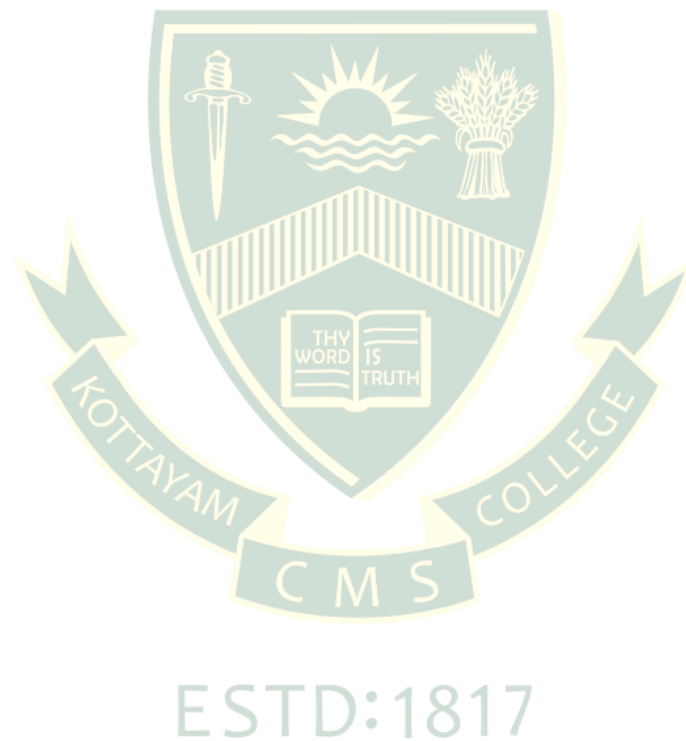
Dwivedi, A.N. (Ed.) Indian Poetry in English, New Delhi: Arnold Heinemann, 1980.

Singh, R.P.N.(ed.) A Book of English Verse on Indian Soil, Bombay: Orient Longmans,1967.

Laetitia Zecchini, Arun Kolatkar and Literary Modernism in India: Moving Lines (Bloomsbury Academic USA, 2014).

Ulka Anjaria, Realism in the Twentieth-Century Indian Novel: Colonial Difference and Literary Form (Cambridge UP, 2012)

Vallath, Kalyani (Ed). *A Contemporary Encyclopaedia of Indian English Literature* Vo.1 & 2 Vallath Books, 2024





CMS College Kottayam (Autonomous)

Programme	BA (Hons) English					
Course Name	Reading Culture: Comics, Cartoons and Fairy Tales					
Type of Course	DSE					
Course Code	CMSSEN24143205					
Course Level	200-299					
Course Summary	The course delves into socio-political discourses within select comics, analyzes the politics of representation in cartoons, and uncovers alternative readings of fairy tales. Through exploring subtexts in popular culture, this course offers a nuanced understanding of popular narratives and their impact on collective consciousness.					
Semester	4	Credits			4	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others	
		3	0	1	0	75
Pre-requisites, if any						

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Explain the socio-political discourses in select comics.	U	1, 3, 6, 7,8
2	Interpret the politics of representation in select cartoons.	U	1, 3, 7, 8
3	Discover the alternative readings of fairy tales.	An	1, 3, 6, 7, 8
4	Interpret the subtexts in popular culture.	An	1, 3, 6, 7, 10
<p>*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)</p>			

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1	1.1	“Man vs Wild: Ecology and the <i>Tintin</i> Series”-Lakshmi Menon	5	1,4
	1.2	“Superman as a Modernist Hero”- Arthur Asa Berger	5	1,4
	1.3 Practicum	<i>Tintin in Tibet</i>	5	1,4
2	2.1	“ <i>The Jungle Book</i> is not a Book: Adaptation, Intertextuality and the Hegemonic Text” – Harry Culton	10	2,4
	2.2 Practicum	<i>The Jungle Book</i> (1989) TV series	5	2,4
3	3.1	“Poetic Retelling of Fairy Tales in Anne Sexton’s <i>Transformations</i> ”- Jyoti Sharma	5	3,4
	3.2	Grimm’s “Cinderella” & “Cinderella” – Ann Sexton	5	3,4
	3.3 Practicum	“Little Red Riding Hood” & “Company of Wolves”- Angela Carter	5	3,4
4	4.1	““The Lion King” and “Hamlet” : A Homecoming for the Exiled Child”- Rosemarie Gavin	5	2,4
	4.2	<i>Briar Rose</i> -Jane Yolen	10	3,4
	4.3 Practicum	<i>The Lion King</i> (1994)	5	2,4,
	4.4	<i>River of Stories</i> – Orijit Sen	10	1,4
5		Teacher Specific Component		

Teaching and Learning Approach	<p>Classroom Procedure (Mode of transaction)</p> <p>Direct Instruction: Brainstorming lecture, Explicit Teaching, Interactive Instruction</p> <p>Active cooperative learning, group discussion, presentation</p> <p>Practicum on viewing the cartoons, exploring the world of comics, and trying to rewrite other fairy tales</p>																																
Assessment Types	<p>MODE OF ASSESSMENT</p> <p>A. Continuous Comprehensive Assessment (CCA) – 30 marks</p> <table border="1" data-bbox="435 689 761 875"> <tr><td>Particulars</td></tr> <tr><td>Class test</td></tr> <tr><td>Seminar</td></tr> <tr><td>Assignment</td></tr> </table> <p>B. Semester End Examination (50 marks descriptive type and 20 marks objective type), duration - 2hrs</p> <table border="1" data-bbox="435 1016 1490 1379"> <thead> <tr> <th>Descriptive Type</th> <th>Word Limit</th> <th>Number of Questions to be added</th> <th>Marks</th> </tr> </thead> <tbody> <tr> <td>Essays</td> <td>300 words</td> <td>1 out of 2</td> <td>1 x 15 = 15</td> </tr> <tr> <td>Short Essay</td> <td>150 words</td> <td>5 out of 8</td> <td>5 x 5 = 25</td> </tr> <tr> <td>Short Answer</td> <td>50 words</td> <td>5 out of 8</td> <td>5 x 2 = 10</td> </tr> <tr> <td>Objective type</td> <td>NA</td> <td>10 out of 12</td> <td>1 x 10 = 10</td> </tr> <tr> <td>MCQ</td> <td>NA</td> <td>10</td> <td>1 x 10 = 10</td> </tr> <tr> <td></td> <td></td> <td>Total</td> <td>70</td> </tr> </tbody> </table>	Particulars	Class test	Seminar	Assignment	Descriptive Type	Word Limit	Number of Questions to be added	Marks	Essays	300 words	1 out of 2	1 x 15 = 15	Short Essay	150 words	5 out of 8	5 x 5 = 25	Short Answer	50 words	5 out of 8	5 x 2 = 10	Objective type	NA	10 out of 12	1 x 10 = 10	MCQ	NA	10	1 x 10 = 10			Total	70
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References

Culton, Harry. "The Jungle Book is not a Book: Adaptation, Intertextuality and the Hegemonic Text." *Adaptation*. Vol 15, No. 3, 2022. 366-380.

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Sen, Orijit. *River of Stories*. Kalpavriksh,1994.

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Yolen, Jane. *Briar Rose*. Tor Books, 1992.

SUGGESTED READINGS

Bera, Sohini, and Rajni Singh. “Appeal for Embracing Posthumanist Perspectives in Orijit Sen’s *The River of Stories*.” *Journal of Graphic Novels and Comics*, Vol. 13, No. 4, 2021, pp. 536–553, <https://doi.org/10.1080/21504857.2021.1944239>.

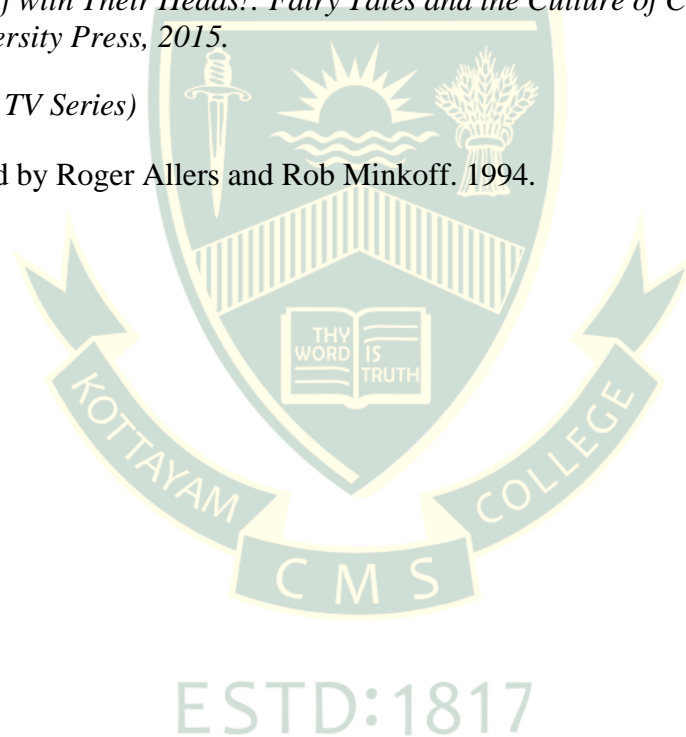
Bramlett, Frank, et al. *The Routledge Companion to Comics*. Routledge Taylor & Francis Group, 2020. *Tintin: The Complete Companion* by Michael Farr

Mehta, Suhaan. “Wondrous Capers: The Graphic Novel in India.” Edited by Frederick Luis Aldama, University Of Texas Press, Austin, 2010, pp. 173–188.

Tatar, Maria. *Off with Their Heads!: Fairy Tales and the Culture of Childhood*. Princeton University Press, 2015.

The Jungle Book (1989 TV Series)

The Lion King. Directed by Roger Allers and Rob Minkoff. 1994.





CMS College Kottayam (Autonomous)

Programme	BA (Hons) English					
Course Name	Dynamics of Radio Jockeying, Anchoring and Interviewing					
Type of Course	DSE					
Course Code	CMSSEN24143206					
Course Level	200-299					
Course Summary	This course is designed to provide students with a comprehensive understanding of radio jockeying, anchoring, and interviewing techniques. Students will develop the necessary skills to engage and entertain audiences through effective communication, creative scriptwriting, and interviewing strategies.					
Semester	4	Credits			4	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others	
		3	0	1	0	75
Pre-requisites, if any						

COURSE OUTCOMES (CO)

ESTD:1817

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Demonstrate a comprehensive understanding of radio as a medium, including its historical context, impact, and relevance in contemporary media landscapes.	K, A	1&2
2	Analyse various radio formats and styles, gaining insights into the diverse creative approaches employed in radio production.	A	3
3	Develop essential radio jockeying techniques, including the creation of a distinct personality, voice modulation, live show hosting, and playlist management.	C	3
4	Cultivate interviewing skills, enabling students to conduct thorough research	C	4&5
5	Prepare for interviews, and adeptly handle diverse guests and topics.	C	4&5
6	Hone anchoring skills through scriptwriting, emceeing events, live broadcasts, and mastering audience engagement, Expertise on anchoring skills, sensibilities and challenges of anchoring Strong mindset among students to face the challenges of anchoring,	C, S, I	4&5
7	Idea about need of spontaneous skills Idea on ethical and moral aspects in anchoring	K,A&C	6
*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

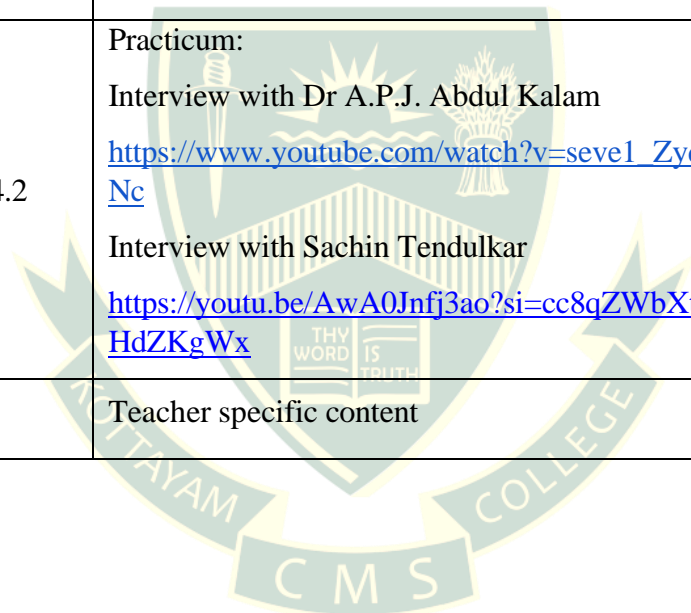
COURSE CONTENT

Content for Classroom transaction (Units)

ESTD:1817

Module	Units	Course description	Hrs	CO No.
1	1.1	An overview about the history of Radio broadcasting Understand different Radio Formats Ethics and Regulations of Radio Broadcasting Parameswaran, K. <i>Radio Broadcasting: A Reader's Guide</i>	8	1&2
	1.2	Familiarise voice over artist Mike usage and developing styles of speech music and show production Developing an On-Air Persona Script writing for Radio Research Skills for Radio Topics Scannell, Paddy. <i>Radio, TV & Modern Life.</i> Kohli, Simran. <i>Radio Jockey: A Handbook</i>	7	1,2&3
	1.3 Practicum	Practicum: Hands on Radio Jockeying, Lessons by Rima Interesting English vocabulary used by Radio Jockeys - Free English lessons by Rima Radio Talk Show with Mammooty https://youtu.be/jm3E_u4iFzA?si=RHRGn4-8cFIYpLzj	15	3
2	2.1	To understand Voicing and Anchoring Language and Diction Pronunciation Understand hosting public events, career guidance and job reference Dutt, Bindiya. <i>Anchoring TV and Live Events.</i>	10	6&7
	2.2 Practicum	Practicum: Talk Show Tips https://youtu.be/E5u62b41NV0?si=XNsxAuQqmFuap5fB	5	6&7

3	3.1	<p>To understand lead, Types of Lead, Body; Interview Techniques; Types of Interviews - On The Spot, Planned, Telephone; Language Skills</p> <p>To know how to conduct insightful and well prepared interviews across genres</p> <p><i>Basic Interviewing Skills: Raymond L. Gorden</i></p>	15	4&5
4	4.1	<p>Familiarise Radio Talk shows</p> <p>Understand Public Event Management Skills</p> <p>Familiarise famous interviews</p> <p>Bakshi, Rakesh Anand . <i>Let's Talk On-Air: Conversations with Radio Presenter</i></p>	5	4&5
	4.2	<p>Practicum:</p> <p>Interview with Dr A.P.J. Abdul Kalam https://www.youtube.com/watch?v=seve1_ZyqNc</p> <p>Interview with Sachin Tendulkar https://youtu.be/AwA0Jnfj3ao?si=cc8qZWbXtHdZKgWx</p>	10	4&5
5		Teacher specific content		



ESTD:1817

Teaching and Learning Approach	Classroom Procedure (Mode of transaction) Lecture, tutorial, Practical																																
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References

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Gordon, Raymond L. *Basics of Interviewing Skills.*

Kohli, Simran. *Radio Jockey: A Handbook*

Parameswaran, K. *Radio Broadcasting: A Reader's Guide*

Scannell, Paddy. *Radio, TV & Modern Life.*

SUGGESTED READINGS

. Argenti, Paul A. *Corporate Communication.*

. Berlo, David. *The Process Of Communication*.

. Schramn Wilbur, *Men, Messages and Media*.

. Wilbur Schram, *Mass Communication*.

Agee. Warren.K. *Introduction To Mass Communication*.

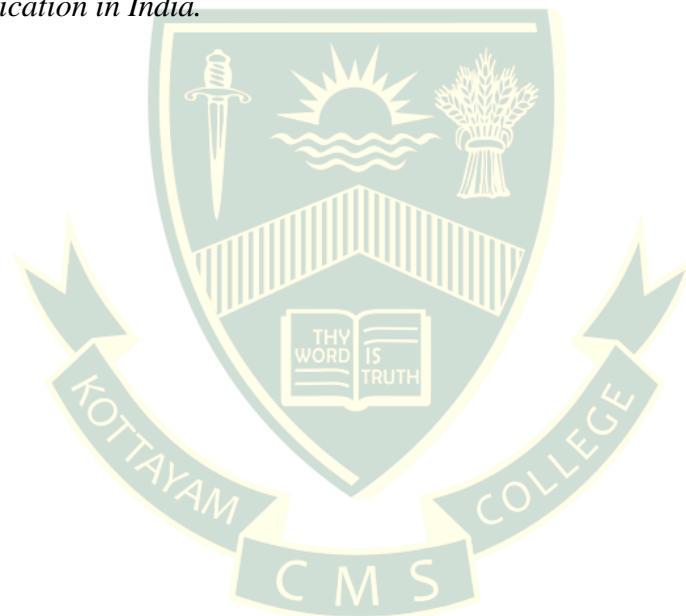
Bitner J, *Mass Communication- An Introduction*.

Fedler F, *Introduction To Mass Media*.

Keval J Kumar, *Mass Communication In India*.

Rivers, W L *Mass Media*.

Subir Ghosh, *Communication in India*.



ESTD:1817



CMS College Kottayam (Autonomous)

Programme						
Course Name	Literature and Environment					
Type of Course	VAC					
Course Code	CMSSEN24149203					
Course Level	200-299					
Course Summary	The course offers a unique exploration of eco-literature, connecting literary works with environmental issues to deepen participants' understanding of ecological challenges and inspire meaningful contributions to sustainability through the lens of literature. Participants will engage with thought-provoking texts, fostering a deeper appreciation for the interconnectedness between literature, culture, and the environment.					
Semester	4	Credits			3	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others	
		3	0	0	0	45
Pre-requisites, if any						

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Comprehend importance of environment for the human sustenance	U	3
2	Explore the different ecosystems and its importance of preserving it	A	2
3	Inculcate an ecological awareness about the relevant ecological issues	A	6
4	Appreciate and interpret ecological concerns depicted in the visual platform	E	8
5	Apply ecological logic in everyday life	C	10

***Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)**

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1. Ecology and Ecosystem	1.1	Rachel Carson : A Fable for Tomorrow The Silent Spring (Chapter One)	5	1
	1.2	Aloka Debi: Types of Ecosystem. Environmental Science and Engineering, 2 nd edn. Kolkata: University Press, 2012. pp 62-66 print	5	2
	1.3	A.K Ramanujan: Ecology	5	4
2. Man and Environment	2.1	William Wordsworth : The World is too much with us	2	2
	2.2	Sujatha Bhatt: The First Meeting	2	2
	2.3	David Orme: The Day the Bulldozers Came	2	3
	2.4	Vaikom Muhammed Basheer : The Inheritors of the Earth	4	3
	2.5	Rayson K Alex ,Poornima G: E for Elephant: Tales of Elephants and Beyond- Chapter Two Madampu Kunjukuttan trn. by Greenbooks Pvt Ltd	5	1
3 Ecological Concerns through Ecofilms	3.1	A. Steve Cutts : Man B. Steve Cutts: Man 2020 C. Andy Matthews: The Seed	5	4,5
	3.2	A. Roman Pennes: One Earth B. Meshmind: Plastik C. Ishan Raut: Waste	5	4,5
	3.3	A. Tomorrow Tomorrow, an animated film about climate change (English version) (youtube.com) B. Vincent Eckert: In the Green	5	4,5
4		Teacher Specific Content		

Teaching and Learning Approach	Classroom Procedure (Mode of transaction) Lecture, Group Discussion, Debate, Seminar, Quizzing, Panel Discussions, Film Screening.																														
Assessment Types	MODE OF ASSESSMENT																														
	Continuous Comprehensive Assessment (CCA- 25 Marks)																														
	Particulars																														
	Class test																														
	Assignment																														
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SUGGESTED READINGS

Vandana Shiva: *Staying Alive: Women Ecology Survival in India*

Laurence Buell : *The Environmental Imagination*

Carolyn Merchant (Ed.) : *Ecology: Key Concepts*

Cheryl Glotfelty and Harold Fromm (Eds.) : *The Ecocriticism Reader*

Greg Gerrad : *The Green Studies Reader*

Ramachandra Guha: *Environmentalism A Global History*

Textbook of Environmental Studies for Undergraduate Courses 3 edition University Grants Commission

Nature Anthem: A Textbook of Environmental Studies.ed Anitha R, Jimmy James. Mahatma Gandhi University, Kottayam



CMS College Kottayam (Autonomous)

Programme	B.A. Mass Communication and Journalism				
Course Name	UNDERSTANDING CINEMA				
Type of Course	DSE				
Course Code	CMSJM24143201				
Course Level	200 -299				
Course Summary	A thorough examination of film as a medium and a phenomenon is offered in this course. Students will analyze film form, narrative structure, and the theoretical and historical foundations that will inform critical cinema analysis. Students will acquire the language and critical thinking abilities required to analyze and comprehend the moving image through close readings of a variety of films.				
Semester	4		Credits	4	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practicum	Others
		3	0	1	0
Pre-requisites, if any	Interest in films analysis.				

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Explain the evolution and history of Cinema	U, An	1
2	Explain the basics of film language	U, An	3,5
3	Outline the basic techniques of filmmaking	U	4,5
4	Develop skills to analyse films	C	5
5	Analyze film as an art and as a form of communication	An	1,5,6,7
*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Course description	Hrs	CO No.
1	History and Evolution of Cinema as Communication	15	
1.1	Early attempts – Edward Muybridge, George Melies, Lumiere Brothers, D W Griffith, Edwin S. Porter. Silent to talkies, black & white to colour, Hollywood studio system, Reel to Digital, 2D to 3D, cinema to OTT	4	1, 2
1.2	The major cinema movements — German expressionism, Surrealism, Soviet montage, Italian neo-realism, French new wave, Avant Garde.	4	1, 2
1.3	The language of Cinema – Grammar and composition: Shot, Scene, Sequence, Cuts and Transitions, Mise- en-scene and Montage, The framed image, sound.	4	1, 2
1.4	Film Theories – Importance of Film theories, Ways of understanding cinema. Introduction to Feminist Film Theory, Auteur- Film Authorship. Film genres.	3	1, 2
2	Understanding basic techniques of Filmmaking	15	
2.1	Pre-production — Screenplay, Scheduling, Location hunt, Casting, Audition and Rehearsals, Budgeting and Estimation.	4	3
2.2	Production: Shots and takes, Action, Art direction, Costume, Make up, Location sound recording, Log and Data management	4	3
2.3	Post-production: Film editing, Sound editing and design, Dubbing and foley, Colour grading and VFX, Soundtrack and music, Final mixing and mastering.	4	3
2.4	Film Distribution	3	3
3	Film analysis and appreciation	15	
3.1	Film as an art; the nature of art, the ways of looking at art.	4	4,5
3.2	Introduction to film analysis: Semiotic analysis, Narrative structure analysis, Contextual analysis, Mise-en-scene analysis.	4	4,5
3.3	Film criticism and review writing.	4	4,5
3.4	Film society movements, Stardom, Fandom, Film festivals.	3	5
4	Practicum	30	
4.1	1. Film analysis and appreciation 2. Film review writing 3. Preparing a research paper on cinema		4,5
5	Teacher-specific content (Internal evaluation only)		

Teaching and Learning Approach	<p>Classroom Procedure (Mode of transaction)</p> <ul style="list-style-type: none"> • Lectures • Discussions and presentations. • Book reviews, Discussions and seminars- Assign readings from academic articles, books, and reports related to the syllabus. • Conduct in-class discussions • Guest Lectures -Invite guest speakers with expertise in the field, such as film makers, script writers, researchers, academicians, to share the real experiences and insights. • Movie screening and analysis. 																													
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REFERENCES

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- Boardwell. K. and Thompson, K. (1990). Film Art– An Introduction. Knopff.
- Cook, David A. (2016). A History of Narrative Film. W.W. Norton & Co.
- Dick, B. (2000). Anatomy of Film. St Martin's.
- Duggal, Menon & Bhattacharya. (2019). Film Studies: An Introduction. Worldview Publications.
- Mackendrick, A. (2006). On Filmmaking: An Introduction to the Craft of the Director. Faber & Faber.
- Mamet, David. (1992). On Directing Film. Penguin.
- Monaco, J. (1986). How to Read a Film. Macmillan.
- Stam, Robert. (2000). Film Theory: An Introduction. Blackwell Publishers.
- Villarejo, Amy. (2006). Film studies: The Basics. Routledge.

SUGGESTED READINGS (SCREENING)

- Rear Window (1954) Alfred Hitchcock
- Battleship Potemkin (1925) Sergei Eisenstein
- Man with a Movie Camera (1929) Dziga Vertov
- Rome Open City (1945) by Roberto Rossellini
- Metropolis (1927) Fritz Lang
- City Lights (1931) Charles Chaplin
- Citizen Kane (1941) Orson Welles
- Double Indemnity (1944) Billy Wilder
- Rashomon (1950) Akira Kurosawa
- Breathless (1960) Jean Luc Godard
- Pather Panchali (1954) Satyajit Ray
- Eight and Half (1963) Federico Fellini
- Clips from the hour of the Furnaces (1968) by Fernando Solanas
- Battle of Algiers (1966) Gille Pontecorvo
- Chinatown (1974) Roman Polanski
- The Shining (1980) Stanley Kubrick
- Nishant (1975) Shyam Benegal
- Pyaasa (1957) Guru Dutt
- Mother India (1957) Mehboob Khan
- Taste of Cherry (1997) Abbas Kiarostami



CMS College Kottayam (Autonomous)

Programme	BA (Hons) JOURNALISM AND MASS COMMUNICATION					
Course Name	METHODS OF SCRIPT WRITING					
Type of Course	DSE					
Course Code	CMSJM24143202					
Course Level	200 - 299					
Course Summary & Justification	Students will learn the foundations of scriptwriting in this course. Script writing for print, radio, television and online media forms the major theme. It covers fundamentals of character development, dialogue writing, storytelling and structure. The process of converting journalistic material into audio and visual media is an integral part of the course.					
Semester	4	Credits			4	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practicum	Others	
		3	0	1	0	75
Pre-requisites, if any	Creative thinking and good language skills.					

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No.
1	Explain the elements of script structure, character development, dialogue writing and various script formats.	U, An	1,2, 6
2	Explain the basics of script writing for print, radio, television and online media.	U, An	1,2,3,4
3	Outline the basic techniques of adapting and integrating the content and subsequently generating a script from the content.	U	1,2,9
4	Develop skills to write scripts and familiarize the script production process.	C	5, 9,10

**Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)*

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Course description	Hrs	CO No.
1	Basics of Scriptwriting	10	
1.1	Introduction to scriptwriting for print media - Elements of narrative and story structure.	3	1
1.2	Character development for audio and visual storytelling.	3	1
1.3	Dialogue writing techniques for naturalism and voice.	2	1
1.4	Script format and standard conventions - Script analysis.	2	1
2	Scripting for Different Media	40	
2.1	Radio: Writing for the ear, sound design, creating sonic landscapes. Television: News scripts, feature packages, documentaries, visual storytelling.	5	2
2.2	Podcasts: Interview scripting, narrative flow, pacing, and tone. Utilizing scripting software and online tools.	5	2
2.3	Practicum – Develop scripts for radio, TV, and online media content. (Minimum duration 5 minutes). Compile the three to make a script document.	30	2
3	Adapting and Integrating Content	10	
3.1	Transforming print and online content into scripts	3	3
3.2	Fact-checking and ethical considerations in scriptwriting.	3	3
3.3	Understanding legal aspects of scripting	2	3
3.4	Maintaining journalistic accuracy and integrity in narrative formats	2	3
4	Script Production and Development	15	

4.1	Defining the goals and assigning responsibilities	3	4
4.2	Collaboration with production teams (sound, video, editing) – communication and use of collaborative tools.	4	4
4.3	Script revisions and feedback incorporation	4	4
4.4	Pitching and developing script ideas for specific projects	4	4
5	Teacher-specific content (Internal evaluation only)		

Teaching and Learning Approach	<p>Classroom Procedure (Mode of transaction)</p> <ul style="list-style-type: none"> • Lectures • Discussions and presentations. • Book reviews, Discussions and seminars- Assign readings from academic articles, books, and reports related to the syllabus. • Conduct in-class discussions • Guest Lectures -Invite guest speakers with expertise in the field, such as film makers, script writers, journalists from print, broadcast and online media, programme producers, researchers, academicians, to share the real experiences and insights. • Script analysis sessions 									
Assessment Types	<p>MODE OF ASSESSMENT</p> <p>A. Continuous Comprehensive Assessment (CCA) – 30 Marks (Practicum components will be evaluated under CCA)</p> <p>Marks Division</p> <table style="width: 100%; border: none;"> <tr> <td>*Assignments</td> <td style="text-align: center;">–</td> <td style="text-align: right;">10 Marks</td> </tr> <tr> <td>Class tests/Quiz</td> <td style="text-align: center;">–</td> <td style="text-align: right;">10 Marks</td> </tr> <tr> <td>**In -class Presentation</td> <td style="text-align: center;">–</td> <td style="text-align: right;">10 Marks</td> </tr> </table> <p><i>*Group Project / Individual Project / Case Study</i> <i>**Power Point / Audio-Visual Presentation / Oral Presentation</i></p> <p>The student will be assigned practical work related to relevant contents of the core course. The Practical work carried out by the students is needed to be maintained in a record file which will be required during the final assessment. The concerned</p>	*Assignments	–	10 Marks	Class tests/Quiz	–	10 Marks	**In -class Presentation	–	10 Marks
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faculty should develop various assignments and students need to be evaluated on the basis of their performance.

Suggested list of practical assignments

1. Script writing assignments for print, radio, TV and online media
2. Script analysis
3. Creation of podcast episodes
4. Analytical papers on aesthetic, ethical and legal aspects of scripting.

B. End Semester Evaluation

Written Exam - 70 Marks (2 Hours)

Descriptive Type	Word Limit	Number of questions to be answered	Marks
MCQ/one word	NA	20	20 x 1 = 20
Short Answer	50 Words	10 out of 15	10 x 2 = 20
Essay	450 Words	2 out of 4	2 x 15 = 30
Total		32 out of 39	70

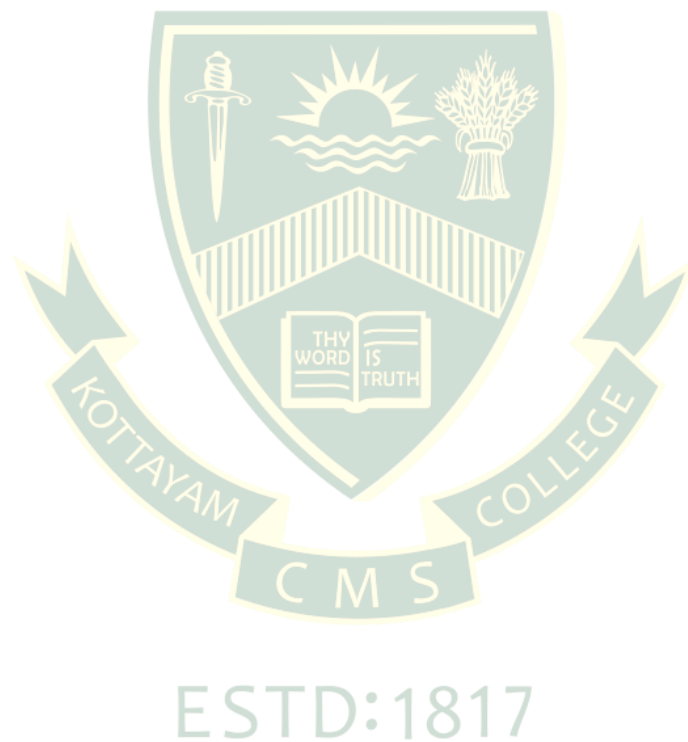
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- Hart, Anne. (2019). The Writer's Bible: Digital and Print Media. iUniverse.
- Marsh, Sandy. (2018). Script Writing: Step-by-step 3 Manuscripts in 1 Book Essential Movie Script Writing, TV Script Writing and Screenwriting Tricks Any Writer Can Learn. Createspace Independent Pub.
- Mercurio, Jim. (2019). Craft of Scene Writing: Beat by Beat to a Better Script. Linden Publishing Co Inc.
- Moritz, Charlie. (2008). Scriptwriting for the Screen. Routledge.
- Pemton, Jaiden. (2023). Copy Editing: 3-in-1 Guide to Master Copyediting, Copywriting, Writing Editing, Non-Fiction Writing & Edit Copy. Jaiden Pemton.
- Pemton, Jaiden. (2023). Scriptwriting: 3-in-1 Guide to Master Screenwriting, Movie Scripting, TV Show Script Writing & Write Screenplays. Jaiden Pemton.

- Wolff, Jurgen. (2011). Successful Scriptwriting: How to write and pitch winning scripts for movies, sitcoms, soaps, serials and variety shows. Writer's Digest Books.

SUGGESTED READINGS

- Dancyger, Ken. (2018). Alternative Scriptwriting. Focal Press.
- Drennan, Marie. (2021). Scriptwriting for Web Series. Focal Press.
- Johnson, Claudia Hunter. (2014). Crafting Short Screenplays That Connect. Focal Press.
- Straczynski, J. Michael. (1996). The Complete Book of Scriptwriting. Writer's Digest Books
- Teddern, Sue. (2020). Writing for TV and Radio: A Writer's and Artist's Companion. Bloomsberry.





