



## University of Kerala

Discipline	ENGLISH				
Course Code	UK1AECENG113				
Course Title	Listening and Speaking in English				
Type of Course	AEC				
Semester	I				
Academic Level	100-199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	3	2		2	4
Pre-requisites	1. 2.				
Course Summary	This course aims to enhance listening and speaking skills in English through contextual activities centred around appropriate audio video material. Vocabulary and grammar will receive additional implicit focus throughout. Activities are to be performed in pairs and groups, and this will lead to skill integration, promoting reading and writing too incidentally, preparing for a subsequent course entirely on those skills.				

### Detailed Syllabus:

Module	Unit	Content	Hrs
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<b>I</b>	<b>Sounds of English</b>		<b>12</b>
	1	The sounds of English - vowels, diphthongs, consonants - English sounds vs Malayalam sounds	
	2	The sounds of English - the phonetic alphabet - RP based transcription practice	
<b>II</b>	<b>Pronunciation Practice</b>		<b>12</b>
	3	Pronunciation practice - word stress - weak forms of function words	
	4	Pronunciation practice - sentence stress -- accent and rhythm in connected speech - (During practice in class a neutral, intelligible accent will be the aim, rather than RP as such. There should be an awareness of the dominant varieties of English, but no insistence on following any one in particular)	
<b>III</b>	<b>Listening to and Narrating Stories</b>		<b>12</b>
	5	<p><b>Listening text:</b> <i>The Old Man and the Sea</i> (1999) animated story by Aleksandr Petrov, based on the novel by Ernest Hemingway <a href="https://archive.org/details/the-old-man-and-the-sea-1999">https://archive.org/details/the-old-man-and-the-sea-1999</a> , and one or two relevant audio extracts on topics of interest to initiate activities. Listening to be scaffolded by pre, while and post-listening activities.</p> <p><b>Speaking task:</b> Speaking practice on a whole class basis with students working in pairs and group. Activities for this to be planned by the teacher around simple, attainable, familiar and contextual topics of discussion. Each activity should lead to discussions in pairs and groups using only English, ending in the creation of a new story or a different version of an existing one.</p>	
	6	<p><b>Listening text:</b> <i>Harry Potter and the Philosophers Stone</i>, JK Rowling, Audio version Chapter 1 <a href="https://archive.org/details/HP1-Audio/HP1+-CH01.mp3">https://archive.org/details/HP1-Audio/HP1+-CH01.mp3</a> , and one or two relevant audio extracts on topics of interest to initiate activities. Listening to be scaffolded by pre, while and post-listening activities.</p> <p><b>Speaking task:</b> Speaking practice on a whole class basis with students working in pairs and group. Activities for this to be planned by the teacher around simple, attainable, familiar and contextual topics of discussion. Each activity should lead to discussions in pairs and groups using only English, ending in the creation of a new story or a different version of an existing one.</p>	
<b>IV</b>	<b>Discussing Poems</b>		<b>12</b>
	7	<p><b>Listening text:</b> 1 "Daffodils" William Wordsworth, audio version <a href="https://archive.org/details/wandered_lonely_as_a_cloud_librivox/wandere">https://archive.org/details/wandered_lonely_as_a_cloud_librivox/wandere</a></p>	

