Department of Literature and Language

B.A. (Hons.) English
Curriculum and Syllabus

(Applicable to the students admitted during AY: 2022-23)

Easwari School of Liberal Arts
SRM University *AP*, Andhra Pradesh

Department Vision

To inculcate the zeal and application of interdisciplinary and multidisciplinary research-oriented studies strengthening the spirit of diversity, universality, and liberalism.

Department Mission

1. Use literature, language, and culture as contexts for exploring emotions, expression, and communication and to inculcate humanistic and ethical values.
2. Set up an interdisciplinary research environment that incorporates diverse perspectives of inquiry into the 'Humanities'.
3. Engage in the teaching of subjects and thoughts that foster creative and critical thinking skills.

Program Educational Objectives (PEO)

1. To facilitate students in the process of application of their understanding of language and literature to real life thinking and communication.
2. To equip students with creative and critical abilities to prepare them for higher studies as well as job opportunities.
3. To help students, locate literary texts and language in the global socio-political and cultural issues and their regional manifestations.

Mission of the Department to Program Educational Objectives (PEO) Mapping

	PEO 1	PEO 2	PEO 3
Mission Statement 1	3	2	2
Mission Statement 2	2	3	2
Mission Statement 3	2	1	3

Program Specific Outcomes (PSO)

1. Application of literary and linguistic knowledge to real life thinking and communication.
2. Apply Interdisciplinary concepts towards preparation for higher studies and professional challenges.
3. Analyse global socio-political and cultural issues and their regional manifestations.

Mapping Program Educational Objectives (PEO) to Program Learning Outcomes (PLO)

Program Learning Outcomes (PLO)															
PEOs	POs												PSOs		
	Scientific and Disciplinary Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Scientific Reasoning and Design Thinking	Research Related Skills	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Lifelong Learning	PSO 1	PSO 2	PSO 3
PEO 1	1	3	1	2	1	1	1	1	3	3	1	3	1	2	1
PEO 2	1	3	3	3	3	2	1	1	1	1	2	3	1	3	3
PEO 3	2	3	3	1	2	1	1	3	1	2	1	3	3	3	3

Category Wise Credit Distribution			
Course Sub-Category	**Sub-Category Credits**	**Category Credits**	**Learning Hours**
Ability Enhancement Courses (AEC)		4	120
University AEC	0		
School AEC	4		
Value Added Courses (VAC)		4	120
University VAC	4		
School VAC	0		
Skill Enhancement Courses (SEC)		12	360
School SEC	12		
Department SEC	0		
SEC Elective	0		
Foundation / Interdisciplinary courses (FIC)		24	720
School FIC	24		
Department FIC	0		
Core + Core Elective including Specialization (CC)		82	2460
Core	82		
Core Elective (Inc Specialization)	0		
Minor (MC) + Open Elective (OE)	12	12	360
Research / Design / Internship/ Project (RDIP)		24	720
Internship / Design Project / Startup / NGO	24		
Internship / Research / Thesis	0		
Total		**162**	**4860**

Semester wise Course Credit Distribution Under Various Categories										
Category	**Semester**									
	I	**II**	**III**	**IV**	**V**	**VI**	**VII**	**VIII**	**Total**	**%**
Ability Enhancement Courses - AEC	0	0	2	2	0	0	0	0	4	2
Value Added Courses - VAC	0	0	0	0	0	4	0	0	4	2
Skill Enhancement Courses - SEC	3	1	2		3	3	0	0	12	7
Foundation / Interdisciplinary Courses - FIC	16	8	0	0	0	0	0	0	24	15
CC / SE / CE / TE / DE / HSS	0	16	10	16	16	16	8	0	82	51
Minor / Open Elective - OE	0	0	3	3	3	3	0	0	12	7
(Research / Design / Industrial Practice / Project / Thesis / Internship) -RDIP	0	0	2	0	4	0	0	12	24	13
Grand Total	**19**	**25**	**19**	**21**	**26**	**26**	**14**	**12**	**162**	**100**

Note: L-T/D-P/Pr and the class allocation is as follows.

a) Learning Hours : 30 learning hours are equal to 1 credit.

b) Lecture/Tutorial : 15 contact hours (60 minutes each) per semester are equal to 1 credit.

c) Discussion : 30 contact hours (60 minutes each) per semester are equal to 1 credit.

d) Practical : 30 contact hours (60 minutes each) per semester are equal to 1 credit.

e) Project : 30 project hours (60 minutes each) per semester are equal to 1 credit.

SEMESTER - I								
S. No	**Category**	**Sub-Category**	**Course Code**	**Course Title**	**L**	**T/D**	**P/Pr**	**C**
1	SEC	S SEC	ISES 101	Industry Specific Employability Skills-I	**0**	0	1	1
2	SEC	S SEC	IRH 101	Orientation on Internationalization	1	0	0	1
3	SEC	S SEC	ENTR 100	Exploratory Learning and Discover	0	0	1	1
4	FIC	S FIC	ENV 100	Introduction to Environmental Sciences	4	0	0	4
5	FIC	S FIC	PSY 101	Introduction to Psychology	4	0	0	4
6	FIC	S FIC	LBA 101	Liberal Arts: Perspectives and Approaches	4	0	0	4
7	FIC	S FIC	HIS 105	Understanding the Indian Constitution.	4	0	0	4
				Semester Total	**17**	**0**	**2**	**19**

SEMESTER - II								
S. No	**Category**	**Sub-Category**	**Course Code**	**Course Title**	**L**	**T/D**	**P/Pr**	**C**
1	SEC	S SEC	ISES 102	Industry Specific Employability Skills-II	**0**	0	1	1
2	FIC	S FIC	EGL 100	Introduction to Communicative English	4	0	0	4
3	FIC	S FIC	ECO 151	Understanding Economy and Markets	4	0	0	4
4	Core	CC	EGL 114	English Literature Through Different ages	4	0	0	4
5	Core	CC	EGL 136	History of English Language	4	0	0	4
6	Core	CC	EGL 148	Fundamentals of Language	4	0	0	4
7	Core	CC	EGL 321	Introduction to Fiction	4	0	0	4
				Semester Total	**24**	**0**	**1**	**25**

SEMESTER - III								
S. No	**Category**	**Sub-Category**	**Course Code**	**Course Title**	**L**	**T/D**	**P/Pr**	**C**
1	AEC	S AEC	AEC 104	Creativity and Critical Thinking Skills	1	0	1	2
2	VAC	U VAC	VAC 103	Co-curricular activities	0	0	2	2*
3	VAC	U VAC	VAC 104	Community Service and Social Responsibility	0	0	2	2*
4	SEC	S SEC	SEC 102	Digital Literacy	1	1	0	2
5	Core	CC	EGL 201	The Power of Lateral Thinking	2	2	0	4
6	Core	CC	EGL 202	Shakespeare's Tragic Universe and The Wheel of Karma	2	2	0	4
7	Core	CC	EGL 203	Figurative Language	1	1	0	2
9	Elective	OE		Open Elective / Minor	3	0	0	3
10	RDIP	RDIP		Summer Immersion	0	0	2	2
				Semester Total	**10**	**6**	**7**	**19**

SEMESTER - IV								
S. No	**Category**	**Sub-Category**	**Course Code**	**Course Title**	**L**	**T/D**	**P/Pr**	**C**
1	AEC	S AEC	AEC 102	Leadership and Teamwork	**2**	0	0	2
2	VAC	U VAC	VAC 103	Co-curricular activities	0	0	2	2*
3	VAC	U VAC	VAC 104	Community Service and Social Responsibility	0	0	2	2*
4	Core	CC	EGL 204	Renaissance Drama	2	2	0	4
5	Core	CC	EGL 205	Poetry Through the Ages	2	2	0	4
6	Core	CC	EGL 206	American Literature	2	2	0	4
7	Core	CC	EGL 207	Theories and Practice of Translation	2	2	0	4
8	Elective	OE		Open Elective / Minor	3	0	0	3
				Semester Total	**13**	**8**	**4**	**21**

SEMESTER - V								
S. No	**Category**	**Sub-Category**	**Course Code**	**Course Title**	**L**	**T/D**	**P/Pr**	**C**
1	VAC	U VAC	VAC 103	Co-Curricular Activities	0	0	2	2*
2	VAC	U VAC	VAC 104	Community Service and Social Responsibility	0	0	2	2*
3	SEC	S SEC	SEC 117	Academic Writing	**3**	0	0	3
4	Core	CC	EGL 302	Analysis of Poetry	2	2	0	4
5	Core	CC	EGL 303	Indian English Literature	2	2	0	4
6	Core	CC	EGL 304	Critiquing Literature	2	2	0	4
7	Elective	CE	EGL 442	Literature in Other Mediums	2	2	0	4
8	Elective	CE	EGL 449	Introduction to Sociolinguistics	2	2	0	4
9	Elective	OE		Open Elective / Minor	3	0	0	3
10	RDIP	RDIP	EGL 305	Internship	0	0	4	4
				Semester Total	**16**	**10**	**8**	**30**

SEMESTER - VI								
S. No	**Category**	**Sub-Category**	**Course Code**	**Course Title**	**L**	**T/D**	**P/Pr**	**C**
1	VAC	U VAC	VAC 103	Co-Curricular Activities	0	0	2	2
2	VAC	U VAC	VAC 104	Community Service and Social Responsibility	0	0	2	2
3	SEC	S SEC	SEC 118	Copywriting	3	0	0	**3**
4	Core	CC	EGL 306	Migration Literature	2	2	0	4
5	Core	CC	EGL 307	Phonetics and Phonology	2	2	0	4
6	Core	CC	EGL 308	World Literature	2	2	0	4
7	Elective	CE	CE	Core Elective	2	2	0	4
8	Elective	CE	CE	Core Elective	2	2	0	4
9	Elective	OE		Open Elective / Minor	3	0	0	3
				Semester Total	**16**	**10**	**4**	**30**

SEMESTER – VII (BA English.(Hons)								
S. No	**Category**	**Sub-Category**	**Course Code**	**Course Title**	**L**	**T/D**	**P/Pr**	**C**
1	Core	CC	EGL 401	Literature Review and Methodology	2	2	0	4
2	Core	CC	EGL 402	Genre Criticism	2	2	0	4
3	RDIP	RDIP	EGL 403	Dissertation I	0	0	6	6
				Semester Total	**4**	**4**	**6**	**14**

SEMESTER – VIII (BA English.(Hons)								
S. No	**Category**	**Sub-Category**	**Course Code**	**Course Title**	**L**	**T/D**	**P/Pr**	**C**
1	RDIP	RDIP	EGL 404	Dissertation II	0	0	12	12
				Semester Total	**0**	**0**	**12**	**12**

SEMESTER – VII (BA English.(Hons with research)								
S. No	**Category**	**Sub-Category**	**Course Code**	**Course Title**	**L**	**T/D**	**P/Pr**	**C**
1	Core	CC	EGL 401	Literature Review and Methodology	2	2	0	4
2	Core	CC	EGL 402	Genre Criticism	2	2	0	4
3	RDIP	RDIP	EGL 406	**Research Project**	0	0	**8**	8
				Semester Total	**4**	**4**	**8**	**16**

SEMESTER – VIII (BA English.(Hons with research)								
S. No	**Category**	**Sub-Category**	**Course Code**	**Course Title**	**L**	**T/D**	**P/Pr**	**C**
1	RDIP	RDIP	EGL 405	Dissertation	0	0	14	14
				Semester Total	**0**	**0**	**14**	**14**

Core Electives								
S. No	**Category**	**Sub-Category**	**Course Code**	**Course Title**	**L**	**T/D**	**P/Pr**	**C**
1	CE	CE	EGL 441	Indian Comics and Graphics Narratives	2	2	0	4
2	CE	CE	EGL 442	Literature in Other Mediums	2	2	0	4
3	CE	CE	EGL 443	English Language Teaching	2	2	0	4
4	CE	CE	EGL 444	Theory and Practice of Translation Studies	2	2	0	4
5	CE	CE	EGL 445	Mind Myth Metaphor	2	2	0	4
6	CE	CE	EGL 446	The Pity of War Distilled	2	2	0	4
7	CE	CE	EGL 447	Social Constructivist Approach in Language Learning	2	2	0	4
8	CE	CE	EGL 448	Decoding Language	2	2	0	4
9	CE	CE	EGL 449	Introduction to Sociolinguistics	2	2	0	4
10	CE	CE	EGL 450	Dalit Literature	2	2	0	4
11	CE	CE	EGL 451	Introduction to Disability Studies	2	2	0	4
12	CE	CE	EGL 452	Introduction to Gender	2	2	0	4
13	CE	CE	EGL 453	Introduction to Phonetics	2	2	0	4
14	CE	CE	EGL 454	The Poetry of War	2	2	0	4
15	CE	CE	EGL 455	Copywriting	2	2	0	4
16	CE	CE	EGL 457	Language through Literature	2	2	0	4

Career Skill Courses								
S. No	**Category**	**Sub-Category**	**Course Code**	**Course Title**	**L**	**T/D**	**P/Pr**	**C**
1	SEC	S SEC		Career Skills - I	3	0	0	3
2	SEC	S SEC		Career Skills - II	3	0	0	3
				Semester Total	**6**	**0**	**0**	**6**

Minor in Language								
S. No	**Category**	**Sub-Category**	**Course Code**	**Course Title**	**L**	**T/D**	**P/Pr**	**C**
1	OE	OE	EGL 241	Introduction to Phonetics	3	0	0	3
2	OE	OE	EGL 242	Fundamentals of Language	3	0	0	3
3	OE	OE	EGL 243	Language and Society	3	0	0	3
4	OE	OE	EGL 244	Psychology of Language: The Basics	3	0	0	3
5	OE	OE	EGL 245	Intercultural Communication	3	0	0	3
6	OE	OE	EGL 256	Decoding Language	3	0	0	3
7	OE	OE	EGL 257	Advanced Communication Skills- I	3	0	0	3
8	OE	OE	EGL 259	Mandarin I	3	0	0	3
9	OE	OE	EGL 262	Study of Language	3	0	0	3
Minor in English								
S. No	**Category**	**Sub-Category**	**Course Code**	**Course Title**	**L**	**T/D**	**P/Pr**	**C**
1	OE	OE	EGL 246	Journey through the Quantum Rabbit Hole	3	0	0	3
2	OE	OE	EGL 247	The Tragedy of Mismanagement	3	0	0	3
3	OE	OE	EGL 248	Shakespeare in Bollywood	3	0	0	3
4	OE	OE	EGL 249	Digital Humanities	3	0	0	3
5	OE	OE	EGL 250	Time Travel Narratives	3	0	0	3
6	OE	OE	EGL 258	Thing Theory	3	0	0	3

Minor in Literature								
S. No	**Category**	**Sub-Category**	**Course Code**	**Course Title**	**L**	**T/D**	**P/Pr**	**C**
1	OE	OE	EGL 251	Introduction to Visual Culture	3	0	0	3
2	OE	OE	EGL 252	Culture Studies: An Introduction	3	0	0	3
3	OE	OE	EGL 253	Love Poetry: Comparative Aesthetics	3	0	0	3
4	OE	OE	EGL 254	Buddhist Narratives: Poetry and Fiction	3	0	0	3
5	OE	OE	EGL 255	Introduction to Gender	3	0	0	3

6	OE	OE	EGL 260	Introduction to Sociolinguistics	3	0	0	3

SRM University *AP*, Andhra Pradesh
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Guntur District, Mangalagiri, Andhra Pradesh – 522240.

Industry Standard Employability Skills – I

Course Code	ISES 101	**Course Category**	Ability Enhancement Course (AEC)	**L**	**T**	**P**	**C**
				0	0	1	1
Pre-Requisite Course(s)		**Co-Requisite Course(s)**		**Progressive Course(s)**			
Course Offering Department	CDC	**Professional / Licensing Standards**					

Course Objectives / Course Learning Rationales (CLRs)

- Gain the ability to work in a team and learn leadership skills.
- Gain the ability to be a leader who can cope up with the challenges, risks, and change management.
- Gain the ability to understand and be professionals with idealistic practical and moral values.
- Gain ability to acquire decision making skills in different situations.

Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
Outcome 1	Recognise the leadership skills for teamwork.	1	70%	60%
Outcome 2	Demonstrate the ability to cope up with changes and challenges.	3	80%	70%
Outcome 3	Manage stress and control emotions.	3	70%	60%
Outcome 4	Apply decision making and problem-solving skills to given scenarios.	3	90%	80%

Course Articulation Matrix (CLO) to Program Learning Outcomes (PLO)

CLOs	Program Learning Outcomes (PLO)														
	Scientific and Disciplinary Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Scientific Reasoning and Design Thinking	Research Related Skills	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Lifelong Learning	PSO 1	PSO 2	PSO 3
Outcome 1								1			2				
Outcome 2	2					1							2		
Outcome 3					2		2								
Outcome 4	2		1					2		1			2		1
Average	2.0		1.0		2.0	1.0	2.0	1.5		1.0	2.0		2.0		1.0

Course Unitization Plan

Unit No.	Syllabus Topics	Required Contact Hours	COs Addressed	References Used
Unit No. 1	**Interpersonal skills**	**9**		
	Understanding the relationship between Leadership Networking and Teamwork, Realizing Ones Skills in Leadership	3	1,2	1,2
	Networking & Teamwork and Assessing Interpersonal Skills Situation description of Interpersonal Skill.	3	1,4	1,3
	Teamwork Necessity of Team Work Personally, Socially and Educationally.	3	1,4	1,3
Unit No. 2	**Leadership**	**9**		
	Skills for a good Leader, Assessment of Leadership Skills	3	1,2	1,2
	Change Management, Exploring Challenges	3	1,3	1,2
	Risking Comfort Zone, Managing Change	3	1,3	1,3
Unit No. 3	**Stress management**	**9**		
	Causes of Stress and its impact, how to manage & distress, Understanding the circle of control, Stress Busters.	3	2,3	3,4
	Emotional Intelligence What is Emotional Intelligence, emotional quotient	3	2,3	3,4
	why Emotional Intelligence matters, Emotion Scales. Managing Emotions.	3	2,3	3,4
Unit No. 4	**Conflict resolution**	**9**		
	Conflicts in Human Relations	3	1,4	2,3
	Reasons Case Studies	3	4	2,3
	Approaches to conflict resolution	3	1,4	2,3
Unit No. 5	**Decision making**	**9**		
	Importance and necessity of Decision Making	3	1,4	1,4
	process of Decision Making	3	1,4	1,4
	Practical way of Decision Making, Weighing Positives & Negatives.	3	2,4	1,4
Total Contact Hours		**45**		

Learning Assessment

Bloom's Level of Cognitive Task		Continuous Learning Assessments (50 %)								End Semester Exam (50 %)	
		CLA-1 (15 %)		CLA-2 (15 %)		CLA-3 (__%)		Mid Term (20 %)			
		Th	Prac	Th	Prac	Th	Prac	Th	Prac	Th	Prac
Level 1	Remember	60%		40%				40%		30%	
	Understand										
Level 2	Apply	40%		60%				60%		70%	
	Analyse										
Level 3	Evaluate										
	Create										
Total		**100%**		**100%**				**100%**		**100%**	

Recommended Resources

1. Covey Sean, Seven Habit of Highly Effective Teens, New York, Fireside Publishers, 1998.
2. Carnegie Dale, How to Win Friends and Influence People, New York: Simon& Schuster, 1998.
3. Thomas A Harris, I am ok, you are ok, New York-Harper and Row, 1972
4. Daniel Coleman, Emotional Intelligence, Bantam Book, 2006.

Other Resources

1.

Course Designers

SRM University *AP*, Andhra Pradesh
Neerukonda, Mangalagiri Mandal,
Guntur District, Mangalagiri, Andhra Pradesh – 522240.

Orientation on Internationalization

Course Code	IRH 101	**Course Category**	Open Elective	**L**	**T**	**P**	**C**
				1	0	0	1
Pre-Requisite Course(s)		**Co-Requisite Course(s)**		**Progressive Course(s)**			
Course Offering Department		**Professional / Licensing Standards**					

Course Objectives / Course Learning Rationales (CLRs)

- To Understand the need and Importance of Internationalization as per the New Education Policy and to make student aware about the different pathways of Internationalization, which will help them to achieve their International Goals

Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
Outcome 1	Understand the Need and importance of internationalization in Indian Higher Education system and Comparison with the global standards			
Outcome 2	Know the guidelines issued by the University grant commission for the internationalization of institutions and the importance in New Education Policy			
Outcome 3	Know the Different Pathways of Internationalization, Efforts of SRM University AP for various Pathways, available opportunities and application process.			

Course Articulation Matrix (CLO) to Program Learning Outcomes (PLO)

CLOs	Program Learning Outcomes (PLO)														
	Scientific and Disciplinary Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Scientific Reasoning and Design Thinking	Research Related Skills	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Lifelong Learning	PSO 1	PSO 2	PSO 3
Outcome 1	No Data														
Outcome 2															
Outcome 3															
Outcome 4															
Average															

Course Unitization Plan

Unit No.	Unit Name	Required Contact Hours	CLOs Addressed	References Used
Unit 1	**INTERNATIONALISATION OF HIGHER EDUCATION**	**3**		
	Internationalization, Global Trends and Indian Initiatives	1		
	Internationalization and Indian higher education	1		
	Internationalization as the pathway to the Future universities	1		
Unit 2	**GUIDELINES FOR INTERNATIONALIZATION OF HIGHER EDUCATION**	**3**		
	NEP and Internationalization	1		
	Strategic Programs and Initiatives - I	1		
	Strategic Programs and Initiatives – II and Role of Institutions	1		
Unit 3	**INTENATIONALIZATION PATHWAYS**	**10**		
	International Partnerships, Need and Importance, Key for Internationalization goals, Type, Process and Current status	1		
	Pathway -1: International Internships, its role in internationalization, Need, Scope and Benefits, Comparison with global institutions1	1		
	Opportunities, Process and Policy guidelines	1		
	Languages, Centre of Excellences for Languages, Purpose and Scope	1		
	Pathway -2: Immersion Programs (Inbound and Outbound), its role in internationalization, Need, Scope and Benefits, Comparison with global institutions, how it is different from Internships	1		
	Opportunities, Process and Policy guidelines	1		
	Pathway -3: Semester Abroad and Exchange Program, Its role in Internationalization, Scope and Benefits, Process and Guidelines	1		
	Pathway -4: International Transfer Program Program, Its role in Internationalization, Scope and Benefits, Process and Guidelines, Credit Transfer	1		
	Pathway -5: Higher Studies (India or Abroad), Importance, Need and Scope, Process and Component of Higher Studies abroad, Benefits, Training and Support	1		
	Other Pathways of Internationalizations, SRM University AP Goals and Vision for Internationalizations, Intranet Portal a tool.	1		
	Total contact hours	**16**		

Learning Assessment

Course Nature				**Theory**
Assessment Method – Theory Component (Weightage 100%)				
In-semester	**Assessment tool**	Mid Term I	Mid Term II	**Total**
	Weightage	**15%**	**15%**	**30%**
End semester examination Weightage: 70%				**70%**

Recommended Resources

1. Enter Data

Other Resources

1. https://drive.google.com/drive/u/1/folders/1uUiQV30enEAuU3Ov6Gx0R0EGSaha4rzl
2. https://drive.google.com/file/d/1yTO36ezB8x2kDIh-RtEfg6J-W3SxEai_/view?usp=sharing
3. https://drive.google.com/file/d/1AYeCeGaGb4pQ4a7VvEAbmooywRJHDZVY/view?usp=sharing

Course Designers

1. Directorate of International Relations and Higher Studies

SRM University *AP*, Andhra Pradesh
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Guntur District, Mangalagiri, Andhra Pradesh – 522240.

Introduction to Environmental Science

Course Code	ENV 100	**Course Category**	**AECC / FC**	**L**	**T**	**P**	**C**
				4	0	0	4
Pre-Requisite Course(s)		**Co-Requisite Course(s)**		**Progressive Course(s)**			
Course Offering Department	Environmental Science	**Professional / Licensing Standards**					

Course Objectives / Course Learning Rationales (CLRs)

- To study the scope of Environmental Science and the idea of sustainability.
- To acquire basic knowledge of environmental ethics, critical environmental laws, and policies.
- To explore various sources and challenges in the renewable energy sector in replacing conventional energy.

Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
Outcome 1	Recognise the scope and purview of Environmental Science, the Idea of sustainability, environmental ethics, and global efforts to overcome the hindrance for sustainability.	2	80%	70%
Outcome 2	Interpret the environmental laws and policies.	3	80%	70%
Outcome 3	Investigate climate change, the way it affects life at different scales (global, regional, and local scales), and various mitigation strategies.	2	70%	60%
Outcome 4	Analyse the extent of environmental pollution and pollution reduction strategies through and resource optimization, renewable energy, and waste management.	3	70%	60%

Course Articulation Matrix (CLO) to Program Learning Outcomes (PLO)

CLOs	Program Learning Outcomes (PLO)														
	Scientific and Disciplinary Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Scientific Reasoning and Design Thinking	Research Related Skills	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Lifelong Learning	PSO 1	PSO 2	PSO 3
Outcome 1	1	-	-	-	1	-	3	1	1	-	1	1	-	-	-
Outcome 2	1	-	1	-	1	-	3	-	1	-	1	1	-	-	-
Outcome 3	1	-	-	-	1	-	3	-	1	-	1	1	-	-	-
Outcome 4	1	-	-	-	1	-	3	-	1	-	1	1	-	-	-
Average	**1**	**-**	**1**	**-**	**1**	**-**	**3**	**1**	**1**	**-**	**1**	**1**	-	-	-

Course Unitization Plan

Unit No.	Syllabus Topics	Required Contact Hours	CLOs Addressed	References Used
Unit No. 1	**Fundamental Concepts in Environmental Science**	**12**	1	1, 2, 3, 4, 5, 6, 7, 8, 10
	Human population and environment	1		
	Environmental education and awareness Environmental ethics Evolution of Environmental ethics – Leopold's land ethics, Silent Spring	2		
	Population growth, Ecological overshoot, and Ecological Footprint	2		
	Defining global sustainability, Garret Hardin's "Tragedy of the Commons', Brundtland commission report, Principles of sustainable development, Sustainable Development Goals (SDGs), Triple bottom line of sustainable development	2		
	Technology and Society: Information Technology - Human health & Environmental health, Environmental misconception	2		
	Sustainable ethics: Overcoming the obstacles of sustainability Individualizing Responsibility for a sustainable future - Consumption and its impact on sustainable development	3		
Unit No. 2	**Social issues and Environment**	**10**	4	1, 3, 9
	Fronterism, Biological Imperialism, and Natural rights, Significance of Human rights; Human rights and environment	3		
	Wastewater reclamation, Water conservation, Rainwater harvesting, Watershed management, Urban problems related to energy, Nuclear accidents	3		
	Global Environmental Policy, Environmental acts and laws, Water Act 1974, Environmental Protection Act 1986	4		
Unit No. 3	**Global Climate Change**	**14**	3	10, 3
	Differentiating Climate and Weather, Interconnection of Earth systems (Hydrosphere, Geosphere, Cryosphere, Atmosphere, and Biosphere)	2		
	Climate change through data (global temperature, and CO_2 – Mauna Lao Earth observatory)	3		
	Climate change: Impacts - Extreme weather events, Sea-level rise, Food and water security, and Human health & well-being, Biodiversity loss	4		
	Climate change: Adaptation – local to global scales, Synthesis	2		
	Disaster management – landslides, Tsunamis floods, earthquakes, anthropogenic disasters, Bhopal tragedy	2		
	Communicating climate change	1		
Unit No. 4	**Energy and Environment**	**8**	4	3, 4
	Renewable Energy: Global Status and trends	2		
	Global Renewable Energy Applications	2		
	Technical Issues, Challenges & Opportunities Solar, tidal, hydropower, Bioenergy, nuclear	2		
	Renewable Energy Markets	2		
Unit No. 5	**Environmental Pollution and Management**	**16**	2, 4	3, 11
	Pollution: Air pollution, Noise pollution, Water pollution, Soil pollution	4		
	Solid waste management: Collection, Handling, and solid waste management rules	4		
	E-waste and hazardous waste management, biomedical waste management	4		
	Wastewater treatment systems: Industrial and sewage treatment	4		

Learning Assessment

Bloom's Level of Cognitive Task		Continuous Learning Assessments (50%)								End Semester Exam (50%)	
		CLA-1 (10%)		Mid-1 (15%)		CLA-2 (10%)		Mid-2 (15%)			
		Th	Prac	Th	Prac	Th	Prac	Th	Prac	Th	Prac
Level 1	Remember	70%		70%		30%		30%		70%	
	Understand										
Level 2	Apply	30%		30%		70%		70%		30%	
	Analyse										
Level 3	Evaluate										
	Create										
Total		100%		100%		100%		100%		100%	

Recommended Resources

1. Daniel D. Chiras (2012), Environmental Science 9th Edition. Jones & Barlet Publishers
2. Carson, R. (2002). Silent spring. Houghton Mifflin Harcourt.
3. Rajagopalan, R (2015). Environmental Science – from crisis to cure, 3rd Edition. Oxford Higher Education.
4. Walter K Dodds (2018). Humanity's Footprint: Momentum, Impact, and Our Global Environment. Columbia University Press
5. Hayley Stevenson (2018). Global Environmental Politics Problems, Policy and Practice. Cambridge University Press
6. Garette Hardin (1968). The Tragedy of the Commons. Science 162 (3859), 1243-1248. DOI: 10.1126/science.162.3859.1243
7. Brutland Commission Report, 1987. Oxford University Press
8. TRANSFORMING OUR WORLD: The 2030 Agenda for Sustainable Development
9. Shastri, S.C. (2015) Environmental Law by 5th edition, EBC Publications.
10. Intergovernmental Panel on Climate Change (IPCC) Synthesis Report, 2014.
11. C.S. Rao (2018) Environmental Pollution Control Engineering, New Age International Publishers.

Other Resources

1. W. Cunningham, M. Cunningham (2016). Principles of Environmental Science (8th Edition), McGraw-Hill
2. Divan Shyam (2002). Environmental Law and Policy in India, OUP India
3. Jonathan Cowie, (2002). Climate change: Biological and Human Aspects, 2nd Edition. Cambridge University Press
4. Hanjalic, Kemo, Roel Van de Krol, and Alija Lekic, eds. (2017). Sustainable energy technologies: options and prospects. Springer Science & Business Media

Course Designers

1.

SRM University *AP*, Andhra Pradesh
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Introduction to Psychology

Course Code	PSY 101	Course Category	Core Course (CC)	L	T	P	C
				4	0	0	4
Pre-Requisite Course(s)		Co-Requisite Course(s)		Progressive Course(s)			
Course Offering Department	Psychology	Professional / Licensing Standards					

Course Objectives / Course Learning Rationales (CLRs)

- To gain a comprehensive understanding of the various approaches in the study of psychology
- To comprehend the basic mechanisms driving human behavior
- To apply various psychological concepts in practical settings

Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
Outcome 1	Define psychology and articulate its goals	2	80%	70%
Outcome 2	Describe and understand how sensation and Perception affect consciousness	2	70%	65%
Outcome 3	Analyze motivational processes and emotions in human beings	2	75%	60%
Outcome 4	Describe and compare various forms of intelligence and its measurements	2	70%	60%

Course Articulation Matrix (CLO) to Program Learning Outcomes (PLO)

CLOs	Program Learning Outcomes (PLO)														
	Scientific and Disciplinary Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Scientific Reasoning and Design Thinking	Research Related Skills	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Lifelong Learning	PSO 1	PSO 2	PSO 3
Outcome 1	3	2	1	1	2			2				1	3		
Outcome 2	2	2	1	3		1		1				1		3	
Outcome 3	2	2	2	2			2	2	1	2	2	3		3	3
Outcome 4	3	3	1	1	1	2		1	2	2	2	2			3
Course Average	**3**	**2**	**1**	**2**	**2**	**2**	**2**	**2**	**2**	**2**	**2**	**2**	**3**	**3**	**3**

Course Unitization Plan

Unit No.	Unit Name	Required Contact Hours	CLOs Addressed	References Used
Unit 1	**Nature of Psychology**	**12**	1	1,2,3
	Definition and goals of psychology	3		
	Nature of Psychology: art or science	3		
	Traditional & contemporary schools of thought in psychology	6		
Unit 2	**Sensation and Perception**	**12**	1, 2	1,2,3
	Definitions	1		
	Absolute and differential threshold, Signal detection theory	3		
	Perception: Understanding perception	2		
	Gestalt laws of organization	3		
	Perceptual constancy - depth perception, size perception, perception of movement.	3		
Unit 3	**Motivation**	**12**	1, 3	1,2,3
	Definition and types of motivation	1		
	Psychological aspects of various forms of motivation (hunger and thirst)	2		
	Theories of motivation: drive theory, arousal theory, expectancy theory, goal-setting theory	5		
	Sexual, aggressive, and achievement motivation	4		
Unit 4	**Emotion**	**12**	1,3	1,2,3
	Definition and nature of emotions	2		
	Biological basis of emotions	2		
	Expression of emotions	2		
	Emotional intelligence	3		
	Correlates of emotions: cognition, culture and subjective wellbeing	3		
Unit 5	**Intelligence**	**12**	1, 4	1,2,3
	Definitions and nature of intelligence	2		
	Theories of intelligence: Cattell's theory of intelligence, Thurstone's mental ability, Sternberg's triarchic theory, Gardner's theory of multiple intelligences,	6		
	Measuring intelligence and tests of intelligence	4		
Total Contact Hours		**60**		

Learning Assessment

Bloom's Level of Cognitive Task		Continuous Learning Assessments (50%)				End Semester Exam (50%)
		CLA-1 (15%)	Mid (15%)	CLA-2 (10%)	CLA-3 (10%)	
		Th	Th	Th	Th	Th
Level 1	Remember	100%	100%	100%	100%	100%
	Understand					
Level 2	Apply					
	Analyse					
Level 3	Evaluate					
	Create					
Total		**100%**	**100%**	**100%**	**100%**	**100%**

Recommended Resources

1. Baron, R. A. (2001). Psychology. 5th Ed. New Delhi: Pearson Education India.
2. Nolen-Hoeksema, S., Fredrickson, B.L. & Loftus, G.R. (2014). Atkinson &Hilgard's Introduction to Psychology.16th Ed. United Kingdom: Cengage Learning.
3. Morgan, C. T., King, R. A., & Schopler, J. (2004). Introduction to Psychology. New Delhi: Tata McGraw Hill.