CMS College Kottayam (Autonomous)

Programme	BA (Hons) JOURNALISM AND MASS COMMUNICATION					
Course Name	PUBLIC RELATIONS AND CORPORATE COMMUNICATION					
Type of Course	DSC A					
Course Code	CMSJM24141207					
Course Level	200 - 299					
Course Summary	The goal of this course is to assist students who are interested in pursuing a career in corporate communication and strategic public relations in learning the theories and practices that are relevant in the industry.					
Semester	4	Credits			4	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practicum	Others	
		3	0	1	0	75
Pre-requisites, if any						

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Explain the core concepts, aspects, characters and organisations related to Public Relations.	U, An	1
2	Evaluate the tools of public relations depending on different media forms	E	3
3	Develop practical and professional skills in the field of PR.	C	4
4	Demonstrate and implement the strategic communication plans for PR campaigns	A	2
5	Examine media especially the trade media and its relevance to corporate communication practices	An	1
<p>*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)</p>			

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Course description	Hrs	CO No.
1	Introduction to Public Relations	15	
1.1	Concept and Definition, roles and functions of PR, basic principles. Growth and Development of PR in the world and India – Historical perspective	4	1
1.2	Difference and Similarities between PR, Publicity, Propaganda, Advertising and Lobbying.	3	1
1.3	PR as a tool of modern system management and governance. Different theories of PR - Rhetoric and persuasion, dialogic theory, systems theory, critical theory and structuration theory.	4	1
1.4	Ethics of PR – IPRA code – Code of ethics of PR Major Professional Organizations; IPRA, PRSI, PRCI, PIB, DPR, DAVP, Films Division	4	1
2	Tools and Techniques of PR and Corporate Communications.	15	
2.1	Preparing and planning house journals, Newsletters, Handouts, Brochures, press releases, Lobbying, press conferences, Annual meetings, Open houses, Exhibitions, Speeches, Seminars and Symposia, Demonstrations, conducted tours, Interviews, Publicity materials and corporate films, Types of Public Relations.	4	2
2.2	Selection of medium and message, Advertising and publicity types and techniques used in PR practice, Preparing publicity messages.	4	1, 2, 3
2.3	Definition, scope, nature and role of Corporate Communication. Evolution of Corporate Communication in India	3	5
2.4	Functions of Corporate Communication, Crisis communication, Corporate Social Responsibility.	4	5
3	PR Agency and Campaigns	15	
3.1	Organizational Structure - Basic Functions of a PR agency - Types of P R agencies	4	1, 2, 4

3.2	Role of PR in Crisis Communication	3	1, 2, 4
3.3	Attributes and skill set of a PR Manager - Structure of In-house PR Department -Limitations of In-house PR Department Communication flow-formal, informal - Vertical – Horizontal	4	1, 2, 4
3.4	PR Campaigns- Steps - Fact finding – Research – Planning - Implementing – Evaluation and Feedback. Branding and Brand management	4	3, 4
4	Practicum	30	
4.1	1. Press Release creation and conduction of mock-press conferences. 2. PR campaign planning and evaluation 3. Corporate advertisement creation.		3,4
5	Teacher-specific content (Internal evaluation only)		

Teaching and Learning Approach	<p>Classroom Procedure (Mode of transaction)</p> <ul style="list-style-type: none"> • Lectures • Discussions and presentations. • Book reviews, Discussions and seminars- Assign readings from academic articles, books, and reports related to the syllabus. • Conduct in-class discussions • Guest Lectures -Invite guest speakers with expertise in the field, such as Public Relations Managers, Corporate Communication Professionals, Journalists, Academicians, to share the real experiences and insights. 									
Assessment Types	<p>MODE OF ASSESSMENT</p> <p>A. Continuous Comprehensive Assessment (CCA) – 30 Marks (Practicum components will be evaluated under CCA)</p> <p>Marks Division</p> <table> <tr> <td>*Assignments</td> <td>–</td> <td>10 Marks</td> </tr> <tr> <td>Class tests/Quiz</td> <td>–</td> <td>10 Marks</td> </tr> <tr> <td>**In -class Presentation</td> <td>–</td> <td>10 Marks</td> </tr> </table>	*Assignments	–	10 Marks	Class tests/Quiz	–	10 Marks	**In -class Presentation	–	10 Marks
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**In -class Presentation	–	10 Marks								

**Group Project / Individual Project / Case Study*

***Power Point / Audio-Visual Presentation / Oral Presentation*

The student will be assigned practical work related to relevant contents of the core course. The Practical work carried out by the students is needed to be maintained in a record file which will be required during the final assessment. The concerned faculty should develop various assignments and students need to be evaluated on the basis of their performance.

Suggested list of Practical Assignments

Students are advised to undertake assignments from the following areas:

1. Writing exercises: press releases, press notes, speeches, memos and notices.
2. Event planning and publicity
3. Corporate advertisement planning
4. Design communication messages for a specific target group
5. Crisis communication
6. PR campaign: planning, execution and evaluation
7. Case study analysis

B. End Semester Evaluation

Written Exam - 70 Marks (2 Hours)

Descriptive Type	Word Limit	Number of questions to be answered	Marks
MCQ/one word	NA	20	20 x 1 = 20
Short Answer	50 Words	10 out of 15	10 x 2 = 20
Essay	450 Words	2 out of 4	2 x 15 = 30
Total		32 out of 39	70

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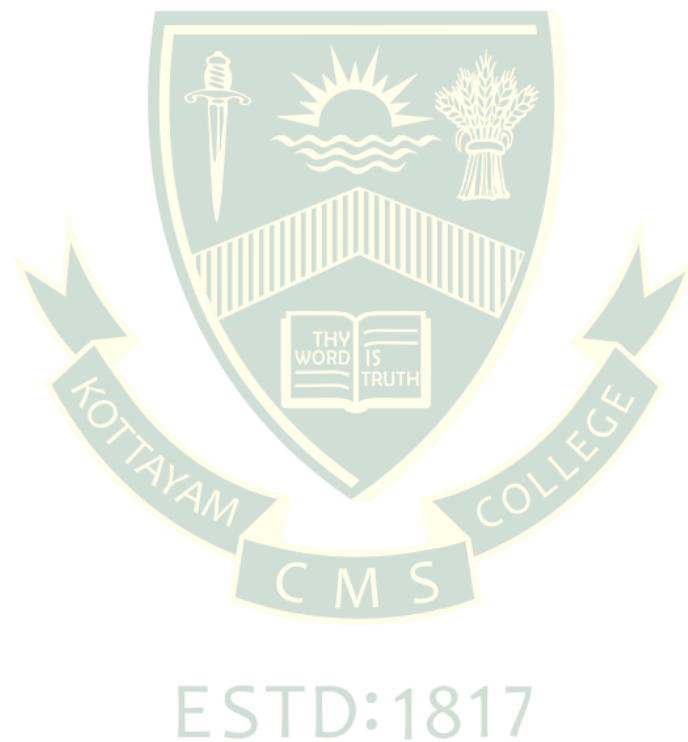
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CMS College Kottayam (Autonomous)

Programme	BA (Hons) JOURNALISM AND MASS COMMUNICATION					
Course Name	MEDIA AND HUMAN RIGHTS					
Type of Course	VAC					
Course Code	CMSJM24149202					
Course Level	200 - 299					
Course Summary	This course provides a critical analysis of the major issues, theories, and arguments surrounding the interrelationship of media and human rights. In addition to media coverage of human rights issues, the course looks at media as a human right. It is imperative in these times to acknowledge the importance of the universal ideals of freedom of expression and the right to know, as well as the role that journalism and media play in upholding them.					
Semester	4	Credits			3	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practicum	Others	
		3	0	0	0	45
Pre-requisites, if any	Nil					

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No.
1	Understand historical and intellectual foundations of human rights discourse	U	1, 5
2	Analyse the prospects and challenges of exercising media as a human right	An	1,2,5
3	Evaluate media coverage of human rights issues in the digital age	E	1,2,4,5
4	Analyse media's role in advancing the human rights of marginalized social groups	An	1,2,4,5
*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Course description	Hrs	CO No.
1	Human rights: Historical and intellectual foundations	15	1
1.1	Notion of Natural rights, Declaration of Rights of man and of the citizen	5	1
1.2	Vindication of the Rights of women	5	1
1.3	Role of UN-Universal declaration of Human rights 1948- Article 19. Globalization of human rights	5	1
2	Media as human right	15	2
2.1	Freedom of expression and communication as a human right, Legal instruments and foundations, Right to information – Aruna Roy RTI Act	5	2
2.2	Language of rights and ideas of dignity and personhood	5	2
2.3	Pathologies of human right-Humiliation and discrimination	5	2
3	Media coverage of human rights issues	15	3
3.1	Visual depiction of suffering, Digital activism, witnessing and human rights. Application of technology to document and monitor campaigns.	5	3
3.2	State surveillance and abuse of human rights, Citizen empowerment and e- governance.	5	3
3.3	Media and human rights of marginalized social groups- Class, Caste, Gender, Queer, Sr. citizens, disabled. Rights claiming movements and legal achievements- PUCL, Mazdoor Kisan Sakti Sangathan.	5	3
4	Teacher-specific content		

Teaching and Learning Approach	<p>Classroom Procedure (Mode of transaction)</p> <ul style="list-style-type: none"> • Lectures • Discussions and presentations. • Book reviews, Discussions and seminars- Assign readings from academic articles, books, and reports related to the syllabus. • Conduct in-class discussions • Guest Lectures -Invite guest speakers with expertise in the field, such as human rights activists, political activists, journalists from print, broadcast and online media, researchers, academicians, to share the real experiences and insights. • Case study analysis sessions 																										
Assessment Types	<p>MODE OF ASSESSMENT</p> <p>A. Continuous Comprehensive Assessment (CCA) – 25 Marks (Practicum components will be evaluated under CCA)</p> <p>Marks Division</p> <table border="0"> <tr> <td>*Assignments</td> <td>10 Marks</td> </tr> <tr> <td>Class tests/Quiz</td> <td>10 Marks</td> </tr> <tr> <td>**In -class Presentation</td> <td>5 Marks</td> </tr> </table> <p><i>*Group Project / Individual Project / Case Study</i> <i>**Power Point / Audio-Visual Presentation / Oral Presentation</i></p> <p>The concerned faculty should develop various assignments and students need to be evaluated on the basis of their performance.</p> <p>B. End Semester Evaluation</p> <p>Written Exam - 50 Marks (1.5 Hours)</p> <table border="1" data-bbox="432 1576 1396 1861"> <thead> <tr> <th>Descriptive Type</th> <th>Word Limit</th> <th>Number of questions to be answered</th> <th>Marks</th> </tr> </thead> <tbody> <tr> <td>MCQ/One word</td> <td>NA</td> <td>15</td> <td>15 x 1 = 15</td> </tr> <tr> <td>Short Answer</td> <td>100 Words</td> <td>5 out of 8</td> <td>3 x 5 = 15</td> </tr> <tr> <td>Essay</td> <td>350 Words</td> <td>2 out of 4</td> <td>10 x 2 = 20</td> </tr> <tr> <td colspan="3" style="text-align: right;">Total</td> <td>50</td> </tr> </tbody> </table>	*Assignments	10 Marks	Class tests/Quiz	10 Marks	**In -class Presentation	5 Marks	Descriptive Type	Word Limit	Number of questions to be answered	Marks	MCQ/One word	NA	15	15 x 1 = 15	Short Answer	100 Words	5 out of 8	3 x 5 = 15	Essay	350 Words	2 out of 4	10 x 2 = 20	Total			50
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CMS College Kottayam (Autonomous)

Programme	BA (Hons) JOURNALISM AND MASS COMMUNICATION					
Course Name	SOCIAL MEDIA CONTENT DEVELOPMENT					
Type of Course	SEC					
Course Code	CMSJM24145201					
Course Level	200 - 299					
Course Summary	This course offers a thorough exploration of social media, encompassing its historical development, content production, analytical paradigms, ethical issues, and emerging developments. Learners acquire useful skills in content production, analytics, and profile administration, guaranteeing a comprehensive grasp of the social media environment.					
Semester	4	Credits			3	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practicum	Others	
		3	0	0	0	45
Pre-requisites, if any	<ul style="list-style-type: none"> ○ Good at expressing ideas through writing and speaking. ○ Know how to use computers and navigate online platforms well. 					

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Understand the Social Media Landscape.	U	1,3,10
2	Identify target audiences and emerging trends in the dynamic social media landscape.	K, U	1,3,10
3	Create various types of engaging social media content, including text, images, and videos.	C	1,3,4,10
4	Develop an understanding of social media jargon, key metrics and analytical tools.	C	1,3,10
5	Apply social media etiquette and best practices in content dissemination.	A	1,3,7,8,10

**Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)*

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Course description	Hrs	CO No.
1	Understanding the Social Media Landscape	15	1, 2, 4
1.1	Introduction to Social Media, Historical Evolution of Social Media Platforms. Overview of Major Social Media Platforms.	5	1,2,4
1.2	Understanding Social Media Jargons: Engagement – Influencer - DM (Direct Message) -Hashtag – Trending – Analytics – Viral – Geotagging – Reach – Carousel – Stories – Filter etc.	5	1,2,4
1.3	Analysing audience behaviour on different platforms, Identifying target audiences and trends.	5	1,2,4
2	Social Media Content Creation	15	3
2.1	Creating and Managing Social Media Profiles: Setting up and Optimizing Social Media Profiles.	5	3
2.2	Types of Content on social media, Introduction to Hashtags and Trends.	5	3
2.3	Tools for text Creation, Video editing tools and techniques, Tools for images & Graphics, Tools for Scheduling, Tools for Surveys & Quizzes.	5	3
3	Social Media Analytics and Insights	15	4
3.1	Definition and Importance of Social Media Analytics, Overview of Key Metrics (Likes, Shares, Comments, Impressions, Reach).	5	4
3.2	Introduction to Analytics Tools, assessing content performance and audience engagement, Strategies for content optimisation based on analytics.	5	4
3.3	Case studies on successful social media content campaigns, Ethical considerations and Future Trends in Social Media Content.	5	4
4	Teacher-specific content		

Teaching and	<p style="text-align: center;">Classroom Procedure (Mode of transaction)</p> <ul style="list-style-type: none"> • Lectures • Discussions and presentations.
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Learning Approach	<ul style="list-style-type: none"> • Book reviews, Discussions and seminars- Assign readings from academic articles, books, and reports related to the syllabus. • Conduct in-class discussions • Guest Lectures -Invite guest speakers with expertise in the field, such as Social media and online media content developers, social media influencers, bloggers and vloggers, researchers, academicians, to share the real experiences and insights. • Social media content analysis. 																				
Assessment Types	<p>MODE OF ASSESSMENT</p> <p>A. Continuous Comprehensive Assessment (CCA) – 25 Marks (Practicum components will be evaluated under CCA)</p> <p>Marks Division</p> <p>*Assignments – 10 Marks Class tests/Quiz – 10 Marks **In -class Presentation – 5 Marks</p> <p><i>*Group Project / Individual Project / Case Study</i> <i>**Power Point / Audio-Visual Presentation / Oral Presentation</i></p> <p>The concerned faculty should develop various assignments and students need to be evaluated on the basis of their performance.</p> <p>Suggested list of assignments</p> <p>Submit a project portfolio showcasing the students’ creativity and proficiency in creating diverse content formats – text, images, and short videos – around a single theme. Use a preferred social media platform for submission.</p> <p>B. End Semester Evaluation</p> <p>Written Exam - 50 Marks (1.5 Hours)</p> <table border="1" data-bbox="400 1496 1362 1774"> <thead> <tr> <th>Descriptive Type</th> <th>Word Limit</th> <th>Number of questions to be answered</th> <th>Marks</th> </tr> </thead> <tbody> <tr> <td>MCQ/One word</td> <td>NA</td> <td>15</td> <td>15 x 1 = 15</td> </tr> <tr> <td>Short Answer</td> <td>100 Words</td> <td>5 out of 8</td> <td>3 x 5 = 15</td> </tr> <tr> <td>Essay</td> <td>350 Words</td> <td>2 out of 4</td> <td>10 x 2 = 20</td> </tr> <tr> <td colspan="3" style="text-align: right;">Total</td> <td>50</td> </tr> </tbody> </table>	Descriptive Type	Word Limit	Number of questions to be answered	Marks	MCQ/One word	NA	15	15 x 1 = 15	Short Answer	100 Words	5 out of 8	3 x 5 = 15	Essay	350 Words	2 out of 4	10 x 2 = 20	Total			50
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CMS College Kottayam (Autonomous)

Programme	BA (Hons) JOURNALISM AND MASS COMMUNICATION					
Course Name	UNDERSTANDING PHOTOGRAPHY					
Type of Course	SEC					
Course Code	CMSJM24145202					
Course Level	200 - 299					
Course Summary	This course introduces students to the fundamental principles and practices of photography. Designed for those with little to no prior exposure, the course equips students with the technical and creative knowledge to capture compelling images.					
Semester	4	Credits			3	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practicum	Others	
		3	0	0	0	45
Pre-requisites, if any	Basic computer skills, along with a genuine interest in photography and a willingness to learn and explore the subject matter.					

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COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Understand typology and settings of camera	U	1,10
2	Apply essential skills to create visually compelling and aesthetically pleasing photographs.	A	2,4
3	Choose different lighting setups for various situations	C	1,2
4	Design and enhance created photos with industry-standard software	C	10
<i>*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)</i>			

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Course description	Hrs	CO No.
1	Understanding photograph.	15	
1.1	Overview of camera-types and their components.	3	1
1.2	Familiarizing camera parts - Lens, eyecup, hotshot, lcd display, shutter trigger, shutter, mirror, viewfinder, button interface, mode dial, job dial, communication ports, memory slot, battery compartment, tripod mount - types of lenses: wide, zoom, and normal lens	7	1
1.3	Basic camera setting- aperture, shutter speed, ISO, white balance, focusing.	5	1
2	Composition Techniques.	15	
2.1	Elements of composition - Perspective and leading line	5	2
2.2	Rule of third - Grouping and organization - Space - Depth of Field - Colour - Light - Scale	5	2
2.3	Apply composition techniques in different photos.	5	2
3	Lighting Fundamentals and post processing basics	15	
3.1	Natural and artificial lighting concepts Lighting techniques - three-point, four-point, butterfly, Rembrandt, loop, flat, split.	4	3
3.2	Technique for controlling light, shaping light, direction of light.	6	3
3.3	Introduction to photo editing software Basic retouching colour correction and enhancing images.	5	4
4	Teacher-specific content (Internal evaluation only)		

Teaching and Learning Approach	<p>Classroom Procedure (Mode of transaction)</p> <ul style="list-style-type: none"> • Lectures: sessions focusing on introducing the technique of photography. Discussions on photographic equipment, famous photographs, latest trends. • Book reviews, Discussions and seminars- Assign readings from academic articles, books, and reports related to the syllabus. • Conduct class discussions to explore different viewpoints and encourage critical thinking. • Guest Lectures -Invite guest speakers with expertise in the field, such as Photojournalists, photographers, researchers, academicians, to share the real experiences and insights. 																													
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CMS College Kottayam (Autonomous)

Programme	BA (Hons) JOURNALISM AND MASS COMMUNICATION					
Course Name	INTERNSHIP					
Course Code	CMSJM24140201 (Journalism), CMSJEN24140201 (Literature)					
Course Level	200 - 299					
Summary	<p>The objectives of an internship in BA (Hons) Journalism and Mass Communication includes the followings:</p> <ol style="list-style-type: none"> 1. The use of theoretical knowledge in real-world situations. 2. The development of skills 3. Advancement of the profession 4. Learning from experience 5. Career research 6. Networking skills 7. Personality development. 					
Semester	SUMMER VACCATION	Credits			2	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practicum	Others	0
		-	-	-	2	
Pre-requisites, if any	Nil					

Potential Areas of Internship Opportunities

Media Outlets (Vernacular, National and International): Opportunities to obtain experience in journalism, media production, reporting, editing, etc. are provided by internships with media organizations. Internes can write articles, conduct interviews, cover events, and create multimedia content. Media outlets include print, broadcast and new media firms.

Advertising and Public Relations: Students may choose to intern at departments or agencies involved in corporate communication, public relations, or advertising. They will have the chance to receive training in the demanding fields of corporate communications, advertising and marketing communications.

Government Agencies (National, State and local level institutions)- provide exposure to the Interns about the governmental public relations departments, media wing, publicity bureaus, government media like Doordarshan, AIR etc. Internes may assist with programme research, programme production etc.

Social Media Marketing: Interns can work for social media agencies, corporations, or non-profit organizations. They may be responsible for creating and managing social media content, developing social media strategies, and analyzing social media data.

Content Writing: Interns can work for content marketing agencies, websites, or businesses. They may be responsible for researching and writing blog posts, articles, website copy, or other types of content.

Event Management: Interns can work for event planning companies, corporations, or non-profit organizations. They may be responsible for helping to plan and execute events, such as conferences, trade shows, or product launches.

Research and Academic Institutions (State and Central Universities, Autonomous Research Institutions): - Interne with these institutions provide opportunities to support faculty research assist with course development, engaging academic publishing etc. Internes may assist with data collections, survey design, conducting literature review, planning.

Semester 5

Course Code	Title of the Course	Type of the Course (DSC, MDC, SEC etc)	Credit	Hours / Weeks	Hour Distribution/ Weeks			
					L	T	P	O
CMSSEN24151307	American Literature	DSC A	4	5	3	-	2	-
CMSSEN24151308	An Introduction to Literary Criticism	DSC A	4	4	4	-	-	-
CMSSEN24153309	Literature and Ecology	DSE	4	4	4	-	-	-
CMSSEN24153308	Postcolonial Literatures	Choose any one	4	4	4	-	-	-
CMSSEN24153314	Partition Literature	DSE	4	4	4	-	-	-
CMSSEN24153315	African Literatures	Choose any one	4	4	4	-	-	-
CMSJM24151308	Data Journalism	DSC B	4	5	3	-	2	-
CMSJM24155303	Translation and Creative Writing for Media	SEC	3	3	3	-	-	-

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CMS College Kottayam (Autonomous)

Programme	BA (Hons) English					
Course Name	AMERICAN LITERATURE					
Type of Course	DSC A					
Course Code	CMSEN24151307					
Course Level	300-399					
Course Summary	The course introduces the students to the discipline of American literature and its growth and development. The course intends to equip the students to achieve knowledge about social, political, cultural and literary elements of American literatures and its literary evolution.					
Semester	5	Credits			4	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others	
		3	0	1	0	75
Pre-requisites, if any						

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	To analyse the social issues discussed in the prescribed works	An	PO1
2	To analyse the major themes and cultural influences in selected American prose	An	PO1
3	To appreciate the socio-political and cultural elements discussed in selected poems	Ap	PO8
4	To assess the cultural and social issues embedded in American fiction	E	PO8
5	To evaluate the complex human relationships and social issues presented in the prescribed drama	E	PO6

***Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)**

COURSE CONTENT - Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1 Prose	1.1	M.H. Abrams <i>A Glossary of Literary Terms</i> - Periods of American Literatures	4	1,2
	1.2	Ralph Waldo Emerson – Art	4	1,2
	1.3 Practicum	Mark Twain - Corn-pone opinions	4	1,2
	1.4 Practicum	Booker T. Washington – A Slave Among Slaves, Chapter 1 of <i>Up from Slavery</i>	3	1,2
2 Poetry	2.1	Walt Whitman- I Hear America Singing	3	1, 3
	2.2	Emily Dickinson – The Last Night That She Lived	2	1, 3
	2.3	Robert Frost – Mending Wall	2	1, 3
	2.4 Practicum	E. E. Cummings-pity this busy monster, manunkind	2	1, 3
	2.5 Practicum	Sylvia Plath – Mirror	2	1, 3
	2.6 Practicum	Joy Harjo – Remember	2	1, 3
	2.7 Practicum	Langston Hughes - Harlem	2	1, 3
3 Fiction	3.1	Toni Morrison - Sweetness	5	1, 4
	3.2	Edgar Allan Poe – The Tell-Tale Heart	5	1, 4
	3.3	Ambrose Bierce – An Occurrence at Owl Creek Bridge	5	1, 4
	3.4 Practicum	Ernest Hemingway- <i>The Snows of Kilimanjaro</i>	15	1, 4
4 Drama	4.1	Arthur Miller – All My Sons	15	1, 5

5		Teacher specific content		
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Teaching and Learning Approach	<p>Classroom Procedure (Mode of transaction)</p> <p>Lectures, Readings, Group Discussions, Debates, Panel Discussions</p>																																		
Assessment Types	<p>MODE OF ASSESSMENT</p> <p>A. Continuous Comprehensive Assessment (CCA) – 30 marks</p> <table border="1" style="margin-left: 20px;"> <tr><td style="text-align: center;">Particulars</td></tr> <tr><td style="text-align: center;">Class test</td></tr> <tr><td style="text-align: center;">Seminar</td></tr> <tr><td style="text-align: center;">Assignment</td></tr> </table> <p>B. Semester End Examination (50 marks descriptive type and 20 marks objective type), duration - 2hrs</p> <table border="1" style="margin-left: 20px;"> <thead> <tr> <th>Descriptive Type</th> <th>Word Limit</th> <th>Number of Questions to be added</th> <th>Marks</th> </tr> </thead> <tbody> <tr> <td>Essays</td> <td>300 words</td> <td>1 out of 2</td> <td>1 x 15 = 15</td> </tr> <tr> <td>Short Essay</td> <td>150 words</td> <td>5 out of 8</td> <td>5 x 5 = 25</td> </tr> <tr> <td>Short Answer</td> <td>50 words</td> <td>5 out of 8</td> <td>5 x 2 = 10</td> </tr> <tr> <td>Objective type</td> <td>NA</td> <td>10 out of 12</td> <td>1 x 10 = 10</td> </tr> <tr> <td>MCQ</td> <td>NA</td> <td>10</td> <td>1 x 10 = 10</td> </tr> <tr> <td></td> <td></td> <td>Total</td> <td>70</td> </tr> </tbody> </table>			Particulars	Class test	Seminar	Assignment	Descriptive Type	Word Limit	Number of Questions to be added	Marks	Essays	300 words	1 out of 2	1 x 15 = 15	Short Essay	150 words	5 out of 8	5 x 5 = 25	Short Answer	50 words	5 out of 8	5 x 2 = 10	Objective type	NA	10 out of 12	1 x 10 = 10	MCQ	NA	10	1 x 10 = 10			Total	70
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- Gray, Richard. *A History of American Literatures*, Wiley Blackwell, 2011.
- Oliver, Egbert S (Ed). *American Literature 1890-1965*, Eurasia Publishing House, 1967.
- Samuelson, Fisher and Vaid, Reninger. *American Literature of the Nineteenth Century*, Eurasia Publishing House, 1955.
- Booker T Washington – *Up From Slavery An Autobiography*, Doubleday, Page and Co, 1907.

SUGGESTED READINGS

Balton, Alan: *An Introduction to Contemporary American Fiction*

Conkins,Paul C.: *Puritans and Pragmatists*

Cunliffe,Marcus: *The Literatures of the United States*

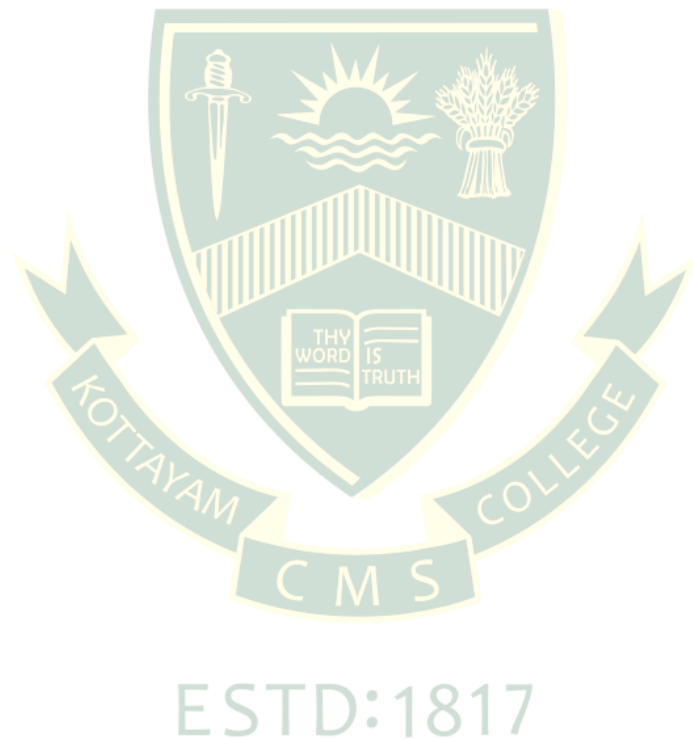
Ford, Boris..Ed. *The New Pelican Guide to English Literature.Vol.9, American Literature*, Penguin, 2000

Hart.D., James : *The Oxford Companion to American Literature*, OUP, 2018

Reads, Notion. *History of American Literature*, Notion Press, 2019

Spiller,Robert E.: *The Cycle of American Literature*

Vallath,Kalyani. *A Contemporary Encyclopaedia of Literature of the Americas*. Vol.1 & 2, Bodhi Tree Books, 2023





CMS College Kottayam (Autonomous)

Programme	BA (Hons) English					
Course Name	An Introduction to Literary Criticism					
Type of Course	DSC A					
Course Code	CMSEN24151308					
Course Level	300-399					
Course Summary	Provides an introduction to the major concepts in literary criticism and theory					
Semester	5	Credits			4	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others	
		4	0	0	0	60
Pre-requisites, if any						

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Summarise the major ideas in literary criticism.	U	1,2
2	Explain the different concepts in classical criticism both western and eastern.	U	1,2
3	Survey the key aspects of literary criticism through the centuries.	An	1,2,10
4	Apply the basic concepts of criticism in literary texts.	A and Ap	1,2,10

**Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)*

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1 Classical and Neo Classical Criticism	1.1	Classical Literary Criticism : Plato and Aristotle (Habib, Literary Criticism from Plato to the Present, pg 1-15) Horace and Longinus (Habib, Literary Criticism from Plato to the Present, pg 35- 37)	5	1,2,3
	1.2	Renaissance and Beyond: Philip Sydney (Habib, Literary Criticism from Plato to the Present, pg. 91-93) Neoclassicism in England : John Dryden, Alexander Pope, Aphra Behn, Samuel Johnson(Habib, Literary Criticism from Plato to the Present, pg 107 to 113)	5	1,2,3
	1.3	Romanticism in England and America: (Habib, Literary Criticism from Plato to the Present, pg 153 to 166)	5	1,2,3
2 Twentieth Century Criticism	2.1	The Twentieth Century: A Brief Introduction (Habib, Literary Criticism from Plato to the Present, pg 189 to 202.)	5	1,2,3
	2.2	F.R. Leavis (Habib, Literary Criticism from Plato to the Present, pg 202 to 206)	5	1,2,3
	2.3	The Heterological Thinkers: Schopenhauer, Nietzsche, Bergson and Arnold. (Habib, Literary Criticism from Plato to the Present, pg 181to 185)	5	1,2,3
3 Indian Aesthetics	3.1	Indian Aesthetics: A Historical and Conceptual Overview (Mini Chandran and Sreenath VS, An Introduction to Indian Aesthetics, pg.1 to 31)	8	2
	3.2	Basics of Bhava and Rasa: (Neerja A Gupta, A Students Hand Book of Indian Aesthetics, pg 27 - 42)	7	2
4 Practical Criticism	4.1	Practical sessions on critical analysis of poetry	8	4
	4.2	Practical sessions on critical analysis of prose	7	4
5		Teacher Specific Content		

Teaching and Learning Approach	Classroom Procedure (Mode of transaction) Lecture																																		
Assessment Types	MODE OF ASSESSMENT A. Continuous Comprehensive Assessment (CCA) – 30 marks <table border="1" data-bbox="448 707 775 949"> <tr><td>Particulars</td></tr> <tr><td>Class test</td></tr> <tr><td>Assignment (Theoretical)</td></tr> <tr><td>Assignment (Practical)</td></tr> </table> B. Semester End Examination (50 marks descriptive type and 20 marks objective type), duration - 2hrs <table border="1" data-bbox="448 1093 1485 1462"> <thead> <tr> <th>Descriptive Type</th> <th>Word Limit</th> <th>Number of Questions to be added</th> <th>Marks</th> </tr> </thead> <tbody> <tr> <td>Essays</td> <td>300 words</td> <td>1 out of 2</td> <td>1 x 15 = 15</td> </tr> <tr> <td>Short Essay</td> <td>150 words</td> <td>5 out of 8</td> <td>5 x 5 = 25</td> </tr> <tr> <td>Short Answer</td> <td>50 words</td> <td>5 out of 8</td> <td>5 x 2 = 10</td> </tr> <tr> <td>Objective type</td> <td>NA</td> <td>10 out of 12</td> <td>1 x 10 = 10</td> </tr> <tr> <td>MCQ</td> <td>NA</td> <td>10</td> <td>1 x 10 = 10</td> </tr> <tr> <td></td> <td></td> <td>Total</td> <td>70</td> </tr> </tbody> </table>			Particulars	Class test	Assignment (Theoretical)	Assignment (Practical)	Descriptive Type	Word Limit	Number of Questions to be added	Marks	Essays	300 words	1 out of 2	1 x 15 = 15	Short Essay	150 words	5 out of 8	5 x 5 = 25	Short Answer	50 words	5 out of 8	5 x 2 = 10	Objective type	NA	10 out of 12	1 x 10 = 10	MCQ	NA	10	1 x 10 = 10			Total	70
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References

- Habib, M A R. *Literary Criticism from Plato to the Present*, Wiley –Blackwell, 2011
- Habib, M A R. *Modern Literary Criticism and Theory: A History*, Wiley –Blackwell, 2005
- Gupta, Neerja A. *A Student's Handbook of Indian Aesthetics*. Cambridge Scholars Publishing, 2017
- Chandran, Mini, Sreenath V.S. *An Introduction to Indian Aesthetics: History, Theory and Theoreticians*
- Peck, J. & Coyle, M. *Practical Criticism*, Palgrave, 1995
- Sethuraman, VS, CT Indra, T Sreeraman Ed. *Practical Criticism*. Trinity Press

SUGGESTED READINGS

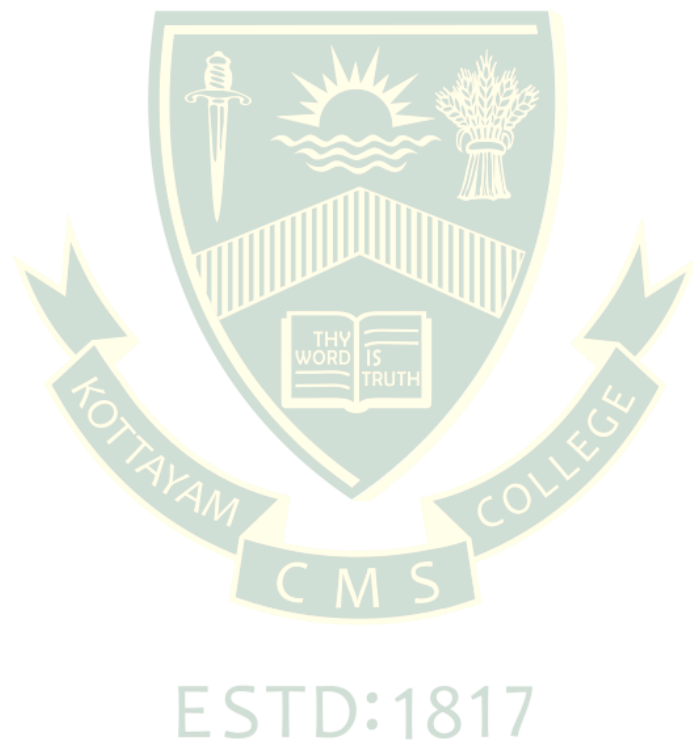
Eagleton, Terry. *How to Read Literature*

Tyson, Lois. *Critical Theory Today: A User Friendly Guide*

Richards, I.A. *Practical Criticism: A Study of Literary Judgement*. London: Routledge & Kegan Paul, 1929.

Thomsen, Mads Rosendahl. *Literature: An Introduction to Theory and Analysis*. London: Bloomsbury Academic, 2011.

