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



University of Kerala

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|----------------|--------------------------------------|------------------|-------------------|--------------------|------------------|
| Discipline | English | | | | |
| Course Code | UK1AECENG107 | | | | |
| Course Title | Language for Developmental Studies I | | | | |
| 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 hours | - | 2 hours | 4 |
| Pre-requisites | | | | | |

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| Course Summary | The course aims to empower students with the linguistic and analytical tools necessary to engage thoughtfully and actively in discussions and debates surrounding key issues in sustainable development, poverty reduction, health promotion, climate action, and gender equity. Through a combination of theoretical exploration, practical application, and critical reflection, students will develop the language proficiency and critical thinking abilities needed to contribute meaningfully to ongoing dialogues and efforts aimed at advancing global development goals and social justice. |
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Detailed Syllabus:

| M o d | U n i t | Content | H o u r s |
|-------------|------------------|---|-----------------------|
| 1. | | Sustainable Development | 12 |
| | 1. | <p>“ The Pedestrian”- Ray Bradbury</p> <p>https://www.riversidelocalschools.com/Downloads/pedestrian%20short%20story.pdf</p> <ul style="list-style-type: none"> ● “The Fish” - Elizabeth Bishop <p>https://poets.org/poem/fish-2</p> <p>Suggested Watching/Listening</p> <ul style="list-style-type: none"> ● Red Alert - How to meet the Sustainable Development Goals together SDG Moment United Nations, (You Tube video) <p>https://youtu.be/wXASRXbjR08?si=uAG7f77KebbG3VgK ● The SDG Report 2023: Special Report (You Tube Video) <p>https://youtu.be/zF361a019zA?si=mgrgcUIvgE0qQAkG</p> </p> | |

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| | <p>2. Practicum</p> <ol style="list-style-type: none"> 1. Poster design and group presentation on sustainable development and its goals. 2. Organize a group discussion on the consequences of technological advancements in society and the environment. 3. Watch the suggested YouTube videos on sustainable development and reflect on the key messages presented in the video. 4. Create a list of key vocabulary words related to sustainable development based on the study materials prescribed. | |
| 2 | Zero Poverty and Hunger | 11 |
| | <p>Poverty, Hunger, Food security & insecurity, Malnutrition</p> <ul style="list-style-type: none"> ● “Song of the shirt” - Thomas Hood https://poets.org/poem/song-shirt ● “The Cop and the Anthem” - O. Henry https://americanenglish.state.gov/files/ae/resource_files/the-cop-and-the-anthem.pdf <p>Suggested Reading:</p> <ul style="list-style-type: none"> ● <i>Poor Economics: A Radical Rethinking of the Way to Fight Global Poverty</i> - Abhijit V. Banerjee and Esther Duflo <p>Suggested Watching/Listening:</p> <ul style="list-style-type: none"> ● “Ending Poverty and Hunger” - UN Short Film series https://www.youtube.com/watch?v=j7KKZ6v5o34 ● “What we’re getting wrong in the fight to end hunger” - Jasmine Crowe TedTalks https://www.youtube.com/watch?v=VasJyDmMafA | |
| | <p>4. Practicum</p> <ol style="list-style-type: none"> 1. Organize student-led activities aimed at raising awareness about hunger. 2. Assign each student or group to research and prepare a presentation on global issues of poverty and hunger. | |

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| | <p>3. Write a short story, poem, or reflective essay inspired by the themes and messages of the provided resources.</p> <p>4. Make a list of prominent authors on hunger and poverty. Read the works of any author of your choice and prepare 3-minute speeches.</p> | |
| 3 | Health | 12 |
| 5 | <p>Health, Disease, Well-being, public health, mental health</p> <ul style="list-style-type: none"> ● “Of Regiment of Health” - Francis Bacon http://www.esp.org/books/bacon/essays/html/index.p.31.html#:~:text=For%20strength%20of%20nature%20in,fit%20the%20rest%20to%20it ● “The Guest House” - Rumi https://www.scottishpoetrylibrary.org.uk/poem/guest-house/ <p>Suggested Reading:</p> <ul style="list-style-type: none"> ● “The Silent Epidemic — The Health Effects of Illiteracy” - Erin N. Marcus https://www.uc.pt/fluc/gigs/GeoHealthS/doc_apoio/iliteracy_and_health.pdf ● "Mental Health" - Maria Julwin De Guzman (pg. 59) https://www.un.org/en/healthy-workforce/files/Sauti.pdf <p>Suggested Watching</p> <ul style="list-style-type: none"> ● <i>A Beautiful Mind</i> - film by Ron Howard | |
| 6 | <p>Practicum</p> <ol style="list-style-type: none"> 1. Compare and contrast the perspectives on health presented in Francis Bacon's essay, Rumi's poem, and the provided readings on illiteracy and mental health. 2. Writing assignments on the importance of physical and mental health. 3. Identify key vocabulary words from each text and understand their meanings. | |