		<p><a href="#">d_lonely_wordsworth_gw.mp3</a> Listening to be scaffolded by pre, while and post-listening activities.</p> <p><b>Listening text:</b> 2 Charles North's Commentary on "Daffodils"  <a href="https://archive.org/details/NorthDaffodils/north2_commentary.mp3">https://archive.org/details/NorthDaffodils/north2_commentary.mp3</a>          Listening to be scaffolded by pre, while and post-listening activities.</p> <p><b>Speaking task:</b> Speaking practice on a whole class basis with students working in pairs and group. Activities for this to be planned by the teacher around simple, attainable, familiar and contextual topics of discussion. Each activity should lead to discussions in pairs and groups using only English, ending in a few written sentences created jointly within the group/pair.</p>	
	8	<p><b>Listening text:</b> "Let My Country Awake" Tagore, sung by Swara Oza  <a href="https://www.youtube.com/watch?v=C_vKeRTAxnU&amp;t=185s">https://www.youtube.com/watch?v=C_vKeRTAxnU&amp;t=185s</a>          Listening to be scaffolded by pre, while and post-listening activities.</p> <p><b>Speaking task:</b> Speaking practice on a whole class basis with students working in pairs and group. Activities for this to be planned by the teacher around simple, attainable, familiar and contextual topics of discussion. Each activity should lead to discussions in pairs and groups using only English, ending in a few written sentences created jointly within the group/pair.</p>	
<b>V</b>	<b>Discussing a speech</b>		<b>12</b>
	8	<p><b>Listening text:</b> "Tell India's Story" Palki Sharma  <a href="https://www.youtube.com/watch?v=-Z9b_v612QQ">https://www.youtube.com/watch?v=-Z9b_v612QQ</a>          Listening to be scaffolded by pre, while and post-listening activities.</p> <p><b>Speaking task:</b> Speaking practice on a whole class basis with students working in pairs and group. Activities for this to be planned by the teacher around simple, attainable, familiar and contextual topics of discussion. Each activity should lead to discussions in pairs and groups using only English, ending in a few written sentences created jointly within the group/pair.</p>	
	9	<p><b>Listening text:</b> "Britain Does Owe Reparations" Sashi Tharoor  <a href="https://www.youtube.com/watch?v=f7CW7S0zxv4">https://www.youtube.com/watch?v=f7CW7S0zxv4</a>          Listening to be scaffolded by pre, while and post-listening activities.</p> <p><b>Speaking task:</b> Speaking practice on a whole class basis with students working in pairs and group. Activities for this to be planned by the teacher around simple, attainable, familiar and contextual topics of discussion. Each activity should lead to discussions in pairs and groups using only English, ending in a few written sentences created jointly within the group/pair.</p>	





### University of Kerala

Discipline	ENGLISH				
Course Code	UK2AECENG113				
Course Title	Reading and Writing in English				
Type of Course	AEC				
Semester	II				
Academic Level	100-199.				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
		2		2	4
Pre-requisites	1. 2.				
Course Summary	This course aims to enhance reading and writing skills in English through contextual activities centred around short literary texts and extracts on relevant topics of interest. Vocabulary and grammar will receive additional implicit focus throughout. Activities are to be performed in pairs and groups, and this will lead to skill integration, promoting listening and speaking too incidentally, preparing for a subsequent course entirely on those skills.				

#### Detailed Syllabus:

Module	Unit	Content	Hrs
I	Describing processes and events		12
	1	<p><b>Reading text:</b> "How to Eat a Poem" by Eve Merriam, supported by one or two relevant extracts on topics of interest to initiate activities</p> <p><b>Functions:</b> Describing processes and sequences</p> <p><b>Grammar focus:</b> Concord</p> <p><b>Vocabulary:</b> Related to the text and required for the functions</p> <p><b>Writing task:</b> Short descriptions of processes</p>	
	2	<p><b>Reading text:</b> "If" by Kipling, supported by one or two relevant extracts on topics of interest to initiate activities. There will be greater focus on the interpreting and appreciating the poem than in Unit 1</p>	

		<b>Functions:</b> Describing events and expressing opinions <b>Grammar focus:</b> Nouns and adjectives <b>Vocabulary:</b> Related to the text and required for the functions <b>Writing task:</b> Paragraph writing	
<b>II</b>	<b>Interpreting and reporting</b>		<b>12</b>
	3	<b>Reading text:</b> "On the Rule of the Road" by A G Gardiner, supported by one or two relevant extracts on topics of interest to initiate activities. There will be greater focus on the reading text and more activities to understand it on different levels.  <b>Functions:</b> Interpreting signs, drawing inferences <b>Grammar focus:</b> Auxiliaries and adverbs, appropriate use of tense forms <b>Vocabulary:</b> Related to the text and required for the functions <b>Writing task:</b> Interpreting graphs and diagrams.	
	4	<b>Reading text:</b> "A Day's Wait" by Ernest Hemingway, supported by one or two relevant extracts on topics of interest to initiate activities. More advanced activities centred around the reading text structured around English for social use.  <b>Functions:</b> Niceties of language in every day use: enquiring, requesting, complaining, apologising <b>Grammar focus:</b> Reported speech <b>Vocabulary:</b> Related to the text and required for the functions <b>Writing task:</b> Writing emails	
<b>III</b>	<b>Discursive Passages</b>		<b>12</b>
	5	<b>Reading text:</b> 'Humanities vs Sciences' by Dr S Radhakrishnan, supported by one or two relevant extracts on topics of interest to initiate activities. Detailed activities focussed on reading and understanding a cognitively demanding text.  <b>Functions:</b> Use language for explaining abstract ideas, beliefs and thoughts. <b>Grammar focus:</b> Simple, complex and compound sentences <b>Vocabulary:</b> Related to the text and required for the functions <b>Writing task:</b> Writing essays	