Other Resources

1. Enter Data

Course Designers

1. Internal (Institutional) Subject Matter Experts:
2. Ms. Ayesha Parveen Haroon, Lecturer, Department of Psychology, SRM University-AP.
3. Expert Reviewers from Institutes of National Importance / Institutes of International Repute:
4. Prof. Akbar Hussain, Prof. and Head, Department of Psychology, Aligarh Muslim University.
5. Prof. H.S. Ashok, Prof. and Head, Department of Psychology, Bangalore University.

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Liberal Arts: Approaches and Perspectives

Course Code	LBA 101	**Course Category**	School FC		**L** 4	**T** 0	**P** 0	**C** 4
Pre-Requisite Course(s)	NA	**Co-Requisite Course(s)**	NA	**Progressive Course(s)**	**NA**			
Course Offering Department	Liberal Arts	**Professional / Licensing Standards**	NA					

Course Objectives / Course Learning Rationales (CLRs)

1. To explain different literary forms to depict human experiences.
2. To explore and understand the socio-cultural context of human experiences.
3. To demonstrate various methods that can be used to derive knowledge and meaning from experiences.
4. To explore various political perspectives about a just human world.
5. To discuss the importance of media in representing knowledge.

Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
Outcome 1	Discuss some literary genres like poetry, novels and plays	1	70%	80%
Outcome 2	Examine socio-cultural groups and discuss the nature of those groups.	2	70%	70%
Outcome 3	Discuss different philosophical methods used to create knowledge	3	60%	70%
Outcome 4	Demonstrate various views on politics and compare them.	4	60%	60%
Outcome 5	Examine the importance of medium in representing knowledge.	5	70%	60%

Course Articulation Matrix (CLO) to Program Learning Outcomes (PLO)

CLOs	Program Learning Outcomes (PLO)														
	Scientific and Disciplinary Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Scientific Reasoning and Design Thinking	Research Related Skills	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Life Long Learning	PSO 1	PSO 2	PSO 3
Outcome 1	3	2	3		3		2	3	2	2	2	3	3	2	3
Outcome 2	2	2	2		2		2	2	2	2	3	2	2	2	3
Outcome 3	3	2	3		2		2	2	2	2	2	3	3	2	2
Outcome 4	2	2	2		2		2	2	2	2	3	2	2	2	3
Outcome 5	2	2	2		2		2	2	2	2	2	2	2	2	3
Average	**2.4**	**2**	**2**		**2.2**		**2**	**2.2**	**2**	**2**	**2.4**	**2.4**	**2.4**	**2**	**2.8**

Course Unitization Plan

Unit No.	Unit Name	Required Contact Hours	CLOs Addressed	References Used
Unit 1	**All Roads Do Not Lead To Rome**	**12**	**1**	
	Literature as a liberal discipline	**4**		**1**
	The interdisciplinary features of Literature	**4**		**1**
	Examples from the literary works that reflect the spirit of liberalism	**4**		**1,2,3**
Unit 2	**Individual, Community and Society**	**12**	**2**	
	M Hierarchy and Difference	**4**		**5**
	Ethnocentrism	**4**		**5**
	Cultural Relativism and Beyond	**4**		**2.3**
Unit 3	**Understanding Meaning**	**12**	**3**	
	Existential meaning	**4**		**7**
	Phenomenological Meaning	**4**		**7**
	The limits of Phenomenology: What we can't know	**4**		
Unit 4	**Understanding Politics from Different Perspectives**	**12**	**4**	**11**
	Socialism	**4**		
	Conservatism	**4**		
	Anarchism	**4**		
	Liberalism			
Unit 5	**The Politics of Representation and making of Spectacles in the Media.**	**12**	**5**	**12,13**
	Introduction to semiotics, Sign: Signifier and signified.	**4**		
	What is representation: Stuart Hall's two systems of representation	**4**		
	Media and capitalist spectacle	**4**		
	Total contact hours	**60**		

Learning Assessment

Bloom's Level of Cognitive Task		Continuous Learning Assessments (50%)				End Semester Exam (50%)
		CLA-1 15%	Mid-1 15%	CLA-2 10%	CLA-3 10%	
Level 1	Remember	40%	40%	40%	40%	40%
	Understand					
Level 2	Apply	50%	50%	50%	50%	50%
	Analyse					
Level 3	Evaluate	10%	10%	10%	10%	10%
	Create					
Total		**100%**	**100%**	**100%**	**100%**	**100%**

Recommended Resources

1. Dickens, C. (2009). A Tale of Two Cities: Abridge Edition. UK : Penguin.
2. Palgrave, F. (2002). Palgrave's Golden Treasury. OUP. Oxford..
3. Brown, M. F (2008). Cultural Relativism 2.0, Current Anthropology , 49 (3): 363-383.
4. Darnell, R. (2009). Anthropological Approaches to Human Nature, Cultural Relativism and Ethnocentrism. Anthropologica, 51(1):187-194.
5. Gardner, M. (1950). Beyond Cultural Relativism, Ethics, 61(1):38-45.
6. Gupta, D. (Ed.,). (1993). Social Stratification, Delhi ; New York : Oxford University Press.
7. Johnson, T. H. (2007). Cultural Relativism: Interpretations of a Concept. Anthropological Quarterly, 80(3):791-802.
8. Camus, A. (1942). The Stranger.New York: Vintage International
9. Young, I. (1980). Throwing like a Girl: A Phenomenology of Feminine Body Comportment Motility and Spaciality. Human Studies 3: 137-156.
10. Fricker, M. (2007). Epistemic Injustice: Power and the Ethics of Knowing. Oxford University Press.
11. Heywood, A. (2017). Political Ideologies: An Introduction. UK: Macmillan.
12. Fiske, J. (2011). Introduction to Communication Studies. New York: Routledge.
13. Hall, S. (2003). Representation. New Delhi: Sage Publication.

Course Designers

1. Dr. Srabani Basu, Dr. Ipsita Pradhan, Dr. Bikku R, Dr, Anasuya A, Dr. Chandana Deka, Dr. Idris Hassan Bhat, Dr. Ugen Bhutia- Department of Liberal Arts, SLASS, SRM University-AP
2. Course Coordinator : Dr. Anasuya A, Dr. Chandana Deka

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Understanding the Indian Constitution

Course Code	HIS 105	**Course Category**	Core Course (CC)	**L**	**T**	**P**	**C**
				4	0	0	4
Pre-Requisite Course(s)		**Co-Requisite Course(s)**		**Progressive Course(s)**			
Course Offering Department	History	**Professional / Licensing Standards**					

Course Objectives / Course Learning Rationales (CLRs)

1. To locate the plurality of ideas in the Indian constitution
2. To appreciate the importance of dialogue in the making and the extension of Indian constitution.
3. To develop a multidisciplinary approach in understanding functioning of Indian democracy.
4. To critically interrogate the concepts of equality, liberty, justice, and non- discrimination.

Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
Outcome 1	Describe the need of having a constitution.	2	80%	70%
Outcome 2	Define the concept of liberty and non-discrimination.	1	90%	80%
Outcome 3	Review key institutions of Indian democracy.	2	80%	70%
Outcome 4	Examine the tradition of consensus and discontent in Indian democracy.	4	70%	60%

Course Articulation Matrix (CLO) to Program Learning Outcomes (PLO)

CLOs	Program Learning Outcomes (PLO)														
	Scientific and Disciplinary Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Scientific Reasoning and Design Thinking	Research Related Skills	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Life Long Learning	PSO 1	PSO 2	PSO 3
Outcome 1	2	1	2	1	2	1		2	2	2	2	2	2	2	2
Outcome 2	2	1	2	1	1	1		3	2	2	2	2	3	2	3
Outcome 3	2	2	2	1	2	1		2	2	2	2	3	2	2	2
Outcome 4	2	2	3	2	3	1		3	2	2	2	3	3	2	3
Course Average	**2**	**2**	**2**	**1**	**2**	1		**3**	**2**	**2**	**2**	**3**	3	2	3

Course Unitization Plan

Unit No.	Syllabus Topics	Required Contact Hours	CLOs Addressed	References Used
Unit No. 1	**Making of the Indian Constitution**	**14**	**1,2**	
	Why do we need a constitution?	2		**1,2**
	Beginning of constitutionalism in India: Colonial and Anti-colonial legacies	2		**2,7**
	Locating constituent Assembly debate: Consensus and Discontent.	3		**2,3**
	Reading the preamble of the Indian constitution.	2		**2,6**
Unit No. 2	**Fundamental Rights and Directive Principles-Ideas of Equality, Justice and Liberty**	**13**		
	Right to Equality	2	**2,3**	**1,7**
	Six Freedoms	2		**1,5,7**
	Religious Freedom	3		**4,7**
	Minority Rights	2		**3,4**
	Directive Principles: Gaols to establish a social and economic Democracy	2		**4,5**
	Primacy of Rights over Directive Principles	2		**4,7**
Unit No. 3	**Asymmetrical Federalism: Centre-State Relations**	**13**		
	What is federalism?	1	**3,4**	**3,6**
	Constitutional provisions related to federalism	2		**3,7**
	Relationship between State and Centre	3		**3,7**
	Deliberative ambiguities of Indian Federalism	2		**1,7**
	Special Provisions for Jammu and Kashmir, Himachal Pradesh, Northeastern states, and tribal areas.	3		**3,7**
	AFSPA and suspension of Indian democracy	2		**3,7**
Unit No. 4	**Foundation of Governance**	**11**		
	Division of Power: Legislative, Executive, and Judiciary	3	**3**	**3,7**
	Parliamentary form of government in India	2		**3,7**
	Government of the Union and Government of the State	3		**1,6**
	Role of Supreme Court and Judicial Activism in India	3		**1,2**
Unit No. 5	**Constitution as a living document**	**9**		
	Constitution as a dialogue	2	**1,4**	**3,4**
	Constitutional Amendments and the basic structure of the Indian constitution	3		**1,3,7**
	Insertion of the 9th schedule in the constitution	2		**1,5**
	The role of the judiciary and citizens in defending, negotiating and interpreting the constitution	2		**3,7**

Learning Assessment

Bloom's Level of Cognitive Task		Continuous Learning Assessments (__%)								End Semester Exam (50%)	
		CLA-1 (10%)		CLA-2 (10%)		CLA-3 (10%)		Mid Term (20%)			
		Th	Prac	Th	Prac	Th	Pr.	Th	Prac	Th	Prac
Level 1	Remember	30%		20%				40%		20%	
	Understand	70%		80%				60%		60%	
Level 2	Apply										
	Analyse						100%			20%	
Level 3	Evaluate										
	Create										
Total		**100%**		**100%**			**100%**	**100%**		**100%**	

Recommended Resources

1. Austin, G. (1996). The Indian Constitution: Cornerstone of a Nation, Oxford: OUP.
2. Bhargava, R. (ed) (2008), Ethics and Politics of the Indian Constitution, New Delhi: OUP.
3. Choudhry, S. et al. (2017). The Oxford Handbook of the Indian Constitution, New Delhi: OUP
4. Hassan, Z., Sridharan, E. & Sudarshan, R. (eds). (2002). India's Living Constitution: Ideas Practices, Controversies. New Delhi: Permanent Black.
5. Kannabiran, K. (2012). Tools of Justice: Non- discrimination and the Indian Constitution, Routledge,
6. Kashyap, C.S. (2011). Our Constitution, New Delhi: National Book Trust.
7. Thiruvengadam, K.A. (2017). The Constitution of India: A Contextual Analysis, India: Hart Publishing.

Recommended Online Resources

1. Armed Forces (Special Powers) Acts 1958 (https://www.mha.gov.in/sites/default/files/armed_forces_special_powers_act1958.pdf)
2. Dr. Ambedkar's Last Speech in the Constituent Assembly on Adoption of the Constitution (November) (https://main.sci.gov.in/AMB/pdf/Closing%20speech%2025%20Nov%201949.pdf

Other Resources

1. Enter Data

Course Designers

1. Dr. Maanvender Singh, Assistant Professor, Dept. of History, SRM University-AP.
2. Dr. Aqsa Agha, Assistant Professor, Dept. of History, SRM University-AP.

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Industry Standard Employability Skills -II

Course Code	ISES 102	**Course Category**	Ability Enhancement Course (AEC)	**L**	**T**	**P**	**C**
				3	0	0	1
Pre-Requisite Course(s)		**Co-Requisite Course(s)**		**Progressive Course(s)**			
Course Offering Department	CDC	**Professional / Licensing Standards**					

Course Objectives / Course Learning Rationales (CLRs)

1. Develop interpersonal skills to be a good team player.
2. Develop socialization skills, positive attitude, and behavioural skills
3. Eliminate the barriers of communication and make conscious efforts to improve skill sets.
4. Recognise practice and acquire the skills necessary to deliver effective presentation with clarity and impact.

Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
Outcome 1	Recognise the intrinsic motivating factors.	1	70%	60%
Outcome 2	Demonstrate the ability to conceptualize an original idea.	3	80%	70%
Outcome 3	Solve the given problems using lateral thinking techniques	3	70%	60%
Outcome 4	Apply interpersonal skills to be a team player	3	90%	80%

Course Articulation Matrix (CLO) to Program Learning Outcomes (PLO)

CLOs	Program Learning Outcomes (PLO)														
	Scientific and Disciplinary Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Scientific Reasoning and Design Thinking	Research Related Skills	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Lifelong Learning	PSO 1	PSO 2	PSO 3
Outcome 1					1			2		2		1			
Outcome 2		2			3			3	3						
Outcome 3		3							2			2			
Outcome 4								2	3			2			
Average		2.5			2			2.3	2.7	2		1.7			

Course Unitization Plan

Unit No.	Syllabus Topics	Required Contact Hours	COs Addressed	References Used
Unit No. 1	**Motivation**	**9**		
	Soldiers' walk (Activity on factors of motivation)	3	1,4	1,4
	The Japanese fan (An activity on factors 1of motivation)	3	1,4	1,4
	Steps to ward off demotivation.	3	1,4	1,4
Unit No. 2	**Creativity and innovation**	**9**		
	Short film: (Students are encouraged to make a ten-minute documentary on various topics to enhance the power of aesthetics and precision)	3	1,2	1,4
	Creative short film (This activity is aimed at creating an interest on research and think out of the box)	3	1,2	1,4
Unit No. 3	**Critical and lateral thinking**	3		
	Fill me up, stimulating lateral thinking	**9**	1,2	2,4
	The curious case of Mary and Kevin (Activity triggering the different types of thinking)	3	2,3	2,4
	The creative college	3	2	2,4
Unit No. 4	**Team dynamics**	3		
	Story boarding, Frenzy, come to my island.	**9**	1,2,3	2,3
	Striking cars	3	1,2	2,3
	Defend the egg, tallest tower (Activities on the different stages of team building, team communication, coordination, and collaboration.	3	1,2,3	2,3
Unit No. 5	**Mini project**	3		
	Concept 1: Mini project presentation	**9**	1,2,3,4	1,4
	Concept 2: Mini project presentation	3	1,2,3,4	1,4
	Concept 3: Mini project presentation	3	1,2,3,4	1,4
Total Contact Hours		**45**		

Learning Assessment

Bloom's Level of Cognitive Task		Continuous Learning Assessments (50%)								End Semester Exam (50%)	
		CLA-1 (10%)		Mid-1 (15%)		CLA-2 (10%)		Mid-2 (15%)			
		Th	Prac	Th	Prac	Th	Prac	Th	Prac	Th	Prac
Level 1	Remember	40%		50%		40%		50%		50%	
	Understand										
Level 2	Apply	60%		50%		60%		50%		50%	
	Analyse										
Level 3	Evaluate										
	Create										
Total		**100%**		**100%**		**100%**		**100%**		**100%**	

Recommended Resources

1. Personality development and soft skills – Braun K. Mitra
2. Key to success in workplace and life – Meenakshi Roman, Shalini Upadhyay.
3. Mastering soft skills – Julian Vyner
4. The Accidental Creative – How to be brilliant at a moment's notice – Todd

Other Resources

1.