Seturaman, V.S. *Indian Aesthetics: An Introduction*. Trinity Publishers





CMS College Kottayam (Autonomous)

Programme	BA (Hons) English					
Course Name	LITERATURE AND ECOLOGY					
Type of Course	DSE					
Course Code	CMSSEN24153309					
Course Level	300-399					
Course Summary	This course delves into the intricate relationship between literature and ecology. Through a diverse selection of literary works spanning various genres, time periods, and cultures, students will explore themes such as environmental degradation, sustainability, human-nature interconnectedness, and eco-consciousness.					
Semester	5	Credits			4	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others	
		4	0	0	0	60
Pre-requisites, if any						

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Comprehend the evolution of ecocritical perspective in literary studies	Understand	1,2,6,7
2	Explore the ecological values like coexistence and cooperation woven into the imagination and intellectual expressions in poetry	Analyse	1,6,7
3	Inculcate an awareness of the growing environmental issues that can jeopardize the entire human race	Apply	1,6,7
4	Interpret the ecological concerns depicted in the visual platform and apply eco-consciousness and build eco-literacy as social responsibility	Evaluate and Create	1,6,7,8,9,10
<p>*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)</p>			

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1 Essays	1.1	William Rueckert. "Literature and Ecology: An Experiment in Ecocriticism" <i>The Ecocriticism Reader: Landmarks in Literary Ecology</i> . Ed Cheryll Glotfelty, Harold Fromm, University of Georgia Press, 1996.	5	1
	1.2	Lovelock James (1996) "Gaia". Carolyn Merchant Ed. Key Concepts in Critical Theory. Rawat Publications. Jaipur. pp 351-359.	5	1
	1.3	Chhaya Datar. "Feminist Ecopolitics". <i>Ecofeminism Revisited: Introduction to the Discourse</i> , Rawat Publications 2011.	5	1
2 Poems	2.1	William Blake "The Tyger"	3	2
	2.2	Sylvia Plath "Elm"	3	2
	2.3	A.K.Ramanujan "River"	3	2
	2.4	Fathima Asghar "I Don't Know What will Kill Us First: The Race War or What We've Done to the Earth"	3	2
	2.5	Sujatha Bhatt "The Stare"	3	2
3 Fiction & Speeches	3.1	Sara Joseph <i>Gift in Green</i> Harper Collins Publishers India, 2011.	5	3
	3.2	Chief Seattle's Speech(1887) translated by Henry A.Smith(Early Reminiscences. Number Ten. Scraps from a Diary. Chief Seattle- A Gentleman by Instinct-His native Eloquence. Etc. Etc" Seattle Sunday Star, October 29, 1887, p3.	5	3
	3.3	Greta Thunberg's Speech at the U.N. Climate Action Summit 23rd of September, 2019	5	3
4 Ecocinema	4.1	Victor Velle <i>A Billion Angels</i>	3	4
	4.2	Steve Cutts <i>The Turning Point</i>	3	4

	4.3	<i>Avasavyooham</i> (Habitat) 2022 film in Malayalam Directed by Krishand R K	5	4
	4.4	The Elephant Whisperers 2022 Documentary Directed by Kartiki Gonsalves	4	4
5		Teacher Specific Content		

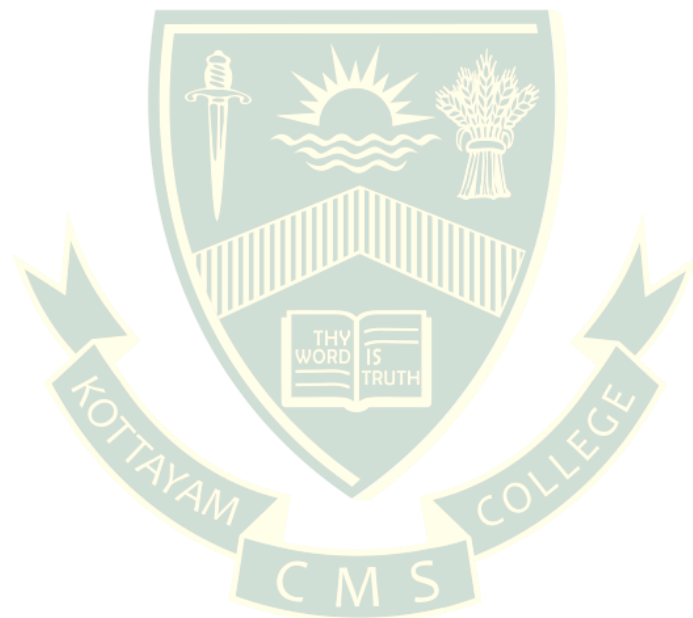
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References

Glotfelty, Cheryl, Harold Fromm *The Ecocriticism Reader*. Athens and London: The University Press, 1996.

Datar, Chhaya. *Ecofeminism Revisited -Introduction to the Discourse*. Rawat Publications, 2011.

Merchant, Carolyn. *Key Concepts in Critical Theory: Ecology*. Humanities Press International, 1994.



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SUGGESTED READINGS

Henry David Thoreau : *Walden*

Laurence Buell : *The Environmental Imagination*

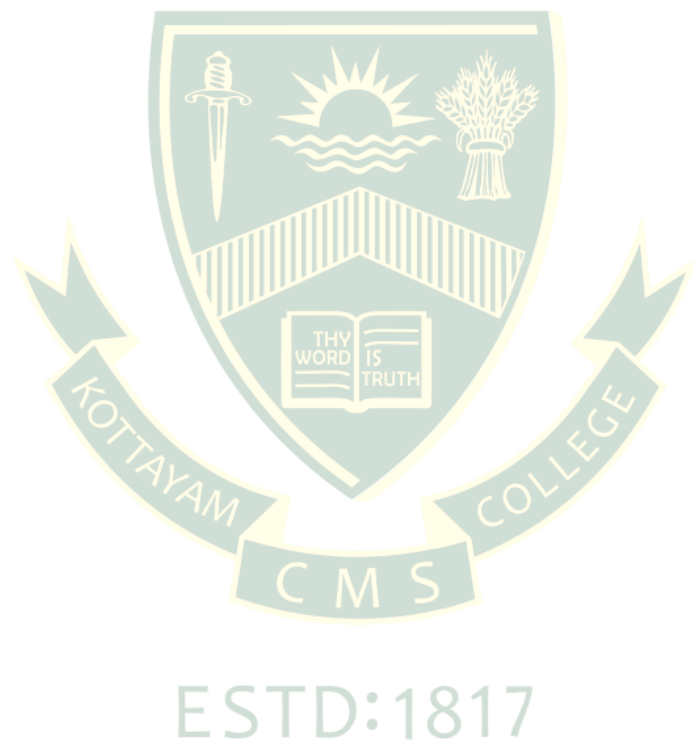
Carolyn Merchant (Ed.) : *Ecology: Key Concepts*

Cheryl Glotfelty and Harold Fromm (Eds.) : *The Ecocriticism Reader*

Greg Gerrad : *The Green Studies Reader*

Richard Kahn : *Critical Pedagogy, Ecocriticism & Planetary Crisis.*

Greg Garrard : "Ecocriticism and Education for Sustainability." *Pedagogy* 7.3 (2007): 360. Web.





CMS College Kottayam (Autonomous)

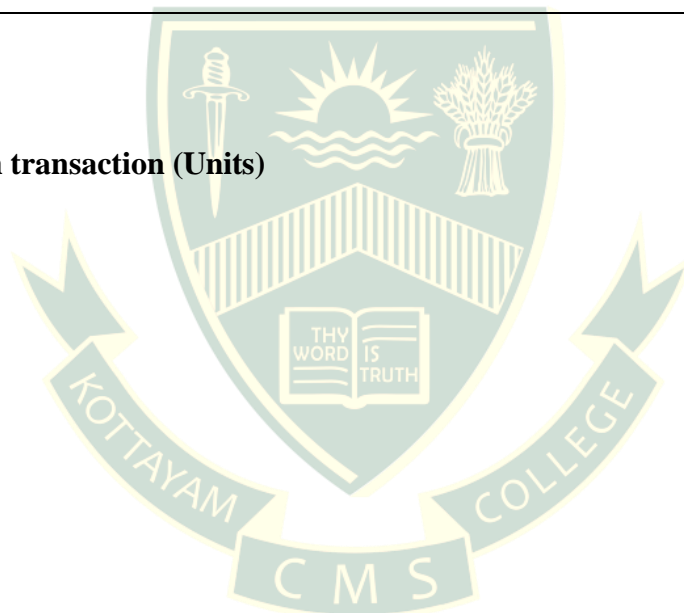
Programme	BA (Hons) English					
Course Name	Postcolonial Literatures					
Type of Course	DSE					
Course Code	CMSSEN24153308					
Course Level	300-399					
Course Summary	This course explores Postcolonial Studies, examining the cultural and political impact of colonialism. Students analyze literature, theories, and histories of postcolonial societies, focusing on identity, power structures, and resistance. Emphasis is placed on engaging with key theorists and authors, developing analytical skills to navigate postcolonial discourse and gain insights into diverse experiences and narratives.					
Semester	5	Credits			4	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others	
		4	0	0	0	60
Pre-requisites, if any						

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Understand the major concepts in Postcolonial studies.	U	PO 6
2	Identify the social and political implication of language in postcolonial discourses.	An	PO 1
3	Analyze gender experiences in postcolonial context.	A	PO 7
4	Critically evaluate the moral and ethical dilemma related to race, identity and nationalism.	E	PO 8
*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

COURSE CONTENT

Content for Classroom transaction (Units)



ESTD:1817

Module	Units	Course description	Hrs	CO No.
1 Introducing Postcolonial Studies	1.1	“From Commonwealth to Postcolonial” <i>Beginning Postcolonialism</i> by John McLeod (Imperialism, Colonialism , Empire Colonies, Settler Nations, Indigenous Cultures, Decolonisation, Postcolonialism, Postcolonial Literature, Postcolonial Criticism, Neocolonialism.)	15	1
2 Postcoloniali sm and Language	2.1	“The Politics of Language” by Chinua Achebe	3	2
	2.2	Once Upon a Time by Gabriel Okara (Poem)	2	2
	2.3	"Diwali" Vikram Seth. (poem)	2	2
	2.4	<i>Dream on Monkey Mountain</i> by Derek Walcott (Play)	8	2
3 Postcoloniali sm and Gender	3.1	“Gender, Sexuality and Colonial Discourse” from Chapter 2 Colonial and Postcolonial Identities <i>Colonialism/ Postcolonialism</i> by Ania Loomba	9	3
	3.2	“The Girl Who Can” from <i>The Girl who Can and Other Stories</i> by Ama Ata Aidoo (Story)	2	3
	3.3	“My Husband’s Tongue is Bitter” by Okot p’ Bitek (Poem)	2	3
	3.4	“The Collector of Treasures” <i>The Collector of Treasures and Other Bostwana Village Tales</i> by Bessie Head (Story)	2	3
4 Postcolonial ism and Race /	4.1	<i>Born a Crime</i> by Trevor Noah (Novel)	10	4
	4.2	Identity Card by Mahmoud Darwish (Poem)	2	4

Nationalism	4.3	The Danger of a Single Story by Chimamanda Adichie (Ted Talk) https://www.youtube.com/watch?v=D9Ihs241zeg (Transcript to be included in the text)	3	4
5		Teacher Specific Content		

Teaching and Learning Approach	Classroom Procedure (Mode of transaction) Lectures, Readings, Group Discussions, Debates, Panel Discussions		
Assessment Types	MODE OF ASSESSMENT		
	A. Continuous Comprehensive Assessment (CCA) – 30 marks		
	Particulars		
	Class test		
	Class Discussion		
	Assignment		
	B. Semester End Examination (50 marks descriptive type and 20 marks objective type)		
	Descriptive Type	Word Limit	Number of Questions to be added
	Essays	300 words	1 out of 2
	Short Essay	150 words	5 out of 8
	Short Answer	50 words	5 out of 8
	Objective type	NA	10 out of 12
	MCQ	NA	10
			Total
			70

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Subir Sinha and Rashmi Varma, "Marxism and Postcolonial Theory: What is Left of the Debate? *Special Symposium of the Journal Critical Sociology* (2017)



CMS College Kottayam (Autonomous)

Programme	BA (Hons) English					
Course Name	PARTITION LITERATURE					
Type of Course	DSE					
Course Code	CMSSEN24153314					
Course Level	300-399					
Course Summary	This course encompasses literature from regions with a history of partition . Literary texts that explore the themes of division, displacement, and the human impact of geopolitical partitions are included. These writings, spanning various regions and historical contexts, contribute to a global understanding of the profound and often tragic consequences of political divisions on individuals and communities.					
Semester	5	Credits			4	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others	
		4	0	0	0	60
Pre-requisites, if any						

COURSE OUTCOMES (CO)

ESTD:1817

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Demonstrate theoretical understanding of partition experiences and identities in the South Asian context.	U	6,10
2	Identify Partition poetry within its historical context, articulating the ways in which poets respond to and reflect upon the sociopolitical dynamics, human suffering, and cultural transformation.	A	6, 8
3	Interpret how writers use language and imagery to explore issues of cultural identity, displacement, and the reshaping of personal and collective identities in the wake of trauma related to partition	U	6, 8
4	Examine literary representations of displacement within their socio-political contexts, examining the historical, cultural, and geopolitical factors that contribute to forced migration and displacement.	A	6, 8
5	Criticise texts/movies based on the theoretical insights gained from the study of Partition literature to create original expressions demonstrating an ability to embody and convey the emotional and historical nuances of the Partition experience.	E	1,3, 6
*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

COURSE CONTENT

Content for Classroom transaction (Units)

ESTD:1817

Module	Units	Course description	Hrs	CO No.
1 Essay	1.1	1. "A Will to Say or Unsay: Female Silences and Discursive Interventions in Partition" Parvinder Mehta 35-5 (<i>Revisiting India's Partition: New Essays on Memory, Culture and Politics</i> . Ed. Amritjit Singh, Nalini Iyer, and Rahul K. Goirola)	15	1
2 Poems	2.1	Broken Bengal - Taslima Nasreen	3	2
	2.2	"Karachi"- Gulzar	3	2
	2.3	"A Country without a Post Office" Agha Shahid Ali (<i>A Country without a Post Office</i> , pp 42-45)	3	2
	2.4	"Partition" - Sujata Bhatt	3	5
	2.5	"To Waris Shah"- Amrita Pritam	3	5
3 Short Stories/ Movie	3.1	"Toba Tek Singh"- Saadat Hasan Manto, Tr. M Asaduddin	5	3
	3.2	"Pali"-Bisham Sahni	5	3
	3.3	<i>Garm Hava</i> . Directed by M.S. Sathy	5	5
4 Novel	4.1	<i>The Night Diary</i> - Heera Nandini	7	4
	4.2	<i>Train to Pakistan</i> -Khuswant Singh	8	5
5		Teacher Specific Content		

ESTD:1817

Teaching and Learning Approach	Classroom Procedure (Mode of transaction) Lectures, Readings, Group Discussions, Debates, Panel Discussions																																			
Assessment Types	<p>MODE OF ASSESSMENT</p> <p>A. Continuous Comprehensive Assessment (CCA) - 30 marks</p> <table border="1" data-bbox="451 510 778 739"> <tr><td>Particulars</td></tr> <tr><td>Class test</td></tr> <tr><td>Viva</td></tr> <tr><td>Review</td></tr> <tr><td>Assignment</td></tr> </table> <p>B. Semester End Examination (50 marks descriptive type and 20 marks objective type), duration - 2hrs</p> <table border="1" data-bbox="451 878 1497 1218"> <thead> <tr> <th>Descriptive Type</th> <th>Word Limit</th> <th>Number of Questions to be added</th> <th>Marks</th> </tr> </thead> <tbody> <tr> <td>Essays</td> <td>300 words</td> <td>1 out of 2</td> <td>1 x 15 = 15</td> </tr> <tr> <td>Short Essay</td> <td>150 words</td> <td>5 out of 8</td> <td>5 x 5 = 25</td> </tr> <tr> <td>Short Answer</td> <td>50 words</td> <td>5 out of 8</td> <td>5 x 2 = 10</td> </tr> <tr> <td>Objective type</td> <td>NA</td> <td>10 out of 12</td> <td>1 x 10 = 10</td> </tr> <tr> <td>MCQ</td> <td>NA</td> <td>10</td> <td>1 x 10 = 10</td> </tr> <tr> <td></td> <td></td> <td>Total</td> <td>70</td> </tr> </tbody> </table>			Particulars	Class test	Viva	Review	Assignment	Descriptive Type	Word Limit	Number of Questions to be added	Marks	Essays	300 words	1 out of 2	1 x 15 = 15	Short Essay	150 words	5 out of 8	5 x 5 = 25	Short Answer	50 words	5 out of 8	5 x 2 = 10	Objective type	NA	10 out of 12	1 x 10 = 10	MCQ	NA	10	1 x 10 = 10			Total	70
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References

1. Gulzar - *Footprints on Zero Line: Writings on the Partition*
2. *Partition Literature: An Anthology*. Ed Debjani Sengupta
3. *A Country without a Post Office*. Agha Shahid Ali. Penguin Publications
4. *India's World: The Politics of Creativity in a Globalized Society*. Arjun Appadurai Co-editor A. Mack

SUGGESTED READINGS

1. *Literature, Gender, and the Trauma of Partition: The Paradox of Independence* - Denali Mookerjea- Leonard
2. *Literature, Partition and the Nation-state: Culture and Conflict in Ireland, Israel and Palestine*- Joe Cleary.CUP



CMS College Kottayam (Autonomous)

Programme	BA (Hons) English					
Course Name	AFRICAN LITERATURES					
Type of Course	DSE					
Course Code	CMSEN24153315					
Course Level	300-399					
Course Summary	This course explores African literatures, encompassing a diverse array of genres, themes, and cultural contexts. The students are familiarised with a rich tapestry of literary works from various regions of the continent. It helps to examine the historical, social, and political dimensions that shape African literary expression in a critical and theoretical bend.					
Semester	5	Credits			4	Total Hours
Course Details	Learning Approach	Lecture 4	Tutorial 0	Practical 0	Others 0	
Pre-requisites, if any						

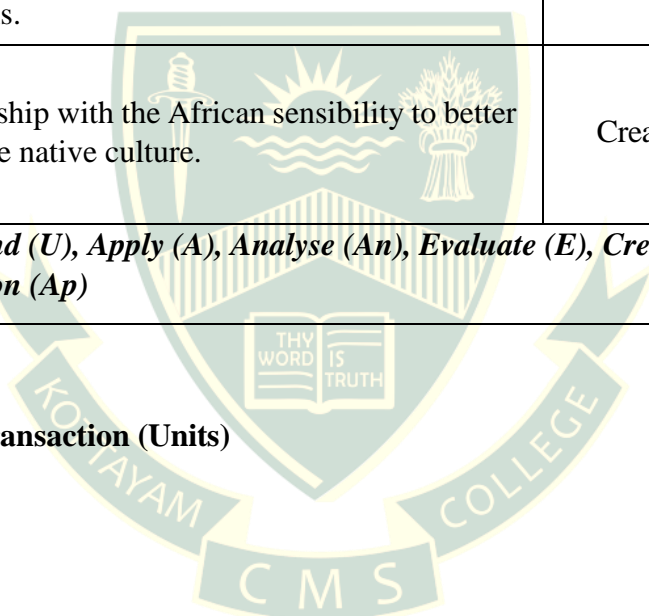
COURSE OUTCOMES (CO)

ESTD:1817

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Distinguish the uniqueness of national/cultural identities in the continent of Africa	Analyse	PO1, PO6
2	Appraise the richness of folklore/oral traditions of pre-colonial Africa	Evaluate	PO8, PO3, PO10
3	Perceive the colonial and postcolonial trajectories that led to altered identities within and outside the continent	Evaluate	PO6, PO7, PO8
4	Discuss the multiple challenges encountered by African nations encompassing political, economic, social and cultural dimensions.	Create	PO1, PO3, PO7, PO10
5	Develop a relationship with the African sensibility to better integrate it with the native culture.	Create	PO1, PO4, PO8, PO10
<p><i>*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)</i></p>			

COURSE CONTENT

Content for Classroom transaction (Units)



ESTD:1817

Module	Units	Course description	Hrs	CO No.
1 Conceptual Framework	1.1	“African Identities” - Kwame Anthony Appiah (<i>Postcolonial Discourses: An Anthology</i> . Ed. Gregory Castle)	8	1
	1.2	“Fanon, Cabral and Ngugi on National Liberation” - Chidi Amuta (<i>Postcolonial Studies Reader-</i> (Bill Ashcroft, Gareth Griffiths & Helen Tiffin)	7	1
2 Oral Tradition & Folklore	2.1	“ The Dead King Hunts and Eats the Gods”(North Africa) (Source- Ancient Egyptian Pyramid Texts, OUP)	4	2
	2.2	Gidmay: Farewell to a Bride (Tanzania-East Africa)	4	2
	2.3	Anansi the Spider - Ghanaian folktale	3	2
	2.4	Why the Hippopotamus lives in the Water - Nigerian folktale	4	2
3 Colonial and Postcolonial Fiction	3.1	<i>Arrow of God</i> - Chinua Achebe	8	3
	3.2	<i>Weep Not, Child</i> - Ngugi Wa Thiongo	7	5
4 African Narrations	4.1	Poem: “In the Cutting of a Drink”- Ama Ata Aidoo (Ghana)	2	4
	4.2	Short Story: “The Running of Ture and One-leg” (Zande of North Central Africa)	4	4
	4.3	Short Story: “Girls at War” Chinua Achebe	4	4
	4.2	Film : <i>Come Back, Africa</i> dir. Lionel Rogosin	5	5
5		Teacher Specific Content		

Teaching and Learning Approach	<p>Classroom Procedure (Mode of transaction)</p> <p>Lectures, Readings, Group Discussions, Debates, Panel Discussions</p>																																
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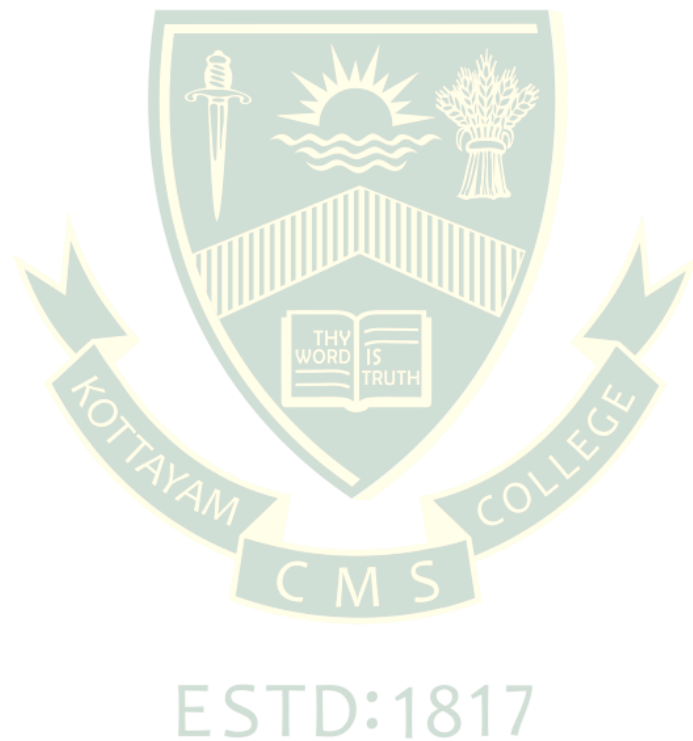
References

1. *The Wretched of the Earth*- Franz Fanon
2. *The Empire Writes Back*- Bill Ashcroft, Gareth Griffiths & Helen Tiffin
3. *The Reinnew Anthology of African Literature*. Ed. Anthonia C. Kalu
4. *The Routledge Encyclopaedia of African Literature*
5. *Postcolonial Studies Reader*- Bill Ashcroft, Gareth Griffiths & Helen Tiffin
6. *Postcolonial Discourses: An Anthology*. Ed. Gregory Castle
7. From Orality to writing: African Women Writers and the (Re)Inscription of Womanhood"- Obioma Nnaemeka

SUGGESTED READINGS

1. *Girls at War and Other Stories*- Chinua Achebe
2. *Traditional African Song Lyrics*, University of Cape Town

3. *The Book of African Proverbs: A collection of Timeless Wisdom, Wit, Sayings and Advice*- Gerd de Ley
4. *African Proverbs for All Ages*- Collected by Johnetta Betsch Cole and Nelda La Teet
5. *The Fishermen*- Chigozie Obioma
6. *Anansi and the Box of Stories* - adapted by Stephen Krensky
7. *Tales by Moonlight: The Calabash Kids and Other Illustrated African Folktales* - Anike Foundation
8. *Her Stories: African American Folktales, Fairy Tales and True Tales* - Virginia Hamilton
9. *Oral Poetry in Africa: The Abagusii of Kenya* - Christopher Okemwa





CMS College Kottayam (Autonomous)

Programme	BA (Hons) JOURNALISM AND MASS COMMUNICATION						
Course Name	DATA JOURNALISM						
Type of Course	DSC						
Course Code	CMSJM24151308						
Course Level	300-399						
Course Summary	This course introduces students to the principles and practices of data-driven journalism, focusing on the acquisition, analysis, and visualization of data to produce compelling journalistic stories. This course will equip the students to comprehend the basic concepts of data visualisation web tools and to master the use of data in journalistic storytelling.						
Semester	5		Credits			4	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practicum	Others		
		3	0	1	0	75	
Pre-requisites	Basic computer and new media skills and analytical mind.						

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Explain the role of data in journalism and its importance in storytelling.	U, An	1
2	Identify key data journalism concepts and skills and gain insight into how data journalism is practiced in newsrooms.	K, U	1,2
3	Develop skills in data collection, analysis, and interpretation for journalistic purposes.	C	3
4	Visualize data using charts, graphs, and maps	S	1,4

5	Demonstrate data findings to a general audience and identify the ethical dimensions.	U	2,3
6	Explain the techniques for sorting, filtering, cleaning and publishing data	U, An	1,2
<i>*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)</i>			

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Course description	Hrs	CO No.
1	Introduction to Data Journalism	15	
1.1	Definition, Data journalism in Perspective-Computer Assisted Reporting.	4	1
1.2	Precision Journalism, Info-graphics, Mass Data Literacy.	4	2
1.3	Scope and limitations of Data Journalism.	3	1
1.4	Data Collection and Analysis- Finding and accessing data sources.	4	1
2	Data analysis and Interpretation	15	
2.1	Idea of Data: Volume, velocity and variety, Basics of data analysis using tools. Statistical concepts and techniques for journalists.	4	3
2.2	Organising data, verifying data, summarising and simplifying data insights.	4	3
2.3	Data Privacy.	3	3
2.4	Ethical and legal considerations in data journalism.	4	5
3	Applying Data in story creation	15	
3.1	Principles of effective data visualization- Choosing the right visualization techniques for different data types, visual story creation, collaborative storytelling, integrating data into multimedia formats, presentation of data driven projects, Tools for data visualization.	4	4

3.2	Data Mining, Scraping PDFs, Scraping websites, big data analysis.	4	6
3.3	Understanding the role of data in journalism Investigative Data Journalism - Strategies for investigative reporting using data.	4	6
3.4	Working with large datasets and databases- Finding and accessing data sources. Reporting on social issues using data-driven approaches	3	6
4	Practicum	30	
4.1	<ol style="list-style-type: none"> 1. Prepare a detailed report on a recent social or political issue in India, highlighting the role of data in shaping public discussions, and its implications for Indian society. 2. Create a timeline of significant events in a specific industry or sector in India using data visualization tools. 3. Redesign the visual presentation of a news story using innovative visualization techniques. 	30	
5	Teacher-specific content (Internal evaluation only)		

Teaching and Learning Approach	<p>Classroom Procedure (Mode of transaction)</p> <ul style="list-style-type: none"> • Lectures • Discussions and presentations. • Book reviews, Discussions, workshops and seminars- Assign readings from academic articles, books, and reports related to the syllabus. • Conduct in-class discussions • Guest Lectures -Invite guest speakers with expertise in the field, such as Data journalists, researchers, academicians, to share the real experiences and insights.
Assessment Types	<p>MODE OF ASSESSMENT</p> <p>A. Continuous Comprehensive Assessment (CCA) – 30 Marks (Practicum components will be evaluated under CCA)</p>

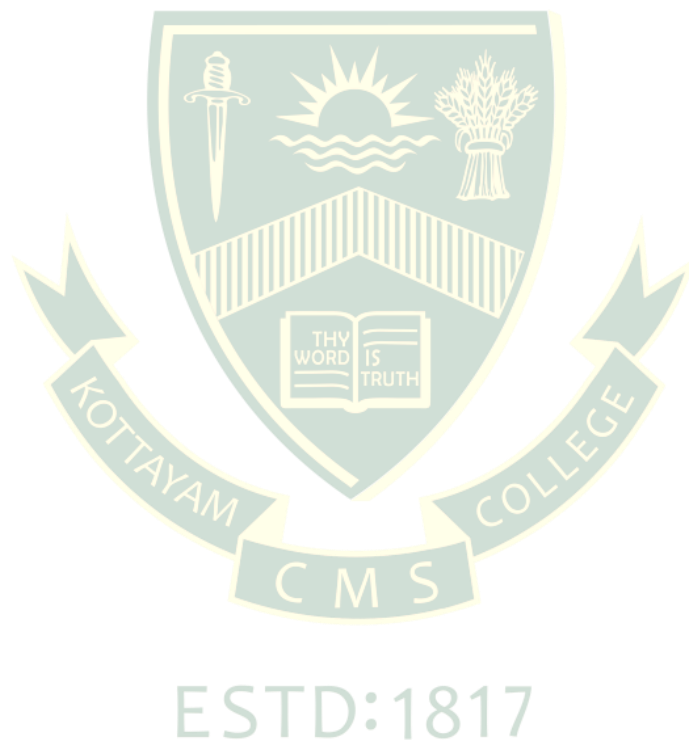
	<p>Marks Division</p> <p>*Assignments – 10 Marks</p> <p>Class tests/Quiz – 10 Marks</p> <p>**In -class Presentation – 10 Marks</p> <p><i>*Group Project / Individual Project / Case Study</i></p> <p><i>**Power Point / Audio-Visual Presentation / Oral Presentation</i></p> <p>Suggested activities for continuous evaluation:</p> <ul style="list-style-type: none"> ● Data-driven journalistic projects demonstrating data collection, analysis, and storytelling. ● Final presentation and assessment of comprehensive data-driven story <p>B. End Semester Evaluation</p> <p>Written Exam - 70 Marks (2 Hours)</p> <table border="1"> <thead> <tr> <th>Descriptive Type</th> <th>Word Limit</th> <th>Number of questions to be answered</th> <th>Marks</th> </tr> </thead> <tbody> <tr> <td>MCQ/One word</td> <td>NA</td> <td>20</td> <td>20 x 1 = 20</td> </tr> <tr> <td>Short Answer</td> <td>50 Words</td> <td>10 out of 15</td> <td>10 x 2 = 20</td> </tr> <tr> <td>Essay</td> <td>450 Words</td> <td>2 out of 4</td> <td>2 x 15 = 30</td> </tr> <tr> <td>Total</td> <td></td> <td>32 out of 39</td> <td>70</td> </tr> </tbody> </table>	Descriptive Type	Word Limit	Number of questions to be answered	Marks	MCQ/One word	NA	20	20 x 1 = 20	Short Answer	50 Words	10 out of 15	10 x 2 = 20	Essay	450 Words	2 out of 4	2 x 15 = 30	Total		32 out of 39	70
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- Reilley, Mike. (2022). Data + Journalism: A Story-Driven Approach to Learning Data Reporting. Taylor & Francis Ltd.
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- Tong, Gingrong. (2022). Journalism in the Data Age. SAGE.
- Warner, Julian. (2020). Copyright, Data and Creativity in the Digital Age: A Journey through Feist. Routledge.

SUGGESTED READINGS

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- Mair, John. (Ed.). (2017). Data Journalism: Past, Present and Future. Theschoolbook.com
- Miller, Claire. (2022). Getting Started with Data Journalism: Writing data stories in any size newsroom. Words + Numbers.
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- Wheelan, Charles. (2014). Naked Statistics, Stripping The Dread From The Data. W. W. Norton & Company.





CMS College Kottayam (Autonomous)

Programme	BA (Hons) JOURNALISM AND MASS COMMUNICATION					
Course Name	TRANSLATION AND CREATIVE WRITING FOR MEDIA					
Type of Course	SEC					
Course Code	CMSJM24155303					
Course Level	300-399					
Course Summary	This course is designed to equip students with translation and creative writing skills for a career in the communication industry. Students will explore various translation techniques, and develop their ability to produce engaging and informative media content in both English and in their mother tongue.					
Semester	5	Credits			3	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practicum	Others	45
		3	0	0	0	
Pre-requisites, if any	Good communication and writing skills					

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Understand the basic concepts of translation and creative writing	U, An	1
2	Analyse the cultural and ethical considerations in translation	An	1,8
3	Apply the media translation techniques including subtitling	A	1,2,3,4,10
4	Develop the skill sets for creative writing for media	C	1,2,3,4,10
5	Develop content by translating creative works	C	1,2,3,4,10
<p>*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)</p>			

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Course description	Hrs	CO No.
1	Introduction to Translation and Creative Writing	10	
1.1	The role of translation and creative writing in the media industry, Essential concepts in translation theory.	2	1
1.2	Cultural sensitivity and ethical considerations in media translation.	4	2
1.3	Introduction to creative writing styles in media.	4	1
2	Media Translation Techniques	20	
2.1	Translating news articles, features, press releases, scripts and other media content.	10	3
2.2	Adapting creative content for different cultural contexts. Translation tools and technologies, Subtitling in media.	5	3
2.3	Ethical considerations in translating creative media content.	5	3
3	Creative Writing for Media	15	
3.1	Writing for different media formats, including scripts, articles, and social media posts.	10	4
3.2	Using language effectively to convey messages and evoke emotions among the target audience.	2	4
3.3	AI tools and creative writing.	3	4
4	Teacher-specific content (Internal evaluation only)		

Teaching and Learning Approach	<p>Classroom Procedure (Mode of transaction)</p> <ul style="list-style-type: none"> • Lectures • Discussions and presentations. • Book reviews, Discussions and seminars- Assign readings from academic articles, books, and reports related to the syllabus.
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	<ul style="list-style-type: none"> • Conduct in-class discussions • Guest Lectures -Invite guest speakers with expertise in the field to share the real experiences and insights. • Hand-on-Training 																													
Assessment Types	<p>MODE OF ASSESSMENT</p> <p>A. Continuous Comprehensive Assessment (CCA) – 25 Marks (Practicum components will be evaluated under CCA)</p> <p>Marks Division</p> <table border="0" style="width: 100%;"> <tr> <td>*Assignments</td> <td style="text-align: center;">–</td> <td style="text-align: right;">10 Marks</td> </tr> <tr> <td>Class tests/Quiz</td> <td style="text-align: center;">–</td> <td style="text-align: right;">10 Marks</td> </tr> <tr> <td>**In -class Presentation</td> <td style="text-align: center;">–</td> <td style="text-align: right;">5 Marks</td> </tr> </table> <p><i>*Group Project / Individual Project / Case Study</i> <i>**Power Point / Audio-Visual Presentation / Oral Presentation</i></p> <p>The concerned faculty should develop various assignments and students need to be evaluated on the basis of their performance.</p> <p>Suggested list of assignments</p> <ul style="list-style-type: none"> • Content translation – News stories, features, press releases, scripts etc. • Image translation • Headlines/slogan writing • Translation/adaptation • Collaborative story building <p>B. End Semester Evaluation</p> <p>Written Exam - 50 Marks (1.5 Hours)</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 25%;">Descriptive Type</th> <th style="width: 25%;">Word Limit</th> <th style="width: 25%;">Number of questions to be answered</th> <th style="width: 25%;">Marks</th> </tr> </thead> <tbody> <tr> <td>MCQ/One word</td> <td>NA</td> <td>15</td> <td>15 x 1 = 15</td> </tr> <tr> <td>Short Answer</td> <td>100 Words</td> <td>5 out of 8</td> <td>3 x 5 = 15</td> </tr> <tr> <td>Essay</td> <td>350 Words</td> <td>2 out of 4</td> <td>10 x 2 = 20</td> </tr> <tr> <td colspan="3" style="text-align: right;">Total</td> <td>50</td> </tr> </tbody> </table>	*Assignments	–	10 Marks	Class tests/Quiz	–	10 Marks	**In -class Presentation	–	5 Marks	Descriptive Type	Word Limit	Number of questions to be answered	Marks	MCQ/One word	NA	15	15 x 1 = 15	Short Answer	100 Words	5 out of 8	3 x 5 = 15	Essay	350 Words	2 out of 4	10 x 2 = 20	Total			50
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SUGGESTED READINGS

- *Media Translation: Concepts, Practices, and Research*" by Yves Gambier and Henrik Gottlieb
- *Subtitling Norms for Television: An Exploration Focussing on Extralinguistic Cultural References*" by Irene Ranzato
- *The Anatomy of Story: 22 Steps to Becoming a Master Storyteller*" by John Truby
- *The Translation Studies Reader*" edited by Lawrence Venuti
- *Writing for Television, Radio, and New Media*" by Robert L. Hilliard and Michael C. Keith

ESTD:1817

Semester 6

Course Code	Title of the Course	Type of the Course (DSC, MDC, SEC etc)	Credit	Hours / Weeks	Hour Distribution/ Weeks			
					L	T	P	O
CMSJEN24161310	Exploring Gender	DSC A	4	4	4	-	-	-
CMSJEN24163318	Medical Humanities	DSE	4	5	3	-	2	-
CMSJEN24163317	Theatre Studies	Choose any one	4	5	3	-	2	-
CMSJEN24163323	Reporting and Editing for the Media	DSE	4	5	3	-	2	-
CMSJEN24163324	Reading Graphic Narratives	Choose any one	4	5	3	-	2	-
CMSJM24163301	Sports Journalism	DSE	4	5	3	-	2	-
CMSJM24163302	Digital Journalism	Choose any one	4	5	3	-	2	-
CMSJM24165304	Web Design and ICT Skills	SEC	3	3	3	-	-	-
CMSJM24169303	Media for Social Change	VAC	3	3	3	-	-	-
CMSJEN24169305	Literature and Human Rights	Choose any one	3	3	3	-	-	-



CMS College Kottayam (Autonomous)

Programme	BA (Hons) English					
Course Name	Exploring Gender					
Type of Course	DSC A					
Course Code	CMSEN24161310					
Course Level	300-399					
Course Summary	This interdisciplinary course provides an overview of Gender Studies. It aims at acquainting students with fundamental concepts, inquiries, and discussions prevalent in the field of Gender Studies, spanning historical and modern contexts. It deliberates on the nuanced aspects of gendered expression and influence across diverse societal domains.					
Semester	6	Credits			4	
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others	Total Hours
		4	0	0	0	
Pre-requisites, if any	There are no prerequisites for this course.					