	6	<p><b>Reading text:</b> “Why We Travel” by Pico Iyer. Short texts on nature and environment, which are very close to the lives of the students, presented through contextual activities developed by the teacher.</p> <p><b>Functions:</b> Use language for discussing travel experiences</p> <p><b>Grammar focus:</b> Prepositions, conjunctions and punctuation</p> <p><b>Vocabulary:</b> Related to the text and required for the functions</p> <p><b>Writing task:</b> Travel Writing</p>	
IV	<b>Language for the Media</b>		<b>12</b>
	7	<p><b>Reading text:</b> Travel brochures, blog posts, product reviews. Activities structured around the language for presenting products attractively</p> <p><b>Functions:</b> Use language for marketing products, writing blogs</p> <p><b>Grammar focus:</b> Active and passive voice</p> <p><b>Vocabulary:</b> Related to the text and required for the functions</p> <p><b>Writing task:</b> Creating advertisement brochures, creating a blog, writing product reviews</p>	
V	<b>Creating a Report</b>		<b>12</b>
	8	<p><b>Reading text:</b> Extracts from different kinds of reports</p> <p><b>Functions:</b> Use language for collecting, collating and presenting information</p> <p><b>Grammar focus:</b> Appropriate blend of grammatical items covered in the previous 7 units</p> <p><b>Vocabulary:</b> Related to the text and required for the functions</p> <p><b>Writing task:</b> Creating a short report on a given topic</p>	

### Course Outcomes

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addressed
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## University of

**Kerala**

Discipline	ENGLISH				
Course Code	UK3MDCENG200				
Course Title	Kerala Studies – History and Society				
Type of Course	MDC				
Semester	III				
Academic Level	200 - 299.				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
	3	2	-	2	4





<b>Pre-requisites</b>	1. have an awareness about the politics and history of Kerala 2. have an interest in understanding Kerala society
<b>Course Summary</b>	The course intends to bring awareness about the relevance of research on Kerala history and society by familiarizing students about the historical, socio-cultural and political formations. The course seeks to develop both theoretical and practical knowledge in <b>Kerala Studies</b> through an interdisciplinary approach and develop a critical understanding for further research on Kerala.

**Detailed Syllabus:**

<b>Mod ule</b>	<b>U nit</b>	<b>Content</b>	<b>H rs</b>
<b>I</b>		<b>Historiography</b>	<b>12</b>
		Ancient Kerala – Sangam Period – Pattupattu- Perumals of Kerala- Vazhappally inscriptions- Tharisappally copper plates- Medieval period- Colonialism – Portuguese, French, Dutch, English- National Movement- Formation of Kerala State- Participatory Democracy.	
	<b>I</b>	<b>Required Reading</b> Gurukkal, Rajan, Raghava Varier. "Landscape, Sources, Historiography" <i>History of Kerala: Prehistory to the Present</i> Orient Blackswan, 2018. Print. (Prescribed sub sections from the chapter - Landscape, Sources, Archaeological Remains, Archival Material, Literary Sources)	
		<b>Suggested Reading</b> "Kerala – The Background" Chapter 1 from <i>A HISTORY OF KERALA 1498 -1801</i> by K. M. PANIKKAR "Kerala in the Olden Times" <a href="https://archive.org/details/1864JulyVidyaSamgraham/1864_July_Vidya_Samgraham_No._I/mode/2up?view=theater">https://archive.org/details/1864JulyVidyaSamgraham/1864_July_Vidya_Samgraham_No._I/mode/2up?view=theater</a>	
		<b>Practicum:</b> Collect images of old maps of Kerala and prepare brief notes about them.	
<b>II</b>		<b>Society and Culture</b>	<b>12</b>