Course Designers

SRM University *AP*, Andhra Pradesh
Neerukonda, Mangalagiri Mandal,
Guntur District, Mangalagiri, Andhra Pradesh – 522240.

Introduction to Communicative English

Course Code	EGL 100	**Course Category**	Foundation Course	**L**	**T**	**P**	**C**
				4	0	0	4
Pre-Requisite Course(s)		**Co-Requisite Course(s)**		**Progressive Course(s)**			
Course Offering Department	English	**Professional / Licensing Standards**					

Course Objectives / Course Learning Rationales (CLRs)

- To Introduce the Principles and Practices of Effective Communication Skills in various contexts.
- To understand the purpose and differentiate various types of audience.
- To encourage self-evaluation while collaborating with peers during learning.
- To prepare the students to produce Language in various contexts be it Oral or Written form.

Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	**Bloom's Level**	**Expected Proficiency Percentage**	**Expected Attainment Percentage**
Outcome 1	Employ all four skills (listening/speaking/ reading/writing) to express themselves using production skills (Speak and Write)	3	90%	90%
Outcome 2	Illustrate views using Power Point and Word.	3	70%	80%
Outcome 3	Express with proper grammar.	2	60%	50%
Outcome 4	Apply listening skills to practice.	3	80%	80%
Outcome 5	Employ reading skills to read the given text.	4	60%	50%
Outcome 6	Demonstrate the forms of writings	3	70%	70%

Course Articulation Matrix (CLO) to Program Learning Outcomes (PLO)

CLOs	**Program Learning Outcomes (PLO)**														
	Scientific and Disciplinary Knowledge	**Analytical Reasoning and Problem Solving**	**Critical and Reflective Thinking**	**Scientific Reasoning and Design Thinking**	**Research Related Skills**	**Modern Tools and ICT Usage**	**Environment and Sustainability**	**Moral, Multicultural and Ethical Awareness**	**Individual and Teamwork Skills**	**Communication Skills**	**Leadership Readiness Skills**	**Self-Directed and Lifelong Learning**	**PSO 1**	**PSO 2**	**PSO 3**
Outcome 1			2	2	3			3	3	3		3			
Outcome 2					3	3		3	3	3		3			
Outcome 3								3	2	3		3			
Outcome 4										3		3			
Outcome 5								2	3	3		3			
Outcome 6								3	3	3		3			
Average			**2**	**2**	**3**	**3**		**2.8**	**2.8**	**3**		**3**			

Course Unitization Plan

Unit No.	Syllabus Topics	Required Contact Hours	COs Addressed	References Used
Unit No. 1		**7**		
	Course Introduction and Overview	1	**1,2,3**	
	Parts of Speech	1		**1,2**
	Tenses	1		**1,2**
	Vocabulary (Etymology, Prefixes, Suffix)	2		**1,2**
	Capitalization & Punctuations	1		**1,2**
	Principles of Sentence Structure & Paragraph Writing (*S+V+O*)	1		**1,2,3**
Unit No. 2		**6**		
	The Fundamentals of Speech (*Ethos, Pathos & Logos*)	1	**1,2**	**1,2**
	How to give a good Speech? (*Rhetoric & Speech Delivery*)	1		**1,2**
	Verbal Communication (Turn taking strategies, Questioning, Types of Qs)	2		**1,2**
	Nonverbal Communication (Cultural Contexts, Importance and Types)	1		**1,2**
	Fundamentals of Personal, Informative, and Scientific Speech	1		**1,2**
Unit No. 3		**10**		
	Listening Skills: Definition, Barriers, Steps to Overcome	2	**4**	**2**
	Listening Comprehension	3		**2**
	Listening to Influence, Negotiate	2		**2**
	Listening to Specific Information	1		**2**
	Note taking & Making while Listening	2		**2**
Unit No. 4		**10**		
	Read to Skim, and Scan	2	**5**	**1,2**
	Read to Comprehend (Predict, Answer Questions & Summarize)	2		**1,2**
	Read to Appreciate, Compose and Present	3		**1,2**
	Read to Understand Referencing Skills for Academic Report Writing and Plagiarism (APA 6th Ed)	3		**1,2**
Unit No. 5		**12**		
	Write to Interpret Data (Flow charts, Bar Diagrams)	2	**6**	**4**
	Write to Inform (News, Emails, Notice, Agenda & Minutes)	2		**4**
	Write to Define (Definitions & Essays)	2		**4**
	Resume and Cover Letter	2		**4**
	Write an Effective Abstract and a Comprehensive Summary	2		**4**
	Write Project Proposal	2		**4**
Total Contact Hours		**45**		

Learning Assessment

Bloom's Level of Cognitive Task		Continuous Learning Assessments (50 %)								End Semester Exam (50 %)	
		CLA-1 (10 %)		CLA-2 (15 %)		CLA-3 (10%)		Mid Term (15%)			
		Th	Prac	Th	Prac	Th	Prac	Th	Prac	Th	Prac
Level 1	Remember	40%		50%		30%		40%		50%	
	Understand										
Level 2	Apply	60%		50%		70%		60%		50%	
	Analyse										
Level 3	Evaluate										
	Create										
Total		**100%**		**100%**		**100%**		**100%**		**100%**	

Recommended Resources

1. Shoba, Lourdes. (2017). Communicative English: A Workbook. U.K: Cambridge University Press.
2. Steven, Susan, Diana. (2015). Communication: Principles for a Life Time. U.S.A: Pearson 6th Ed.
3. Publication Manual of the American Psychological Association, (2010). 6th Ed.
4. Kosslyn, S.M. "Understanding Charts and Graphs", Applied Cognitive Psychology, vol. 3, pp. 185-226, 1989.

Other Resources

1.

Course Designers

1.

SRM University *AP*, Andhra Pradesh
Neerukonda, Mangalagiri Mandal,
Guntur District, Mangalagiri, Andhra Pradesh – 522240.

UNDERSTANDING ECONOMY AND MARKETS

Course Code	ECO 151	Course Category	FC	L	T	P	C
				4	0	0	4
Pre-Requisite Course(s)		Co-Requisite Course(s)		Progressive Course(s)			
Course Offering Department	Economics	Professional / Licensing Standards					

Course Objectives / Course Learning Rationales (CLRs)

- To educate students on the fundamental concepts of an economy.
- The aim is to introduce the concept of individual decision making and consumer behaviour.
- To understand the organization of an economy.
- What is the value of the agricultural sector to the Indian economy?
- To acquire knowledge of the fundamental principles of money and banking in India.

Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
Outcome 1	Analyse real-life situations by thinking rationally and demonstrating how economic concepts can be applied.	2		
Outcome 2	In the given situation, students will be able to comprehend how consumers maximize their satisfaction.	2	80%	70%
Outcome 3	It will help to understand the categories of all activities in three sectors of the economy and their importance.	3	80%	70%
Outcome 4	Familiarize students with the functioning of money and the functioning of the banking sectors in an economy.	2	80%	70

Course Articulation Matrix (CLO) to Program Learning Outcomes (PLO)

CLOs	Program Learning Outcomes (PLO)														
	Scientific and Disciplinary Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Scientific Reasoning and Design Thinking	Research Related Skills	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Life Long Learning	PSO 1	PSO 2	PSO 3
Outcome 1	3	3	3	2	1							2	3	1	2
Outcome 2	3	3	3	3	3	1			2			2	3	2	2
Outcome 3	3	3	3	3	2				2			3	3	1	3
Outcome 4	3	3	3	3	2	1			3			2	3	2	2
Outcome 5	**3**	**2**	**3**	**3**	**2**				**2**			**2**	**3**	**1**	**3**
Average															

Course Unitization Plan

Unit No.		Required Contact Hours	CLOs Addressed	References
Unit I	**Introduction**	**10**		
1	Introduction to Economics	2	1,2	1
2	Central Problem of Economics	3	1,2	1
3	Trade-off, Opportunity Cost	3	1,2	1
4	Circular Flow of Income	2	1,2	1
Unit II	**Market**	**12**		
5	Households, Corporates and Government	3	2	1
6	Law of Demand	4	2	1
7	Law of Supply	3	2	1
8	Market Equilibrium	2	2	1
UNIT III	**Economy**	**14**		
09	Composition of an economy	3	1, 3	4,5
10	Five years planning	2	1, 3	4,5
11	Economic reforms	3	1, 3	4,5
12	Public sector and disinvestment	2	1, 3	4,5
13	Labour reforms	2	1, 3	4,5
14	Industrial Sickness and Remedial Measures	2	1, 3	4,5
UNIT IV	**Agrarian Economy**	**17**		
15	Nature and Characteristics	2	4	4,5
16	Cropping Patterns	1	4	4,5
17	Inputs and Output	1	4	4,5
18	Land Reforms	2	4	4,5
19	Green Revolution	2	4	4,5
20	Agricultural Investment	1	4	4,5
21	Agricultural Prices and Subsidies	2	4	4,5
22	Food Security in India	2	4	4,5
23	Agricultural Labour	1	4	4,5
24	WTO and Indian	2	4	4,5
25	Recent Agricultural Policies	1	4	4,5
Unit V	**Money and Banking**	**7**		
26	Indian Banking Sector and Inflation	2	5	4,5
27	Commercial Banking in India	1	5	4,5
28	Reserve Bank of India	1	5	4,5
29	Money and capital market	2	5	4,5
30	Price trends in India	1	5	4,5
	Total	**60**		

Learning Assessment

Bloom's Level of Cognitive Task		Continuous Learning Assessments (50%)								End Semester Exam (50%)	
		CLA-1 (10%)		Mid-1 (15%)		CLA-2 (10%)		Mid-2 (15%)			
		Th	Prac	Th	Prac	Th	Prac	Th	Prac	Th	Prac
Level 1	Remember	60%		60%		40%		40%		50%	
	Understand										
Level 2	Apply	40%		40%		60%		60%		50%	
	Analyse										
Level 3	Evaluate										
	Create										
Total		100%		100%		100%		100%		100%	

Recommended Resources

1. No Data

Other Resources

1. No Data

Course Designers

1. Dr Ghanshyam Pandey, Assistant Professor, Department of Economics, SRM University AP

SRM University *AP*, Andhra Pradesh
Neerukonda, Mangalagiri Mandal,
Guntur District, Mangalagiri, Andhra Pradesh – 522240.

English Literature through the Ages

Course Code	EGL 114	Course Category	Core (CC)	L	T	P	C
				4	0	0	4
Pre-Requisite Course(s)		Co-Requisite Course(s)		Progressive Course(s)			
Course Offering Department	Literature and Languages	Professional / Licensing Standards					

Course Objectives / Course Learning Rationales (CLRs)

The primary objectives of the course are to make the students

- Establish familiarity with representative literary texts within a significant number of historical contexts.
- Identify, analyses, interpret and describe the impact of critical ideas, values and themes on the respective societies.

Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
Outcome 1	Describe the distinctive features of major literary movements and genres	1	60%	70%
Outcome 2	Compare the socio – cultural and historical contexts of the different ages	2	50%	65%
Outcome 3	Apply critical and theoretical approaches to the reading and analysis of literary texts.	2	50%	70%
Outcome 4	Interpret canonical works of the historical period to be studied	3	60%	75%

Course Articulation Matrix (CLO) to Program Learning Outcomes (PLO)

CLOs	Program Learning Outcomes (PLO)														
	Scientific and Disciplinary Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Scientific Reasoning and Design Thinking	Research Related Skills	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Lifelong Learning	PSO 1	PSO 2	PSO 3
Outcome 1	3		3	3	3					3		3	3	3	1
Outcome 2	3		3	3	3					3		3	3	3	1
Outcome 3	3	3	3	3	3	2				3		3	3	3	1
Outcome 4	3	3	3	3	3	2				3		3	3	3	1
Course Average	**3**	**3**	**3**	**3**	**3**	**2**				**3**		**3**	**3**	**3**	**1**

Course Unitization Plan

Unit No.	Unit Name	Required Contact Hours	CLOs Addressed	References Used
1	**The Beginning: From Old English to Middle English**	**10**		
	Anglo Saxon Literature	2	1, 2	1, 2, 3
	Middle English Literature	2	1, 2	1, 2, 3
	Medieval Theatre	3	1, 2	1, 2, 3
	Spencer & his time	3	1, 2, 3, 4	1, 2, 3, 4
2	**English Renaissance**	**14**		
	Elizabethan Literature: Prose & Prose	2	1, 2	1, 2, 3
	Elizabethan Drama	4	1, 2	1, 2, 3
	Jacobean Period	4	1, 2	1, 2, 3
	Late Renaissance	2	1, 2	1, 2, 3
3	**Restoration Period**	**12**		
	Restoration Literature	3	1, 2	1, 2, 3
	Augustan Literature	3	1, 2	1, 2, 3
	Age of Sensibility	3	1, 2	1, 2, 3
	The Precursors of Romanticism	3	1, 2, 3, 4	1, 2, 3, 4
4	**Romantic to Victorian**	**12**		
	Strangeness added to Beauty	2	1, 2	1, 2, 3
	The representative poets and authors	4	1, 2, 3, 4	1, 2, 3
	The Age of Compromise	2	1, 2	1, 2, 3
	Victorian Literature	4	1, 2, 3, 4	1, 2, 3, 4
5	**Modernism to Postmodernism**	**12**		
	Modernism: An overview	1	1, 2	1, 2, 3, 4
	Literary outputs of the Modern Age	4	1, 2, 3, 4	1, 2, 3, 4
	Postmodernism: A curtain raiser	3	1, 2	1, 2, 3, 4
	Postmodern Literature	3	1, 2, 3, 4	1, 2, 3, 4

Learning Assessment

Bloom's Level of Cognitive Task		Continuous Learning Assessments (50%)				End Semester Exam (50%)
		CLA-1 (10%)	Mid (15%)	CLA-2 (10%)	CLA-3 (15%)	
Level 1	Remember	30%	40%	30%	40%	30%
	Understand					
Level 2	Apply	70%	45%	70%	60%	30%
	Analyse					
Level 3	Evaluate		15%			40%
	Create					
Total		100%	100%	100%	100%	100%

Recommended Resources

1. Albert, Edward, History of English Literature, Oxford University Press, 2017
2. Daiches David, A Critical History of English Literature in Four Volumes, Allied Publishers Private Limited, 2005
3. Sanders Andrew, The Short Oxford History of English Literature, Oxford, 2005

Other Resources

1. Carter Ronald, McRae John, The Routledge History of Literature in English Britain and Ireland, Taylor & Francis, 2016

Course Designers

1. Dr. Partha Bhattacharjee, SRM University AP

SRM University *AP*, Andhra Pradesh
Neerukonda, Mangalagiri Mandal,
Guntur District, Mangalagiri, Andhra Pradesh – 522240.