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Comprehend the ideas of gender, sexuality, marginality and intersectionality	U	1
2	Communicate personal ideas and opinions with confidence.	A	6
3	Analyse human interactions and social/political systems using a “gender lens”.	An	8
4	Critique the shortcomings related to inclusivity, intersectionality and diversity.	E	7
5	Critique gender stereotypes and spread awareness.	C	3

***Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)**

COURSE CONTENT -Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1 Gender and Sexuality	1.1	Meena T. Pillai Return of the Uncanny Yakshi: Gendering the ‘Spectres’ of Kerala’s Modernities <i>Gender and Modernity in Kerala: Politics, Praxes, Paradoxes</i> , Orient Blackswan, pp. 15-32	5	1
	1.2	Stories “Sooryakalady” pg 124-131 from <i>Aithiyamaala</i> translated by Sreekumari Ramachandran, Mathrubhoomi Books, 2014.	4	1
	1.3	“Venmony Namboothiris” pg 136-140 from <i>Aithiyamaala</i> translated by Sreekumari Ramachandran, Mathrubhoomi Books, 2014.	3	1
	1.4	“Kadamattathachan and Panyannarkkavu” pg 526-529 from <i>Aithiyamaala</i> translated by Sreekumari Ramachandran, Mathrubhoomi Books, 2014.	3	1
2 Gender Manifestations	2.1	Elaine Showalter; “The Female Tradition” from <i>A Literature of their Own. (Feminisms: An Anthology of Literary Theory and Criticism</i> Ed. Robyn R. Warhol & Diane Price Herndl. pp 269-88)	6	3
	2.2	Jeanette Winterson: <i>Oranges are Not the Only Fruit</i> (1985)	6	3
	2.3	Priya A.S “When Violet Cats Feel to Pee” Transl. Jyotimol P. “Violet Poochakku Shoo Vaykkan Thonnumbol” from <i>Violet Poochakku Shoo Vaykkan Thonnumbol</i> , Mathrubhoomi Books, 2010.	3	3
3 Resisting Stereotypes	3.1	Jasbir Jain “Revisionist Myth Making as Resistance” Bande, Usha. <i>Writing Resistance: A Comparative Study of the Selected Novels by Women Writers</i> , IAS, 2015 pg171-176	7	3

	3.2	Sara Joseph's "Mother Clan" from <i>Retelling the Ramayana: Voices from Kerala</i> Translated by Vasanthi Sankaranarayanan, OUP, 2005.	5	2
	3.3	"Draupathi" Sutapa Bhattacharya qq	3	5
4	4.1	"What is Intersectionality?" Collins, Patricia H., and Sirma Bilge <i>Intersectionality</i> . 2nd ed. Cambridge. 2020	5	1
	4.2	Toni Morrison : <i>The Bluest Eye</i>	10	5
5		Teacher Specific Content		

Teaching and Learning Approach	<p>Classroom Procedure (Mode of transaction)</p> <p>Direct Instruction: Brain storming, lecture, E-learning, Interactive instruction, Seminar Presentations, Flipped Classroom, In –Class discussions</p>																																			
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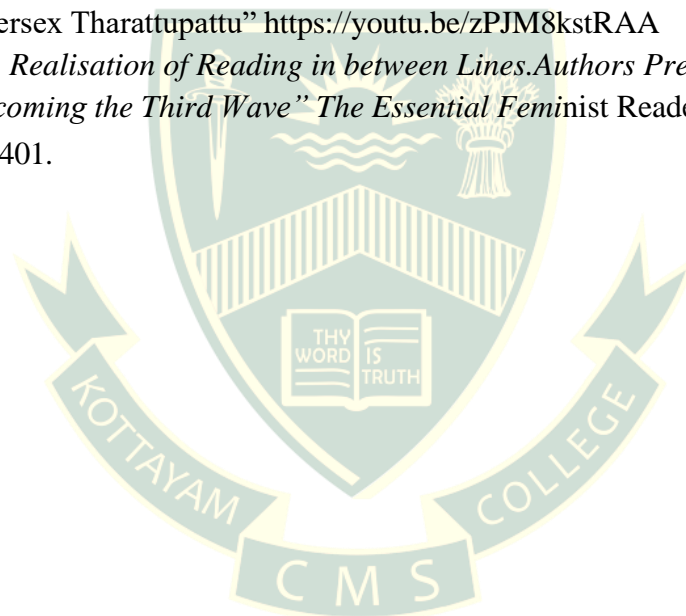
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- Tripathi, Priyanka. "Traversing the Terrain of Indian Feminism and Indian Sexuality" *Indian Literature*, Vol. 62, No. 1 (303) (January/February 2018), pp. 181-195 JSTOR <https://www.jstor.org/stable/10.2307/26791851>
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- , *A Word to Mother: Realisation of Reading in between Lines*.Authors Press, 2020.
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ESTD:1817



CMS College Kottayam (Autonomous)

Programme	BA (Hons) English					
Course Name	Medical Humanities					
Type of Course	DSE					
Course Code	CMSSEN24163318					
Course Level	300-399					
Course Summary	The course introduces the students with the discipline of cultural studies. It familiarises them with the terms and concepts pertaining to the area of study. The course intends to equip the students to analyse and appreciate approaches/methods/perspectives of cultural studies.					
Semester	6	Credits			4	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others	
Pre-requisites, if any		3	0	1	0	75

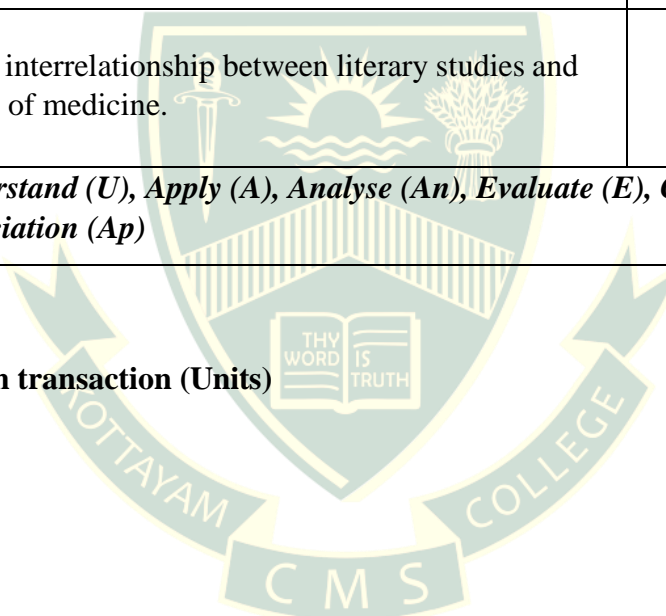
COURSE OUTCOMES (CO)

ESTD:1817

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Understand the theoretical and historical foundations of the field of Medical Humanities.	U	1
2	Demonstrate an awareness of the recent trends in the field of Medical Humanities.	K	1
3	Critically read and appreciate literary and cultural texts on health and illness.	E	8
4	Engage with illness narratives/pathographies critically and examine the central formal and thematic elements of such narratives.	An	3
5	Probe into the interrelationship between literary studies and the discourses of medicine.	C	6&7
<p><i>*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)</i></p>			

COURSE CONTENT

Content for Classroom transaction (Units)



ESTD:1817

Module	Units	Course description	Hrs	CO No.
1 Introduction	1.1	Key Terms and Concepts: Disease and Illness, Medical Humanities and Health Humanities, Narrative Medicine, Pathography, Lived experience of illness, Doctor-patient relationship, Literature and medicine, Graphic Medicine, Art therapy, Bioethics, Patient identity, Illness narrative.	10	1
	1.2 Practicum	Susan Sontag; <i>Illness as Metaphor</i>	5	1
2 Essays	2.1	Keith Wailoo. "Patients Are Humans Too: The Emergence of Medical Humanities."	5	2,3
	2.2	Virginia Woolf. "On Being Ill."	5	2,3
	2.3 Practicum	Thomas Couser. "Medical Humanities and Illness Narratives"	5	2,3
3 Fiction	3.1	<i>The Death of Ivan Ilyich</i> by Leo Tolstoy	3	4
	3.2	<i>The Plague</i> by Albert Camus	4	4
	3.3	<i>Floating Bridge</i> by Alice Munro	3	4
	3.4 Practicum	<i>Never Let Me Go</i> by Kazuo Ishiguro	5	4
4 Memoirs and Films	4.1	<i>Laughing Cancer Away: An Actor's Memoir</i> by Innocent	10	5
	4.2	<i>A Beautiful Mind</i> directed by Ron Howard	5	5
	4.3 Practicum	<i>When Breath Becomes Air</i> by Paul Kalanithi	10	5
	4.4 Practicum	<i>Private Life</i> directed by Tamara Jenkins	5	5
5		Teacher Specific Content		

Teaching and Learning Approach	<p>Classroom Procedure (Mode of transaction)</p> <p>Direct Instruction: Brain storming lecture, Explicit Teaching, interactive instruction:, Seminar, Presentation by individual student/ Group representative.</p>																																
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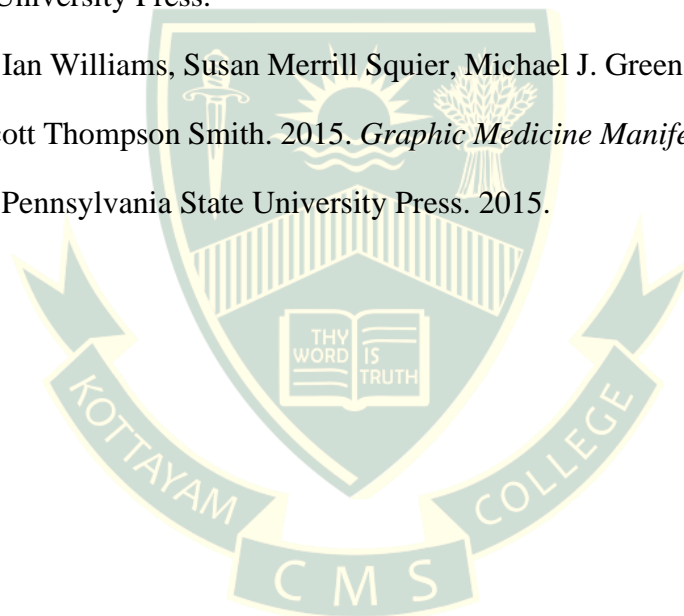
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ESTD:1817



CMS College Kottayam (Autonomous)

Programme	BA (Hons) English					
Course Name	Theatre Studies					
Type of Course	DSE					
Course Code	CMSSEN24163317					
Course Level	300-399					
Course Summary	This comprehensive course in Theatre Studies embarks on a nuanced exploration of the multifaceted world of theatre, encompassing the foundations of modern theatre, diverse Indian theatre traditions, fundamental elements of theatrical expression, and a profound examination of influential theatre theories. Through an immersive blend of theoretical discourse and practical engagement, students will navigate the intricate tapestry of theatrical arts, fostering a profound appreciation for the historical, cultural, and artistic dimensions that define the world of theatre.					
Semester	6	Credits			4	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others	
		3	0	1	0	75
Pre-requisites, if any						

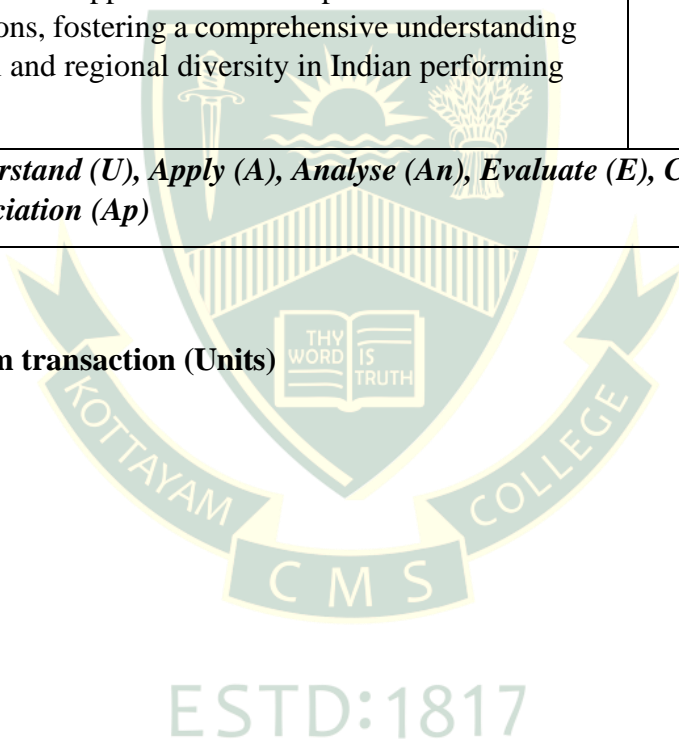
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COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Understand basic concepts of theatre, art movements, concepts, and ideas	U	1
2	Analyze the influences and intersections of Indian and Western theatrical theories	An	1
3	Demonstrate a holistic understanding of theatre as an art form, fostering critical thinking and creative expression	An	3
4	Integrate mastery of essential theatrical concepts and practical application	A	2,6
5	Develop a nuanced appreciation for a spectrum of Indian theatre traditions, fostering a comprehensive understanding of the cultural and regional diversity in Indian performing arts.	A	4,5,9
<p><i>*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)</i></p>			

COURSE CONTENT

Content for Classroom transaction (Units)



Module	Units	Course description	Hrs	CO No.
1 Foundations of Modern Theatre	1.1	Basic Introduction to theatre Forms and Styles of Theatre, Comedy and Tragedy, Solo Performance, Mime, Melodrama, Musical Theatre, Street Theatre and Folk Theatre <i>Theatre: A Very Short Introduction</i> . Marvin Carlson	5	1,2
	1.2	Western theatrical traditions. Greek and Roman Drama, Medieval Drama, Renaissance Drama Absurd theatre, Theatre of Cruelty, Political theatres, Feminist theatre, Theatre of the Oppressed, Third theatre, Forum theatre Required Reading: “Avant-Garde Drama and Theatre in Historical, Intellectual and Cultural Context”. Bert Cardullo	5	3,4
	1.4 Practicum	Practicum: Watching/Reading Play Session <i>Mother Courage and her Children</i> . Bertolt Brecht	5	5
2 Reading Theatre	2.1	Differences in Eastern and Western Theatrical concepts and forms and performances Required Reading: “Eastern Theatre, Western Theatre”. Behram Beyzai	5	1,2
	2.2	Theatrical traditions and conventions the social, cultural and political contexts of plays Required Reading: “Introduction”. <i>The Theatrical Public Sphere</i> . Christopher B. Balme	5	3,4
	2.3 Practicum	Watching/Reading Play Session <i>A Sunny Morning: A Comedy of Madrid in One Act</i> by Serafin Quintero, Joaquin Quintero	5	5
3 Elements of Theatre	3.1	Various components of Theatre: Space, Time Audience and performance “Theatrical Competence: Frame, Convention and the role of the Audience”. Keir Elam	3	1,2
	3.2	Indian Styles of performance form and Style and Histrionics <i>Knowledge Tradition Text: Approaches to Bharata's Natyasastra</i> . Amrut Srinivasan	3	3,4

	3.3	Improvisation, Body Language, Voice and Speech, Acting and Structural Acting “When Acting Is an Art”. Constantin Stanislavski	4	4
	3.4 Practicum	<i>The Birthday Party</i> - https://www.youtube.com/watch?v=ap1g5AqMhv0	5	5
4 Indian Theatre	4.1	Kathakali, Yakshagana, Tholpavakoothu, Nautanki, Terukkuttu, Jatra, Dashavatar, Raas Leela Excerpts from <i>Music in Traditional Indian Theater</i> . Rani Balbir Kaur	5	1,2
	4.2	<i>Nine Hills One Valley</i> . Ratan Thiyam	5	3,4
	4.3	<i>Kathakali - Karnasapadham - Chapters 1, 2 and 3</i> https://www.youtube.com/watch?v=cwy9EvqQ2yk https://youtu.be/Cb4CFVN7B3A?si=lqz6vYshp4vOUIr9 https://youtu.be/mDwARQz3TZI?si=E6Of_kUsPzxU5wnN	5	4
	4.4 Practicum	<i>The Dream of Vasavadatta</i> . Bhasa	15	5
5		Teacher Specific Content		

ESTD:1817

Teaching and Learning Approach	Classroom Procedure (Mode of transaction) Direct Instruction: Lecture-Based Learning, Textual Analysis, E-learning, Interactive instruction, Active co-operative learning, Practical Workshops, Practicum, Seminar, Group Assignments , Library work, Presentation by individual student/ Group representative ...																																			
Assessment Types	MODE OF ASSESSMENT A. Continuous Comprehensive Assessment (CCA) – 30 marks <table border="1" data-bbox="435 611 759 842"> <tr><td>Particulars</td></tr> <tr><td>Class test</td></tr> <tr><td>Discussion</td></tr> <tr><td>Role play</td></tr> <tr><td>Assignment</td></tr> </table> <p data-bbox="435 869 1506 947">B. Semester End Examination (50 marks descriptive type and 20 marks objective type), duration - 2hrs</p> <table border="1" data-bbox="435 981 1485 1317"> <thead> <tr> <th>Descriptive Type</th> <th>Word Limit</th> <th>Number of Questions to be added</th> <th>Marks</th> </tr> </thead> <tbody> <tr> <td>Essays</td> <td>300 words</td> <td>1 out of 2</td> <td>1 x 15 = 15</td> </tr> <tr> <td>Short Essay</td> <td>150 words</td> <td>5 out of 8</td> <td>5 x 5 = 25</td> </tr> <tr> <td>Short Answer</td> <td>50 words</td> <td>5 out of 8</td> <td>5 x 2 = 10</td> </tr> <tr> <td>Objective type</td> <td>NA</td> <td>10 out of 12</td> <td>1 x 10 = 10</td> </tr> <tr> <td>MCQ</td> <td>NA</td> <td>10</td> <td>1 x 10 = 10</td> </tr> <tr> <td></td> <td></td> <td>Total</td> <td>70</td> </tr> </tbody> </table>			Particulars	Class test	Discussion	Role play	Assignment	Descriptive Type	Word Limit	Number of Questions to be added	Marks	Essays	300 words	1 out of 2	1 x 15 = 15	Short Essay	150 words	5 out of 8	5 x 5 = 25	Short Answer	50 words	5 out of 8	5 x 2 = 10	Objective type	NA	10 out of 12	1 x 10 = 10	MCQ	NA	10	1 x 10 = 10			Total	70
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- Schechner, Richard. *Performance Studies: An Introduction*. Routledge, 2020
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SUGGESTED READINGS

- “Unhappy Days in the Art World? De-skilling Theatre, Re-skilling Performance” by Claire Bishop
- Oscar G. Brockett and Franklin Hildy. *History of Theatre*
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- Dixon, Steve. *Digital Performance: A History of New Media in Theater, Dance, Performance Art, and Installation*. 2015.
- Elam, Keir . “Foundations: Signs in Theatre” in *The Semiotics of Theatre and Drama*. 1996
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- Panikkar, K.N. *The Theory of Rasa*. Natrang Pratisthan, 2012.
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- *Subversive Expectations: Performance Art and Paratheatre in New York, 1976-1985*, selections, Sally Banes,
- Williams, Raymond. *Culture*. Glasgow: Fontana Press. 1981.
- “Turning Theatre into Art, Pablo Helguera, Ohad Meromi, Xaveria Simmons, in conversation with Paul David Young.” From PAJ, Performance New York.



CMS College Kottayam (Autonomous)

Programme	BA (Hons) English					
Course Name	Reporting and Editing for the Media					
Type of Course	DSE					
Course Code	CMSSEN24163323					
Course Level	300-399					
Course Summary	This course equips students with essential skills in journalistic reporting, writing, editing, and storytelling across traditional and digital media platforms, emphasizing accuracy, ethics, and critical thinking.					
Semester	6	Credits			4	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others	
		3	0	1	0	75
Pre-requisites, if any						

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Understand the basic principles of news reporting, different types of reporting and their importance.	U	1,3,10
2	Evaluate differences in reporting styles across various mass media platforms.	E	1, 2, 3,10
3	Understand the organization and structure of the Editorial department.	U	1,3,10
4	Understand the fundamentals of editing for print and digital media.	U	1, 3,10
5	Understand the basics of advertising	U	1,3, 6, 10

6	Demonstrate the ability to plan and execute news reporting, editing and advertising campaigns,	S	1,3,5,10
<i>*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)</i>			

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1 NEWS REPORTING	1.1	Fundamentals of News reporting-News values and Principles- History of News reporting-Reporter-Reporting Skills –Journalistic Beats	5	1,2,
	1.2	News Sources- Press Conferences: Role of press conferences as a source of news - Press Releases -News Agencies: Overview of major news agencies such as Associated Press (AP), Agence France-Presse (AFP), Reuters, Press Trust of India (PTI), and United News of India (UNI).	5	1,2
	1.3 Practicum	Types of reporting – Investigative Reporting, Crime Reporting, Court Reporting, Political Reporting,Business Reporting,Science and technology Reporting, Sports Reporting , Culture Reporting.Health Reporting, Business Reporting,Citizen reporting, Open Source reporting	5	1,2,6
2 REPORTING FOR ALL MEDIA	2.1	Reporting for the Newspaper and Magazine-news report writing	4	1,2
	2.2	Reporting for the Radio –Radio programme presentation-	3	1,2
	2.3	Reporting for the Television - Packaged news stories- Live news reports-Piece to Camera-Live shows.	3	1,2
	2.4 Practicum	Digital reporting techniques- Trends in online news reporting- Mobile Journalism (Mojo): Tools and Techniques- Using Multimedia components (Text, Graphics, Audio, Video, and Animation) in News and Content Writing.	5	1, 2,6
3	3.1	Editing- Organization and Structure of an Editorial department of a Daily Newspaper	5	3,4

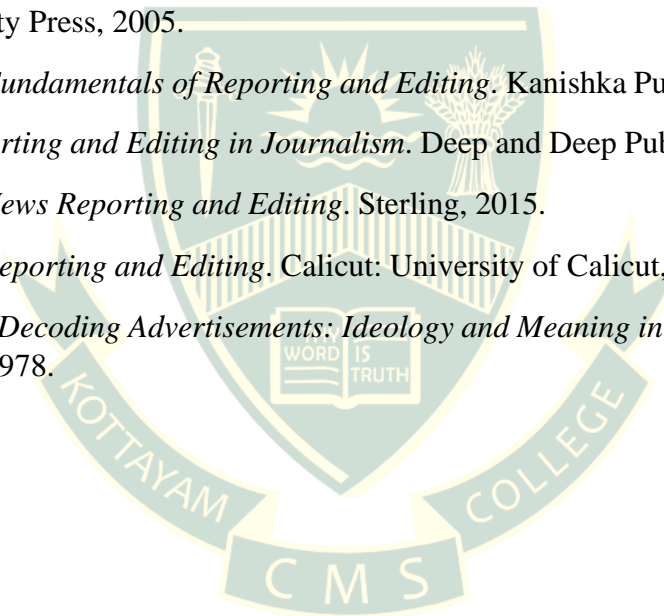
EDITING FOR THE MEDIA	3.2	Editing Processes- Basic principles of Editing-Art of Copy Editing; How to copy edit a story-Detecting and Correcting Errors-Proof Reading-Duties of a Copy Editor – Language Skills for the desk.	5	3,4
	3.3	Newspaper Layout and Design-Importance of layout and design in newspaper production-Planning, organizing, and executing layout and design elements for print publication. Advertisements and Inserts: Integration of advertisements, classifieds, and special inserts within the newspaper layout. Layout Styles and Design Techniques.	5	3, 4, 6
	3.4 Practicum	Magazine Editing- Principles of Magazine Editing-Magazine Editorial Department: Staff and Functions- Magazine Design-Principles of Magazine Design-Elements of Magazine Design-Layout elements- Functions of Layout. TV News Editing. Web Editing – Responsibilities of a web editor-web design lay out principles-Caption writing-Broadcast news analysis.	15	, 3, 4, 6
4 ADVERTISING	4.1	Origin and Development of Advertising-History of Advertising in India -Objectives of Advertising -Elements of a good Advertisement-Principles of Advertising – Theories of Advertising	5	5
	4.2	Advertising Agencies- Different types of Advertising- Online Advertising-Media of Advertising - Pros and Cons of different Media of Advertising-Case studies of successful print and broadcast campaigns	5	5
	4.3 Practicum	Parts of an Advertisement - Visualization – Layout- Copy writing- Portrayal of gender, race and culture in advertising- Stereotyping in Advertising- Gender Stereotyping- Social media advertising strategies- Emerging trends in advertising	5	5,6
5		Teacher Specific Content		

Teaching and Learning Approach	<p>Classroom Procedure (Mode of transaction)</p> <ul style="list-style-type: none"> ● Lectures ● Practical Exercises ● Feedback Sessions ● Hands-on Projects ● Peer Review Sessions ● Case Studies ● Industry based experience 																																	
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References

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2. Banerjee, Santanu. *Reporting, Editing, and Journalism*. Scholars Book Hub, 2022.
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4. Butcher, Judith, et al. *Butcher's Copy-editing*. 4th ed., New Delhi: CUP, 2007.
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6. Gupta, V. S. *Handbook of Reporting and Communication Skills*. Concept Publishing Company.
7. Hasan, Seema. *Mass Communication: Principles and Concepts*. CBS Publishers, 2010.
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13. Sharma, K. C. *Reporting and Editing in Journalism*. Deep and Deep Publications, 2011.
14. Shrivastva, K. M. *News Reporting and Editing*. Sterling, 2015.
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ESTD:1817



CMS College Kottayam (Autonomous)

Programme	BA (Hons) English					
Course Name	Reading Graphic Narratives					
Type of Course	DSE					
Course Code	CMSSEN24163324					
Course Level	300-399					
Course Summary	The course is designed to empower students to comprehend the narrative potential of comics as a storytelling medium, fostering an understanding of its formal structures and literary significance. It aims to develop students' visual and critical literacies through the analysis of diverse comics, from printed works to webcomics, thereby imparting insights into the evolving landscape of the medium. It will enable students to illustrate the progression of themes within graphic narratives and understand their applicability across socio-cultural domains as a communicative tool.					
Semester	6	Credits			4	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others	
		3	0	1	0	75
Pre-requisites, if any						

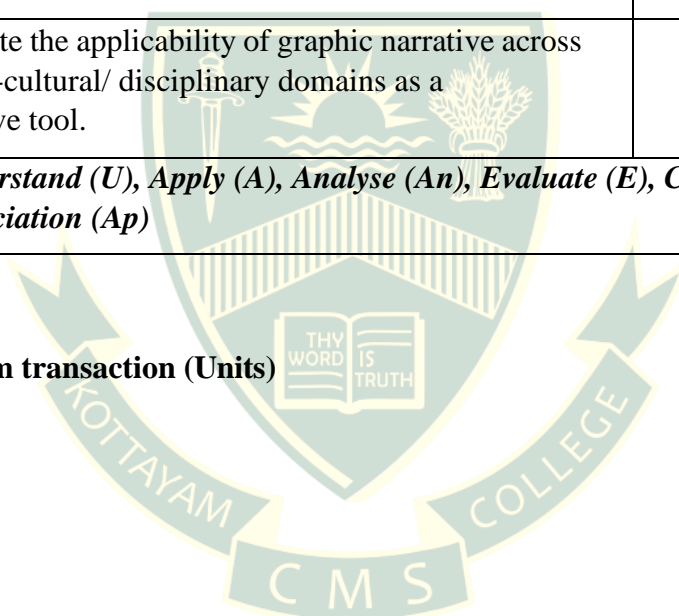
COURSE OUTCOMES (CO)

ESTD:1817

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	To demonstrate the knowledge of formal elements of graphic narrative by providing correct definitions and applying them in oral and critical responses to the texts.	U, A	1,3,4
2	To evaluate the shared role of text and image in the meaning-making processes in graphic narratives.	E	1,
3	To illustrate the development of themes related to caste, gender, trauma, memory in graphic narratives	An, A	1, 6, 7, 8
4	To assess the role of text and image as a resource for communicating psychological, social, political and cultural meanings.	An, E	1, 6,7,8
5	To demonstrate the applicability of graphic narrative across various socio-cultural/ disciplinary domains as a communicative tool.	C	1,2, 9,10
*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

COURSE CONTENT

Content for Classroom transaction (Units)



ESTD:1817

Module	Units	Course description	Hrs	CO No.
1	1.1	Essay: “Comics as Literature? Reading Graphic Narrative” by Hillary Chute	3	1,3,4
	1.2	“Graphically Indian: Storying the Inauspicious (for Now)” by E. Dawson Varughese	3	1,3,4
	1.3	Building Blocks of Comics: Representation of time and space-Frame-Panel and its types-Gutter-Speech Balloons-Tier (Reference: Scott McCloud’s <i>Understanding Comics</i> and the Link 1)	4	1,2
	1.4 Practicum	“Vocabulary of Comics” by Scott McCloud’s <i>Understanding Comics</i> (pgs. 24-59)	5	3
2	2.1	Graphic Memoir: <i>Maus: A Survivor’s Tale</i> by Art Spiegelman	8	1,2,3,4
	2.2	Super Hero: <i>Batman: The Dark Knight Returns</i> by Frank Miller	7	1,2,3,4
	2.3 Practicum	<i>A Contract with God and Other Tenement Stories</i> by Will Eisner	8	1,2,3,4
	2.4 Practicum	<i>American Born Chinese</i> by Gene Luen Yang.	7	1,2,3,4
3	3.1	S. S. Rege and Dilip Kadam, <i>Babasaheb Ambedkar: He Dared to Fight</i> , Vol. 611 (Mumbai: Amar Chitra Katha, 1979).	2	1,2,3,4
	3.2	<i>Bhimayana: Experiences of Untouchability</i> Subhash Vyam, S. Anand, Durga Bai Vyam, Srividya Natarajan	3	1,2,3,4
	3.3	Web Comics: <i>Royal Existentials</i> (Selected Strips: 001, 008, 010, 013, 017, 018, 019, 021, 026, 040, 043)	2	1,2,3,4
	3.4	“An Ideal Girl” by Soumya Menon from <i>Drawing the Line: Indian Women Fight Back</i> Edited by Priya Kuriyan, Larissa Bertonasco and Ludmila Bartscht	3	1,2,3,4
	3.5 Practicum	“Ebony and Ivory” by Priya Kuriyan	5	1,2,3,4

4	4.1	Graphic Journalism: <i>Palestine</i> by Joe Sacco	10	1,2,4,5
	4.2 Practicum	Graphic History: <i>The Hotel at the End of the World</i> by Parismita Singh	5	1,2,4,5
5		Teacher Specific Content		

Teaching and Learning Approach	<p>Classroom Procedure (Mode of transaction)</p> <ol style="list-style-type: none"> 1. Lecture 2. Close reading sessions 3. Reading Response- Critical/ Personal/ Creative 4. Project work 5. Workshop 																																		
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SUGGESTED READINGS

Link 1: <https://comicsforum.org/2013/07/26/list-of-terms-for-comics-studies-by-andrei-molotiu/>

Link 2: <https://www.royalexistentials.com/page/177>

Baetens, Jan. *The Graphic Novel: An Introduction*. Cambridge University Press, 2014.