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| 4 | Climate | 13 |
| 7 | <p>Global warming, Carbon footprint, Renewable energy, Anthropocene</p> <ul style="list-style-type: none"> ● “Protecting our Planet” - Speech by Leonardo Di Caprio https://www.youtube.com/watch?v=a1nvnY2csUw ● “The Anthropocene: a new epoch of geological time?” - Jan Zalasiewicz et.al. https://royalsocietypublishing.org/doi/10.1098/rsta.2010.0339 <p>Suggested Watching/Listening</p> <ul style="list-style-type: none"> ● “Earth Song” - Micheal Jackson https://youtu.be/XAi3VTSdTxU?si=ht59tuYLkpIBNHIK ● 2040 (2019) - Film by Damon Gameau | |
| 8 | <p>Practicum</p> <ol style="list-style-type: none"> 1. Organize debates and discussions to negotiate solutions and address challenges related to climate change. 2. Create climate-related multimedia presentations, infographics, or posters to illustrate key concepts and raise awareness about climate change 3. Create a list of climate-related vocabulary words based on the materials prescribed in the module. 4. Assign writing tasks such as essays, or research papers on climate-related topics. | |
| | Gender | 12 |
| 9 | <p>Sex, Gender, Sexuality, Sexual identity, Sexual orientation, patriarchy</p> <ul style="list-style-type: none"> ● 1 Nivedita Menon: —India: Section 377: How Natural is Normal? http://www.sacw.net/SexualityMinorities/nivedita01Jan2004.html ● “Eve to her Daughters” - Judith Wright https://geetpurvak.art.blog/2023/02/21/eve-to-her-daughters-judith-wright-earth-poems/ | |

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| | | <p>Suggested Reading</p> <ul style="list-style-type: none"> ● <i>At Five in the Afternoon</i> - Film by Samira Makhmalbuf ● "Learning to be a Mother: - Shashi Deshpande (Essay) | |
| 10 | Practicum | <ol style="list-style-type: none"> 1. Listen to a speech on gender and analyse the speaker's use of language, tone, and delivery, and assess how well they convey their message to the audience. 2. Assign readings from the materials prescribed and analyze the key concepts and themes presented. 3. Read and analyze the poem "Eve to her Daughters" by Judith Wright and identify the poet's use of language, imagery, and symbolism to convey themes related to gender. 4. Do a Powerpoint Presentation on the representation of gender in media. | |

Recommended Readings

A global hunger crisis: How did we get here? - CARE

<https://www.youtube.com/watch?v=nw0BKZCFq7M>

Agony - Anil Gharai

<https://literistic.blogspot.com/2024/05/anil-gharai-that-is-tale-told-with.html>

Belmont CA: Technology Communication Behavior, Wordsworth Publication, New Delhi, 2001.

50 Key concepts in Gender Studies, Jane Pilcher and Imelda Whelehan, Sage Publications, 2005

Rogers Everett: *Communication and Development- Critical Perspective*, Sage, New Delhi, 2000

Srinivas R. Melkote & H. Leslie Steeves: *Communication for Development in The Third World*, Sage Publications, 2001

What Do We Mean By Development: An Article by Nora C Quebral in International

Development Review, Feb, 1973, P-25.

Course Outcomes

| No. | Upon completion of the course the graduate will be able to | Cognitive Level | PSO addressed |
|------|---|-----------------|---------------|
| CO-1 | Familiarise business terminology accurately in written and spoken communication | U | 1,4 |
| CO-2 | Memorise effective delivery techniques for public speaking, including clear pronunciation and appropriate body language | R, U | 1,4,6 |
| CO-3 | Able to write with clarity and precision in the academic, professional and practical contexts | Ap | 1,4,6,10 |
| CO-4 | Facilitate a scientific approach to write, rewrite, document, edit, publish and present papers | An | 2,4,6,13 |
| CO-5 | Able to synthesize, interpret and develop data or information | E,C | 6,10,13,15 |

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

Note: 1 or 2 COs/module

Name of the Course: Credits: 4:0:0 (Lecture: Tutorial: Practical)

| CO No. | CO | PO/PSO | Cognitive Level | Knowledge Category | Lecture (L)/Tutorial (T) | Practical (P) |
|--------|----|--------|-----------------|--------------------|--------------------------|---------------|
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|---|---|--------------------------------------|------|-----|---|--|
| 1 | Familiarise business terminology accurately in written and spoken communication | PO 2,4,5,6,7, PSO 1,4 | U | F | L | |
| 2 | Memorise effective delivery techniques for public speaking, including clear pronunciation and appropriate body language | PO 2,4,5,6,7 PSO 1,4,6 | R, U | F,C | L | |
| 3 | Able to write with clarity and precision in the academic, professional and practical contexts | PO 2,3,4,5,6,7 PSO 1,4,6,10 | Ap | M | L | |
| 4 | Facilitate a scientific approach to write, rewrite, document, edit, | PO 1,2,3,4,5,6, 7,8, | An | M,P | L | |

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|---|---|--|-----|---|--|---|
| | publish and present papers | PSO 2,4,6,13 | | | | |
| 5 | Able to synthesize, interpret and develop data or information | PO 2,3,4,5,6,8 PSO 6,10,13,15 | E,C | P | | P |

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Mapping of COs with PSOs and POs:

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

Correlation Levels:

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

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Programming Assignments
- Final Exam

Mapping of COs to Assessment Rubrics:

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