History of English Language

Course Code	EGL 136	Course Category	Core	L	T	P	C
				4	0	0	4
Pre-Requisite Course(s)		Co-Requisite Course(s)		Progressive Course(s)			
Course Offering Department	English	Professional / Licensing Standards					

Course Objectives / Course Learning Rationales (CLRs)

- To describe the history and development of English Language from Old English to Present-day English
- To help students identify and understand the significant linguistic changes in English Language
- To recognize varieties of English Language
- To examine and interpret various aspects of language usage in 21st Century

Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
Outcome 1	To demonstrate a thorough understanding of diachronic changes in English language from Old English to Present-day English	2	75%	75%
Outcome 2	To recognize the significant linguistic changes in English Language over the centuries	2	75%	75%
Outcome 3	To identify development and distinctions of standard and non-standard varieties of English	3	75%	75%
Outcome 4	To understand the appropriate present-day usage of English language through various aspects	3	75%	75%

Course Articulation Matrix (CLO) to Program Learning Outcomes (PLO)

CLOs	Program Learning Outcomes (PLO)														
	Scientific and Disciplinary Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Scientific Reasoning and Design Thinking	Research Related Skills	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Lifelong Learning	PSO 1	PSO 2	PSO 3
Outcome 1	3	3	3	3	3			3		3		3	3	3	1
Outcome 2	3	3	3	3	3			3		3		3	3	3	1
Outcome 3	3	3	3	3	3			3		3		3	3	3	1
Outcome 4	3	3	3	3	3			3		3		3	3	3	1
Course Average	**3**	**3**	**3**	**3**	**3**			**3**		**3**		**3**	**3**	**3**	**1**

Course Unitization Plan

Unit No.	Unit Name	Required Contact Hours	CLOs Addressed	References Used
Unit 1	**UNIT-I Origin and families of Language**	**9**		
	Introduction to English Language: what is language, linguistic terminology and concepts	2	1,2	1,2,3,4,5,6,7,8
	History of Language: Origin of English	2	1,2	1,2,3,4,5,6,7,8
	Language families	1	1	1,2,3,4,5,6,7,8
	Indo-European family of languages	2	1	1,2,3,4,5,6,7,8
	Grimm's Law & Verner's Law	2	1,2	1,2,3,4,5,6,7,8
Unit 2	**UNIT-II: Periods of English Language**	**15**		
	Periods of English Language – Introduction	1	1,2	1,2,3,4,5,6,7,8
	Anglo Saxon and Old English	2	1,2	1,2,3,4,5,6,7,8
	Celtic, Latin and Scandinavian influences	3	1,2	1,2,3,4,5,6,7,8
	Norman conquest	1	1,2	1,2,3,4,5,6,7,8
	Middle English features	1	1,2	1,2,3,4,5,6,7,8
	Languages of Chaucer, Spencer, Shakespeare, Milton	4	1,2	1,2,3,4,5,6,7,8
	Impact of Bible translations in English language	2	3	1,2,3,4,5,6,7,8
	Standard English	1	1,2	1,2,3,4,5,6,7,8
Unit 3	**UNIT- III – Changes in English language**	**12**		
	Latin and Greek influence	2	1,3	1,2,3,4,5,6,7,8
	Loan words	1	1,3	1,2,3,4,5,6,7,8
	Impact of Renaissance	2	1,3	1,2,3,4,5,6,7,8
	Sound changes and great vowel shift	1	1,2	1,2,3,4,5,6,7,8
	Changes in Grammar, Vocabulary, phonology, morphology and semantics	2	1,2	1,2,3,4,5,6,7,8
	Foreign influences on English	2	1,3,4	1,2,3,4,5,6,7,8
	Expansion of vocabulary	1	1,3	1,2,3,4,5,6,7,8
	Spelling and Pronunciation	1	1,3	1,2,3,4,5,6,7,8
Unit 4	**UNIT-IV – Dialects and Slangs**	**15**		
	Introduction of Printing press	2	1,3,4	1,2,3,4,5,6,7,8
	Pidgins and Creoles	1	1,3,4	1,2,3,4,5,6,7,8
	American and British Dialects	2	1,3,4	1,2,3,4,5,6,7,8
	English in postcolonial world	4	4	1,2,3,4,5,6,7,8
	English in India: History & Evolution	4	4	1,2,3,4,5,6,7,8
	Rise of different English dialect accepted globally	2	4	1,2,3,4,5,6,7,8
Unit 5	**UNIT – V – English in 21st Century**	**9**		

	English as global language	1	1,3,4	1,2,3,4,5,6,7,8
	Impact of Science and Technology	2	1,3,4	1,2,3,4,5,6,7,8
	English in digital age	2	1,3,4	1,2,3,4,5,6,7,8
	Varieties of English	2	1,3,4	1,2,3,4,5,6,7,8
	Language usage in different aspects: Historical, Cultural and Political aspects	2	1,3,4	1,2,3,4,5,6,7,8
Total Contact Hours		**60**		

Learning Assessment

Bloom's Level of Cognitive Task		**Continuous Learning Assessments (50%)**				**End Semester Exam (50%)**
		CLA-1 (10%)	**Mid-1 (30%)**	**CLA-2 (10%)**	**Mid-2**	
Level 1	Remember Understand	50%	40%	50%		20%
Level 2	Apply Analyse	50%	40%	50%		40%
Level 3	Evaluate Create		20%			40%
Total		100%	100%	100%		100%

Recommended Resources

1. Enter Data

Other Resources

1. Enter Data

Course Designers

Dr. C. Harishree

SRM University *AP*, Andhra Pradesh
Neerukonda, Mangalagiri Mandal,
Guntur District, Mangalagiri, Andhra Pradesh – 522240.

Fundamentals of Language

Course Code	EGL 148	Course Category	Minor		L	T	P	C
					4	0	0	4
Pre-Requisite Course(s)		Co-Requisite Course(s)		Progressive Course(s)				
Course Offering Department	English	Professional / Licensing Standards						

Course Objectives / Course Learning Rationales (CLRs)

- Develop a foundational understanding of linguistic principles to enhance language comprehension and expression.
- Explore the historical evolution of language, tracing its impact on cultural and societal dynamics.
- Acquire essential skills in grammar, syntax, and semantics to improve written and verbal communication.
- Foster critical thinking by analysing language in various contexts, promoting a nuanced appreciation for linguistic diversity

Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
Outcome 1	Identify the structure of the speech organs and their function and the basic methods of articulation, the acoustic property of speech sounds and the IPA	2	75%	75%
Outcome 2	Analyse and evaluate the role of syntactical components in languages	3	75%	75%
Outcome 3	Comprehend the basic issues of linguistic semantics, including how linguistic exp ressions relate to entities in the world, meaning relations betwe en linguistic expressions, and how context affects meaning	3	75%	75%
Outcome 4	Analyse and articulate general themes about the nature of human language, and how languages work	3	75%	75%
Outcome 5	Identify and analyses language patterns, draw generalizations from a set of data, and make hypotheses to explain those patterns	3	75%	75%

Course Articulation Matrix (CLO) to Program Learning Outcomes (PLO)

CLOs	Program Learning Outcomes (PLO)														
	Scientific and Disciplinary Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Scientific Reasoning and Design Thinking	Research Related Skills	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Lifelong Learning	PSO 1	PSO 2	PSO 3
Outcome 1	3	3	3	3	3	**2**		3		3		3	3	3	1
Outcome 2	3	3	3	3	3	**2**		3		3		3	3	3	1
Outcome 3	3	3	3	3	3	**2**		3		3		3	3	3	1
Outcome 4	3	3	3	3	3	**2**		3		3		3	3	3	1
CourseAverage	**3**	**3**	**3**	**3**	**3**	**2**		**3**		**3**		**3**	**3**	**3**	**1**

Course Unitization Plan

Unit No.	Unit Name	Required Contact Hours	CLOs Addressed	References Used
Unit 1	**UNIT-I : Introduction & Nature of Language**	**8**		
	What is Language & Linguistics? (Design Features)	3	1,2	1,2
	Features of Human Language	2	1,2	1,2
	Origin and Diversity of Language; Basic Components of Language	3	1,2	1,2
Unit 2	**UNIT-II: Phonetics and Phonology**	**15**		
	What is Phonetics; Phonetics and Phonology; Branches of Phonetics	3	1,3	1,2
	Articulatory Phonetics (Human Speech system; subglottal system; supraglottal system; airstream mechanisms); IPA (Place and manner of articulation; consonants; vowels; suprasegmentals)	7	1,2,3	1,2
	Basics of Acoustic and Auditory Phonetics	2	1,2,3	1,2
	What is Phonology? Different Phonological Processes	3	1,2,3	1,2,3
Unit 3	**UNIT- Morphology**	**9**		
	Basic concepts (morphology; word, morpheme); Types of Morphemes (Free; bound; lexical, inflectional, derivational)	3	1,2,3	1,2
	Word formation processes (Derivation; Coinage; Borrowing; Compounding; Blending; Clipping; Conversion; Acronym)	4	1,2,3	1,2
	Allomorph and Allomorph (types)	2	2,3	1,2,3
Unit 4	**UNIT-IV Syntax**	**14**		
	Basics (Word order; Prescriptive/Descriptive Grammar); Basic structure of a sentence; Labelled Bracketing; Constituents and Phrases	5	2,4	1,2
	Phrase structure grammar (syntactic tree); Competence and Performance; Universal Grammar (Deep and Surface Structure; Language Faculty; Principles and Parameters)	7	2,4	1,2
	Basics of three linguistic schools of thought (structuralism; formalism; functionalism)	2	2,4	1,2
Unit 5	**UNIT – V – Semantics and Pragmatics**	**14**		
	Basics (semantic roles: agent, patient, experiencer, theme; instrument); Conceptual and associative meaning;	3	4,5	1,2,3
	Semantic Analysis: Semantic Features (concept of semantic field; componential analysis); Semantic Roles; Lexical relations (synonymy; hyponymy (paraphrase/entailment); antonymy; prototype; homophones and homonyms; polysemy; metonymy; collocation)	7	4,5	1,2,3
	What is Pragmatics? Implicature, Presupposition, Deixis, Speech Act Theory	4	4,5	1,2,3
Total Contact Hours		**60**		

Learning Assessment

Bloom's Level of Cognitive Task		Continuous Learning Assessments (50%)				End Semester Exam (50%)
		CLA-1 (10%)	Mid-1 (30%)	CLA-2 (10%)	Mid-2	
Level 1	Remember	50%	25%	50%		30%
	Understand					
Level 2	Apply	50%	50%	50%		40%
	Analyse					
Level 3	Evaluate		25%			30%
	Create					
Total		100%	100%	100%		100%

Recommended Resources

1. Enter Data

Other Resources

1. Enter Data

Course Designers

1. Dr. Ram Thakur, Asst. Prof Dept. of English, SRM University – AP.
2. Prof. Rajesh Kumar, Professor, IIT Madras.
3. Dr. Md. Mojibur Rahman, Associate Professor, IIT Dhanbad

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Neerukonda, Mangalagiri Mandal,
Guntur District, Mangalagiri, Andhra Pradesh – 522240.

Introduction to Fiction

Course Code	EGL 321	Course Category	Core	L	T	P	C
				4	0	0	4
Pre-Requisite Course(s)	EGL 122	Co-Requisite Course(s)		Progressive Course(s)			
Course Offering Department	English	Professional / Licensing Standards					

Course Objectives / Course Learning Rationales (CLRs)

- To understand the difference between fiction and non-fiction
- To effectively articulate reading process
- To read and analyse different texts
- To understand how authors write based on their cultural and socio-economic background

Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
Outcome 1	Explain the characteristics of fiction as a genre	2	75%	75%
Outcome 2	Critique types of fiction and approaches to fiction: Indian, Cult, African, and Australian	5	75%	75%
Outcome 3	Examine the factors leading to the rise of fiction as a genre	3	75%	75%
Outcome 4	Argue for the specific themes and forms of texts vis-à-vis the characteristics of their genre	5	75%	75%

Course Articulation Matrix (CLO) to Program Learning Outcomes (PLO)

CLOs	Program Learning Outcomes (PLO)														
	Scientific and Disciplinary Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Scientific Reasoningand Design Thinking	Research Related Skills	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multiculturaland Ethical Awareness	Individual and Teamwork Skills	CommunicationSkills	Leadership Readiness Skills	Self-Directed and Lifelong Learning	PSO 1	PSO 2	PSO 3
Outcome 1	1	3	3	3	1	3	2	3	1	3	1	3	3	3	1
Outcome 2	1	3	3	3	1	3	2	3	1	3	1	3	3	3	1
Outcome 3	1	3	3	3	1	3	2	3	1	3	1	3	3	3	1
Outcome 4	1	3	3	3	1	3	2	3	1	3	1	3	3	3	1
Course Average	**1**	**3**	**3**	**3**	**1**	**3**	**2**	**3**	**1**	**3**	**1**	**3**	**3**	**3**	**1**

Course Unitization Plan

Unit No.	Unit Name	Required Contact Hours	CLOs Addressed	References Used
Unit 1	**An Introduction to Fiction**	**12**		
	Understanding the genre of fiction: analysing plot, character and point of view	4	1	1
	The Rise of the Novel	3	3	1, 2
	Gothic	3	2	2, 3, 4
	Autobiography	2	2	1, 2, 4
Unit 2	**History of Indian English Novels**	**12**		
	The building blocks of Indian English Writing: Hands-on Workshop	4	3	5
	National Allegory	3	4	6, 7
	Narration and Narrative Realism	5	4	1, 7
Unit 3	**Cult American Fiction**	**12**		
	Cult fiction	4	1	8
	Second World War and American fiction	3	3	8
	Narratives of Teen Rebellion	5	3	8, 9
Unit 4	**African English Fiction**	**12**		
	Politics of Language	4	4	10, 12
	Native Storytelling Traditions	4	3	10, 12
	Satire and Irony	4	2	10, 12
Unit 5	**Australian Novel**	**12**		
	Post-colonial/Postcolonial Novel	4	3	13
	Settler Colonialism	4	3	14
	Magic Realism	4	3	15, 16
Total Contact Hours		**60**		

Learning Assessment

Bloom's Level of Cognitive Task		Continuous Learning Assessments (50%)				End Semester Exam (50%)
		CLA-1 (10%)	Mid-1 (15%)	CLA-2 (10%)	Mid-2 (15%)	
		Th	Th	Th	Th	Th
Level 1	Remember		50%		50%	30%
	Understand					
Level 2	Apply	50%	50%	50%	50%	30%
	Analyse					
Level 3	Evaluate	50%		50%		40%
	Create					
Total		100%	100%	100%	100%	100%

Recommended Resources

1. E.M. Forster. Aspects of the Novel. London: Edward Arnold, 1927. Print.
2. Ian Watt. The Rise of the Novel. London: Vintage, 1957.
3. David Morris. "Gothic Sublimity." New Literary History. Vol. 16.2 (1985) 299–319. Print.
4. Charlotte Brontë,. Jane Eyre: An Autobiography. London: Smith, 1847. Print
5. Agrawal,K.A.,ed. Indian Writing in English : A Critical Study. New Delhi: Atlantic, 2003. Print.
6. Fredric Jameson. The Political Unconscious: Narrative as a Socially Symbolic Act. Ithaca: Cornell University Press, 1981. Print.
7. Amitav Ghosh. The Shadow Lines. New York: Houghton Mifflin Company. 1988. Print.
8. Thomas R Whissen. Classic Cult Fiction: A Companion to Popular Cult Literature. Michigan: Greenwod Press, 1992.
9. J.D. Salinger. The Catcher in the Rye. New York: Little, Brown and Company, 1951. Print.
10. Ngugi Wa Thiong'o. Decolonising the Mind. Nairobi: James Currey, 1986. Print.
11. Binyavanga Wainaina's "How to Write about Africa?" (2005) https://granta.com/how-to-write-about-africa/
12. Chinua Achebe. Things Fall Apart. London: Penguin, 1958. Print.
13. Quayson, Ato. "Introduction: Postcolonial Literature in a Changing Historical Frame." The Cambridge History of Postcolonial Literature. Ed. Ato Quayson. Cambridge: Cambridge UP, 2012. 1-29. Print.
14. Free, Melissa. Settler Colonialism. Victorian Literature and Culture 46.3-4 (2018): 876-82. Print.
15. Stephen Slemon. "Magic Realism as Postcolonial Discourse." Magical Realism: Theory, History, Community. Ed. Lois Parkinson Zamora and Wendy Faris. London: Duke University Press, 1995. 407–426. Print.
16. Peter Carey. Illywhacker. Brisbane: University of Queensland, 1985. Print.

Other Resources

1. Enter Data

Course Designers

1. Dr Prateek, Assistant Professor, Department of English, SRM University – AP

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Creativity and Critical Thinking Skills

Course Code	AEC 104	Course Category	Ability Enhancement Course (AEC)	L	T	P	C
				1	0	1	2
Pre-Requisite Course(s)		Co-Requisite Course(s)		Progressive Course(s)			
Course Offering Department	Literature & Languages	Professional / Licensing Standards					

Course Objectives / Course Learning Rationales (CLRs)

- Identify key concepts associated with creative problem-solving and critical analysis.
- Interpret and summarize various models and frameworks used in fostering creative and critical thinking skills
- Apply divergent thinking methods to generate innovative solutions to multifaceted problems.
- Assess and compare the strengths and weaknesses of various critical thinking approaches in decision-making.

Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
Outcome 1	Define and describe fundamental concepts and theories related to creativity and critical thinking.	1	80%	80%
Outcome 2	Explain the significance of creativity and critical thinking in problem-solving and decision-making processes.	2	80%	60%
Outcome 3	Implement critical thinking strategies to analyse and evaluate information and arguments effectively.	3	80%	70%
Outcome 4	Analyse and assess the effectiveness of specific creative thinking methods in addressing real-world problems.	4	80%	70%

Course Articulation Matrix (CLO) to Program Learning Outcomes (PLO)

CLOs	Program Learning Outcomes (PLO)														
	Scientific and Disciplinary Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Scientific Reasoning and Design Thinking	Research Related Skills	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Lifelong Learning	PSO 1	PSO 2	PSO 3
Outcome 1	3	3	3	3	3			3		3		3	3	3	1
Outcome 2	3	3	3	3	3			3		3		3	3	3	1
Outcome 3	3	3	3	3	3			3		3		3	3	3	1
Outcome 4	3	3	3	3	3			3		3		3	3	3	1
Average	**3**	**3**	**3**	**3**	**3**			**3**		**3**		**3**	**3**	**3**	**1**

Course Unitization Plan

Unit No.	Unit Name	Required Contact Hours	CLOs Addressed	References Used
Unit 1	**Introduction to Creativity and Critical Thinking**	**6**		
	Introduction to key concepts	2	1,3	1
	Importance in personal and professional contexts	2	1,3	1,2
	Understanding the differences	1	2,3	1,4
	Real-world applications	1	1,3	1,3
Unit 2	**Overcoming Mental Blocks**	**6**		
	Identifying and addressing barriers	3	1	14
	Exercises for mental flexibility	3	4	1,2
Unit 3	**Critical Thinking Skills**	**6**		
	Recognizing common pitfalls	1	1,3	1,2
	Examples and group discussion	1	2,3	1,2
	Techniques for assessing information credibility	2	1,3	1
	Case studies and research exercises	2	1,3	3
Unit 4	**Application of Creative Solutions**	**6**		
	Practical problem-solving exercises	1	1,3	1,4
	Group projects and case studies	2	2,3	2,3
	Integrating ethics into creative and critical thinking	1	1,3	1
	Discussions on ethical dilemmas and decision-making	2	1,3	3
Unit 5	**Application of Creative Solutions**	**6**		
	Quizzes on concepts and techniques	1	1,3	1,2
	Individual and group assignments	1	2,3	1,2
	Applying creativity and critical thinking to a real-world scenario	2	1,3	1
	Presentation and peer evaluation	2	1,3	3
Total Contact Hours		**30**		

Learning Assessment

Bloom's Level of Cognitive Task		Continuous Learning Assessments (75%)			
		CLA-1 (20%)	CLA-2 (20%)	CLA-3 (20%)	Project Work (45%)
Level 1	Remember	30%		10%	
	Understand				
Level 2	Apply	70%	100%	90%	100%
	Analyse				
Level 3	Evaluate				
	Create				
Total		**100%**	**100%**	**100%**	**100%**

Recommended Resources

1. Creative Confidence: Unleashing the Creative Potential Within Us All by Tom Kelley and David Kelley
2. Critical Thinking: An Introduction by Alec Fisher
3. Think Like a Freak: The Authors of Freakonomics Offer to Retrain Your Brain by Steven D. Levitt and Stephen J. Dubner
4. Creative Intelligence: Harnessing the Power to Create, Connect, and Inspire by Bruce Nussbaum

Other Resources

1. No Data

Course Designers

1. Dr. Sayantan Thakur, Assistant Professor, Department of Literature and Languages, SRM University-AP

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Digital Literacy

Course Code	SEC 102	**Course Category**	SEC	**L**	**T**	**P**	**C**
				1	1	0	2
Pre-Requisite Course(s)		**Co-Requisite Course(s)**		**Progressive Course(s)**			
Course Offering Department	ITKM	**Professional / Licensing Standards**					

Course Objectives / Course Learning Rationales (CLRs)

1. Introduce basic digital skills that are needed in today's 21st century work environment.
2. develop the skills that they need to effectively integrate technology into their respective professional practices.
3. Learn practical-oriented and will have a lot of hands-on exercises.
4. Understand basic and practical digital skills.
5. learn and use software and hardware systems, including the basic troubleshooting.
6. Learn issues pertaining to emerging technologies and creating digital identity in various platforms.

Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
Outcome 1	Discuss the importance of Digital Literacy	2	75%	80%
Outcome 2	Compare and Contrast collaborative features in digital platforms	3	70%	70%
Outcome 3	Create digital identity profile on LinkedIn	3	75%	75%
Outcome 4	Demonstrate best practices of digitally managed workspace on MS office 365 and G Suite	3	70%	75%
Outcome 5	Identify relevant information from authentic data sources	3	70%	75%

Course Articulation Matrix (CLO) to Program Learning Outcomes (PLO)

CLOs	Program Learning Outcomes (PLO)														
	Scientific and Disciplinary Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Scientific Reasoning and Design Thinking	Research Related Skills	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Lifelong Learning	PSO 1	PSO 2	PSO 3
Outcome 1					3	3		1	2	3		3			
Outcome 2					3	3		1	2	3		3			
Outcome 3					3	3		1	2	3		3			
Outcome 4					3	3		1	2	3		3			
Outcome 5					3	3		1	2	3		3			
Average					3	3		1	2	3		3			

Course Unitization Plan

Unit No.	Syllabus Topics	Required Contact Hours	COs Addressed	References Used
Unit No. 1	**Introduction - Digital Literacy**	**2**	**1**	1,2,3
	About Digital Literacy	0.5	1	1,2,3
	Importance of digital literacy	0.5	1	1,2,3
	Overview of Computing Systems and Platforms	0.5	1	1,2,3
	Digital Proficiency for Career prospects and Everyday living	0.5	1	1,2,3
Unit No. 2	**Know your computer**	**3**	**1**	1,2,3
	Types of computing	0.5	1	1,2,3
	Accessories & peripherals	0.5	1	1,2,3
	System upkeep & maintenance	0.5	1	1,2,3
	Basic Troubleshooting	0.5	1	1,2,3
	Operating Systems	1	1	1,2,3
Unit No. 3	**Microsoft Office Automation software**	**5**	4	1,2,3
	Word Processing	1	4	1,2,3
	Excel - Data Analysis	1	4	1,2,3
	PowerPoint Presentations	1	4	1,2,3
	Digital software tools	1	4	1,2,3
	Best practices	1	4	1,2,3
Unit No. 4	**Google Automation Software**	**3.5**	4	1,2,3
	Word Processing	1	4	1,2,3
	Spreadsheet	1	4	1,2,3
	Presentations	1	4	1,2,3
	Best practices	0.5	4	1,2,3
Unit 5	**Digital Communication tools**	**4**	2	1,2,3
	Emails Systems - Gmail, MS Outlook, Zimbra, etc	0.5	2	1,2,3
	Calendar Functionality	0.5	2	1,2,3
	Drive - Access Permissions - Best practices	1	2	1,2,3
	Chat functionality and Use	1	2	1,2,3
	Zoom, MS Teams, Google meet, Jiomeet,	1	2	1,2,3
Unit No. 6	**Network and Internet**	**3**	1	1,2,3
	Basics of Network	1	1	1,2,3
	Types of browsers, Safety measures, bookmarks	1	1	1,2,3
	Search engines	1	1	1,2,3
Unit No. 7	**Digital Identity for Professional Connect activities**	**5**	3	1,2,3
	Social media	1	3	1,2,3
	Dos and Don’ts handling Social Media Accounts	2	3	1,2,3
	Digital Profile	3	3	1,2,3
Unit No. 8	**Cybersecurity**	**1.5**	1	1,2,3
	Introduction to Cybersecurity	0.5	1	1,2,3
	Strategies to project the personal and professional data	0.5	1	1,2,3
	Awareness on various Cyber Attacks	0.5	1	1,2,3
	Security measures for Email, Personal computing systems		1	1,2,3
Unit No. 9	**Information and Data Literacy**	**4**	5	1,2,3
	Information & Data Mining Strategies	1	5	1,2,3
	Online resources	2	5	1,2,3
	Understanding on Plagiarism	1	5	1,2,3
Total Contact Hours		**30**		

Learning Assessment

Bloom's Level of Cognitive Task		Continuous Learning Assessments (60%)				End Semester Exam (40%)
		CLA-1 (10%)	Mid-1 (15%)	CLA-2 (10%)	CLA-3 (15%)	
Level 1	Remember	70%	40%	30%	30%	30%
	Understand					
Level 2	Apply	30%	60%	70%	70%	70%
	Analyse					
Level 3	Evaluate					
	Create					
Total		**100%**	**100%**	**100%**	**100%**	**100%**

Recommended Resources

1. Digital Literacy (20210401) Kindle Edition by Mandy Reininger (Author), Darrel Karbginsky (Author) Format: Kindle Edition
2. Digital Literacies: Concepts, Policies and Practices (New Literacies and Digital Epistemologies) New Edition by Colin Lankshear (Editor), Michele Knobel (Editor
3. Read the World: Rethinking Literacy for Empathy and Action in a Digital Age Illustrated Edition by Kristin Ziemke (Author), Katie Muhtaris (Author)

Other Resources

Course Designers

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The Power of Lateral Thinking

Course Code	**EGL 201**	**Course Category**	Core		**L**	**T**	**P**	**C**
					2	2	0	4
Pre-Requisite Course(s)		**Co-Requisite Course(s)**	Creative & Critical Thinking Skills	**Progressive Course(s)**				
Course Offering Department	**Literature & Languages**	**Professional / Licensing Standards**						

Course Objectives / Course Learning Rationales (CLRs)

- Recognize and recall the foundational principles and theories of lateral thinking.
- Explain the significance of lateral thinking in problem-solving and creative ideation.
- Apply diverse lateral thinking techniques to approach and solve complex problems across various domains.
- Analyse and evaluate the effectiveness of different lateral thinking strategies in real-world scenarios.

Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
Outcome 1	Define key concepts and principles associated with lateral thinking.	1	80%	80%
Outcome 2	Interpret examples illustrating the application of lateral thinking in different contexts.	2	80%	60%
Outcome 3	Employ lateral thinking techniques in practical situations to approach challenges creatively.	3	80%	70%
Outcome 4	Evaluate the effectiveness of specific lateral thinking strategies within specific contexts.	4	80%	70%
Outcome 5	Design solutions by synthesizing diverse lateral thinking methodologies.	5	80%	70%
Outcome 6	Assess the outcomes of employing lateral thinking in addressing complex problems.	6	80%	60%

Course Articulation Matrix (CLO) to Program Learning Outcomes (PLO)

CLOs	Program Learning Outcomes (PLO)														
	Scientific and Disciplinary Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Scientific Reasoning and Design Thinking	Research Related Skills	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Lifelong Learning	PSO 1	PSO 2	PSO 3
Outcome 1	3	3	3	3	3			3		3		3	3	3	1
Outcome 2	3	3	3	3	3			3		3		3	3	3	1
Outcome 3	3	3	3	3	3			3		3		3	3	3	1
Outcome 4	3	3	3	3	3			3		3		3	3	3	1
Average	**3**	**3**	**3**	**3**	**3**			**3**		**3**		**3**	**3**	**3**	**1**

Course Unitization Plan

Unit No.	Unit Name	Required Contact Hours	CLOs Addressed	References Used
Unit 1	**Developing Lateral Thinking**	**15**		
	Observing patterns and connections	3	1,3	1
	Challenging assumptions Harnessing the power of and linear thinking	4	1,3	1,3
	Applying lateral thinking to create	2	2,3	1,3
	Innovate and solve problems and existing paradigms,	3	1,3	1,3
	Thinking out of the box.	3	2,3	1,3
Unit 2	**Techniques for Lateral Thinking**	**20**		
	Using random word or image association to trigger new ideas,	5	1	1,2
	Applying the "Six Thinking Hats" technique for diverse perspectives	10	1	1,2
	Practicing reverse thinking and reframing problems	**5**	1	
Unit 3	**Overcoming Mental Blocks& Lateral Thinking:**	**25**		
	Identifying common mental blocks and active listening in collaborative	6	1,3	1,2
	Exploring the concept, and comprehending its benefits	3	1,4	1,2
	Comparison between lateral and vertical and Applying that hinder lateral thinking	**2**	2,3	1
	Solving complex problems through lateral thinking techniques	5	2,3	3
	Group dynamics for collective creativity	3	2,3	1
	Leveraging diverse perspectives and experiences to foster lateral thinking,	2	4,1	1
	Encouraging effective communication settings.	4	4	1
Total Contact Hours		**60**		

Learning Assessment

Bloom's Level of Cognitive Task		Continuous Learning Assessments (75%)			
		CLA-1 (25%)	**CLA-2 (25%)**	**CLA-3 (25%)**	**Project Work (25%)**
Level 1	Remember	50%	40%	40%	40%
	Understand				
Level 2	Apply	30%	40%	50%	40%
	Analyse				
Level 3	Evaluate	20%	20%	20%	20%
	Create				
Total		**100%**	**100%**	**100%**	**100%**

Recommended Resources

1. Edward De Bono. Six Thinking Hats(1986), Granica Editions.
2. Davin Fladager-McCullough, How to Overcome Mental Blocks, The Juanita Center LLC(2021)
3. Paul Sloane, Lateral Thinking Puzzlers (1992), Sunday Times

Other Resources

1. No Data

Course Designers

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Shakespeare's Tragic Universe and the Wheel of Karma

Course Code	EGL 202	Course Category	Core Course	L	T	P	C
				2	2	0	4
Pre-Requisite Course(s)	Must have studied English Language and Literature for 10 Years	Co-Requisite Course(s)	Must be able to Communicate in English Language using all four skills (L, S, R, and W) and must possess basic knowledge of English Literature.	Progressive Course(s)			
Course Offering Department	Literature and Languages	Professional / Licensing Standards					

Course Objectives / Course Learning Rationales (CLRs)

- Develop an understanding regarding the Origin and Purpose of Tragedy as a genre.
- Expose learners to the Shakespearean Tragic Vision.
- Elucidate the concept of 'karma' in Shakespearean Tragedy (Ref Play: Macbeth)
- Understanding the universality and the relevance of themes in Macbeth in the context of 'Karma'

Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
Outcome 1	Develop a comprehensive understanding of 'Shakespearean Tragedy'	1	75%	75%
Outcome 2	Critically appreciate the principles of 'karma' and co-relate its relevance to Shakespeare's Tragic Protagonists.	2	75%	75%
Outcome 3	Analyze the concept of 'karma' in Macbeth, exploring its moral and metaphysical dimensions within the Shakespearean Tragedy.	2	75%	75%
Outcome 4	Demonstrate a comprehensive understanding of the universality and relevance of Macbeth's themes in the context of *'maya, karma and phal'.*	1,2,3	75%	75%

Course Articulation Matrix (CLO) to Program Learning Outcomes (PLO)

CLOs	Program Learning Outcomes (PLO)														
	Scientific and Disciplinary Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Scientific Reasoning and Design Thinking	Research Related Skills	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Lifelong Learning	PSO 1	PSO 2	PSO 3
Outcome 1	3	2	2	1	3	1	1	3	2	3	1	3	3	3	1
Outcome 2	3	3	3	1	3	1	1	3	2	3	1	3	3	3	1
Outcome 3	3	3	3	1	3	1	1	3	2	3	1	3	3	3	1
Outcome 4	3	3	3	1	3	1	1	3	2	3	1	3	3	3	1
Average	**3**	**3**	**3**	**1**	**3**	**1**	**1**	**3**	**2**	**3**	**1**	**3**	**3**	**3**	**1**

Course Unitization Plan

Unit No.	Unit Name	Required Contact Hours	CLOs Addressed	References Used
Unit 1	**A General Introduction to Tragedy**	**10**		
	Interconnectedness between Literature & Philosophy	3	1,2	1
	The Four Purusharthas	2	1,2	1
	Shakespeare's Tragic Vision	3	1	1,2
	The relevance of Karma or Action in Shakespearean Tragedy	2	1	1,2
Unit 2	**An Insight into Macbeth**	**14**		3
	Macbeth: A Brief Introduction	3	1,2	1,2,3
	The Role of Supernatural and its significance	3	1,2	1,2,3
	The Society, Culture, and Politics	4		
	The Characters and the web of Karma	4		
Unit 3	**The Nuances of Shakespearean Tragedy**	**12**		4
	The Interplay of Plots and Sub-Plots	3	1,2	1,2,4
	The Tapestry of Imageries	3	1,2	1,2,4
	The gradual shift in the use of Language to reflect the Hierarchy	3	1,2	1,2,4
	The device of Comic-Relief	3		
Unit 4	**The Narrative Devices**	**10**		
	The Beginning (in-medias-res)	2	3	1,2,4
	Asides	1	1,2	1,2,4
	Soliloquy	3	1,3	1,2,4
	The use of Rhetoric	4	1,3	1,2,4
Unit 5	**The Karmic Architectonics**	**14**		
	The Interplay of 'Destiny' and 'Freewill	3	1,2	5
	The mosaic of 'Appearance' and 'Reality'	3	1,2	5
	Unbridled Ambition and the Fruits of Karma	4	1,2	5
	Maya (Illusion), Karma (Action) and Phal (Consequence)	4		
Total Contact Hours		**60**		

Learning Assessment

Bloom's Level of Cognitive Task		Continuous Learning Assessments (100%)			
		CLA-1 (20%)	CLA II- (20%)	CLA-III (20%)	Paper (40%)
Level 1	Remember	30%	50%	30%	30%
	Understand				
Level 2	Apply	70%	50%	70%	50%
	Analyse				
Level 3	Evaluate				20%
	Create				
Total		100%	100%	100%	100%

Recommended Resources

1. https://www.owleyes.org/text/macbeth
2. Bradley.A.C. Shakespearean Tragedy. New Delhi: Atlantic Publishers and Distributors, 2000.
3. Leggat, Alexander. William Shakespeare's Macbeth A Sourcebook. London: Routledge, 2006.
4. Ridgeway William. The Origin of Tragedy: With Special Reference to the Greek Tragedians. UK: Cambridge University Press, 2015.
5. Tawakley, N. K. Understanding Sanatan Dharma. Chennai: Notion Press, 2018.