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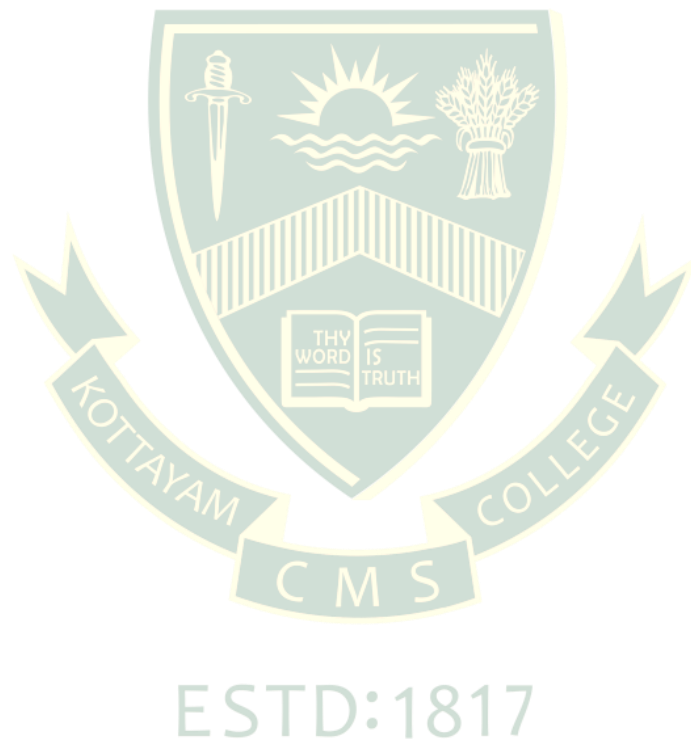
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CMS College Kottayam (Autonomous)

Programme	BA (Hons) English					
Course Name	Literature and Human Rights					
Type of Course	VAC					
Course Code	CMSSEN24169305					
Course Level	300-399					
Course Summary	The course is designed to introduce students to the intersection of literature and human rights. It tries to situate the literary works in their historical, social and political contexts where human rights violations have occurred.					
Semester	6	Credits			3	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others	
		3	0	0	0	45
Pre-requisites, if any						

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Outline the social context of human rights	U	6
2	Examine the framework of human rights in select poems and stories	An	7
3	Evaluate the interface of human rights and ecology in literary novels	E	7,8
4	Estimate the importance of Literature and Human Rights for life	E	6,10

***Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)**

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1 Essays	1.1	“Universal Declaration of Human Rights” -1948	7	1,4
	1.2	“Adoption of the Convention on the Prevention and Punishment of the Crime of Genocide, and the Text of the Convention”-1948	8	1,4
2 Poetry & Short Stories	2.1	“O Prison Darkness” – Abdul Aziz	2	2,4
	2.2	“If I must Die”- Refaat Alareer	2	2,4
	2.3	“I’m Explaining a Few Things”- Pablo Neruda	2	2,4
	2.4	“Imagerie d’ Epinal”- Alexander Wat	1	2,4
	2.5	“The Dance”- Siamanto	2	2,4
	2.6	“Skylark Girl” – Aruni Kashyap	3	2,4
	2.7	“A Corpse in the Well” – Shankarrao Kharat	3	2,4
3 Novel	3.1	<i>Swarga- A Posthuman Tale</i> -Ambikasuthan Mangad	15	3,4
4		Teacher Specific Content		

Teaching and Learning Approach	<p>Classroom Procedure (Mode of transaction)</p> <p>Lecture and discussions on the historical context of each text</p>																																	
Assessment Types	<p>MODE OF ASSESSMENT</p> <p>A. Continuous Comprehensive Assessment (CCA- 25 Marks)</p> <table border="1" data-bbox="435 607 834 831"> <tr><td>Particulars</td></tr> <tr><td>Class test</td></tr> <tr><td>Assignment</td></tr> <tr><td>Discussion</td></tr> <tr><td>Viva</td></tr> </table> <p>B. Semester End Examination</p> <p>Written Examination – 50 marks, duration – 1.5hrs</p> <table border="1" data-bbox="435 999 1477 1359"> <thead> <tr> <th>Descriptive Type</th> <th>Word Limit</th> <th>Number of Questions to be added</th> <th>Marks</th> </tr> </thead> <tbody> <tr> <td>Essays</td> <td>300 words</td> <td>1 out of 2</td> <td>1 x 15 = 15</td> </tr> <tr> <td>Short Essay</td> <td>150 words</td> <td>2 out of 4</td> <td>2 x 5 =10</td> </tr> <tr> <td>Short Answer</td> <td>50 words</td> <td>5 out of 8</td> <td>5 x 2 = 10</td> </tr> <tr> <td>Objective type</td> <td>NA</td> <td>10 out of 12</td> <td>10</td> </tr> <tr> <td>MCQ</td> <td>NA</td> <td>5</td> <td>5</td> </tr> <tr> <td colspan="3">Total Marks</td> <td>50</td> </tr> </tbody> </table>	Particulars	Class test	Assignment	Discussion	Viva	Descriptive Type	Word Limit	Number of Questions to be added	Marks	Essays	300 words	1 out of 2	1 x 15 = 15	Short Essay	150 words	2 out of 4	2 x 5 =10	Short Answer	50 words	5 out of 8	5 x 2 = 10	Objective type	NA	10 out of 12	10	MCQ	NA	5	5	Total Marks			50
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MCQ	NA	5	5																															
Total Marks			50																															

SUGGESTED READINGS

ESTD:1817

1. *Against Forgetting: Twentieth Century Poetry of Witness*. Ed by Carolyn Forche
2. *Human Rights and Literature: Writing Rights*. Pramod K Nayar



CMS College Kottayam (Autonomous)

Programme	BA (Hons) JOURNALISM AND MASS COMMUNICATION					
Course Name	SPORTS JOURNALISM					
Type of Course	DSE					
Course Code	CMSJM24163301					
Course Level	300-399					
Course Summary	This course delves into the exciting and dynamic world of sports journalism. Students will gain a comprehensive understanding of the principles and practices necessary to excel as a sports journalist across various media platforms. The course explores the historical context of sports journalism, examines ethical considerations, and equips students with the essential skills for researching, writing, and reporting on a wide range of sporting events and personalities.					
Semester	6	Credits			4	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practicum	Others	75
		3	0	1	0	
Pre-requisites, if any	Strong command over language and passion for sports					

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Evaluate the impact of sports Journalism in the society.	E	1,6,8
2	Interpret writing styles used for sports reports.	U	1,4
3	Understand the fundamental aspects and ethical standards of sports reporting.	U	1,6,8
4	Illustrate analytical skills in relation to reporting sporting events.	An	1,6,8
5	Write sports news reports.	C	10

***Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)**

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Course description	Hrs	CO No.
1	Basics of Sports Journalism	15	
1.1	Defining Sports Journalism, Concept of sports journalism, Sports Journalist, Characteristics of Sports Journalists.	4	1,4
1.2	Functioning of a sports newsroom including hierarchies.	4	1,4
1.3	International and Indian sports scenario – main sports items, events, bodies. Sports policymaking in India and its reportage.	4	1,3
1.4	Sports regulations.	3	1,3
2	Sports Reporting	15	
2.1	Sports Reporting and writing, Planning and Conducting Interviews. Types of sports reporting.	4	1,2
2.2	Analysis of Sports news - Language of sports reporting.	4	2
2.3	Spot reporting for print, radio, television and online media, Sports feature writing for print, radio, television and online media.	3	1,2
2.4	Famous sports journalists, sports writers, commentators. Leading sports news agencies & sports broadcasting channels.	4	2
3	Visuals for Sports Reporting	15	
3.1	Importance of visuals in sports.	3	1
3.2	Basics of Sports Photography	3	4
3.3	Selection of Visuals, Use of graphics	4	4

3.4	Ethics in use of Audio-Visual Medium – copy right, image rights.	5	3
4	Practicum	30	
4.1	<p>Sports News Production - for print, radio, television and online media.</p> <ol style="list-style-type: none"> As part of this practical segment, students have to cover a sporting event and prepare different news stories/feature for print, radio, television and online media. Start a sports blog and update the content regularly. Try to include all varieties of sports reports. 		5
5	Teacher-specific content (Internal evaluation only)		

Teaching and Learning Approach	<p>Classroom Procedure (Mode of transaction)</p> <ul style="list-style-type: none"> • Lectures • Discussions and presentations. • Book reviews, Discussions and seminars- Assign readings from academic articles, books, and reports related to the syllabus. • Conduct in-class discussions • Guest Lectures -Invite guest speakers with expertise in the field, such as Social media and online media content developers, social media influencers, bloggers and vloggers, researchers, academicians, to share the real experiences and insights. • Providing opportunities to students to watch the sporting events • Practical workshops • Analysis of pre-recorded sports news/features 									
Assessment Types	<p>MODE OF ASSESSMENT</p> <p>A. Continuous Comprehensive Assessment (CCA) – 30 Marks (Practicum components will be evaluated under CCA)</p> <p>Marks Division</p> <table> <tr> <td>*Assignments</td> <td>–</td> <td>10 Marks</td> </tr> <tr> <td>Class tests/Quiz</td> <td>–</td> <td>10 Marks</td> </tr> <tr> <td>**In -class Presentation</td> <td>–</td> <td>10 Marks</td> </tr> </table> <p><i>*Group Project / Individual Project / Case Study</i> <i>**Power Point / Audio-Visual Presentation / Oral Presentation</i></p> <p>The concerned faculty should develop various assignments and students need to be evaluated on the basis of their performance.</p>	*Assignments	–	10 Marks	Class tests/Quiz	–	10 Marks	**In -class Presentation	–	10 Marks
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Class tests/Quiz	–	10 Marks								
**In -class Presentation	–	10 Marks								

Suggested list of assignments:

Submit a project portfolio showcasing the students' journalistic skills and proficiency in creating diverse content formats – text, images, and short videos related to sports journalism.

- News story
- Feature
- Sports photography
- Visual news story
- Use a preferred social media platform for submission

B. End Semester Evaluation**Written Exam - 70 Marks (2 Hours)**

Descriptive Type	Word Limit	Number of questions to be answered	Marks
MCQ/one word	NA	20	20 x 1 = 20
Short Answer	50 Words	10 out of 15	10 x 2 = 20
Essay	450 Words	2 out of 4	2 x 15 = 30
Total		32 out of 39	70

REFERENCES

- Andrews, Phil. (2013). *Sports Journalism: A Practical Introduction*. SAGE.
- Kaur, Dr. Kamaljeet (2021). *Sports Journalism*. Rudra Publishers.
- Malik, Arvind. (2018). *Sports Journalism and Mass Media*. Friends Publications.
- Steen, Novick, & Richards. (2020). *Routledge Handbook of Sports Journalism*. Taylor & Francis.
- Stofer, Schaffer, & Rosenthal. (2019). *Sports Journalism: An Introduction to Reporting and Writing*. Rowman and Littlefield.
- Washburn, Patrick S. (2020). *Sports Journalism: A History of Glory, Fame and Technology*. University of Nebraska Press.

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- Boyle, Raymond. (2006). *Sports Journalism Context and Issues*. Sage.
- Craig, S. (2002). *Sports Writing: A Beginner's Guide*. Discover Writing Press.
- Schultz, Bradley. (2006). *Sports Media Reporting, Producing and Planning*. Focal Press.
- Steen, R. (2014). *Sports Journalism*. Taylor & Francis.
- Thakur, K. C. (2010). *Sports Journalism*. Cyber Tech Publications.



CMS College Kottayam (Autonomous)

Programme	BA (Hons) JOURNALISM AND MASS COMMUNICATION						
Course Name	DIGITAL JOURNALISM						
Type of Course	DSC						
Course Code	CMSJM24163302						
Course Level	300-399						
Course Summary	This course tries to encompass the important aspects of digital journalism and tries to picturize a journey from traditional media towards the modern tech-driven online media platforms. This course explores the dynamic and ever-evolving landscape of journalism in the digital age. Students will gain a comprehensive understanding of the theoretical and practical aspects of reporting and storytelling in online environments.						
Semester	6			Credits		4	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practicum	Others	75	
		3	0	1	0		
Pre-requisite s	Strong command over language and an affinity towards digital media.						

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Recall the historic journey of Digital journalism from traditional media.	K	1,4
2	Illustrate the basic concepts related to digital journalism	U	1,4,6
3	Compare the characteristics of online and offline journalism	U	1,8
4	Explain the whole process of news writing for digital media	U, An	1,4
5	Analyse the ethical imperatives in digital journalism	An	1,5,6,7,8

6	Develop skill in online news writing	C	1,4,5
7	Discuss the contemporary trends in digital journalism	U	1,4,5,8
*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Course description	Hrs	CO No.
1	The Evolution of Journalism	8	
1.1	Traditional media to Online media.	2	1
1.2	Emergence of digital media - Brief history of internet.	2	1
1.3	The origin and development of digital journalism.	2	1
1.4	Digital journalism and society.	2	1
2	Basic concepts of Digital Journalism	12	
2.1	Digital journalism: concepts and practices. Digital journalism platforms.	3	2
2.2	Information society - Digital literacy.	3	2
2.3	Computer Mediated Communication (CMC) - Digital Divide - Network society.	3	2
2.4	Online Communities – digital society - Media Convergence.	3	5
3	Differentiating Online & Offline Journalism	15	
3.1	Audience - proliferation of media - information overload - information saturation – media fatigue.	4	3
3.2	Differences in content formats and their nature, Content flow - Orientation, dissemination and reception.	4	3

3.3	Trends in Digital Journalism - Vlogging as a parallel form of infotainment journalism Online video news portals - hyper-interactive journalism.	4	5,7
3.4	Ethical concerns in digital journalism	3	5
4	Online news content creation	40	
4.1	Structure of online news - Principles of online news writing - addition of images /graphics /audio etc. Digital journalism production methods.	10	4,6
4.2	Practicum 1. Produce a digital news story integrating text, audio, video, and data for cross-platform distribution. 2. Create a social media news story. 3. Creation of a current affairs analysis video/ news podcasts/ news for website	30	4,6
5	Teacher-specific content (Internal evaluation only)		

Teaching and Learning Approach	<p>Classroom Procedure (Mode of transaction)</p> <ul style="list-style-type: none"> • Lectures • Discussions and presentations. • Book reviews, Discussions and seminars- Assign readings from academic articles, books, and reports related to the syllabus. • Conduct in-class discussions • Guest Lectures -Invite guest speakers with expertise in the field to share the real experiences and insights. • Online news portal content analysis. • Practical workshops on online news production • Visit to online news channels/studio
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Assessment Types	<p>MODE OF ASSESSMENT</p> <p>A. Continuous Comprehensive Assessment (CCA) – 30 Marks (Practicum components will be evaluated under CCA)</p> <p>Marks Division</p> <p>*Assignments – 10 Marks Class tests/Quiz – 10 Marks **In -class Presentation – 10 Marks</p> <p><i>*Group Project / Individual Project / Case Study</i> <i>**Power Point / Audio-Visual Presentation / Oral Presentation</i></p> <p>The concerned faculty should develop various assignments and students need to be evaluated on the basis of their performance.</p> <p>B. End Semester Evaluation</p> <p>Written Exam - 70 Marks (2 Hours)</p> <table border="1" data-bbox="419 857 1398 1258"> <thead> <tr> <th data-bbox="419 857 687 1003">Descriptive Type</th> <th data-bbox="687 857 890 1003">Word Limit</th> <th data-bbox="890 857 1203 1003">Number of questions to be answered</th> <th data-bbox="1203 857 1398 1003">Marks</th> </tr> </thead> <tbody> <tr> <td data-bbox="419 1003 687 1070">MCQ/one word</td> <td data-bbox="687 1003 890 1070">NA</td> <td data-bbox="890 1003 1203 1070">20</td> <td data-bbox="1203 1003 1398 1070">20 x 1 = 20</td> </tr> <tr> <td data-bbox="419 1070 687 1137">Short Answer</td> <td data-bbox="687 1070 890 1137">50 Words</td> <td data-bbox="890 1070 1203 1137">10 out of 15</td> <td data-bbox="1203 1070 1398 1137">10 x 2 = 20</td> </tr> <tr> <td data-bbox="419 1137 687 1205">Essay</td> <td data-bbox="687 1137 890 1205">450 Words</td> <td data-bbox="890 1137 1203 1205">2 out of 4</td> <td data-bbox="1203 1137 1398 1205">2 x 15 = 30</td> </tr> <tr> <td data-bbox="419 1205 687 1258">Total</td> <td data-bbox="687 1205 890 1258"></td> <td data-bbox="890 1205 1203 1258">32 out of 39</td> <td data-bbox="1203 1205 1398 1258">70</td> </tr> </tbody> </table>			Descriptive Type	Word Limit	Number of questions to be answered	Marks	MCQ/one word	NA	20	20 x 1 = 20	Short Answer	50 Words	10 out of 15	10 x 2 = 20	Essay	450 Words	2 out of 4	2 x 15 = 30	Total		32 out of 39	70
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ESTD:1817

REFERENCES

- Blaine, M. (2013). *The Digital Reporter's Notebook*. Routledge.
- Bradshaw, Paul. (2019). *The Online Journalism Handbook: Skills to Survive and Thrive in the Digital Age*. Routledge.
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SUGGESTED READINGS

- Adornato, A. (2017). *Mobile and Social Media Journalism: A Practical Guide*. CQ Press.
- Bradshaw, P., and L. Rohumaa (2011). *Online Journalism Handbook*. New York: Pearson.
- Brigg, M. (2011). *Entrepreneurial Journalism- How to build what is next for news*. CQ Press.
- Brigg, M. (2016). *Journalism Next*. CQ Press.
- Eldridge II, S., and Franklin, B. (2018). *The Routledge Handbook of Developments in Digital Journalism Studies*. Routledge.

ESTD:1817



CMS College Kottayam (Autonomous)

Programme	BA (Hons) JOURNALISM AND MASS COMMUNICATION					
Course Name	WEB DESIGN AND ICT SKILLS					
Type of Course	SEC					
Course Code	CMSJM24165304					
Course Level	300-399					
Course Summary	This course will provide a basic understanding and practical knowledge necessary for both professional development and personal growth in today's tech-driven world. Web design and ICT skills are in high demand in today's job market.					
Semester	6	Credits			3	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practicum	Others	45
		3	0	0	0	
Pre-requisites, if any	Basic knowledge in computer and application software.					

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Understand the basics of web design	U	2,3,4
2	Illustrate basic concepts of multimedia	A	3,4
3	Develop websites that function well across various devices	S	1,2,3
4	Knowledge about cybersecurity threats, protective measures, and basic security practices.	E	3,6,8
5	Prepare an attracting web article for your newly designed blog	C	1,2,4
<i>*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)</i>			

COURSE CONTENT

Module	Course description	Hrs	CO No.
1	Introduction to Web Designing and publishing	15	
1.1	Brief history of Internet- Creating a website - Web Standards. Audience requirement- Basic principles involved in developing a website.	4	1
1.2	Concept of website, its need and purpose -Types of websites: Static and dynamic website. Basics of Page design-Home Page Layout - Design Concept.	6	1
1.3	Introduction to Domain Naming System (DNS)- DNS Server - Domain Space Provider. Domain Name registration process and acquiring domain space - Website Hosting - Website publishing tools.	5	1
2	Introduction to productivity software	15	
2.1	Introduction of Free Blogger websites. Basics of website development.	4	1, 5
2.2	Making free account, making a webpage- Creating a web page in any of the free websites.	5	1, 5
2.3	Adding pages and multimedia files to web site. Basics of cyber security.	6	1, 2, 4
3	Introduction to ICT	15	
3.1	ICT Essentials- Basic computer operations and file management.	5	2
3.2	Multimedia Design- Multimedia Design and web development.	4	2
3.3	Compatible Multimedia file formats for Web Pages- Embedding Audio file- Embedding Video file. Optimizing graphics for web use.	6	2
4	Teacher-specific content		

Teaching and Learning Approach	<p>Classroom Procedure (Mode of transaction)</p> <ul style="list-style-type: none"> • Lectures • Discussions and presentations. • Book reviews, Discussions and seminars- Assign readings from academic articles, books, and reports related to the syllabus. • Conduct in-class discussions • Guest Lectures -Invite guest speakers with expertise in the field to share the real experiences and insights. • Practical exercises. 																				
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- Baker, Gregory. (2024). Ten Minute Website: "Web Design Made Easy: How to Build Your Online Empire in Minutes, Not Months".

- Made Easy Team. (2023). Information and Communication Technologies. MADE EASY Publications Private Limited.
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SUGGESTED READINGS

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- Jennifer Niederst Robbins. (2019). Learning Web Design: A Beginner's Guide To HTML, CSS, JavaScript, And Web Graphics. O'reilly.
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CMS College Kottayam

(Autonomous)

Programme	BA (Hons) JOURNALISM AND MASS COMMUNICATION					
Course Name	MEDIA FOR SOCIAL CHANGE					
Type of Course	VAC					
Course Code	CMSJM24169303					
Course Level	300-399					
Course Summary	To equip the students with the knowledge and skills to leverage media as a catalyst for positive societal impact. The course is justified by its potential to empower students with the skills, knowledge and mindset needed to navigate and harness the power of media for the betterment of society.					
Semester	6	Credits			3	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practicum	Others	45
		3	0	0	0	
Pre-requisites, if any	Proficiency in critical thinking, analytical skills and an understanding of how media influences society could also be beneficial.					

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Understand the historical evolution of media and its impact on societal changes	U	1,6
2	Build the complex relationship between media, power structures and political processes	A	1,6,7
3	Examine the impact of media narratives and imagery on self-perception and societal perceptions of identity	An	1,6
4	Evaluate the influence of digital platforms on the visibility, reach and sustainability of social movements	E	1,2,9

**Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)*

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Course description	Hrs	CO No.
1	Theories of media and social change	15	
1.1	Media and social change: introduction to theoretical frameworks explaining the relationship between media dynamics and societal transformations.	6	1
1.2	Cultivation Theory, Social Learning Theory, Dependency Theory, Diffusion of innovation theory, Symbolic interactionism, media logic theory.	5	1
1.3	Transnational media and globalisation.	4	1
2	Media, Power and politics	15	
2.1	Analysing the intersection of media, political systems and power structures.	5	2
2.2	Political rhetoric and the media	5	3
2.3	New media and the promising power: gender equality-case study.	5	3
3	Media, identity and social movements	15	
3.1	Social Constructionism, media consumption and Identity. Media literacy and identity negotiation.	5	3
3.2	Social movements and digital media.	5	4
3.3	Role of digital platforms and social media in organising, sustaining and amplifying social movements and activism.	5	4
4	Teacher-specific content		

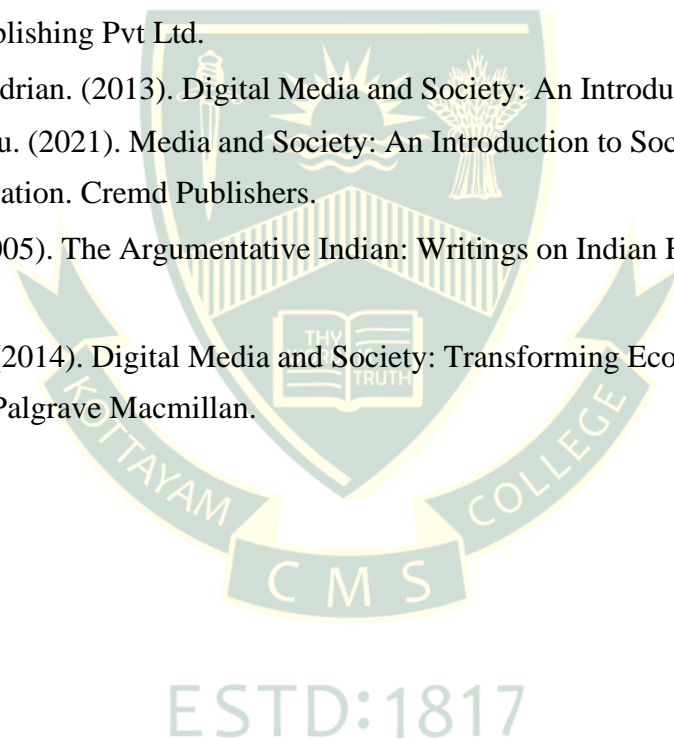
Teaching and Learning Approach	<p>Classroom Procedure (Mode of transaction)</p> <ul style="list-style-type: none"> • Lectures • Discussions and presentations. • Book reviews, Discussions and seminars- Assign readings from academic articles, books, and reports related to the syllabus. • Conduct in-class discussions • Guest Lectures -Invite guest speakers with expertise in the field to share the real experiences and insights. • Media content analysis. 																													
Assessment Types	<p>MODE OF ASSESSMENT</p> <p>A. Continuous Comprehensive Assessment (CCA) – 25 Marks (Practicum components will be evaluated under CCA)</p> <p>Marks Division</p> <table> <tr> <td>*Assignments</td> <td>–</td> <td>10 Marks</td> </tr> <tr> <td>Class tests/Quiz</td> <td>–</td> <td>10 Marks</td> </tr> <tr> <td>**In -class Presentation</td> <td>–</td> <td>5 Marks</td> </tr> </table> <p><i>*Group Project / Individual Project / Case Study</i> <i>**Power Point / Audio-Visual Presentation / Oral Presentation</i></p> <p>The concerned faculty should develop various assignments and students need to be evaluated on the basis of their performance.</p> <p>B. End Semester Evaluation</p> <p>Written Exam - 50 Marks (1.5 Hours)</p> <table border="1"> <thead> <tr> <th>Descriptive Type</th> <th>Word Limit</th> <th>Number of questions to be answered</th> <th>Marks</th> </tr> </thead> <tbody> <tr> <td>MCQ/One word</td> <td>NA</td> <td>15</td> <td>15 x 1 = 15</td> </tr> <tr> <td>Short Answer</td> <td>100 Words</td> <td>5 out of 8</td> <td>3 x 5 = 15</td> </tr> <tr> <td>Essay</td> <td>350 Words</td> <td>2 out of 4</td> <td>10 x 2 = 20</td> </tr> <tr> <td colspan="3" style="text-align: right;">Total</td> <td>50</td> </tr> </tbody> </table>	*Assignments	–	10 Marks	Class tests/Quiz	–	10 Marks	**In -class Presentation	–	5 Marks	Descriptive Type	Word Limit	Number of questions to be answered	Marks	MCQ/One word	NA	15	15 x 1 = 15	Short Answer	100 Words	5 out of 8	3 x 5 = 15	Essay	350 Words	2 out of 4	10 x 2 = 20	Total			50
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REFERENCES

- Berger, Arthur Asa. (2012). *Media and Society: A Critical Perspective*. Rowman & Littlefield Publishers.
- Carah, Nicholas. (2021). *Media and Society: Power, Platforms, and Participation*. Sage.
- Jenkins, H (2006). *Convergence Culture*. NYU Press.
- McQuail, D. (2010). *Mass Communication Theory*. Sage Publications.
- Meshram, Pradeep. (2010). *Mass media and Social Change*. Dattsons publications.

SUGGESTED READINGS

- A Shoma, Dr Chatterji. (2021). *The Female Gaze: Essays on Gender, Society and Media*. Vitasta Publishing Pvt Ltd.
- Athique, Adrian. (2013). *Digital Media and Society: An Introduction*. Polity.
- Obasi, Otuu. (2021). *Media and Society: An Introduction to Sociology of Mass Communication*. Cremd Publishers.
- Sen, A. (2005). *The Argumentative Indian: Writings on Indian History, Culture and Identity*. Penguin.
- White, A. (2014). *Digital Media and Society: Transforming Economics, Politics and Social Practices*. Palgrave Macmillan.



Semester 7

Course Code	Title of the Course	Type of the Course (DSC, MDC, SEC etc)	Credit	Hours / Weeks	Hour Distribution/ Weeks			
					L	T	P	O
CMSSEN24176401	Critical Disability Studies	DCC	4	5	3	-	2	-
CMSSEN24176402	Memory and Trauma Studies	DCC	4	4	4	-	-	-
CMSSEN24176403	Posthuman Studies	DCC	4	4	4	-	-	-
CMSSEN24177403	Modernism and After	DCE	4	4	4	-	-	-
CMSJM24177401	Critical Media Theories	Choose any one	4	4	4	-	-	-
CMSSEN24177401	British Literature till the Romantic Period	DCE	4	4	4	-	-	-
CMSJM24177402	Media and Politics in the Contemporary	Choose any one	4	4	4	-	-	-
CMSSEN24177402	The Nineteenth Century Literature	DCE	4	4	4	-	-	-
CMSSEN24177403	Inclusive Studies and the Media	Choose any one	4	4	4	-	-	-

ESTD:1817



CMS College Kottayam (Autonomous)

Programme	BA (Hons) English					
Course Name	CRITICAL DISABILITY STUDIES					
Type of Course	DCC					
Course Code	CMSSEN24176401					
Course Level	400-499					
Course Summary	The course on Disability Studies explores disability as socially, politically and culturally constructed. It also respects disability as a unique lived experience. Intersectional in its theoretical outlook, each text in this course is an attempt to reread the multiple epistemologies of disability. The learner is invited to participate in a conversation on the politics of representation of disability in the cultural texts, critique biased perceptions and explore alternate ways of viewing impairment.					
Semester	7	Credits			4	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others	
		3	0	1	0	75
Pre-requisites, if any						

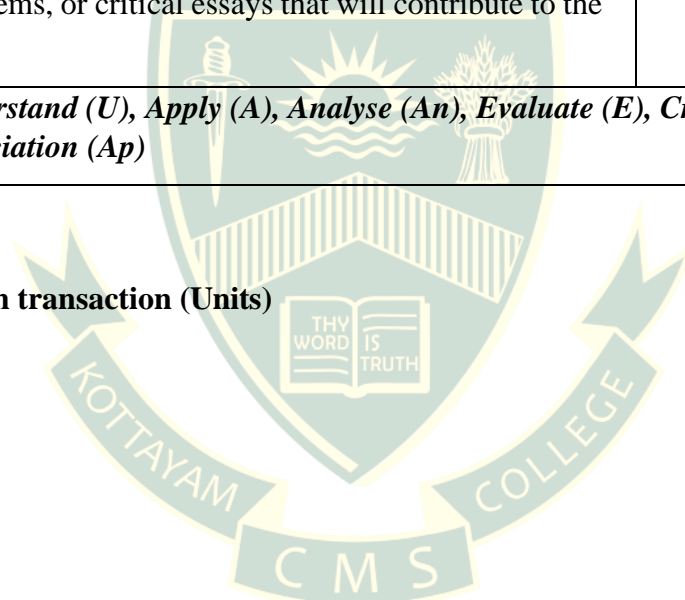
COURSE OUTCOMES (CO)

ESTD:1817

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Understand the dynamics of 'disability'.	U	1, 7
2	Explain 'ableism' and its social and cultural manifestations.	U	2
3	Identify the major tenets of disability literature.	A	1
4	Develop critical analysis of how disability is represented in socio cultural texts.	An	1
5	Evaluate ethical concerns regarding portrayals of disability.	E	8
6	Encourage students to explore creative expressions related to disability through literature, such as writing their own narratives, poems, or critical essays that will contribute to the discourse.	C	6, 10
<p><i>*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)</i></p>			

COURSE CONTENT

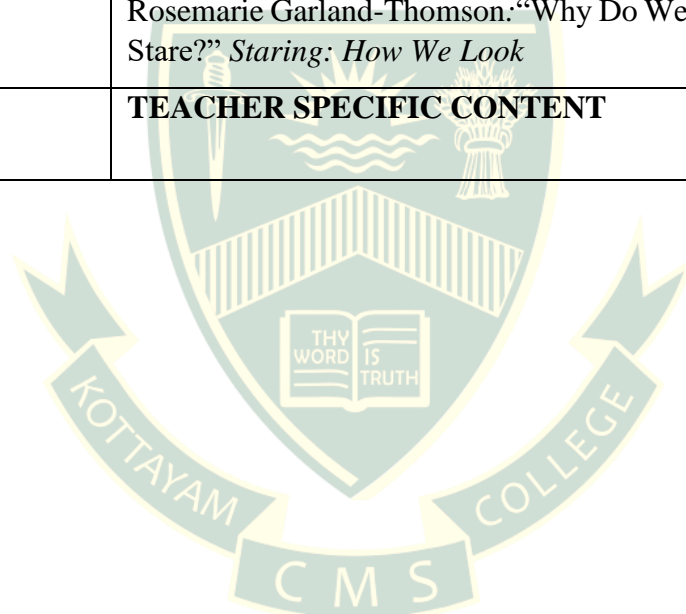
Content for Classroom transaction (Units)



ESTD:1817

Module	Units	Course description	Hrs	CO No.
1 UNDERSTANDING DISABILITY	1.1	Lennard Davis: "Introduction: Disability, Normality and Power". <i>Disability Studies Reader</i>	5	1,2,3,4
	1.2	Tom Shakespeare: "Disability Across Time and Place". <i>Disability, The Basics.</i>	5	1,2,3,4
	1.3 Practicum	Disability Rights Movements, Moral Model, Medical Model, Social Model, Human Rights Model	5	5,6
2 REPRESENTING DISABILITY	2.1	Narrative Prosthesis and the Materiality of Metaphor: Disability and the Dependencies of Discourse. David T. Mitchell and Sharon L. Snyder.	5	1,2,3,4
	2.2	John Steinbeck: <i>Of Mice and Men</i>	5	4,5
	2.3 Practicum	Film: <i>My Name is Khan</i> (2010) Film: <i>Bahubali</i> (2015)	5	4,5,6
3 PROBLEMATIZING DISABILITY	3.1	Fiona Kumari Campbell: "Internalised Ableism: The Tyranny Within". Counters of Ableism: The Production of Disability and Abledness	3	1,2,3,4
	3.2	Mark Haddon: <i>The Curious Incident of the Dog in the Night Time</i>	4	4,5
	3.3	Poetry: Liv Mammon: "Advice to the Able-Bodied Poet Entering the Disability Poetics Workshop"	3	4,5
	3.4 Practicum	Film: <i>Peranbu</i> (2018) Shane Burcaw: <i>Laughing at My Nightmare</i> William Wordsworth: "The Blind Highland Boy"	5	4,5,6
4 NEW DIRECTIONS	4.1	Rosemarie Garland- Thomson: "Disability Bioethics: From Theory to Practice". <i>Kennedy Institute of Ethics Journal</i> . John Hopkins University Press. Vol.27, No. 2, 2017.	5	1,2,3,4
	4.2	Robert McRuer: "Coming Out Crip: Malibu is Burning". <i>Crip Theory: Cultural Signs of Queerness and Disability.</i>	5	1,2,3,4

	4.3	Petra Koppers: “Image Politics without the Real: Simulacra, Dandyism and Disability Fashion”. <i>Disability/Postmodernity: Embodying Disability Theory</i> . Ed by Mairian Corker and Tom Shakespeare.	5	1,2,3,4
	4.4 Practicum	Nandini Ghosh: “Negotiating Femininity: Lived Experiences of Women with Locomotor Disabilities in Bengal”. <i>Interrogating Disability in India</i>	5	1,2,3,4
	4.5 Practicum	Seminars Documentary: <i>Crip Camp</i> (2020) Film: <i>Guzaarish</i> (2010) Rosemarie Garland-Thomson: “Why Do We Stare?” <i>Staring: How We Look</i>	10	4,5,6
5		TEACHER SPECIFIC CONTENT		



ESTD:1817

Teaching and Learning Approach	<p>Classroom Procedure (Mode of transaction)</p> <p>Direct Instruction: Brain storming lecture, Explicit Teaching, Interactive Instruction, Seminar, Presentation by individual student/ Group representative.</p>																																
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SUGGESTED READINGS

Sonya Freeman Loftis. *Shakespeare and Disability Studies*. Oxford University Press.

Anju Sosan George. *Discourses on Disability*. Cambridge Scholars Publishing. 2023

Dan Goodley. *Dis/Ability Studies*. Routledge. 2014.

Lennard J. Davis. *Bending Over Backwards*. New York university Press. 2002.

Nirmala Erevelles. *Disability and Difference in Global Contexts*. Palgrave Macmillan, 2011.

Anita Ghai. *Rethinking Disability in India*. Routledge, 2015.