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	Colonisation- Trade in Kerala – European hegemony- Post independence- Land Reforms- Kerala Model Development -Dalit and Indigenous Movements and Land Struggles- Migrant Labourers in Kerala	
2	<p><b>Required Reading</b></p> <p>K.M. Sheeba “Modernity in Social Reform Discourse: The Woman Question in Colonial Kerala” <i>Proceedings of the Indian History Congress</i> 2002, Vo.63. pp 931-938</p> <p><b>Suggested Reading</b></p> <p>”Kerala Culture in the Indian Background” Chapter I Cultural Heritage of Kerala , A Sreedhara Menon</p> <p>The Activities of the Cheramar Sthree Samajam: Excerpt from Vinil Paul  <a href="https://swatantryavaadini.in/2021/09/13/the-activities-of-the-cheramar-sthree-samajam-excerpt-from-vinil-paul/#more-1810">https://swatantryavaadini.in/2021/09/13/the-activities-of-the-cheramar-sthree-samajam-excerpt-from-vinil-paul/#more-1810</a></p>	
	<b>Practicum:</b> Prepare a Powerpoint presentation on any Dalit and Indigenous Movements or Land Struggles from Kerala history.	
<b>III</b>	<b>Renaissance and Modernity</b>	<b>12</b>
	<p>Renaissance movements- Major Figures and Movements- Women in Renaissance movements.- Channar Revolt- Kallumaala Samaram- Malavali Memorial- Ezhava Memorial- Peasant Movements- Guruvayoor Sat – Vaikom Satyagraham – Temple Entry Proclamation- -Working Cl movements- Aikya Kerala Movement</p>	
	<p><b>Required Reading</b></p> <p>3 Kurup, K.K.N “The Intellectual Movements and Anti- Caste Struggles in Kerala” <i>Proceedings of the Indian History Congress</i>, 1994. Vol 55. pp. 673-677</p> <p>4 Dakshayani Velayudhan “No to Harijan”  <a href="https://swatantryavaadini.in/2020/08/26/no-to-harijan-dakshayani-velayudhan/">https://swatantryavaadini.in/2020/08/26/no-to-harijan-dakshayani-velayudhan/</a></p> <p>5</p> <p>6 Poykayil Appachan: Song, “No Alphabet in Sight”</p>	

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	Sree Narayana Guru: Ascertainment of Caste"	
	<p><b>Suggested Reading</b></p> <p>Madhavan K.S. "Formation of Dalit Identity in Kerala" Proceedings of the Indian History Congress, 2008, Vol.69, pp. 764-770</p> <p>Bose, Satheese Chandra. "(Re) Construction of 'The Social' for Making a Modern Kerala: Reflections on Narayana Guru's Social Philosophy." <i>Kerala Modernity: Ideas, Spaces and Practices in Transition</i>. Ed. Satheese Chandra Bose and Shiju Sam Varughese. New Delhi: Orient BlackSwan, 2015. 59-73. Print.</p> <p>Kumar, Udaya <i>Writing the First Person: Literature, History and Autobiography in Modern Kerala</i>. Permanent Back, 2016</p> <p>Menon, Kizhakkepattu Ramankutty: <i>Parangodi Parinayam</i></p> <p>Bhattathirippad, V.T: <i>My Tears , My Dreams</i></p>	
	<b>Practicum:</b> Prepare a profile of any leaders of your choice from Kerala's renaissance history.	
<b>IV</b>	<b>Gender and Society</b>	<b>12</b>
	Beginnings of Women's Education- Early Gender and Caste Movements- Matriliny- Gender and Sexuality in Contemporary Kerala- Break the Curfew- Queer Pride- Labour Movements	
	<p><b>Required Reading</b></p> <p>7 K. Saraswati Amma: "Half-Chaste" (Translated by J.Devika)  <a href="https://swatantryavaadini.in/2020/10/03/half-chaste-k-saraswathi-amma/">https://swatantryavaadini.in/2020/10/03/half-chaste-k-saraswathi-amma/</a></p>	
	<p><b>Suggested Reading</b></p> <p>B.M Zuhara: <i>The Dreams of a Mappila Girl: A Memoir</i> (Translated by Fehmida Zakeer)</p> <p>Devaki Nilayangode: <i>Antharjanam: Memories of a Namboodiri Woman</i></p>	