Other Resources

1. No Data

Course Designers

1. Dr Srabani Basu

SRM University *AP*, Andhra Pradesh
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Figurative Language

Course Code	EGL 203	Course Category	Core	L	T	P	C
				1	1	0	2
Pre-Requisite Course(s)	Basic Knowledge of the English Language and English Literature	Co-Requisite Course(s)		Progressive Course(s)			
Course Offering Department	Literature and Languages	Professional / Licensing Standards					

Course Objectives / Course Learning Rationales (CLRs)

- Expand the understanding of the origin and evolution of rhetoric, analyse rhetorical devices and their persuasive impact, and apply rhetorical strategies to influence and engage an audience.

Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
Outcome 1	Relate the concept of figurative language to its importance in literature.	1	60%	70%
Outcome 2	Identify various types of figurative language and their functions.	1	60%	70%
Outcome 3	Review figurative language in literary texts.	2	55%	65%
Outcome 4	Apply figurative language in their own writing.	3	55%	65%
Outcome 5	Interpret the impact of figurative language through a critical appreciation of literature.	3	55%	65%

Course Articulation Matrix (CLO) to Program Learning Outcomes (PLO)

CLOs	Program Learning Outcomes (PLO)														
	Scientific and Disciplinary Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Scientific Reasoning and Design Thinking	Research Related Skills	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Lifelong Learning	PSO 1	PSO 2	PSO 3
Outcome 1	3	1	1	1	2	1	1	1	3	3	3	3	3	2	1
Outcome 2	1	3	3	3	3	3	1	1	1	1	2	2	2	3	1
Outcome 3	2	1	2	1	1	1	3	3	1	1	1	3	1	2	3
Outcome 4	3	1	1	2	1	1	1	1	2	2	2	1	2	1	1
Average	**3**	**1**	**1**	**1**	**1**	**1**	**1**	**1**	**1**	**1**	**2**	**3**	**2**	**2**	**1**

Course Unitization Plan

Unit No.	Unit Name	Required Contact Hours	CLOs Addressed	References Used
1.	**Introduction to Figurative Language.**	4		
	Figurative Language, its purpose, and differences between literal and figurative language	2	1	1
	Wordplay and Rhetoric.	2	1	1
2.	**Figures of Speech suggesting Resemblance/Association/Contrast**	9		
	Similie and Metaphor.	2	2-5	1-4
	Synecdoche and Metonymy.	3	2-5	1-4
	Personification, Pathetic Fallacy and Euphemism.	4	2-5	1-4
3.	**Figures of speech suggesting interpretation.**	4		
	Symbol.	2	2-5	1-4
	Allegory.	2	2-5	1-4
4.	**Figures of speech suggesting sound and emphasis/understatement.**	8		
	Alliteration, Onomatopoeia and Assonance.	2	2-5	1-4
	Irony, Paradox, Oxymoron and Hyperbole.	2	2-5	1-4
	Antithesis, Litotes, Meiosis, Circumlocution and Pun.	2	2-5	1-4
	Bathos, Epigram and Zeugma.	2	2-5	1-4
5.	**Miscellaneous figures of speech.**	5		
	Anagram, Epistrophe, Symploce, Asyndeton and Polysyndeton.	3	2-5	1-4
	Chiasmus, Transferred Epithet, Anagram, Apostrophe.	2	2-5	1-4

Learning Assessment

Bloom's Level of Cognitive Task		Continuous Learning Assessments (60%)			End Semester Assessments (40%)
		CLA-1 (20%)	CLA-2 (20%)	CLA-3 (20%)	
Level 1	Remember	100%	50%	30%	
	Understand				
Level 2	Apply		50%	70%	100%
	Analyse				
Level 3	Evaluate				
	Create				
Total		**100%**	100%	**100%**	**100%**

Recommended Resources

1. Primer of Rhetoric and Prosody by L. Brander (OUP).

Other Resources

1. PPTs.
2. Practice worksheets in Google classroom.
3. Class notes and exercise practices.

Course Designers

1. Dr. Stella Chitralekha Biswas

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Summer Immersion: Liberal Arts

Course Code		**Course Category**	RDIP	**L**	**T**	**P**	**C**
				0	0	2	2
Pre-Requisite Course(s)		**Co-Requisite Course(s)**		**Progressive Course(s)**	Summer Internship		
Course Offering Department	Sociology/Anthropology	**Professional / Licensing Standards**					

Course Objectives / Course Learning Rationales (CLRs)

- To provide students with real-world experience in understanding the challenges faced by communities working towards social development.
- To help students analyse the efforts of organizations driving inclusive development in rural and urban areas.
- To enhance students' practical skills in problem-solving and community engagement for social impact.

Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
Outcome 1	Identify social and developmental issues encountered by communities in both rural and urban settings.	1,2	70	80
Outcome 2	Explain the effectiveness of interventions and strategies used by organizations to promote inclusive social change.	2	70	80
Outcome 3	Apply critical thinking skills to develop solutions for the challenges observed during their field immersion**.**	3	70	80
Outcome 4	Examine the functioning of civil society and development related organisations.	4	70	80

Course Articulation Matrix (CLO) to Program Learning Outcomes (PLO)

CLOs	Program Learning Outcomes (PLO)														
	Scientific and Disciplinary Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Scientific Reasoning and Design Thinking	Research Related Skills	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Lifelong Learning	PSO 1	PSO 2	PSO 3
Outcome 1	0	2	1	2	3	3	2	2	2	3	3	3	2	3	3
Outcome 2	0	2	1	2	3	3	2	2	2	3	3	3	2	3	2
Outcome 3	0	2	1	2	3	3	1	2	2	3	3	3	1	3	3
Outcome 4	0	2	1	2	3	3	1	2	2	3	3	3	3	2	2
Average	**0**	**2**	**1**	**2**	**3**	**3**	**1**	**2**	**2**	**3**	**3**	**3**	**2**	**2**	**2**

Course Unitization Plan

Unit No.	Unit Name	Required Contact Hours	CLOs Addressed	References Used
Unit 1	**Fieldwork Experience**		1,2	
	Students engage with communities to identify social and developmental issues in rural and urban settings.			
Unit 2	**Organizational Analysis**		2	
	Students explain the effectiveness of interventions and strategies used by organizations to promote inclusive social change.			
Unit 3	**Problem-Solving Exercises**		3	
	Students apply critical thinking to develop solutions for challenges observed during their field immersion.			
Unit 4	**Civil Society Assessment**		4	
	Students examine the functioning of civil society and development-related organizations during their engagement.			

Learning Assessment

		Progress Report (Daily reflection Journal) (30%)	Internship Report/Video Documentary (40%)	Viva (Presentation) (30%)
Level 1	Remember	30%	25%	25%
	Understand			
Level 2	Apply	50%	50%	25%
	Analyse			
Level 3	Evaluate	20%	25%	50%
	Create			
Total		**100%**	**100%**	**100%**

Recommended Resources

1. Enter Data

Other Resources

1. Enter Data

Course Designers

1. Dr Vandana Swami, Associate Dean and Professor, Eswari School of Liberal Arts, SRM University AP
2. Dr. Vineeth Thomas, Assistant Professor and Head, Department of Political Science, SRM University AP

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Leadership & Teamwork

Course Code	AEC 102	Course Category	AEC		L	T	P	C
					2	0	0	2
Pre-Requisite Course(s)	Basic Communication skills	Co-Requisite Course(s)		Progressive Course(s)				
Course Offering Department	Literature & Languages	Professional / Licensing Standards						

Course Objectives / Course Learning Rationales (CLRs)

- Comprehend Leadership Skills.
- Develop Practical Leadership Skills.
- Foster Collaborative Teamwork.
- Bridge Theory with Application

Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
Outcome 1	Demonstrate improved leadership competencies	1	75%	85%
Outcome 2	Exhibit the ability to work collaboratively	2	75%	80%
Outcome 3	Lead teams and resolve conflicts	2	70%	80%
Outcome 4	Apply leadership and collaborative skills	3	75%	85%

Course Articulation Matrix (CLO) to Program Learning Outcomes (PLO)

CLOs	Program Learning Outcomes (PLO)														
	Scientific and Disciplinary Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Scientific Reasoning and Design Thinking	Research Related Skills	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Lifelong Learning	PSO 1	PSO 2	PSO 3
Outcome 1		2	2	2	2	2		2	3	3	3	3	1		
Outcome 2		2	2	2	2	2		2	3	3	3	3	1		
Outcome 3		2	2	2	2	2		2	3	3	3	3	1		
Outcome 4		2	2	2	2	2		2	3	3	3	3	1		
Course Average		2	2	2	2	2		2	3	3	3	3	1		

Course Unitization Plan

Unit No.	Unit Name	Required Contact Hours	CLOs Addressed	References Used
Unit 1	**Introduction To Leadership & Teamwork**	**9**		
	Activity: Canvas	3	2	
	Bruce Tuckman's Model	1	2	2,3
	Activity: Leadership Challenge	2	1	
	Difference between leaders & managers	4	1	1
Unit 2	**The Art of Collaboration**	**8**		
	Activity: Building a Tower	2	1	
	Debrief & the 6 C's of Collaboration	4	2	2,4
	Activities: Jigsaw puzzles & Defend an Egg	4	2	
Unit 3	**Leadership Styles**	**6**		
	Self-Diagnostic Assessment	1	3	1,3
	The 7 Styles of Leadership	2	3,4	1
	Activity: Lost at Sea	2	3,4	
Unit 4	**Interpersonal Communication & Conflict Management**	**10**		
	Role Play & debrief	3		
	Types of Conflict & Conflict Resolution	4	3	5
	Activity: Striking Cars & Debrief	2	3.4	
Unit 5	**Project**	**12**	3,4	
			1,2,3,4	
	Total Hours	**45**		

Learning Assessment

Bloom's Level of Cognitive Task		**Continuous Learning Assessments (100%)**			
		CLA-1 (20%)	**CLA-2 (20%)**	**CLA-3 (20%)**	**Project (40%)**
Level 1	Remember	50%	30%	20%	10%
	Understand				
Level 2	Apply	50%	70%	80%	80%
	Analyse				
Level 3	Evaluate				10%
	Create				
Total		**100%**	**100%**	**100%**	**100%**

Recommended Resources

1. Northouse, P. G. (2021). Leadership: Theory and practice (9th ed.). Sage Publications.
2. Lencioni, P. (2002). The five dysfunctions of a team: A leadership fable. Jossey-Bass.
3. Katzenbach, J. R., & Smith, D. K. (2015). The wisdom of teams: Creating the high-performance organization. Harvard Business Review Press.
4. West, M. A. (2012). Effective teamwork: Practical lessons from organizational research (3rd ed.). BPS Blackwell.
5. Fisher, R., Ury, W., & Patton, B. (2011). Getting to yes: Negotiating agreement without giving in (3rd ed.). Penguin Books.

Other Resources

1. Enter Data

Course Designers

1. Dr. Srabani Basu, Associate Professor, Department of English, SRM University – AP

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Rennaissance Drama

Course Code	EGL 204	Course Category	Core Course (CC)	L	T	P	C
				2	2	0	4
Pre-Requisite Course(s)	EGL 100	Co-Requisite Course(s)		Progressive Course(s)			
Course Offering Department	English	Professional / Licensing Standards					

Course Objectives / Course Learning Rationales (CLRs)

- To understand the concept of Renaissance
- To get exposed to the playwrights and some of the important plays
- To examine the origin and characteristics of the plays
- To learn the characteristics of the Renaissance and Elizabethan Period
- To connect plays of that Age and compare them to the contemporary plays

Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
Outcome 1	Explain the characteristics of the Renaissance	2	75%	70%
Outcome 2	Critique the works of Marlowe, Shakespeare and Jonson from the era	5	75%	70%
Outcome 3	Examine the presence of certain themes and forms in the Renaissance drama	3	75%	70%
Outcome 4	Argue for the specificities of the texts vis-à-vis contemporary perspectives from New Historicism	5	75%	70%

Course Articulation Matrix (CLO) to Program Learning Outcomes (PLO)

CLOs	Program Learning Outcomes (PLO)														
	Scientific and Disciplinary Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Scientific Reasoning and Design Thinking	Research Related Skills	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Life Long Learning	PSO 1	PSO 2	PSO 3
Outcome 1	3	3	3	3	3		2	3		3		3	3	3	1
Outcome 2	3	3	3	3	3		2	3		3		3	3	3	1
Outcome 3	3	3	3	3	3		2	3		3		3	3	3	1
Outcome 4	3	3	3	3	3		2	3		3		3	3	3	1
Average	**3**	**3**	**3**	**3**	**3**		**2**	**3**		**3**		**3**	**3**	**3**	**1**

Course Unitization Plan

Unit No.	Unit Name	Required Contact Hours	CLOs Addressed	References Used
Unit 1	**An Introduction to Renaissance and the Elizabethan Period**	**12**		
	Understanding the concept of Renaissance	2	1	3
	Analysing the Elizabethan and Jacobean age	4	1	3
	Discussion about the origin of English plays	2	1	3
	Renaissance Humanism	4	1	3
Unit 2	**Pre-Shakespearean Drama**	**10**		
	The influence of Seneca and emergence of Tragedy	5	3	1
	The University Wits	5	3	3
Unit 3	**The Elizabethan Stage**	**12**		
	Discussion about the Elizabethan stage and production houses	12	3	3
Unit 4	**Shakespeare and His Influence**	**11**		
	Biography of Shakespeare	2	3	2
	Shakespearean Comedy	5	2, 4	1
	Shakespearean Tragedy	5	2, 4	1
Unit 5	**Post Shakespearean Drama**	**15**		
	The characteristics of post-Shakespearean plays	7	3	3
	Comedy of Humours and Ben Jonson	8	2, 4	3
Total Contact Hours		**60**		

Learning Assessment

Bloom's Level of Cognitive Task		Continuous Learning Assessments (50%)				End Semester Exam (50%)
		CLA-1 (10%)	Mid-1 (15%)	CLA-2 (10%)	Mid-2 (15%)	
Level 1	Remember		50%		50%	30%
	Understand					
Level 2	Apply	50%	50%	50%	50%	30%
	Analyse					
Level 3	Evaluate	50%		50%		40%
	Create					
Total		100%	100%	100%	100%	100%

Recommended Resources

1. Barber, C. L. Creating Elizabethan Tragedy. Chicago UP, 1988.
2. Bergeron, David M., and Geraldo U. de Sousa. Shakespeare: A Study & Research Guide. UP of Kansas, 1995.
3. Braunmuller, A. R., and Michael Hattaway, eds. The Cambridge Companion to English Renaissance Drama. Cambridge UP, 1990.