CMS College Kottayam (Autonomous)

Programme	BA (Hons) English					
Course Name	MEMORY AND TRAUMA STUDIES					
Type of Course	DCC					
Course Code	CMSSEN24176402					
Course Level	400-499					
Course Summary	The course on Memory and Trauma Studies explores the intersection of memory, trauma, and the ways in which individuals and societies remember and cope with traumatic experiences. It delves into various disciplines such as psychology, sociology, literature, history, and cultural studies to understand the complex nature of memory and trauma.					
Semester	7	Credits			4	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others	
		4	0	0	0	60
Pre-requisites, if any						

COURSE OUTCOMES (CO)

ESTD:1817

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Understand the concepts of 'trauma' and 'memory' as they are used in the media, in contemporary culture, and in Humanities and Social Science	U	3
2	Demonstrate an understanding of different approaches to the concept of trauma	U	1, 3
3	Identify the differences in personal memory, cultural memory, and collective memory, and in national and transnational memory.	U	1, 3
4	Apply key concepts to analyse specific texts	A	1
5	Analyse macro issues related to memory, remembrance and commemoration.	An	1,4, 7
6	Examine the impact of traumatic memories on the portrayal of violence and suffering on a global scale, as depicted in both fictional and non-fictional literature such as novels, memoirs, and historical works.	E	1, 10
*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

COURSE CONTENT

Content for Classroom transaction (Units)

ESTD:1817

Module	Units	Course description	Hrs	CO No.
1 Introducing Trauma/ Memory	1.1	Assmann, Aleida. "Memory, Individual and Collective." <i>The Oxford Handbook of Contextual Political Analysis</i> . Editors. Robert E. Goodin und Charles, pp. 210-218	5	3
	1.2	Paul Connerton "Seven Types of Forgetting" <i>Memory Studies</i> 2008; 1; 59 DOI: 10.1177/1750698007083889	5	3
	1.3	Cathy Caruth: 'Traumatic Awakenings (Freud, Lacan and the Ethics of Memory)' in <i>Unclaimed Experience: Trauma, Narrative, and History</i> . (The Johns Hopkins University Press, 1996	5	5
2 Trauma Narratives (Personal)	2.1	Marjane Satrapi: <i>Persepolis</i> – Part 1 (2007) A.Revathi: <i>The Truth About Me</i> .	5	4
	2.2	Poems by Ruth Vanitha and Asad Alvi from <i>The World That Belongs To Us: An Anthology of Queer Poetry from South Asia</i> by Aditi Angiras, Akhil Katyal	5	6
	2.3	Drama: Sara Kane: 4.48 <i>Psychosis</i> (2000)	5	4
3 Trauma Narratives (Holocaust & Partition/ Refugee)	3.1	Primo Levi: <i>Survival in Auschwitz</i>	5	4
	3.2	Poetry: Elie Wiesel: "Never Shall I Forget" Darwish Mahmoud: "Identity Card"	5	5
	3.3	Drama- Joshua Sobol: <i>Ghetto</i>	5	6
4 The Interdisciplinarity of Memory /Trauma	4.1	Caruth, Cathy. "Literature and the Enactment of Memory (Dura, Resnais, Hiroshima mon amour)." <i>Unclaimed Experience: Trauma, Narrative, and History</i> , The Johns Hopkins University Press, 1996. Films: 1) <i>Hiroshima mon amour</i> (Alain Resnais, 1959) 2) <i>Teresa Prata: Sleepwalking Land</i>	10	2
	4.2	Bapsi Sidhwa: <i>The Ice Candy Man</i> / Film 1947 <i>Earth</i> by Deepa Mehta (an adaptation of <i>The Ice Candy Man</i>)	5	1,2

5		Teacher Specific Content		
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Teaching and Learning Approach	<p>Classroom Procedure (Mode of transaction)</p> <p>Direct Instruction: Brain storming lecture, Explicit Teaching, interactive Instruction:, Seminar, Presentation by individual student/ Group representative.</p>																																		
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Adorno, Theodor W. "After Auschwitz". *Negative Dialectics*, translated by E. B. Ashton, Routledge, 1973.

Angiras, Aditi and Akhil Katyal. *The World That Belongs to Us: An Anthology of Queer Poetry from South Asia*. Harper Collins, 2020.

Caruth, Cathy. "Literature and the Enactment of Memory (Dura, Resnais, Hiroshima mon amour)." *Unclaimed Experience: Trauma, Narrative, and History*, The Johns Hopkins University Press, 1996.

References

Delbo, Charlotte. *None of Us Will Return*. Grove Press, 1968

Felman, Shoshana. *The Juridical Unconscious: Trials and Traumas in the Twentieth Century*. Harvard University Press, 2002

Goodin, Robert E., and Charles Tilly, editors. *The Oxford Handbook of Contextual Political Analysis*. Oxford University Press, 2006, pp. 210-24.

Hartman, Geoffrey (ed.). *Holocaust Remembrance: The Shapes of Memory*. Oxford: Blackwell, 1994

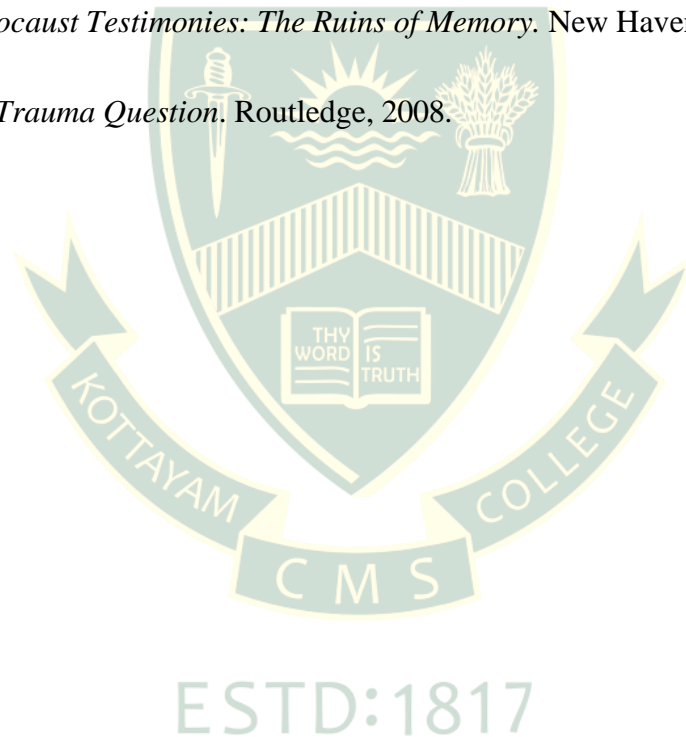
Hill, Geoffrey. "Ovid in the Third Reich." *New and Collected Poems, 1952-1992*. Houghton Mifflin Harcourt, 2000.

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Joker. Directed by Todd Phillips, Warner Bros. Pictures, 2019.

Langer, Lawrence. *Holocaust Testimonies: The Ruins of Memory*. New Haven; London: Yale University Press, 1991.

Luckhurst, Roger. *The Trauma Question*. Routledge, 2008.





CMS College Kottayam (Autonomous)

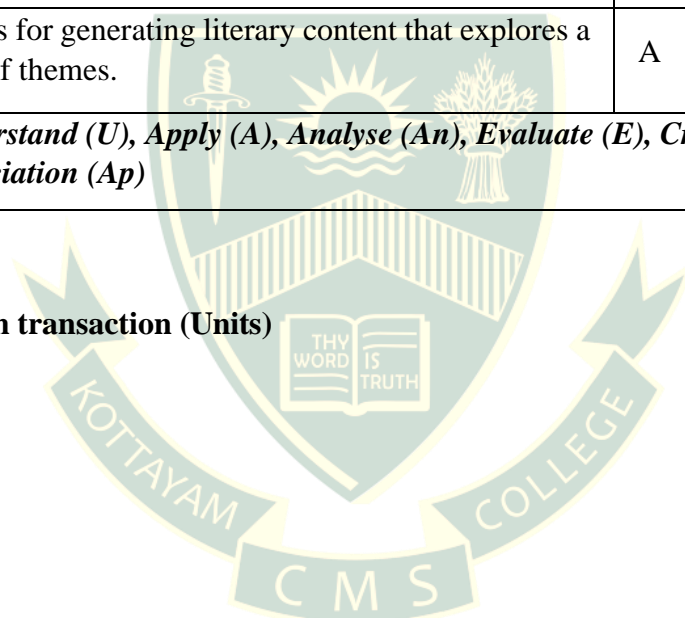
Programme	BA (Hons) English					
Course Name	Posthuman Studies					
Type of Course	DCC					
Course Code	CMSSEN24176403					
Course Level	400-499					
Course Summary	<p>This course explores the philosophical concept of Posthumanism, examining its various branches and their implications on human identity and culture. It explores the impact of Posthumanism on literature and film, analyzing how these mediums reflect and challenge traditional humanist notions. Additionally, the course investigates the intersection of artificial intelligence with literature, questioning the role of AI in understanding and creating literary works. Through a combination of theoretical discussions and practical analyses, students will gain a comprehensive understanding of Posthumanism's significance in contemporary society and its potential to shape future narratives.</p>					
Semester	7	Credits			4	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others	
		4	0	0	0	60
Pre-requisites, if any						

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains*	PO No
1	Understand the foundational concepts and critiques within posthumanism.	U	3
2	Analyze posthuman themes in selected films, focusing on AI and cyborgs.	A	1
3	Evaluate the depiction of posthumanism in literature, particularly transhumanism and posthuman subjectivities.	E	8
4	Explore expressions of posthumanism in poetry and short stories, emphasizing non-human perspectives and hybridity.	An	1,10
5	Apply AI tools for generating literary content that explores a wide variety of themes.	A	1,8
*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

COURSE CONTENT

Content for Classroom transaction (Units)



ESTD:1817

Module	Units	Course description	Hrs	CO No.
1 An Introductio n to Posthumani sm	1.1	"Posthumanism, Transhumanism, Antihumanism, Metahumanism, and New Materialisms Differences and Relations" by Francesca Ferrando	5	1
	1.2	"A. I. Richards: Can Artificial Intelligence Appreciate Poetry?" by Jon Phelan	5	1
	1.3	"Critical Posthumanism – An Overview" by Stefan Herbrechter	5	1
2 Films	2.1	<i>Android Kunjappan</i> (2019) Directed by Ratheesh Balakrishnan Poduval	3	2
	2.2	<i>Her</i> (2013) directed by Spike Jonze	4	2
	2.3	<i>Blade Runner 2049</i> (2017) directed by Denis Villeneuve	4	2
	2.4	<i>Ex Machina</i> (2014) directed by Alex Garland	4	2
3 Novels	3.1	<i>Frankenstein - Mary Shelley</i>	5	3
	3.2	<i>Klara and the Sun - Kazuo Ishiguro</i>	5	3
	3.3	<i>Oryx and Crake- Margaret Atwood</i>	5	3
4 Poems, Short Stories, AI Tools	4.1	"Who Can Replace a Man?" by Brian Aldiss (Story)	3	4
	4.2	"Cat Pictures Please" by Naomi Kritzer (Short Story)	3	4
	4.3	"Posthuman" - Yusuf Saadi (Poem)	3	4
	4.4	"Singularity" by Marie Howe (Poem)	3	4

	4.5	AI-Generated Poems: Use tools like GPT-3 for themed poetry creation. AI-Created Paintings: Employ platforms like DeepArt for AI-driven digital art AI-Composed Music: Experiment with AIVA for AI music composition.	3	5
5		Teacher Specific Content		

Teaching and Learning Approach	<p>Classroom Procedure (Mode of transaction)</p> <p>Lecture</p> <p>Explication of select novels and films</p> <p>Introduce AI generated content of literature, art, music etc, AI assisted writing</p>																																			
Assessment Types	<p>MODE OF ASSESSMENT</p> <p>A. Continuous Comprehensive Assessment (CCA) – 30 marks</p> <table border="1" style="margin-left: 40px;"> <tr><td>Particulars</td></tr> <tr><td>Class test</td></tr> <tr><td>Discussion</td></tr> <tr><td>Assignment</td></tr> </table> <p>B. Semester End Examination (50 marks descriptive type and 20 marks objective type), duration - 2hrs</p> <table border="1" style="margin-left: 40px;"> <thead> <tr> <th>Descriptive Type</th> <th>Word Limit</th> <th>Number of Questions to be added</th> <th>Marks</th> </tr> </thead> <tbody> <tr> <td>Essays</td> <td>300 words</td> <td>1 out of 2</td> <td>1 x 15 = 15</td> </tr> <tr> <td>Short Essay</td> <td>150 words</td> <td>5 out of 8</td> <td>5 x 5 = 25</td> </tr> <tr> <td>Short Answer</td> <td>50 words</td> <td>5 out of 8</td> <td>5 x 2 = 10</td> </tr> <tr> <td>Objective type</td> <td>NA</td> <td>10 out of 12</td> <td>1 x 10 = 10</td> </tr> <tr> <td>MCQ</td> <td>NA</td> <td>10</td> <td>1 x 10 = 10</td> </tr> <tr> <td></td> <td></td> <td>Total</td> <td>70</td> </tr> </tbody> </table>				Particulars	Class test	Discussion	Assignment	Descriptive Type	Word Limit	Number of Questions to be added	Marks	Essays	300 words	1 out of 2	1 x 15 = 15	Short Essay	150 words	5 out of 8	5 x 5 = 25	Short Answer	50 words	5 out of 8	5 x 2 = 10	Objective type	NA	10 out of 12	1 x 10 = 10	MCQ	NA	10	1 x 10 = 10			Total	70
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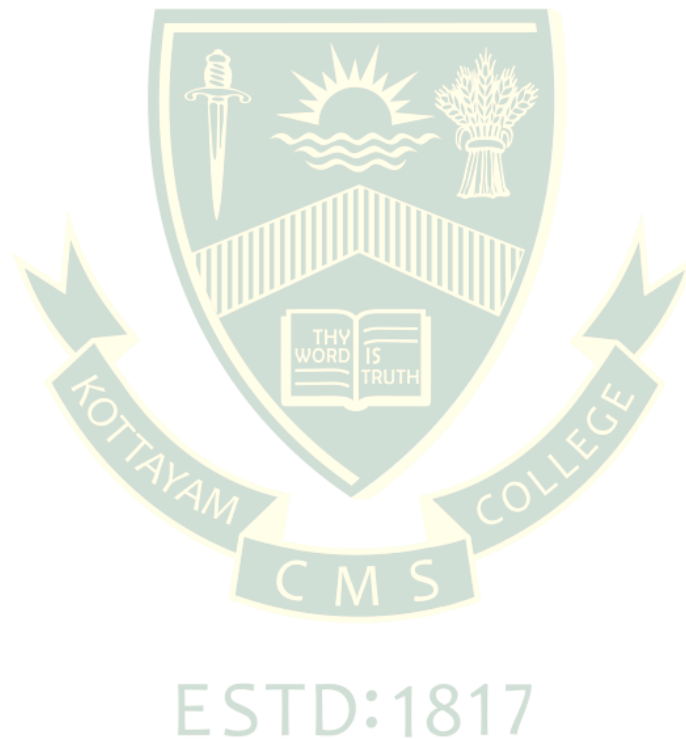
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CMS College Kottayam (Autonomous)

Programme	BA (Hons) English					
Course Name	Modernism and After					
Type of Course	DCE					
Course Code	CMSEN24177403					
Course Level	400-499					
Course Summary	Introduces the learner to the Philosophy and Aesthetics of Modernism and postmodernism					
Semester	7	Credits			4	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others	
		4	0	0	0	60
Pre-requisites, if any						

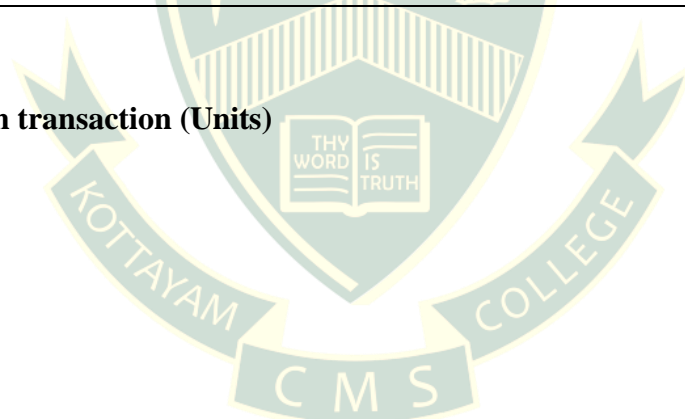
COURSE OUTCOMES (CO)

ESTD:1817

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	To understand the philosophy and intention of Modernism through the close reading of <i>The Wasteland</i> .	U	8
2	To analyse the Modernist and postmodernist poems by focusing on their thematic and linguistic peculiarities.	An	5
3	To distinguish the Modernist and postmodernist impulse through a reading of select European and Latin American short fiction	An	6
4	To identify the new narrative techniques and thematic shift in modernist and postmodernist fiction	An	3
5	To illustrate the modernist and postmodernist approach to Theatre and nature of its commentary on life and art through a study of a representative modern play	An	1
*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

COURSE CONTENT

Content for Classroom transaction (Units)



ESTD:1817

Module	Units	Course description	Hrs	CO No.
1	1.1	T S Eliot: <i>The Wasteland</i>	15	1
2	2.1	Ezra Pound : “L’art” & “In a Station of Metro”	3	2
	2.2	Wallace Stevens : “Thirteen Ways of Looking at a Blackbird”	3	2
	2.3	J H Prynne : “The Holy City”	3	2
	2.4	John Ashbery: “Some Trees”	2	2
	2.5	Allen Ginsberg: “A Supermarket in California”	2	2
	2.6	Ihab Hassan : “The Question of Postmodernism”	2	2,5
3	3.1	Virginia Woolf - “A Mark on the Wall”	2	3,4
	3.2	James Joyce - “A Little Cloud”	2	3
	3.3	Donald Barthelme: “The School”	2	3
	3.4	Italo Calvino: “The Man who Shouted Teresa”	2	3
	3.5	William Faulkner: <i>As I Lay Dying</i> Don DeLillo : <i>White Noise</i>	7	3,4
4	4.1	Samuel Beckett : <i>Endgame</i>	15	5
5		Teacher Specific Content		

Teaching and Learning Approach	Classroom Procedure (Mode of transaction) Direct Instruction: Brain storming lecture, E-learning, Interactive instruction: Group Project, Assignments and discussion, Presentation by individual students																																		
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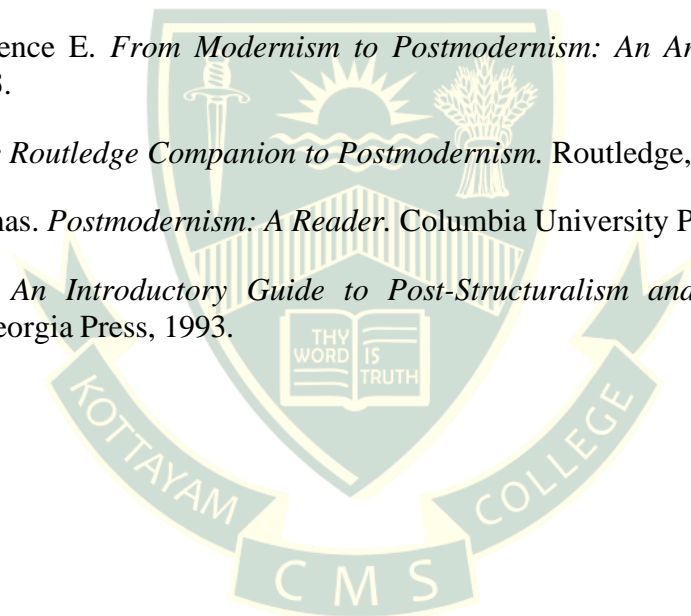
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6. Sim, Stuart. *The Routledge Companion to Postmodernism*. Routledge, 2001.
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ESTD:1817



CMS College Kottayam (Autonomous)

Programme	BA (Hons) English					
Course Name	British Literature Till the Romantic Period					
Type of Course	DCE					
Course Code	CMSEN24177401					
Course Level	400-499					
Course Summary	This course traces the evolution of English literature from Chaucer, spanning four centuries, with a sample from each of the major writers. It also introduces the various genres of literature including the sonnet, the verse drama, the epic, the satire, the aphoristic and periodical essay and the novel					
Semester	7	Credits			4	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others	
		60	0	0	0	60
Pre-requisites, if any						

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Remember to trace the history, growth and development of the dominant genres of the age.	R	1, 2
2	To understand the political, religious, social and cultural milieu of England during the period.	U	6,7
3	To analyse the influence of ideologies of the times on literature	An	4, 1
4	To analyse the influence of classical writers on the age, and the conventional style that the writers of the age employed in their works.	An	4, 1
5	To evaluate a literary work critically in relation to the background of the writer and the age	E	4, 8
*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

COURSE CONTENT

Content for Classroom transaction (Units)

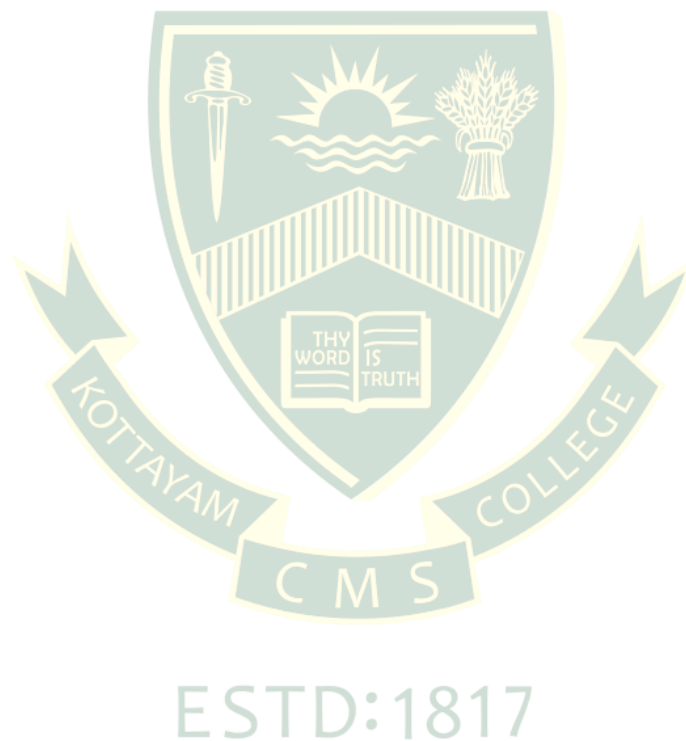
Module	Units	Course description	Hrs	CO No.
1	1.1	1. Chaucer : “The Prioress”, “The Knight”, (From <i>The Prologue to The Canterbury Tales</i>)	5	1, 3
	1.2	Edmund Spenser : <i>Epithalamion</i>	5	1, 2
	1.3	Francis Bacon : “Of Truth”	5	1, 3
2	2.1	Marlowe: <i>Doctor Faustus</i>	12	1, 4
	2.2	Shakespearean Sonnets: Nos. 18, 54, 64, 123	3	1, 5
3	3.1	John Milton : <i>Paradise Lost</i> , Book I, lines 1 to 270	6	1, 4
	3.2	John Donne: “Valediction: Forbidding Mourning”	3	1,3
	3.3	John Dryden: <i>Mac Flecknoe</i> , Lines 1-63	6	1,2
4	4.1	Daniel Defoe : <i>Robinson Crusoe</i> Jane Austen: <i>Pride and Prejudice</i> :	10	1,5
	4.2	Richard Steele : “The Spectator Club” Goldsmith, Oliver : “Beau Tibbs at Home”	5	1,2, 5
5		Teacher Specific Content		

Teaching and Learning Approach	Classroom Procedure (Mode of transaction) Direct Instruction: Brain storming lecture, E-learning, Interactive instruction: Group Project, Assignments and discussion, Presentation by individual students																																		
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References

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7. N. Hudson: *Samuel Johnson and Eighteenth-Century Thought*
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CMS College Kottayam (Autonomous)

Programme	BA (Hons) English					
Course Name	The Nineteenth Century Literature					
Type of Course	DCE					
Course Code	CMSSEN24177402					
Course Level	400-499					
Course Summary	This course intends to introduce the learner to the spirit of Romanticism in poetry, and prose and the later developments till the end of the Victorian period. The course also includes works dealing with the socio-economic problems of the times and the rights of women					
Semester	7	Credits			4	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others	
Pre-requisites, if any		4	0	0	0	60

COURSE OUTCOMES (CO)

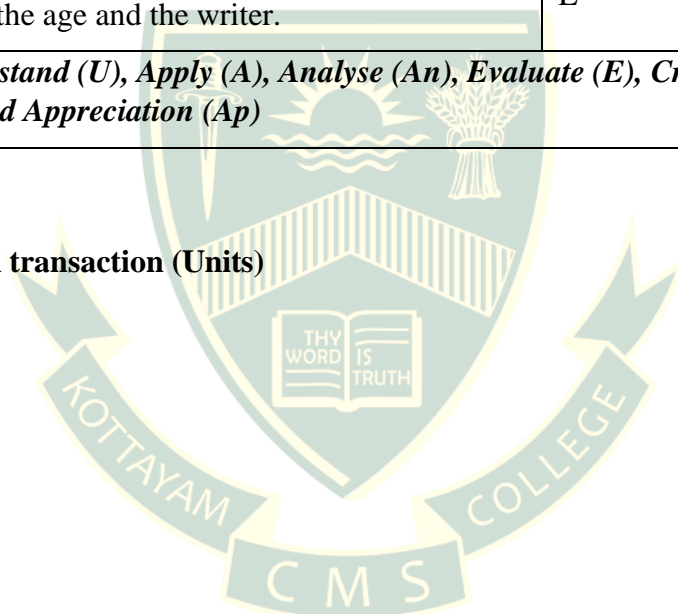
ESTD:1817

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Remember to trace the history, growth and development of the dominant genres of the age.	R	1, 2
2	Understand the political, religious, social and cultural milieu of England during the period.	U	6,7
3	Analyse the influence of ideologies of the times on literature	An	4, 1
4	Analyse the influence of classical writers on the age, and the conventional style that the writers of the age employed in their works.	An	4, 1
5	Evaluate critically a work of literature given the background of the age and the writer.	E	4, 8

****Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)***

COURSE CONTENT

Content for Classroom transaction (Units)



ESTD:1817

Module	Units	Course description	Hrs	CO No.
1	1.1	William Hazlitt: "On Actors and Acting."	4	1,2,3,4,5
	1.2	Matthew Arnold: "Function of Criticism at the Present Time"	4	1,2,3,4,5
	1.3	De Quincey: "On the Knocking at the Gate, in Macbeth"	4	1,2,3,4,5
	1.4	Charles Lamb: "A Dissertation Upon a Roast Pig"	3	1,2,3,4,5
2	2.1	William Wordsworth: "Strange fits of passion have I known"	2	1,2,3,4,5
	2.2	S.T. Coleridge: "This Lime Tree Bower My Prison"	2	1,2,3,4,5
	2.3	P.B Shelley: "The Cloud"	2	1,2,3,4,5
	2.4	John Keats: "Ode on a Grecian Urn"	2	1,2,3,4,5
	2.5	Alfred, Lord Tennyson: "Lotos Eaters."	2	1,2,3,4,5
	2.6	Matthew Arnold: "Dover Beach"	2	1,2,3,4,5
	2.7	"Christina Rossetti: "Goblin Market" "	2	1,2,3,4,5
	2.8	Anne Bronte: "If this be all"	1	1,2,3,4,5

3	3.1	Oscar Wilde: <i>The Importance of Being Earnest</i>	5	1,2,3,4,5
	3.2	George Bernard Shaw: <i>Mrs. Warren's Profession</i>	5	1,2,3,4,5
	3.3	Mary Wollstonecraft: Selections from <i>A Vindication of the Rights of Woman</i> Chapter 1 and 2	5	1,2,3,4,5
4	4.1	Charles Dickens: <i>Hard Times</i>	5	1,2,3,4,5
	4.2	Emily Bronte: <i>Wuthering Heights</i>	5	1,2,3,4,5
	4.3	Thomas Hardy ; <i>Tess of the D'Uberilles</i>	5	1,2,3,4,5
5		Teacher Specific Content		

ESTD:1817

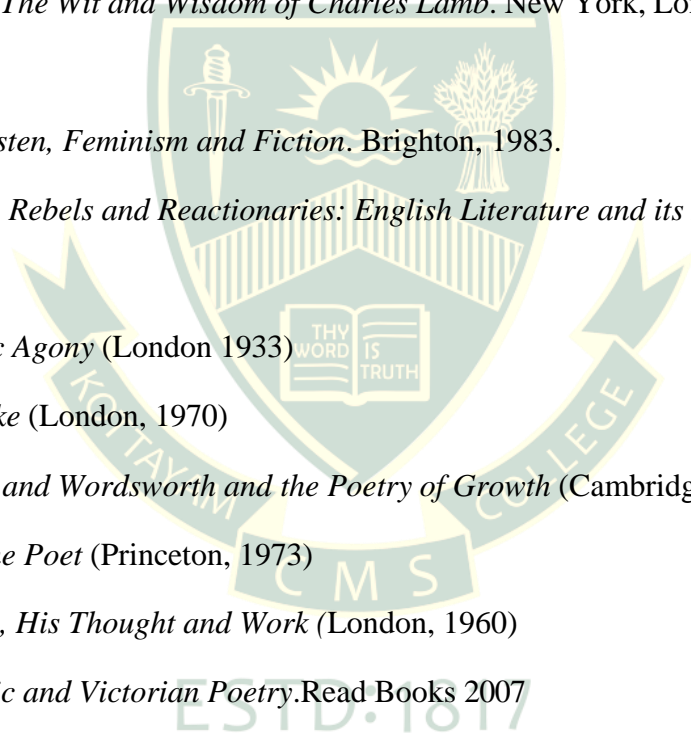
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CMS College Kottayam

(Autonomous)

Programme	BA (Hons) JOURNALISM AND MASS COMMUNICATION					
Course Name	CRITICAL MEDIA THEORIES					
Type of Course	DCE					
Course Code	CMSJM24177401					
Course Level	400 - 499					
Course Summary	The course delineates key approaches, themes, concepts and debates in critical media theories. From liberal tradition to cutting edge research in sensory studies through Marxian paradigm and concepts of post-structuralism, media's role as the critical voice in democracy is foregrounded. Exposure to intersections of media studies and critical theory will offer a robust foundation for undertaking interdisciplinary research and scholarship.					
Semester	7		Credits		4	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practicum	Others	
		4	0	0	0	60
Pre-requisites, if any	Basic understanding of theoretical frameworks pertaining to media.					

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Understand the media theories in liberal humanist paradigm	U	1,2,5,6
2	Analyse the diversity of critical approaches to media in Marxian intellectual tradition	An	1,2,5,7
3.	Apply the notion of public sphere in the mediatic context of India	A	1,2,4,5,6,8

4	Apply post-structuralist concepts of governmentality and control society in the post-colonial political context	A	1,2,5,8,9
5	Analyse transformation of media theories in the digital context	An	1,2,4,5,6
6	Appreciate new directions in critical media research such as affect studies and sensory studies	Ap	1,2,4,5,7,8
*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Course description	Hrs	CO No.
1	Media and critical tradition	10	
1.1	Media and Liberalism: John Stuart Mill, John Milton.	3	1
1.2	Approaches and traditions in critical media studies and communication studies.	3	1
1.3	Media as a process and produce- Analytical and descriptive paradigms.	4	1
2	Media and Marxian paradigm	20	
2.1	Frankfurt School, Walter Benjamin, Althusser, Gramsci, Raymond Williams- Culture industry, mechanical reproduction, ideological state apparatus, hegemony and media as technology and cultural form.	7	2,3
2.2	Arendt, Habermas and critics like Frazer and Warner - Banality of evil, public sphere and counter publics.	4	2,3
2.3	Roland Barthes and Stuart Hall- Birmingham school - Myth, decoding -encoding.	4	2,3
2.4	Pierre Bourdieu –Field Theory, symbolic capital, habitus.	5	2,3
3	Media and post-structural thinking	15	
3.1	Foucault-Governmentality, power/knowledge.	5	3

3.2	Deluze and Guttari –rhizome, multiplicity and control society.	5	3
3.3	Baudrillard and Guy Debord- Simulacrum and society of the spectacle.	5	3
4	Media and digital crossroads	15	
4.1	Fuchs, Castells –Digital labour, Network society.	5	4,5
4.2	Affect theories, sensory studies.	5	4,5
4.3	Shoshana Zuboff –Surveillance Capitalism.	5	4,5
5	Teacher-specific content		

Teaching and Learning Approach	<p>Classroom Procedure (Mode of transaction)</p> <ul style="list-style-type: none"> • Lectures • Discussions and presentations. • Book reviews, Discussions and seminars- Assign readings from academic articles, books, and reports related to the syllabus. • Conduct in-class discussions • Guest Lectures -Invite guest speakers with expertise in the field to share the real experiences and insights. • Analytical exercises. • ICT tools 									
Assessment Types	<p>MODE OF ASSESSMENT</p> <p>A. Continuous Comprehensive Assessment (CCA) – 30 Marks (Practicum components will be evaluated under CCA)</p> <p>Marks Division</p> <table style="width: 100%; border: none;"> <tr> <td>*Assignments</td> <td style="text-align: center;">–</td> <td style="text-align: right;">10 Marks</td> </tr> <tr> <td>Class tests/Quiz</td> <td style="text-align: center;">–</td> <td style="text-align: right;">10 Marks</td> </tr> <tr> <td>**In -class Presentation</td> <td style="text-align: center;">–</td> <td style="text-align: right;">10 Marks</td> </tr> </table> <p><i>*Group Project / Individual Project / Case Study</i> <i>**Power Point / Audio-Visual Presentation / Oral Presentation</i></p>	*Assignments	–	10 Marks	Class tests/Quiz	–	10 Marks	**In -class Presentation	–	10 Marks
*Assignments	–	10 Marks								
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**In -class Presentation	–	10 Marks								

The concerned faculty should develop various assignments and students need to be evaluated on the basis of their performance.			
B. End Semester Evaluation – 70 Marks			
Descriptive Type	Word Limit	Number of questions to be answered	Marks
MCQ/one word	NA	20	20 x 1 = 20
Short Answer	50 Words	10 out of 15	10 x 2 = 20
Essay	450 Words	2 out of 4	2 x 15 = 30
Total		32 out of 39	70

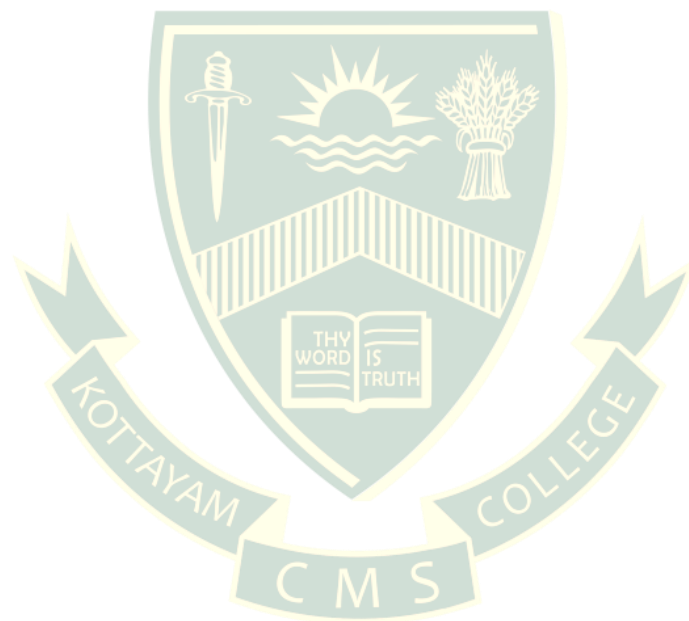
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ESTD:1817



CMS College Kottayam

(Autonomous)