	<p>Roy, Mary. "Three Generations of Women" <i>Indian Journal of Gender Studies</i> 6.2 (1999): pp. 203-219.</p> <p>Devika, J. "Discovering the First Generation of Feminists in Kerala" <a href="https://thewire.in/women/discovering-the-first-generation-of-feminists-in-kerala">https://thewire.in/women/discovering-the-first-generation-of-feminists-in-kerala</a></p>	
	<p><b>Practicum:</b> Prepare a poster/collage on women/social reformers from Kerala history.</p>	
<b>V</b>	<b>Migration and Diaspora</b>	<b>12</b>
	Migration from Kerala- Malayali diaspora – Literature from the diaspora	
	<p><b>Required Reading/Viewing</b></p> <p><i>For Dalit Women's Representation: Women of Prathyaksha Raksha Daiva Sabha</i> <a href="https://swatantryavaadini.in/2020/08/31/for-dalit-womens-representation-women-of-pratyaksha-raksha-daiva-sabha/#more-1106">https://swatantryavaadini.in/2020/08/31/for-dalit-womens-representation-women-of-pratyaksha-raksha-daiva-sabha/#more-1106</a></p> <p>Benyamin: <i>Goat Days</i></p> <p>Menon, Priya. "Kerala's Own Petrofiction: Literary Interventions in Gulf Migration Studies" <a href="https://alablog.in/issues/23/keralas-own-petrofiction/">https://alablog.in/issues/23/keralas-own-petrofiction/</a></p> <p>S, Ahmed (Dir): <i>Pathemari</i> (2015)</p> <p>Osella, Filippo and Caroline Osella. "Nuancing the Migrant Experience Perspectives from Kerala, South India" <a href="https://core.ac.uk/download/pdf/2788278.pdf">https://core.ac.uk/download/pdf/2788278.pdf</a></p> <p>Musafir Ahmed, V. <i>Camels in the Sky: Travels in Arabia</i></p>	
	<p><b>Practicum:</b> Read a novel or Watch a movie related to migration from Kerala and write an appreciation about it,</p>	

### References

Caldwell, Sarah. "Landscapes of Feminine Power." *Oh Terrifying Mother: Sexuality, Violence and Worship of the Goddess Kali*. New Delhi: Oxford UP, 1999. 104-54. Print.





Devika, J. *Kulasthreeyum Chandapennum Undaayathengane*. Thiruvananthapuram: CDS, 2010. Print.

Ganesh, K. N. "From Naadu to Swaroopam: Political Authority in Southern Kerala from the Tenth to the Thirteenth Centuries." *Irreverent History, Essays for M.G.S Narayanan*. Ed. Kesavan Veluthat and Donald. R. Davis Jr. New Delhi: Primus, 2015. 33-52. Print.

Gurukkal, Rajan. "The Formation of Caste Society in Kerala: Historical Antecedents." *Social Formation of Early South India*. New Delhi: Oxford UP, 2010. 306-19. Print.

Jeffrey, Robin. *The Decline of Nair Dominance Society and Politics in Travancore 1847-1908*. New Delhi: Manohar, 1976. Print.

Mohan, Sanal. "Searching for Old Histories: Social Movements and the Project of Writing History in Twentieth Century Kerala." *History in the Vernacular*. Ed. Raziuddin Aquil and Partha Chatterjee. New Delhi: Permanent Black, 2008: 357-90. Print.

Mohan, Sanal. *Modernity of Slavery: Struggles against Caste Inequality in Colonial Kerala* OUP, 2015. Print.

Rajeevan, B. "Cultural Formation of Kerala." *Essays on the Cultural Formation of Kerala*. Ed. P. J. Cherian. Trivandrum: Kerala State Gazetteers Department, 1999. 1-34. Print.

Veluthat, Kesavan. "The Keralaolpathi as History." *The Early Medieval in South India*. New Delhi: Oxford UP, 2009. 129-46. Print.

### Course Outcomes

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addressed
CO-1	Have a deep understanding about Kerala history	U	2,3
CO-2	To impart value-added quality of Kerala Studies	U/ Ap	2,4,8
CO-3	To analyse literature on Kerala and understand how narratives about Kerala is made	U, An	4,9,10
CO-4	Understand the plurality of Kerala society	R, U, Ap	3,8