Programme	BA (Hons) JOURNALISM AND MASS COMMUNICATION					
Course Name	MEDIA AND POLITICS IN THE CONTEMPORARY					
Type of Course	DCE					
Course Code	CMSJM24177402					
Course Level	400 - 499					
Course Summary	<p>The course offers critical perspectives regarding expansion of media forms and its political ramifications in India. Majoritarian tendencies and populist turn in democracies across the globe is examined through the lens of the media. New media forms have emerged as critical agents of major dimensions of popular politics such as electioneering, governance and expression of dissent. Institutions of parliamentary democracy and functioning of judiciary are impacted by the paradox of authoritarian populism. Critical awareness of how media forms shape popular politics and citizenship is an imperative for learners across disciplines.</p>					
Semester	7	Credits			4	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others	60
		4	0	0	0	
Pre-requisites, if any	Nil					

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Understanding majoritarian tendencies in contemporary democratic politics and the role of media in them	U	1,2,3,6,7
2	Analyse the expansion of media and its political ramifications in India	An	1,2,3,4,5
3	Analyse media's role in the populist turn in democracies across the globe	An	1,2,6,8
4	Critique the phenomenon of centralized authority and its mass appeal in democratic politics	C	1,2,5,6,8
5	Analyse the role of electioneering and expression of popular will in democracies	An	2,6,8,10
6	Evaluate the growing role of digital media in popular politics compared to legacy media	E	3,4,7
7	Appreciate the role of the media in advancing egalitarian citizenship in democracies.	Ap	1,2,5,8
<p><i>*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)</i></p>			

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Course description	Hrs	CO No.
1	Mediatisation of politics	15	
1.1	Conceptual foundations: Mediatisation, hegemony.	4	1,2
1.2	Expansion of Media and transition of democracies - Evolution of the public sphere.	4	1,2
1.3	Media, majoritarianism and transformation of democratic politics.	3	1,2
1.4	Major political formations and their media strategies.	4	1,2
2	Media and populist politics	15	

2.1	Politics and performance.	4	3,4
2.2	Media populism and fandom.	4	3,4
2.3	Media and electioneering.	4	3,4,5
2.4	Patterns of political communication.	3	3,4
3	New media and digital politics	15	
3.1	Crowd theory, public participation and informalization of media.	4	5,6
3.2	New media, popular will and political legitimization.	4	5,6
3.3	Fake news and conspiracy theories.	3	5,6
3.4	Data manoeuvring, lobbying and circulation of news.	4	5,6
4	Media, shifting institutional context and contemporary Politics	15	
4.1	Media and aspects of formal politics-Parliament, courts and state agencies.	4	6
4.2	Media and narrative building.	4	6
4.2	Case study: analysis of current SC judgements and their media reporting.	3	6,7
4.3	Case study: analysis of digital media's role in general elections..	4	6,7
5	Teacher-specific content		

Teaching and Learning Approach	Classroom Procedure (Mode of transaction) <ul style="list-style-type: none"> • Lectures • Discussions and presentations. • Book reviews, Discussions and seminars- Assign readings from academic
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	<p>articles, books, and reports related to the syllabus.</p> <ul style="list-style-type: none"> • Conduct in-class discussions • Guest Lectures -Invite guest speakers with expertise in the field to share the real experiences and insights. • Analytical exercises. • ICT tools 																				
Assessment Types	<p>MODE OF ASSESSMENT</p> <p>A. Continuous Comprehensive Assessment (CCA) – 30 Marks (Practicum components will be evaluated under CCA)</p> <p>Marks Division</p> <p>*Assignments – 10 Marks Class tests/Quiz – 10 Marks **In -class Presentation – 10 Marks</p> <p><i>*Group Project / Individual Project / Case Study</i> <i>**Power Point / Audio-Visual Presentation / Oral Presentation</i></p> <p>The concerned faculty should develop various assignments and students need to be evaluated on the basis of their performance.</p> <p>B. End Semester Evaluation</p> <p>Written Exam - 70 Marks (2 Hours)</p> <table border="1"> <thead> <tr> <th>Descriptive Type</th> <th>Word Limit</th> <th>Number of questions to be answered</th> <th>Marks</th> </tr> </thead> <tbody> <tr> <td>MCQ/one word</td> <td>NA</td> <td>20</td> <td>20 x 1 = 20</td> </tr> <tr> <td>Short Answer</td> <td>50 Words</td> <td>10 out of 15</td> <td>10 x 2 = 20</td> </tr> <tr> <td>Essay</td> <td>450 Words</td> <td>2 out of 4</td> <td>2 x 15 = 30</td> </tr> <tr> <td>Total</td> <td></td> <td>32 out of 39</td> <td>70</td> </tr> </tbody> </table>	Descriptive Type	Word Limit	Number of questions to be answered	Marks	MCQ/one word	NA	20	20 x 1 = 20	Short Answer	50 Words	10 out of 15	10 x 2 = 20	Essay	450 Words	2 out of 4	2 x 15 = 30	Total		32 out of 39	70
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- Chatterji, Partha. (2004). Politics of the Governed: Reflections on Popular Politics in Most of the World. Columbia University Press.
- Deshpande, Satish. (2003). Contemporary India: A Sociological View. Viking.
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ESTD:1817



CMS College Kottayam (Autonomous)

Programme	BA (Hons) JOURNALISM AND MASS COMMUNICATION					
Course Name	INCLUSIVITY STUDIES AND MEDIA					
Type of Course	DCE					
Course Code	CMSSEN24177403					
Course Level	400 - 499					
Course Summary & Justification	This course explores the dynamic relationship between media representation and issues of inclusivity in society. Students will gain a comprehensive understanding of the historical context of representation in media, the legal and social justice frameworks promoting inclusivity, and the theoretical foundations for analyzing media content through an intersectional lens.					
Semester	7	Credits			4	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practicum	Others	
		4	0	0	0	60
Pre-requisites, if any	Social orientation and sensitivity					

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Understanding the concept of inclusivity in different contexts and its relevance in social life.	U	1,2,3,6,7
2	Analysing the historical development of inclusivity.	An	1,2,3,4,5
3	Analyse the theoretical frameworks pertaining to inclusivity and the underlying principles of intersectionality.	An	1,2,6,8

4	Understand the legal and policy perspectives and the psychological and sociological perspectives related to inclusivity and the role of mass media.	C	1,2,5,6,8
5	Analyse the ethical considerations and the need for advocacy related to inclusivity.	An	2,6,8,10
*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Course description	Hrs	CO No.
1	Definition and historical context	10	
1.1	Definition and Scope: Meaning of inclusivity in different contexts, such as education, workplace, society, and interpersonal relationships.	5	1
1.2	Historical Context: Historical background of inclusivity, past movements, struggles, and advancements in promoting diversity and inclusion.	5	1
2	Framework	20	
2.1	Social Justice Frameworks: Theories and frameworks related to social justice, equity, and human rights forming the underlying principles of inclusivity.	10	2
2.2	Intersectionality: Multiple aspects of identity (such as race, gender, sexuality, disability, socio-economic status) that intersect and influence experiences of inclusion and exclusion.	10	2
3	Perspectives	15	
3.1	Legal and Policy Perspectives: laws, regulations, and policies related to inclusivity at local, national, and international levels, and their impact on society.	7	4
3.2	Psychological and Sociological Perspectives: Psychological and sociological theories that explain individual and group behaviours, attitudes, and perceptions related to inclusivity.	8	3
4	Communication and Advocacy	15	

4.1	Ethical Considerations: Ethical dilemmas and moral obligations related to inclusivity, such as balancing individual rights with collective well-being and navigating cultural relativism.	7	4
4.2	Communication and Advocacy: Effective communication strategies and advocacy efforts that promote inclusivity, raise awareness, and facilitate positive social change.	8	4
5	Teacher-specific content (Internal evaluation only)		

Teaching and Learning Approach	<p>Classroom Procedure (Mode of transaction)</p> <ul style="list-style-type: none"> • Lectures • Discussions and presentations. • Book reviews, Discussions and seminars- Assign readings from academic articles, books, and reports related to the syllabus. • Conduct in-class discussions • Guest Lectures -Invite guest speakers with expertise in the field to share the real experiences and insights. • Analytical exercises. • ICT tools 									
Assessment Types	<p>MODE OF ASSESSMENT</p> <p>A. Continuous Comprehensive Assessment (CCA) – 30 Marks (Practicum components will be evaluated under CCA)</p> <p>Marks Division</p> <table style="margin-left: 20px;"> <tr> <td>*Assignments</td> <td>–</td> <td>10 Marks</td> </tr> <tr> <td>Class tests/Quiz</td> <td>–</td> <td>10 Marks</td> </tr> <tr> <td>**In -class Presentation</td> <td>–</td> <td>10 Marks</td> </tr> </table> <p style="margin-left: 20px;">*Group Project / Individual Project / Case Study **Power Point / Audio-Visual Presentation / Oral Presentation</p> <p>The concerned faculty should develop various assignments and students need to be evaluated on the basis of their performance.</p> <p>Suggested activities</p> <ol style="list-style-type: none"> 1. Analyzing case studies, examples, and real-world scenarios to understand how inclusivity is practiced in various settings and industries. 2. Self-reflection and journaling to examine personal biases, privileges, and contributions to inclusivity, and campaign identifying ways to actively promote inclusion in everyday life. <p style="text-align: center;">B. End Semester Evaluation</p>	*Assignments	–	10 Marks	Class tests/Quiz	–	10 Marks	**In -class Presentation	–	10 Marks
*Assignments	–	10 Marks								
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Written Exam - 70 Marks (2 Hours)			
Descriptive Type	Word Limit	Number of questions to be answered	Marks
MCQ/one word	NA	20	20 x 1 = 20
Short Answer	50 Words	10 out of 15	10 x 2 = 20
Essay	450 Words	2 out of 4	2 x 15 = 30
Total		32 out of 39	70

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Semester 8

Course Code	Title of the Course	Type of the Course (DSC, MDC, SEC etc)	Credit	Hours / Week	Hour Distribution/ Weeks			
					L	T	P	O
CMSSEN24186404	Literary Theory	DCC	4	5	3	-	2	-
CMSSEN24186405	Foundations of Research	DCC	4	5	3	-	2	-
CMSSEN24187404	New Trends in Literature	DCE	4	5	3	-	2	-
CMSJM24187404	Film Theories	Choose any one	4	5	3	-	2	-
CMSSEN24187405	Shakespearean Echoes: Transforming Words to Worlds	DCE Choose any one	4	5	3	-	2	-
CMSJM24187405	Media, Marginality and Sites of Resistance		4	5	3	-	2	-
CMSSEN24187406	Life Narratives	DCE	4	5	3	-	2	-
CMSJM24187406	Environmental Journalism	Choose any one	4	5	3	-	2	-
CMSJM24180402	Project	PRJ						



CMS College Kottayam (Autonomous)

Programme	BA (Hons) English					
Course Name	Literary Theory					
Type of Course	DCC					
Course Code	CMSEN24186404					
Course Level	400-499					
Course Summary	The course gives an introduction to various literary theories. The course makes the students think critically about the various political, social and literary dimensions of various experiences of life.					
Semester	8	Credits			4	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others	
		3	0	1	0	75
Pre-requisites, if any						

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Understand and discuss relationships between different theories and critical schools.	U	1,2
2	Understand and discuss some key ideas of particular theories and schools.	U	1,2
3	Apply various literary theories into literary and non literary genres.	A	6,7,8
4	Compare different theoretical strands in reading a text.	E	10
5	Estimate the impact of Humanities on the core area of human experience	C	3,6,8

***Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)**

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1	1.1	Levis Strauss: Incest and Myth	5	1, 2,3&4
	1.2	Jacques Derrida: Structure, Sign and Play in the Discourse of the Human Sciences	5	1, 2,3&4
	1.3 Practicum	Michel Foucault: The Subject and Power	5	1, 2,3&4
2	2.1	Stephen Greenblatt: Invisible Bullets	5	1, 2,3&4
	2.2	Theodor Adorno and Max Horkheimer: The Culture Industry: Enlightenment as Mass Deception	5	1, 2,3&4
	2.3 Practicum	Frederic Jameson : 'Reification and Utopia in Mass Culture	5	1, 2,3&4
3	3.1	Judith Butler: Imitation and Gender Insubordination	5	1, 2,3&4
	3.2	Laura Mulvey: After Visual Pleasure	5	1, 2,3&4
	3.3 Practicum	Helene Cixous: "The Laugh of the Medusa"	5	1, 2,3&4
4	4.1	Edward Said: "Introduction" from <i>Orientalism</i>	10	4,5
	4.2	George Lamming: "A Monster, A Child, A Slave"	5	4,5
	4.3 Practicum	Ashis Nandy: <i>The Intimate Enemy</i> Chapter 2: "The Uncolonised Mind"	15	4,5
5	5.1	Teacher Specific Content		

Teaching and Learning Approach	Classroom Procedure (Mode of transaction) LECTURE, SEMINAR, ASSIGNMENT																																		
Assessment Types	MODE OF ASSESSMENT <p style="text-align: center;">A. Continuous Comprehensive Assessment (CCA) – 30 marks</p> <table border="1" data-bbox="435 607 762 815"> <tr><td>Particulars</td></tr> <tr><td>Class tests</td></tr> <tr><td>Discussion/ Seminar</td></tr> <tr><td>Assignment</td></tr> </table> <p>B. Semester End Examination (50 marks descriptive type and 20 marks objective type), duration - 2hrs</p> <table border="1" data-bbox="435 956 1417 1292"> <thead> <tr> <th>Descriptive Type</th> <th>Word Limit</th> <th>Number of Questions to be added</th> <th>Marks</th> </tr> </thead> <tbody> <tr> <td>Essays</td> <td>300 words</td> <td>1 out of 2</td> <td>1 x 15 = 15</td> </tr> <tr> <td>Short Essay</td> <td>150 words</td> <td>5 out of 8</td> <td>5 x 5 = 25</td> </tr> <tr> <td>Short Answer</td> <td>50 words</td> <td>5 out of 8</td> <td>5 x 2 = 10</td> </tr> <tr> <td>Objective type</td> <td>NA</td> <td>10 out of 12</td> <td>1 x 10 = 10</td> </tr> <tr> <td>MCQ</td> <td>NA</td> <td>10</td> <td>1 x 10 = 10</td> </tr> <tr> <td></td> <td></td> <td>Total</td> <td>70</td> </tr> </tbody> </table>			Particulars	Class tests	Discussion/ Seminar	Assignment	Descriptive Type	Word Limit	Number of Questions to be added	Marks	Essays	300 words	1 out of 2	1 x 15 = 15	Short Essay	150 words	5 out of 8	5 x 5 = 25	Short Answer	50 words	5 out of 8	5 x 2 = 10	Objective type	NA	10 out of 12	1 x 10 = 10	MCQ	NA	10	1 x 10 = 10			Total	70
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SUGGESTED READINGS

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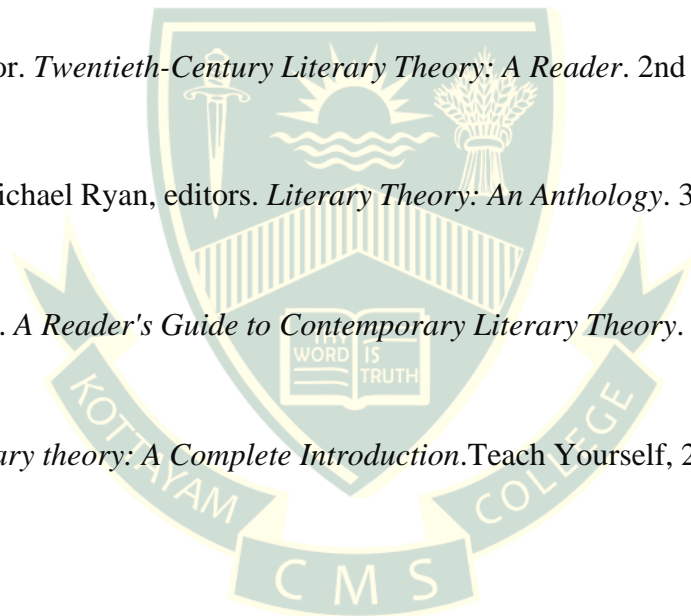
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Upstone, Sara. *Literary theory: A Complete Introduction*. Teach Yourself, 2017



ESTD:1817



CMS College Kottayam (Autonomous)

Programme	BA (Hons) English					
Course Name	Foundations of Research					
Type of Course	DCC					
Course Code	CMSEN24186405					
Course Level	400-499					
Course Summary	The course is intended to introduce the students to the basics of research and help the learner to plan, organise and execute research.					
Semester	8	Credits			4	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others	
		3	0	1	0	75
Pre-requisites, if any						

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Explain the key concepts of Literary Research	U	3
2	Identify the use of proper Research Methodology	A	1
3	Evaluate the interface of ethics and AI in/and literary research	E	8
4	Analyse the importance of Research Foundations for Life	An	1,10

**Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)*

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1 Basics of Research	1.1	A brief history of Literary Research. The beginning of Research – Contribution of early writers in Research – Difference between Literary criticism and Literary Research – Research in different Levels – an evaluation	5	1,4
	1.2	Definition and concept – Pre requisites of Research – Nature and Types of Research – Purposes of Research – Philosophy – Relevance and Scope – Limitations and Delimitations	5	1,4
	1.3 Practicum	MLA Handbook 9th edition 1.1-2.99	5	1,4
2 Research Methodology	2.1	Selecting a Topic – The survey of relevant Literature – Research Questions – Designing Hypotheses – Preparing a Research proposal.	5	2,4
	2.2	Nature and Rule – Variants in Methodology – Evaluation of different methods: historic, comparative, descriptive and scientific observation and experimentation and confirmation of hypotheses.	5	2,4
	2.3 Practicum	MLA Handbook 9th edition 2.100-5.22	5	2,4
3 Research Methodology	3.1	Primary & Secondary sources Books – Anthologies – Thesauruses – Encyclopedias – Conference Proceedings – Unpublished Thesis – Newspaper articles – Journals – Govt. publications – e-journals – Web reference – Research sites – Printed and Web Indexes; e-mail, discussion groups, special libraries, advanced study centres – virtual libraries – web search engines etc.	5	2,4
	3.2	Data Collection – objectives, types and techniques – Analysis and Interpretation.	5	2,4

	3.3 Practicum	MLA Handbook 9th edition 5.23-5.76	5	2,4
4 Ethics, AI and Research	4.1	Ethics: Definition, moral philosophy, nature of moral judgements and reactions. Ethics with respect to science and research Intellectual honesty and research integrity Scientific misconducts: Falsification, Fabrication and Plagiarism (FFP)	7	3,4
	4.2	Be aware/beware of AI Tools for Assisted Writing and Research. Tools for Searching Literature, Literature Review, Content Writing, Paraphrasing/ Summarizing, Grammar Check, Reference Manager etc	8	3,4
	4.3	MLA Handbook 9th edition 5.77-7.4	15	3,4
5		Teacher Specific Content		

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Teaching and Learning Approach	<p>Classroom Procedure (Mode of transaction)</p> <p>Lecture</p> <p>Introduce in Practical hours Methodological tools both AI based and traditional</p>																																
Assessment Types	<p>MODE OF ASSESSMENT</p> <p>A. Continuous Comprehensive Assessment (CCA) – 30 marks</p> <table border="1" data-bbox="435 607 762 786"> <tr><td>Particulars</td></tr> <tr><td>Class tests</td></tr> <tr><td>Seminar</td></tr> <tr><td>Assignment</td></tr> </table> <p>B. Semester End Examination (50 marks descriptive type and 20 marks objective type), duration - 2hrs</p> <table border="1" data-bbox="435 925 1476 1279"> <thead> <tr> <th>Descriptive Type</th> <th>Word Limit</th> <th>Number of Questions to be added</th> <th>Marks</th> </tr> </thead> <tbody> <tr> <td>Essays</td> <td>300 words</td> <td>1 out of 2</td> <td>1 x 15 = 15</td> </tr> <tr> <td>Short Essay</td> <td>150 words</td> <td>5 out of 8</td> <td>5 x 5 = 25</td> </tr> <tr> <td>Short Answer</td> <td>50 words</td> <td>5 out of 8</td> <td>5 x 2 = 10</td> </tr> <tr> <td>Objective type</td> <td>NA</td> <td>10 out of 12</td> <td>1 x 10 = 10</td> </tr> <tr> <td>MCQ</td> <td>NA</td> <td>10</td> <td>1 x 10 = 10</td> </tr> <tr> <td></td> <td></td> <td>Total</td> <td>70</td> </tr> </tbody> </table>	Particulars	Class tests	Seminar	Assignment	Descriptive Type	Word Limit	Number of Questions to be added	Marks	Essays	300 words	1 out of 2	1 x 15 = 15	Short Essay	150 words	5 out of 8	5 x 5 = 25	Short Answer	50 words	5 out of 8	5 x 2 = 10	Objective type	NA	10 out of 12	1 x 10 = 10	MCQ	NA	10	1 x 10 = 10			Total	70
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SUGGESTED READINGS

1. Catherine Belsey. *Research Methods for English Studies*. Edinburgh University Press
2. Richard Altick: *The Art of Literary Research*
3. George Watson. *A Guide to long Essay and Dissertations*
4. *MLA Handbook for writers of Research papers*. 9th Edition.
5. Kate R.Turabian: *A Manual for writers of Term papers, Theses and Dissertations*.
6. Elaine Hamilton: *Writing Dissertations*
7. Ann Hoffman: *Research for Writers*.
8. George Thompson: *Writing a Long Thesis*
9. Correa, Delia Da Sousa and W.R.Owens. *The Handbbook to Literary Research*



CMS College Kottayam (Autonomous)

Programme	BA (Hons) English					
Course Name	NEW TRENDS IN LITERATURE					
Type of Course	DCE					
Course Code	CMSEN24187404					
Course Level	400-499					
Course Summary	This course provides an overview of new trends in literature.					
Semester	8	Credits			4	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others	
Pre-requisites, if any		3	0	1	0	75

COURSE OUTCOMES (CO)

ESTD:1817

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Identify the narrative elements, plot structure, agency, and characteristics of the science fiction genre	U	1,7
2	Construct original, clear and coherent arguments about climate change	C	2
3	Understand how cli-fi narratives explore and represent environments and ecosystems, and our own place within them	U	2,3 & 6
4	Understand and comprehend human responses to pandemic	U	1&6
5	Create new perceptions about infectious diseases, science, and public health policies	C	7
6	Understand the historical development of cyberculture	U	1
7	Identify new political orders and rational discourse, and the ways in which human beings are becoming cyborgs or posthumans	U	3
*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

COURSE CONTENT

Content for Classroom transaction (Units)

ESTD:1817

Module	Units	Course description	Hrs	CO No.
1 Science Fiction	1.1	Advice to a Six - Year - Old. - Mary Soon Lee (Poem)	2	1
	1.2	The Machine Stops - E.M. Forster (Short Story)	8	1
	1.3	<i>The Genre of Science Fiction</i> - Virginia F. Bereit (Essay)	5	1
	1.4 Practicum	<i>The Handmaid's Tale</i> - Margaret Atwood	15	1
2 Climate Fiction	2.1	Speaking Tree - Joy Harjo (Poem)	2	2
	2.2	“Introduction The Birth of a New Type of Fiction” in <i>Climate Fiction and Cultural Analysis A New Perspective on Life in the Anthropocene</i> pp 1- 15 by Gregers Andersen (Essay)	8	3
	2.3 Practicum	<i>Hungry Tide</i> by Amitav Ghosh (Novel)	5	3
3 Pandemic Narratives	3.1	<i>The Fell</i> by Sarah Moss (Novel)	10	4
	3.2 Practicum	<i>The Masque of the Red Death</i> - by Edgar Allan Poe (Short story)	5	5
4 Cyberculture	4.1	“Cyberculture Studies :An Anti Disciplinary Approach (version 3.0)” Critical Cyberculture Studies - McKenzie Wark (Essay)	4	6
	4.2	<i>Do Androids Dream of Electric Sheep?</i> (1968) - Philip K. Dick. (Novel)	6	7
	4.3 Practicum	<i>AI</i> (Steven Spielberg, 2001, 146 min.)	5	7
5		Teacher Specific Content		

Teaching and Learning Approach	Classroom Procedure (Mode of transaction) Lecture Seminar Assignments Tutorial																																
Assessment Types	MODE OF ASSESSMENT A. Continuous Comprehensive Assessment (CCA) – 30 marks <table border="1" data-bbox="435 611 759 792"> <tr><td>Particulars</td></tr> <tr><td>Class test</td></tr> <tr><td>Seminar</td></tr> <tr><td>Assignment</td></tr> </table> B. Semester End Examination (50 marks descriptive type and 20 marks objective type), duration - 2hrs <table border="1" data-bbox="435 878 1469 1238"> <thead> <tr> <th>Descriptive Type</th> <th>Word Limit</th> <th>Number of Questions to be added</th> <th>Marks</th> </tr> </thead> <tbody> <tr> <td>Essays</td> <td>300 words</td> <td>1 out of 2</td> <td>1 x 15 = 15</td> </tr> <tr> <td>Short Essay</td> <td>150 words</td> <td>5 out of 8</td> <td>5 x 5 = 25</td> </tr> <tr> <td>Short Answer</td> <td>50 words</td> <td>5 out of 8</td> <td>5 x 2 = 10</td> </tr> <tr> <td>Objective type</td> <td>NA</td> <td>10 out of 12</td> <td>1 x 10 = 10</td> </tr> <tr> <td>MCQ</td> <td>NA</td> <td>10</td> <td>1 x 10 = 10</td> </tr> <tr> <td></td> <td></td> <td>Total</td> <td>70</td> </tr> </tbody> </table>	Particulars	Class test	Seminar	Assignment	Descriptive Type	Word Limit	Number of Questions to be added	Marks	Essays	300 words	1 out of 2	1 x 15 = 15	Short Essay	150 words	5 out of 8	5 x 5 = 25	Short Answer	50 words	5 out of 8	5 x 2 = 10	Objective type	NA	10 out of 12	1 x 10 = 10	MCQ	NA	10	1 x 10 = 10			Total	70
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SUGGESTED READINGS

University Press

1. Hegele, Arden Alexandra. *Epidemic Fictions: Reading Contagion from the Plague to the Present*. Columbia University Press, 2023.
2. Lunderberg, Marla. *Devotions Upon Emergent Occasions*. Hope College Press, 2023.
3. Gruenler, Curtis. *The Plague in Literature and Myth*. Princeton University Press, 2022.
4. Pamuk, Orhan. *What the Great Pandemic Novels Teach Us*. New York Times Publishing, 2023.
5. Spinrad, Norman. *Journals of the Plague Years*. Penguin Classics, 2023.

6. Boluk, Stephanie, and Patrick LeMieux. *Metagaming: Playing, Competing, Spectating, Cheating, Trading, Making, and Breaking Videogames*. University of Minnesota Press, 2017.
7. Chun, Wendy Hui Kyong. *Updating to Remain the Same: Habitual New Media*. MIT Press, 2016.
8. Galloway, Alexander R. *The Interface Effect*. Polity Press, 2012.
9. Hayles, N. Katherine. *How We Became Posthuman: Virtual Bodies in Cybernetics, Literature, and Informatics*. University of Chicago Press, 1999.
10. Parikka, Jussi. *What is Media Archaeology?* Polity Press, 2012.
11. Goodbody, Axel, and Adeline Johns-Putra, editors. *Cli-Fi: A Companion*. Peter Lang, 2019.
12. Trexler, Adam. *Anthropocene Fictions: The Novel in a Time of Climate Change*. University of Virginia Press, 2015.
13. Ghosh, Amitav. *The Great Derangement: Climate Change and the Unthinkable*. University of Chicago Press, 2016.
14. Heise, Ursula K. *Imagining Extinction: The Cultural Meanings of Endangered Species*. University of Chicago Press, 2016.
15. Johns-Putra, Adeline. *Climate Change and the Contemporary Novel*. Cambridge University Press, 2019.
16. Freedman, Carl. *Critical Theory and Science Fiction*. Wesleyan University Press, 2000.
17. Green, Jaime. *The Possibility of Life: Science, Imagination, and Our Quest for Kinship in the Cosmos*. HarperCollins, 2023.
18. Parrinder, Patrick, editor. *Science Fiction: A Critical Guide*. Routledge, 1979.
19. Swift, E. J. *The Coral Bones*. *Unsung Stories*, 2023.
20. Watson, Tom. *Metronome*. Bloomsbury Publishing, 2023.
21. Clarke, Arthur C. *Palgrave Science Fiction and Fantasy: A New Canon*. Palgrave Macmillan, 2023.



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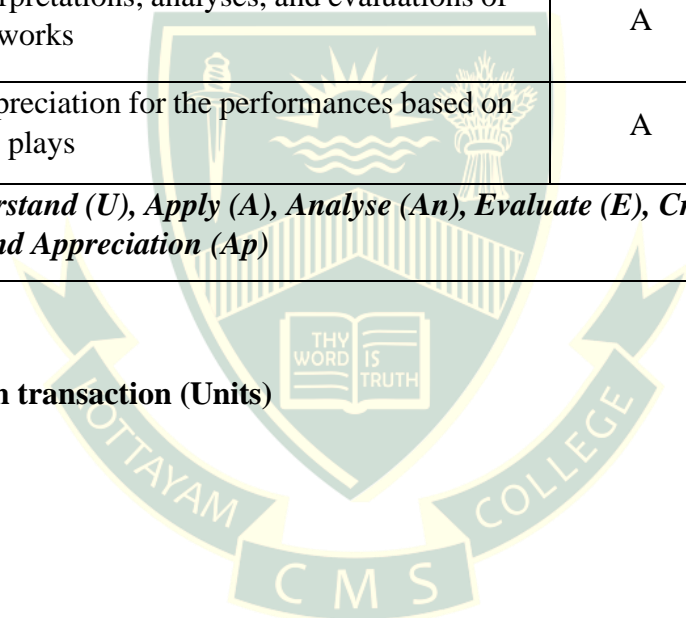
Programme	BA (Hons) English					
Course Name	Shakespearean Echoes: Transforming Words to Worlds					
Type of Course	DCE					
Course Code	CMSEN24187405					
Course Level	400-499					
Course Summary	The course enables the learners to delve into the timeless world of William Shakespeare's literary brilliance. It helps one to uncover the depth and beauty of Shakespeare's plays from tragic tales like "Hamlet" to Comic charm of "A Midsummer Night's Dream." The adaptation and essays offer a comprehensive exploration of Shakespeare's enduring impact on literature and culture. This course is a journey through the literary landscapes of tragedy, comedy, history and romance, offering students the opportunity to explore the enduring relevance of Shakespeare in today's world.					
Semester	8	Credits			4	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others	
		3	0	1	0	75
Pre-requisites, if any	ESTD:1817					

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Demonstrate familiarity with Shakespeare's select tragedy, comedy, history and romance	U	1
2	Analyze the key elements of Shakespearean drama, including plot, character, theme, language and imagery.	An	1
3	Compare the socio cultural milieu of Shakespeare's works with their contemporary adaptations as expressions of individual and human values within a historical and social context	An	3
4	Assess the interpretations, analyses, and evaluations of Shakespeare's works	A	2, 6
5	Develop an appreciation for the performances based on Shakespearean plays	A	4,5&9
*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

COURSE CONTENT

Content for Classroom transaction (Units)



ESTD:1817

Module	Units	Course description	Hrs	CO No.
1	1.1	<i>Hamlet</i> Act 3; Scene 1	5	1,2
	1.2	“Hamlet and His Problems” by T.S. Eliot	5	3,4
	1.3 Practicum	Film Adaptation : <i>Haider</i> dir. By Vishal Bhardwaj	5	4,5
2	2.1	<i>A Midsummer Night’s Dream</i> Act 4; Scene 1	5	1,2
	2.2	“What is the dream in <i>A Midsummer Night’s Dream</i> ” by Robert Crosman	5	3,4
	2.3 Practicum	<i>A Midsummer Night’s Dream</i> Dir. Michael Hoffman (1999)	5	4,5
3	3.1	<i>Antony and Cleopatra</i> : Act 1: Scene 3	5	1,2
	3.2	The Political Context in <i>Antony and Cleopatra</i> by Marilyn Williamson	5	3,4
	3.3	Practicum <i>Shakespeare’s Antony and Cleopatra</i> . RSC, Dir. Trevor Nunn, 1974.	5	4,5
4	4.1	<i>The Tempest</i> : Act II	5	1,2
	4.2	From “The Tempest” Poem by Roberto Carlos Garcia	5	3,4
	4.3	Shakespeare’s <i>Tempest</i> and the Discourse of Colonialism by Deborah Willis	5	4
	4.4 Practicum	<i>A Tempest</i> by Aime Cesaire	15	3
5		Teacher Specific Content		

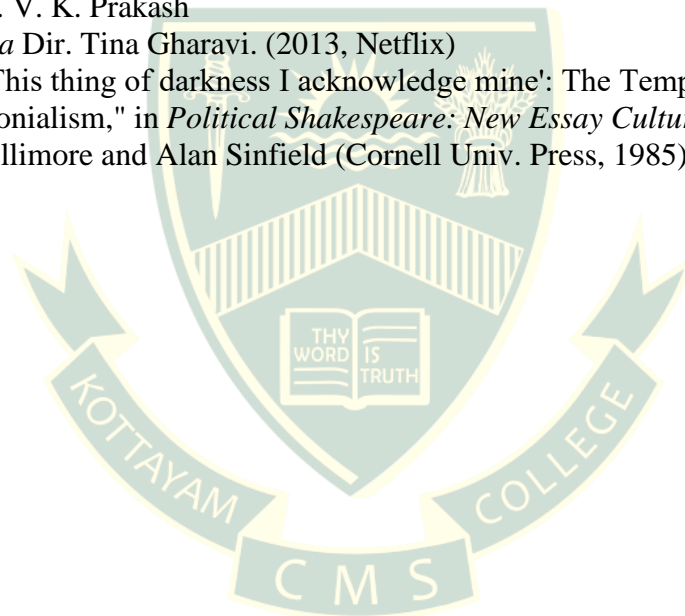
Teaching and Learning Approach	<p>Classroom Procedure (Mode of transaction)</p> <p>Direct Instruction: Brain storming lecture, Explicit Teaching, interactive Instruction:, Seminar, Presentation by individual student/ Group representative.</p>																																	
Assessment Types	<p>MODE OF ASSESSMENT</p> <p>A. Continuous Comprehensive Assessment (CCA) – 30 marks</p> <table border="1" data-bbox="435 607 895 846"> <tr><td>Particulars</td></tr> <tr><td>Class test</td></tr> <tr><td>Discussion/Role Play</td></tr> <tr><td>Assignment</td></tr> <tr><td>Total</td></tr> </table> <p>B. Semester End Examination (50 marks descriptive type and 20 marks objective type), duration - 2hrs</p> <table border="1" data-bbox="435 981 1449 1364"> <thead> <tr> <th>Descriptive Type</th> <th>Word Limit</th> <th>Number of Questions to be added</th> <th>Marks</th> </tr> </thead> <tbody> <tr> <td>Essays</td> <td>300 words</td> <td>1 out of 2</td> <td>1 x 15 = 15</td> </tr> <tr> <td>Short Essay</td> <td>150 words</td> <td>5 out of 8</td> <td>5 x 5 = 25</td> </tr> <tr> <td>Short Answer</td> <td>50 words</td> <td>5 out of 8</td> <td>5 x 2 = 10</td> </tr> <tr> <td>Objective type</td> <td>NA</td> <td>10 out of 12</td> <td>1 x 10 = 10</td> </tr> <tr> <td>MCQ</td> <td>NA</td> <td>10</td> <td>1 x 10 = 10</td> </tr> <tr> <td></td> <td></td> <td>Total</td> <td>70</td> </tr> </tbody> </table>	Particulars	Class test	Discussion/Role Play	Assignment	Total	Descriptive Type	Word Limit	Number of Questions to be added	Marks	Essays	300 words	1 out of 2	1 x 15 = 15	Short Essay	150 words	5 out of 8	5 x 5 = 25	Short Answer	50 words	5 out of 8	5 x 2 = 10	Objective type	NA	10 out of 12	1 x 10 = 10	MCQ	NA	10	1 x 10 = 10			Total	70
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References

- Crosman, Robert. "What is the Dream in *A Midsummer Night's Dream*?" *Connotations*, vol. 7.1 (1997/98)
- Marilyn Williamson. "The Political Context in *Antony and Cleopatra*" *Shakespeare Quarterly*, vol. 21, no. 3 (Summer, 1970), pp. 241-251.
- Willis, Deborah. "Shakespeare's *Tempest* and the Discourse of Colonialism." *Studies in English Literature, 1500-1900*, Vol. 29, No. 2, Elizabethan and Jacobean Drama (Spring, 1989), pp. 277-289
- Eliot, T.S, "Hamlet and his problems." *The Sacred Wood: Essays on Poetry and Criticism*, 1920

SUGGESTED READINGS

- Chaudhuri, Sukanta, and Chee Seng Lim, eds. *Shakespeare without English: The Reception of Shakespeare in Non-Anglophone Countries*. Delhi: Pearson/Longman, 2006.
- Henderson, Diana E., ed. *A Concise Companion to Shakespeare on Screen*. Oxford: Blackwell, 2006.
- Loomba, Ania and Martin Orkin. *Post-Colonial Shakespeares*. New York: Routledge, 1998.
- Mark Thornton. *Filming Shakespeare in the Global Marketplace*. New York: Palgrave Macmillan, 2007.
- Massai, Sonia, ed. *World-Wide Shakespeares: Local Appropriations in Film and Performance*. London: Routledge, 2006.
- Panja, Sharmista (ed). *Performing Shakespeare in India.: Exploring Indianness, Literatures and Cultures*. New Delhi: Sage, 2016
- Trivedi, Poonam and Paromita Chakravarti (eds). *Shakespeare and Indian Cinemas: Local Habitations*. New York: Routledge, 2019.
- Karmayogi. Dir. V. K. Prakash
- *Queen Cleopatra* Dir. Tina Gharavi. (2013, Netflix)
- Paul Brown, "'This thing of darkness I acknowledge mine': The Tempest and the discourse of colonialism," in *Political Shakespeare: New Essays Cultural Materialism*, ed. Jonathan Dollimore and Alan Sinfield (Cornell Univ. Press, 1985), pp 48-71



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CMS College Kottayam (Autonomous)

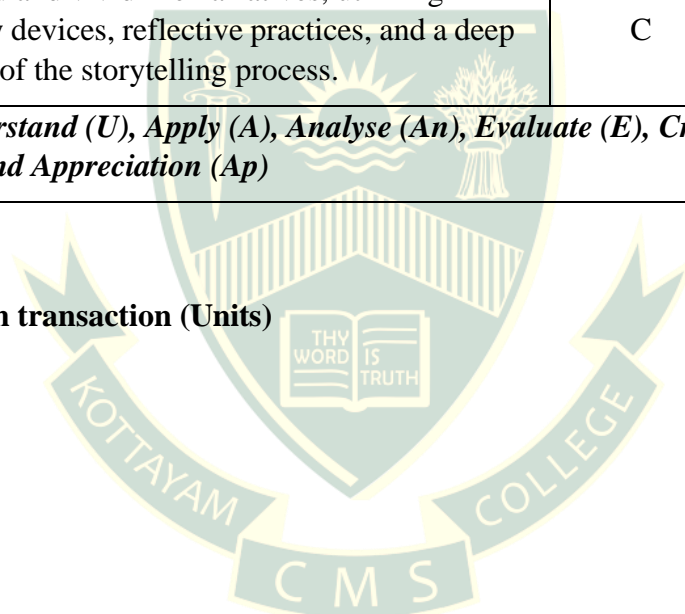
Programme	BA (Hons) English					
Course Name	Life Narratives					
Type of Course	DCE					
Course Code	CMSSEN24187406					
Course Level	400-499					
Course Summary	<p>The course aims to investigate the linkages between race, gender, sexuality, and nation, which motivate many authors to document their own experiences. This course incorporates a service-learning component, which provides students with the opportunity to utilise their skills in authentic, real-world settings. It explores life narratives in a deeply creative and ethically nuanced way, incorporating a range of genres, that include literary autobiography, memoir, and autofiction. The curriculum explores life writings from multiple arena, examining its diverse geography, and illuminating its artistic intricacies and ethical challenges</p>					
Semester	8	Credits			4	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others	
		3	0	1	0	75
Pre-requisites, if any						

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Apply critical thinking skills to diverse life-writing works and draw connections between theoretical frameworks and real-world examples.	A	1, 4
2	Analyse the literary techniques, themes, and ethical dilemmas inherent in autobiographical, memoir, and autofiction genres.	An	1, 4
3	Interpret how Gender, race, disability, queer, imprisonment, nation, sports experiences are represented in life narratives	E	3, 6, 7
4	Create nuanced and vivid life narratives, utilizing various literary devices, reflective practices, and a deep understanding of the storytelling process.	C	4,6, 5, 9, 10
*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

COURSE CONTENT

Content for Classroom transaction (Units)



ESTD:1817

Module	Units	Course description	Hrs	CO No.
1 Critical Essays	1.1	Kadar, Marlene, editor. "Coming to Terms: Life Writing from Genre to Critical Practice." <i>Essays on Life Writing: From Genre to Critical Practice</i> , University of Toronto Press, 1992, pp. 3-16.	5	1
	1.2	Anderson, Linda. "Subjectivity, Representation, and Narrative." <i>Autobiography</i> , Taylor and Francis, 2010, pp. 73-104.	5	1
	1.3 Practicum	Smith, Sidonie and Julia Watson "Fifty -two Genres of Life Narratives" <i>Reading Autobiography: A Guide to interpreting Life Narratives</i> , University of Minnesota Press pp. 183-208	5	1
2 Travel Narratives/Q ueer Narratives/ Confessional writing as Life Narrative	2.1	Daddy: Sylvia Plath An Introduction: Kamala Das.	5	2,3
	2.2	Lorde, Audre. <i>Zami: A New Spelling of My Name</i> . Penguin Books Limited, 2018.	10	2
	2.3 Practicum	Pamuk, Orhan. <i>Istanbul: Memories and the City</i> . Faber and Faber, 2011	15	2
3 Autobiograp hy/ Memoirs/Bio graphy	3.1	Anne Frank : <i>The Diary of a Young Girl</i>	5	2,3
	3.2	Gharib, Malaka. <i>I Was Their American Dream: A Graphic Memoir</i> . 2019	5	2,3
	3.3 Practicum	Pariyadath, Jothibai. <i>Mayilamma: The Life of a Tribal Eco-Warrior</i> . Translated by Swarnalatha Rangarajan and Sreejith Varma, Orient Black Swan, 2018.	5	2,3
4 Films	4.1	Kamal, director. <i>Celluloid</i> . 2013 (Review/discussion/seminar)	5	2,3
	4.2	Mehra, Rakeysh Omprakash, director. <i>Bhaag Milkha Bhaag</i> . 2013.(Review/discussion/seminar)	5	2,3

	4.3 Practicum	Penn, Arthur, director. <i>The Miracle Worker</i> . 1962.(Review/discussion/seminar)	5	2,3
5		Teacher Specific Content		

Teaching and Learning Approach	Classroom Procedure (Mode of transaction) Lecture Discussion Debate																																			
Assessment Types	MODE OF ASSESSMENT A. Continuous Comprehensive Assessment (CCA) – 30 marks <table border="1" style="margin-left: 20px;"> <tr><td>Particulars</td></tr> <tr><td>Class test</td></tr> <tr><td>Discussion/Seminar</td></tr> <tr><td>Assignment</td></tr> </table> B. Semester End Examination (50 marks descriptive type and 20 marks objective type) <table border="1" style="margin-left: 20px;"> <thead> <tr> <th>Descriptive Type</th> <th>Word Limit</th> <th>Number of Questions to be added</th> <th>Marks</th> </tr> </thead> <tbody> <tr> <td>Essays</td> <td>300 words</td> <td>1 out of 2</td> <td>1 x 15 = 15</td> </tr> <tr> <td>Short Essay</td> <td>150 words</td> <td>5 out of 8</td> <td>5 x 5 = 25</td> </tr> <tr> <td>Short Answer</td> <td>50 words</td> <td>5 out of 8</td> <td>5 x 2 = 10</td> </tr> <tr> <td>Objective type</td> <td>NA</td> <td>10 out of 12</td> <td>1 x 10 = 10</td> </tr> <tr> <td>MCQ</td> <td>NA</td> <td>10</td> <td>1 x 10 = 10</td> </tr> <tr> <td></td> <td></td> <td>Total</td> <td>70</td> </tr> </tbody> </table>				Particulars	Class test	Discussion/Seminar	Assignment	Descriptive Type	Word Limit	Number of Questions to be added	Marks	Essays	300 words	1 out of 2	1 x 15 = 15	Short Essay	150 words	5 out of 8	5 x 5 = 25	Short Answer	50 words	5 out of 8	5 x 2 = 10	Objective type	NA	10 out of 12	1 x 10 = 10	MCQ	NA	10	1 x 10 = 10			Total	70
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Chute, Hillary L. *Graphic Women: Life Narrative and Contemporary Comics*, Columbia University Press, 2010.

Internship evaluation (50Marks) – 2 credits

Students who join the BA Honours programme are expected to do an internship during the break following the fourth semester. The evaluation of internship shall be done by a committee constituted by the Department Council. The **total marks** for internship is **50**. The ESE – CCA ratio is 70 : 30. The scheme of CCA and ESE is given below

ESE (35 marks)

Project report of the internship – 35 Marks

Marks may be awarded for the project, based on the field of Internship, nature of the work done, punctuality etc., apart from the actual report alone.

CCA (15 marks)

Oral Presentation - 10 Marks

Viva-Voce - 5 Marks

Some potential Internship avenues for BA English students are:

1. Internships with educational institutions, educational publishers or online learning platforms
2. Internships at newspapers, magazines, online publications, or broadcast media
3. Internships at advertising or marketing agencies.
4. Internships at publishing houses
5. Internships with content creation companies or digital marketing firms
6. Internships with translation agencies, movie subtitling teams, dubbing studios, language service providers, or language learning platforms.
7. Internships with digital media companies, entertainment studios, or online streaming platforms
8. Internships with Event Management firms.
9. Internships with literary organizations
10. Internships in academic libraries, university libraries, special libraries and public libraries.

Capstone Project/Research Project Evaluation (200 marks) – 12 credits

The students pursuing the Four Year Honours Degree are expected to complete a Capstone projects/dissertation at the end of the eighth semester, under the guidance of a faculty member who shall be the mentor. The evaluation of the project shall be CCA with 30 percentage and ESE 70 percentage

The scheme of evaluation of the project is given below

A. Internal Evaluation (CCA- 60 MARKS)

Punctuality and Research Aptitude - 10 Marks

Project Presentation - 30 Marks

Viva - 20 Marks

B. External Evaluation (ESE -140 MARKS)

Project Evaluation - 90 Marks

Project Presentation and Viva - 40 Marks

Paper presentation in a State/National/International Seminar - 10 Marks

(The student is expected to do the paper presentation during the fourth year)

Project Evaluation should be done, based on the following Criteria ;

1. Depth of research/Relevance of the topic -10 marks
2. Methodology -20 marks
3. Critical analysis and interpretation – 30 marks
4. Creativity and originality – 10marks
5. Clarity of presentation -10 marks
6. Language component -10 marks

ESTD:1817



CMS College Kottayam (Autonomous)

Programme	BA (Hons) JOURNALISM AND MASS COMMUNICATION					
Course Name	FILM THEORIES					
Type of Course	DCE					
Course Code	CMSJM24187404					
Course Level	400					
Course Summary	This syllabus provides a framework for a capstone-level undergraduate film theories course designed to deepen students' understanding of the critical analysis of cinema. Each module builds upon the previous, culminating in comprehensive projects demonstrating theoretical application.					
Semester	8	Credits			4	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practicum	Others	75
	Participatory	3	0	1	0	
Pre-requisites, if any	Interest in film studies.					

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Critically analyse the foundations of film theory	An	1,2
2	Outline the various frameworks and film movements.	U	1,3
3.	Evaluate the contemporary film theories and their applications	E	1,2,3
4	Analyse the various case studies and research methods	An	1,2,3
5	Undertake projects and studies in film	C	1,2,3,4
<i>*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)</i>			

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Course description	Hrs	CO No.
1	Foundations of Film Theory	10	
1.1	Introduction to Film Studies: Defining film as art and medium, history and theory, its place in culture and society.	3	1
1.2	Formalism and Film Analysis: Close reading of film elements like mise-en-scene, editing, cinematography, and sound.	3	1
1.3	Classical Hollywood Cinema: Examining narrative conventions, star system, and genre theory within dominant Hollywood models.	2	1
1.4	Auteur Theory and Authorship: Debating the role of the director and individual artistic vision in film creation.	2	1
2	Critical Frameworks & Movements	15	
2.1	Marxist and Psychoanalytic Approaches: Exploring power dynamics, class struggles, and unconscious desires in film.	4	2
2.2	Feminist Film Theory: Analyzing representations of gender, sexuality, and the female gaze in cinema.	4	2
2.3	Postmodernism and Deconstruction: Examining fragmented narratives, subjectivity, and challenges to grand narratives. Queer theory	4	2
2.4	Genre Studies and Hybridity: Deconstructing and rethinking genre conventions, exploring subgenres and cross-genre influences.	3	2
3	Contemporary Theories & Research Methods	20	
3.1	Postcolonial Film Theory: Analyzing representations of race, ethnicity, and colonialism in film.	4	3
3.2	Global Cinema and Transnationalism: Engaging with diverse film industries and international contemporary film movements.	4	3

3.3	Environmental Film Studies: Examining representations of nature, the Anthropocene, and sustainability in film.	4	3
3.4	Digital Cinema and New Media: Exploring the impact of digital technologies on film form and aesthetics.	3	3
3.5	Primary and Secondary Research: Introduction to critical film scholarship, research methodologies, and academic writing.	5	4
4	Practicum – Select any two from the list	30	
4.1	<ol style="list-style-type: none"> 1. Applying Theories to Specific Films: Select a well-known film. Then choose a specific film theory (e.g., Auteur Theory, Psychoanalysis) and analyze the film through that lens. 2. Deconstructing a Scene: Select a specific scene from a film assigned in class. Analyze the scene using two different critical frameworks (e.g., Marxist vs. Feminist Film Theory). 3. Genre: Create a new film genre by combining elements from existing ones (e.g., Sci-Fi Noir Thriller). Then develop a short film synopsis (1-2 pages) that utilizes the newly formed genre. 		4
5	Teacher specific content (Internal evaluation only)		

Teaching and Learning Approach	Classroom Procedure (Mode of transaction) <ul style="list-style-type: none"> • Lectures • Collaborative Discussions and presentations. • Book reviews, Discussions and seminars- Assign readings from academic articles, books, and reports related to the syllabus. • Conduct in-class discussions • Guest Lectures -Invite guest speakers with expertise in the field to share the real experiences and insights.
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	<ul style="list-style-type: none"> • Analytical exercises. • Peer feedback on theoretical interpretations. • ICT tools • Workshops 																
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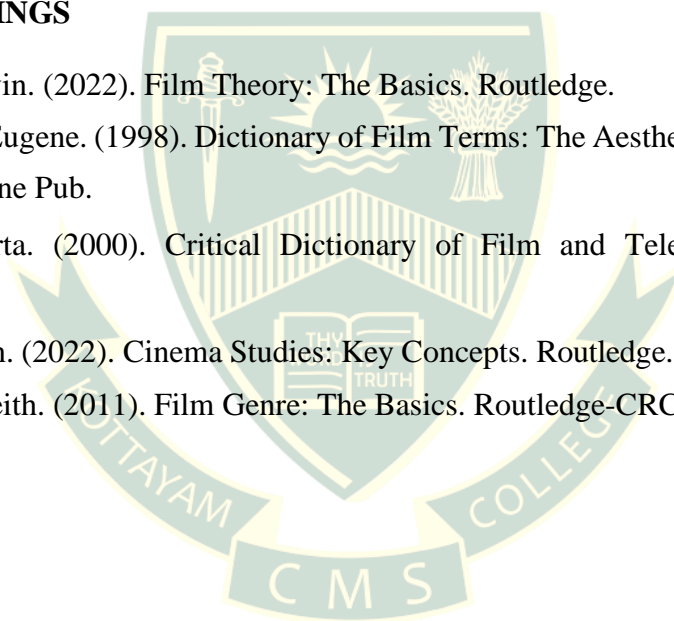
	Total		32 out of 39	70
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CMS College Kottayam (Autonomous)

Programme	BA (Hons) JOURNALISM AND MASS COMMUNICATION					
Course Name	MEDIA, MARGINALITY AND SITES OF RESISTANCE					
Type of Course	DCE					
Course Code	CMSJM24187405					
Course Level	400					
Course Summary	The course offers a critical look on how mainstream media simultaneously challenges and entrenches structures of oppression like class, caste, gender and religious orthodoxy. From analysing media coverage of economic deprivation and caste and gender questions to throwing light on how oppressed social groups leverage media technologies in their socio-political struggles, the course covers key themes, debates and issues related to media and marginality in India. A keen understanding of how contestations around structures of privilege and disadvantage play out in the site of media is imperative for a public-spirited media professional.					
Semester	8	Credits			4	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practicum	Others	75
		3	0	1	0	
Pre-requisites, if any						

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	To understand media's coverage of deprivation	U	1,2,5, 8,9
2	To analyse media's intersections with structures of oppression such as class, caste, gender and religion	An	1,2,5,7,8
3	To critique media's position with respect to lower caste's struggles for social justice	C	1,2,5,7,9
4	To compare media coverage of implementation of Mandal commission and reservation for economically weaker sections (EWS) in education and employment	U	1,2,4,5,9

5	To analyse the ways in which oppressed social groups leverage media for political fashioning.	An	1,2,4,5,8
6	To critique how media simultaneously challenge and reproduce already existing social privileges.	C	1,2,4,5,9,10
*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Course description	Hrs	CO No.
1	Media and Economic Deprivation	15	
1.1	Media and poverty.	5	1,2
1.2	Media and landlessness.	5	1,2
1.3	Media and institutional access.	5	1,2
2	Media and structures of oppression	15	
2.1	Media and Caste question.	5	2
2.2	Media and intra religious and inter religious domination.	4	2
2.3	Media and patriarchy.	3	2
2.4	Media and queerness.	3	2
3	Media and struggles for social justice	15	
3.1	Media and affirmative action, Media and welfare schemes, Media and environmental issues.	5	3,4
3.2	Media and politics of the oppressed: Encounter of marginal social groups with Law, Media coverage of violence against Dalits, Media coverage of socio-political movements of the marginalized.	10	5,6

4	Practicum: Select any two from the list	30	3,4
4.1	<ol style="list-style-type: none"> 1. Deconstructing Media Narratives: Select a current media representation of a marginalized group (e.g., news coverage of refugees, portrayal of a social class). Analyze the underlying messages and power dynamics within the representation. Prepare an analysis report (3-4 pages) which discusses the following: <ul style="list-style-type: none"> • The marginalized group and how they are represented. • The dominant ideological frames used in the representation. • How the representation reinforces or challenges existing structures of oppression. 2. Media Activism Case Study: Research a historical or contemporary case study of media activism. This could involve a social media campaign, an independent film, or a documentary used for social justice purposes. Prepare a multimedia presentation (5-10 minutes) that includes: <ul style="list-style-type: none"> • A background of the social justice issue addressed by the media activism. • An analysis of the media form and techniques used in the campaign. • An evaluation of the effectiveness of the media activism in promoting social change. 3. Designing a Counter-Media Platform: Design a proposal for a media platform specifically for a marginalized community facing economic deprivation. Prepare a written proposal (4-5 pages) that outlines: <ul style="list-style-type: none"> • The target audience and their specific needs. • The platform's format (e.g., website, radio show, community newspaper). • The types of content the platform would offer. 		

	<ul style="list-style-type: none"> • How the platform would address economic inequalities and empower the community. <p>Students should consider issues of accessibility and sustainability.</p>		
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Teaching and Learning Approach	Classroom Procedure (Mode of transaction) <ul style="list-style-type: none"> • Lectures • Discussions and presentations. • Book reviews, Discussions and seminars- Assign readings from academic articles, books, and reports related to the syllabus. • Conduct in-class discussions • Guest Lectures -Invite guest speakers with expertise in the field to share the real experiences and insights. • Analytical exercises. • ICT tools • Workshops 																													
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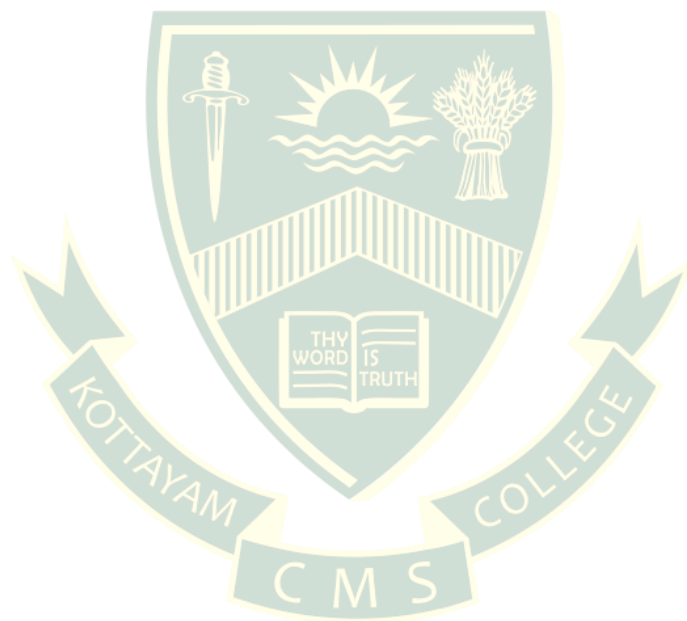
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- For case studies of violence against Dalits- Karamchedu, Kilvenmani, Tsundur, Khairlanji etc see Reference 6
- For case studies of socio-political struggles of the oppressed in Kerala- Muthanga, Chengara struggle etc see References 5,9,10
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CMS College Kottayam

(Autonomous)

Programme	BA (Hons) JOURNALISM AND MASS COMMUNICATION					
Course Name	ENVIRONMENTAL JOURNALISM					
Type of Course	DCE					
Course Code	CMSJM24187406					
Course Level	400 - 499					
Course Summary	<p>This course explores into contemporary environmental issues, examining global, national, and regional perspectives to provide students with a detailed understanding of the dynamic field of environmental journalism. In response to escalating environmental challenges, climate change threats, and the critical need for well-informed policies, this course plays a pivotal role. It equips students with the knowledge and skills necessary to address environmental destruction and contribute to the development of effective policy frameworks for a sustainable future. Beyond academia, the course positions students for successful careers in non-governmental organizations (NGOs) and policymaking within Science and Environment sectors, fostering a generation ready to make impactful contributions to our shared environmental well-being.</p>					
Semester	8	Credits			4	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical/ Field visits	Others	
		3	0	1	0	75
Pre-requisites, if any	Foundational understanding of journalism and a strong command of language and writing skills, critical thinking and ability to verify information.					

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
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1	Defining the role of journalists in Environment reporting	I	1,2,3,4
2	Develop a historical perspective on the development of Environment journalism.	A	2
3	Enhance the ability in field reporting and preparing investigative stories on and about issues of environment.	E	3,4
4	Analysing local environmental challenges and unique issues.	E	3,4
<i>*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)</i>			

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Course description	Hrs	CO No.
1	Introduction to Environmental Journalism	10	
1.1	Overview of Environmental Journalism: Definition and scope of environmental journalism, Importance of environmental journalism in the context of media and society.	6	1
1.2	Communication strategies for effective environmental reporting	4	1
2	History and Evolution of environmental journalism	10	2
2.1	Defining the role of journalists in Environmental communication.	3	2
2.2	Media and environmental journalism: Historical back ground	3	2
2.3	Media approaches towards fundamentals of Environmental Science. Ecosystems, biodiversity, and the interdependence of species.	4	2
3	Scientific Concepts and policy frameworks	20	2
3.1	Media interventions in: Climate change science: greenhouse gases, global warming, and climate variability Basics of pollution (Air, Water, Sound, Plastic, E-waste etc.), Conservation and sustainable development, Effective waste management	4	2

	<p>techniques.</p> <p>Techniques for interviewing scientists, researchers, and policymakers.</p> <p>Utilizing credible sources in Environmental journalism</p>		
3.2	<p>Understanding Climate Change:</p> <p>Causes, effects, and potential solutions to climate change</p> <p>Impact of climate change on vulnerable communities in India and Kerala</p>	3	3
3.3	<p>India's Biodiversity:</p> <p>Exploring the diverse flora and fauna in different regions of India, protected species of plants and animals, National parks and sanctuaries.</p> <p>Identifying biodiversity hotspots and conservation challenges</p>	3	3
3.4	<p>Conservation Initiatives:</p> <p>Reporting on successful conservation projects</p> <p>Challenges in biodiversity conservation specific to Kerala region.</p> <p>Kerala-specific Environmental Issues: unique ecosystems, Western ghats, rivers and marine diversity, Tribal land rights. Land deeds and forest encroachment.</p>	3	3
3.5	<p>Case studies on successful environmental initiatives in Kerala: Silent valley and Chaliyar protection struggles.</p>	3	3
3.6	<p>Policy frame work for Environmental protection: Madhav Gadgill, Kasthuri Rangan and Oommen V Oommen committee reports and aftermath. Laws and regulations related to environmental reporting</p> <p>Regulatory authorities and their role: Pollution control board, Bio diversity board Ministries of Environment and Forests and LSGs.</p>	4	3
4	Practicum:	30	
4.1	<p>1. Analyse local environmental challenges and prepare news article/report/feature on the issue.</p>		4

	<p>2. Conduct field trips to key environmental sites and related scientific institutions in Kerala.</p> <p>3. Developing and presenting a comprehensive environmental report on a Kerala-specific issue.</p>		
5	Teacher specific content (Internal evaluation only)		

Teaching and Learning Approach	<p>Classroom Procedure (Mode of transaction)</p> <ul style="list-style-type: none"> • Lectures • Discussions and presentations. • Book reviews, Discussions and seminars- Assign readings from academic articles, books, and reports related to the syllabus. • Conduct in-class discussions • Guest Lectures -Invite guest speakers with expertise in the field to share the real experiences and insights. • Analytical exercises. • ICT tools • Workshops • Field visits - Field trips to key environmental sites like national parks or sanctuaries in Kerala. Visits to major scientific research institutions related to Environmental science in Kerala. 									
Assessment Types	<p>MODE OF ASSESSMENT</p> <p>A. Continuous Comprehensive Assessment (CCA) – 30 Marks (Practicum components will be evaluated under CCA)</p> <p>Marks Division</p> <table style="width: 100%; border: none;"> <tr> <td>*Assignments</td> <td style="text-align: center;">–</td> <td style="text-align: right;">10 Marks</td> </tr> <tr> <td>Class tests/Quiz</td> <td style="text-align: center;">–</td> <td style="text-align: right;">10 Marks</td> </tr> <tr> <td>**In -class Presentation</td> <td style="text-align: center;">–</td> <td style="text-align: right;">10 Marks</td> </tr> </table> <p><i>*Group Project / Individual Project / Case Study</i> <i>**Power Point / Audio-Visual Presentation / Oral Presentation</i></p> <p>The concerned faculty should develop various assignments and students need to be evaluated on the basis of their performance.</p>	*Assignments	–	10 Marks	Class tests/Quiz	–	10 Marks	**In -class Presentation	–	10 Marks
*Assignments	–	10 Marks								
Class tests/Quiz	–	10 Marks								
**In -class Presentation	–	10 Marks								

B. End Semester Evaluation			
Written Exam - 70 Marks (2 Hours)			
Descriptive Type	Word Limit	Number of questions to be answered	Marks
MCQ/one word	NA	20	20 x 1 = 20
Short Answer	50 Words	10 out of 15	10 x 2 = 20
Essay	450 Words	2 out of 4	2 x 15 = 30
Total		32 out of 39	70

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- Poornananda, D.S. (2022). *Environmental Journalism*. Sage.
- Singh, V. (2015). *The Human Footprint on Environment: Issues in India*. Laxmi Publications.
- Sachsman, David B. and Valenti, Joann Myer. (2022). *Routledge Handbook of Environmental Journalism*. Routledge.
- Angler, Martin. (2017). *Science Journalism*. Routledge.
- Gore, A. (2006). *An Inconvenient Truth: The Planetary Emergency of Global Warming and What We Can Do about it*. Rodale.

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SUGGESTED READINGS

- Carson, R. (1962). *Silent Spring*. Houghton Mifflin.
- Kolbert, E. (2014). *The Sixth Extinction: An Unnatural History*. Henry Holt and Company.
- Diamond, J. (2005). *Collapse: How Societies Choose to Fail or Succeed*. Viking.
- Mann, M. E. (2012). *The Hockey Stick and the Climate Wars: Dispatches from the Front Lines*. Columbia University Press.
- Wilson, E. O. (1992). *The Diversity of Life*. W. W. Norton & Company.

Internship Guidelines and Evaluation

- Every student who plans to complete an internship must have their internship approved by the Department. Students will have internal mentors assigned to them to provide the necessary guidance.
- The kind of organization chosen will determine the nature of the work. The areas in which the internship can be conducted include Media establishments (Vernacular, National and International), Advertisement and Public Relations agencies, Corporate Communication firms, Television production studios, Radio stations, Graphic Design companies, Media start-ups, Academic Institutions (State and Central Universities, Autonomous Research Institutions) etc. Any subject that gives students real-world experience and strengthens their employability abilities will be taken into consideration. Depending on the type of work, an online internship may be allowed. The internship will last from 60 to 120 hours following the completion of the fourth semester.
- As assigned by the internal mentor, the student is required to create a Daily Work Record and present it to the department on a regular basis. An internship report with the outcomes and an attendance certificate must be turned in at the conclusion of the internship.

- **Evaluation Criteria**

The Daily Work Record will serve as the basis for the 15-mark CCA. Both the department head and the internal mentor will be evaluating it.

For the End Semester Evaluation (35 marks),

(a) Internship Report Evaluation (15 marks) and

(b) Presentation and Viva (20 marks)

A Board of Internal Examiners will evaluate the report and presentation/viva, according to decision by the Department Council.

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Project Evaluation Guidelines

1. All students should prepare and submit project reports as part of the programme. The project has to be undertaken on an individual basis.
2. The general guidelines of the Regulations shall apply for both Internal and External Evaluations of Project Report.
3. The Project shall be done under the supervision and guidance of faculty of the department.
4. Students shall submit the report in the prescribed format at least three weeks before the commencement of end semester examination of the eighth semester. Internal assessment shall be based on completion of the project, following the norms prescribed in general guidelines.
5. The area of the project shall be related to media practices, processes and ideologies.
6. The student shall submit copies of the project report, either printed or typed. There shall be a minimum of 40 pages and a maximum of 75 pages. The report may be hard bound or soft bound or spirally bound and the printing can be either double sided or single sided. A softcopy of the report shall also be submitted to the department.
7. The report shall contain the following:
 - ▶ Title page with topic, details of the student with register number, supervisor details and month and year of submission.
 - ▶ Certificate from Supervising teacher and counter signed by the Head of the Department with department seal.
 - ▶ Declaration by the student which shall include plagiarism details also. The relevant guidelines issued by the UGC, and the University shall be strictly adhered to.
 - ▶ Acknowledgement
 - ▶ Contents
 - ▶ Preferably 5 chapters with Chapter 1 presenting Introduction and Methodology, Chapter 2 Literature Review, Chapter 3 Theoretical review, Chapter 4 Analysis and Interpretation and Chapter 5 Findings, Conclusion, Suggestions etc. Guidelines regarding chapterisation are not absolute and may be altered according to topic/ presentation convenience.
 - ▶ Appendix (Questionnaire/Schedule, Secondary data used for analysis, Statistical calculation details etc)
 - ▶ Bibliography (References may be presented in latest APA style)
8. The student shall do progress presentation and pre-submission presentations. The first two presentation – progress presentation shall be evaluated by the Guide and the Head of the Department. The department shall decide the dates of the progress presentations. The final pre-submission presentation shall be an open presentation with the help of audio-visual aids and shall be evaluated by a Board of Internal Examiners including the Guide and the Head of the Department, Final submission of the project report shall be based on the suggestions of the open presentation. The student must produce a certificate before the Viva Board from the Head of the Department stating that the progress and open presentation was done for the purpose of Internal Evaluation.

9. The End Semester Evaluations shall be done by an external examiner and the Head of the Department/the nominee of the HoD. There shall be a vivo voce.
10. It is the responsibility of the student to put earnest effort into the completion of the project. The consequences of plagiarism beyond permissible level in project work may result in failure of the course, in addition to other consequences.

Evaluation Criteria: Total Marks – 200 (CCA- 60 and ESA- 140)

CCA- 60 marks

1. Progress Presentation 1 – 10 marks
2. Progress Presentation 2- 10 marks
3. Pre-submission presentation – 40 marks

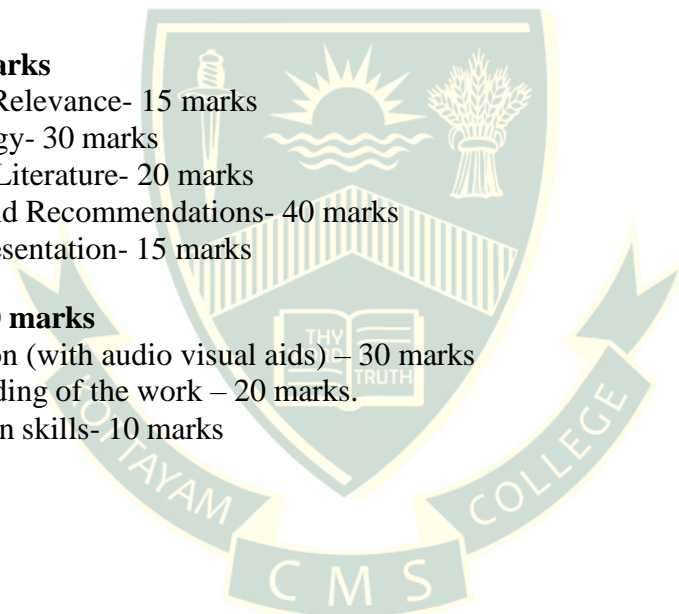
ESA- 140 marks

1. Report- 80 marks

- a. Topic and Relevance- 15 marks
- b. Methodology- 30 marks
- c. Review of Literature- 20 marks
- d. Analysis and Recommendations- 40 marks
- e. Style of Presentation- 15 marks

2. Viva Voce- 60 marks

- a. Presentation (with audio visual aids) – 30 marks
- b. Understanding of the work – 20 marks.
- c. Articulation skills- 10 marks



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