Other Resources

1. No Data

Course Designers

1. Soni Wadhwa, Assistant Professor, Department of English, SRM University – AP

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Poetry Through the Ages

Course Code	EGL 205	Course Category	Core Course (CC)	L	T	P	C
				2	2	0	4
Pre-Requisite Course(s)	100/101	Co-Requisite Course(s)		Progressive Course(s)			
Course Offering Department	English	Professional / Licensing Standards					

Course Objectives / Course Learning Rationales (CLRs)

- Comprehend the Evolution of Poetry
- Analyse and Evaluate Diverse Poetic Forms
- Contextualize Poetic Works within Societal Shifts
- Synthesize Knowledge to Create Informed Interpretations

Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
Outcome 1	Identify and explain key trends, styles, and thematic elements in poetry from various historical periods.	1	70%	85%
Outcome 2	Demonstrate the capability to assess the structural and stylistic elements of different poetic forms, discerning their unique features and cultural significance.	2	70%	85%
Outcome 3	Analyze and discuss how poets reflect, respond to, or challenge the prevailing social and cultural dynamics of their respective eras.	2	70%	85%
Outcome 4	Produce original analyses of poetic works, drawing connections between different ages, cultures, and poetic movements, demonstrating a synthesis of knowledge acquired throughout the course.	3	75%	80%

Course Articulation Matrix (CLO) to Program Learning Outcomes (PLO)

CLOs	Program Learning Outcomes (PLO)														
	Scientific and Disciplinary Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Scientific Reasoning and Design Thinking	Research Related Skills	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Life Long Learning	PSO 1	PSO 2	PSO 3
Outcome 1	3		3		3			3		3		3	3	3	1
Outcome 2	3		3		3			3		3		3	3	3	1
Outcome 3	3		3		3			3		3		3	3	3	1
Outcome 4	3		3		3			3		3		3	3	3	1
Average	**3**		**3**		**3**			**3**		**3**		**3**	**3**	**3**	**1**

Course Unitization Plan

Unit No.	Unit Name	Required Contact Hours	CLOs Addressed	References Used
Unit 1	**Introduction to poetry**	**12**		
	Understanding poetry	2	1	1,4,5
	Poetry as a literary genre	2	1	1, 6
	Poetic Language	4	1	6,10
	Poetry and different ages	4	1	2,3,4
Unit 2	**Oral Tradition and Epics**	**10**		
	Introduction to oral tradition: Merits and Constraints	2	1,2	2,3
	Epic Poetry in the oral tradition (Reference: Beowulf)	2	1,2	2,3
	Salient features of epic poetry	4	1	2,3
	Decline of epic poetry	2	1	4
Unit 3	**Medieval and Elizabethan era**	**12**		
	An introduction to medieval poetry	2	1	2,3,4
	Chaucer, Gower and Langland	4	1,2	2
	An introduction to Elizabethan poetry	2	1,2	2,4
	English Sonnets (Spenser & Shakespeare)	4	1,2	2,4
Unit 4	**Neo Classical and Romantic Poetry**	**12**		
	An Introduction to Neo Classical poetry	2	1	4
	The popularity of satire (Reference: Dryden & Pope)	4	2	4,6
	Romantic Poetry: An overview	2	2	7
	The Precursors and the major Romantic poets	4	1,2	6,7
Unit 5	**Victorian and Modern Poetry**	**14**		
	Impact of the Victorian age on poetry	2	2	8
	Chief practitioners & the movement for Art for Art's sake	4	1,2	8
	A gradual drift towards modernism	2	2	9
	The instrumental contributors (Reference: Eliot and Yeats)	6	1,2	9

Learning Assessment

Bloom's Level of Cognitive Task		Continuous Learning Assessments (50%)				End Semester Exam (50%)
		CLA-1 (10%)	Mid-1 (15%)	CLA-2 (10%)	Mid-2 (15%)	
Level 1	Remember	30%	50%	30%	50%	20%
	Understand					
Level 2	Apply	70%	50%	70%	50%	70%
	Analyse					
Level 3	Evaluate					10%
	Create					
Total		100%	100%	100%	100%	100%

Recommended Resources

1. Ferguson, W. Margaret, Stallworthy, Jon, & Salter, Mary Jo (Eds.). (2005). The Norton Anthology of Poetry. London: W.W. Norton.
2. Baldwin, James. (2009). Six Centuries of English Poetry: Tennyson to Chaucer. USA: Library of Alexandria.
3. Percy Society. (2019). Early English Poetry, Ballads, and Popular Literature of The Middle Ages. USA: Creative Media Partners, LLC.
4. O'Neil, Michael. (Ed.). (2010). The Cambridge History of English Poetry. UK: Cambridge University Press.
5. Bradford, Richard. (1993). A Linguistic History of English Poetry. London: Routledge.
6. Schipper, Jakob. (2000). A History of English Versification. USA: University Press of the Pacific.
7. Kroeber, Karl, & Ruoff, Gene W. (Eds.). (1993). Romantic Poetry Recent Revisionary Criticism. New Brunswick: Rutgers University Press.
8. Miles, Rosie. (2013). Victorian Poetry in Context. London: Bloomsbury.
9. Howarth, Peter. (2012). The Cambridge Introduction to Modernist Poetry. UK: Cambridge University Press.
10. Mallik, Nilanko. (2010). Compact English Prosody and Figures of Speech. India: Macmillan Publishers India Ltd.

Other Resources

1. No Data

Course Designers

1. Dr. Srabani Basu, Associate Professor, Department of English, SRM University – AP

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American Literature

Course Code	EGL 206	Course Category	Core Course		L	T	P	C
					2	2	0	4
Pre-Requisite Course(s)	EGL 100	Co-Requisite Course(s)		Progressive Course(s)				
Course Offering Department	English	Professional / Licensing Standards						

Course Objectives / Course Learning Rationales (CLRs)

- To contextualise the canon of American literature from colonial writings to the present day
- To examine philosophy, fiction, and poetry that defined the American nation
- To understand American history through literature

Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
Outcome 1	Explain the characteristics of American Literature as manifested in periods from Puritanism to cotemporary period.	2	75%	70%
Outcome 2	Critique the works of different American authors among themselves and world literature	5	75%	70%
Outcome 3	Examine the presence of certain themes, forms and representations in American literature	3	75%	70%
Outcome 4	Argue for the specific features of the texts vis-à-vis critical arguments presented by the critics	5	75%	70%

Course Articulation Matrix (CLO) to Program Learning Outcomes (PLO)

CLOs	Program Learning Outcomes (PLO)														
	Scientific and Disciplinary Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Scientific Reasoning and Design Thinking	Research Related Skills	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Life Long Learning	PSO 1	PSO 2	PSO 3
Outcome 1	3	3	3	3	3		2	3		3		3	3	3	1
Outcome 2	3	3	3	3	3		2	3		3		3	3	3	1
Outcome 3	3	3	3	3	3		2	3		3		3	3	3	1
Outcome 4	3	3	3	3	3		2	3		3		3	3	3	1
Average	**3**	**3**	**3**	**3**	**3**		**2**	**3**		**3**		**3**	**3**	**3**	**1**

Course Unitization Plan

Unit No.	Unit Name	Required Contact Hours	CLOs Addressed	References Used
Unit 1	**Colonial America**	**4**		
	Puritan writings	4	1	1, 2
Unit 2	**The founding of a nation**	**8**		
	Writings from founding fathers	4	3	3
	Founding documents (Declaration of independence, Constitution, Bill of Rights)	4	3	4
Unit 3	**1800s Manifest Destiny**	**16**		
	Slavery in America	12	3	5, 6, 7
	18th century writers	4	3	8,9, 10,11
Unit 4	**Early 20th century and Cold War**	**16**		
	Roaring 20s through WWII	8	2	12
	The Civil Rights Era	8	2	12
Unit 5	**Contemporary texts**	**16**		
	Contemporary texts	16	4	12
Total Contact Hours		**60**		

Learning Assessment

Bloom's Level of Cognitive Task		Continuous Learning Assessments (50%)				End Semester Exam (50%)
		CLA-1 (10%)	Mid-1 (15%)	CLA-2 (10%)	Mid-2 (15%)	
Level 1	Remember		50%		50%	30%
	Understand					
Level 2	Apply	50%	50%	50%	50%	30%
	Analyse					
Level 3	Evaluate	50%		50%		40%
	Create					
Total		100%	100%	100%	100%	100%

Recommended Resources

1. Michael Wigglesworth Day of doom (First best seller in America) https://english.hku.hk/staff/kjohnson/PDF/WigglesworthDAYOFDOOM1662.pdf
2. Links to puritan texts http://www.en.utexas.edu/amlit/periods.htm
3. Founding father archive https://founders.archives.gov/
4. United States' national archive https://www.archives.gov/
5. Slave narrative archive https://www.pbs.org/wgbh/aia/part4/4p2958.html
6. Collection of Abolitionist documents https://www.abolitionseminar.org/documents/
7. Antislavery pamphlet collection http://scua.library.umass.edu/umarmot/antislavery/
8. Slavery and Abolition primary source collection https://shsulibraryguides.org/c.php?g=86715&p=558455
9. Emily Dickinson https://www.poetryfoundation.org/poets/emily-dickinson
10. American Transcendentalism web https://archive.vcu.edu/english/engweb/transcendentalism/authors/index.html
11. Edger Allen Poe stories https://poestories.com/
12. Ambrose Bierce http://www.ambrosebierce.org/works.html

Other Resources

1. No Data

Course Designers

1. Soni Wadhwa, Assistant Professor, Department of English, SRM University – AP

SRM University *AP*, Andhra Pradesh
Neerukonda, Mangalagiri Mandal,
Guntur District, Mangalagiri, Andhra Pradesh – 522240.

Theories and Practice of Translation Studies

Course Code	EGL 207	Course Category	Core (CC)		L	T	P	C
					2	2	0	4
Pre-Requisite Course(s)	Language and Linguistics	Co-Requisite Course(s)		Progressive Course(s)	Indian Writings in English Translation, Translation and Society, Translation and Minority			
Course Offering Department	Literature and Languages	Professional / Licensing Standards						

Course Objectives / Course Learning Rationales (CLRs)

The primary objectives of the course are to make the students

- Understand the key concepts of translation.
- Gain knowledge of different translations that have taken place from prescribed texts.
- Learn the changes from the source texts to the target texts.
- Apply knowledge in translating various texts in practicality.

Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
Outcome 1	Describe the key concepts	1	60%	70%
Outcome 2	Illustrate the names of the theories and types of translation theories	1	50%	65%
Outcome 3	Apply the theories in understanding the meaning transfer from source text to target text	2	50%	70%
Outcome 4	Evaluate the qualities and authenticity of translation in terms of languages	2	60%	75%
Outcome 5	Compare and create new translated texts	3	65%	85%

Course Articulation Matrix (CLO) to Program Learning Outcomes (PLO)

CLOs	Program Learning Outcomes (PLO)														
	Scientific and Disciplinary Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Scientific Reasoning and Design Thinking	Research Related Skills	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Lifelong Learning	PSO 1	PSO 2	PSO 3
Outcome 1	3				3			3				3	3	3	1
Outcome 2	3				3	2		3				3	3	3	1
Outcome 3		3	3	3	3			3				3	3	3	1
Outcome 4		3	3	3	3	1		3				3	3	3	1
Average	**3**	**3**	**3**	**3**	**3**	2		**3**				**3**	**3**	**3**	**1**

Course Unitization Plan

Session	Description of Topic	Required Contact hours	CLOs addressed	References Used
	UNIT-I: History of Translation	**11**		
1.	Introduction to Translation studies	1	1, 2	1, 3, 4, 5, 6, 7
2.	Basic Concepts of translation	3	1, 2	1, 3, 4, 5, 6, 7
3.	Bible translations	1	1, 2	1, 3, 4, 5, 6, 7
4.	Types of translation	2	1, 2	1, 3, 4, 5, 6, 7
5.	Translation History: Ages and Places	2	1, 2	1, 3, 4, 5, 6, 7
6.	Indian Literature in Translation	2	1, 2	1, 2
	UNIT-II: Theories & Methods of Translation	**14**		
7.	Introduction of Translation theories	2	1, 2	1, 3, 4, 5, 6, 7
8.	Nida's theory of translation	2	1, 2, 3	4, 6
9.	Catford (transference & translation)	2	1, 2, 3	8
10.	Equivalence theory	2	1, 2, 3	4, 6, 8
11.	Translation in multi-lingual society	1	1, 2, 3	4, 6, 8
12.	Decoding and Recoding	1	1, 2, 3	4, 6, 8
13.	Process of Translation	1	1, 2, 3	4, 6, 8
14.	Structuralist and post-structuralist theories on translation	2	1, 2, 3	4, 6, 8
15.	Defining Process of translation	1	1, 2, 3	4, 6, 8
	II: Translation Challenges	**12**		
16.	Translation of poetry: Difficulties and Challenges	1	1, 2, 3	6, 7, 8, 9, 10
17.	Translating prose: Difficulties and Challenges	1	1, 2, 3	6, 7, 8, 9, 10
18.	Cultural issues in translation	2	1, 2, 3	6, 7, 8, 9, 10
19.	Translation of Gender & Caste	2	1, 2, 3	6, 7, 8, 9, 10
20.	Machine Translation	2	1, 2, 3	6, 7, 8, 9, 10
21.	Computer-assisted translation	2	1, 2, 3	6, 7, 8, 9, 10
22.	Issues of translation in the mass media language	1	1, 2, 3	6, 7, 8, 9, 10
23.	Machine Translation vs. Human Translation	1	1, 2, 3	6, 7, 8, 9, 10
	UNIT-IV: Analysis of translated Indian literature	**16**		
19	Identification of textual features and cultural references of source text in translation	2	3, 4	6, 7, 8, 9, 10
20	*Kurunthokai* translation by AK Ramanaujan and its reception in mass media	2	3, 4	2
21	Breast Stories by Mahasweta Devi translated by Gayathri Spivak	4	3, 4	2
22	Translations of *Shakunthala* by Kalidasa	4	3, 4	2
23	Translation of Religious texts: Bible, Mahabharata, Bhagavad Gita	4	3, 4	3, 6
	UNIT – V: Practice and Projects	**7**		
25	Poetry	2	3, 4, 5	1-10
26	Short story/Novella/Excerpt from novel	2	3, 4, 5	1-10
27	Newspaper report/ Editorial	1	3, 4, 5	1-10
28	Review/ Feature article	1	3, 4, 5	1-10
29	Advertisement: Print and audio visual	1	3, 4, 5	1-10
	Total Contact Hours	**60**		

Learning Assessment

Bloom's Level of Cognitive Task		Continuous Learning Assessments (60%)				Project Assessments (40%)
		CLA-1 (20%)	CLA-2 (20%)	CLA-3 (20%)		
Level 1	Remember	60%	30%			30%
	Understand					
Level 2	Apply	40%	50%	40%		35%
	Analyse					
Level 3	Evaluate		20%	60%		35%
	Create					
Total		**100%**	**100%**	**100%**		**100%**

Recommended Resources

1. 1. Bassnett, Susan. Translation Studies. 3rd Edition. London: Methuen, 1980.
2. 2. Bassnett, Susan, and Harris Trivedi (eds.). Postcolonial Translation: Theory and Practice. London: Routledge, 1999.
3. 3. Munday, Jeremy. Introducing Translation Studies: Theories and Applications. London: Routledge, 2016.
4. 4. Nida, Eugene and Charles Taber. The Theory and Practice of Translation. (Fourth Impression). Brill, 2003
5. 5. Routledge Encyclopaedia of Translation Studies. London and New York: Routledge,
6. 2001.
7. 6. Nida, Eugene A. Language structure and Translation. Stanford: Stanford University Press, California, 1975.
8. 7. Newmark, Peter. A Text Book of Translation. New York: Prentice Hall, 1998.
9. 8. Catford, John Cunningson. A Linguistic Theory of Translation. London: Oxford University Press, 1974.
10. 9. Toury, Gideon. Translation across Cultures. New Delhi: Bahri Publications, 1987.
11. 10. Holmes, James S. The Name and Nature of Translation Studies. Amsterdam: University of Amsterdam, 1975.

Other Resources

1. No Data

Course Designers

1. Dr Bidisha Pal, SRM University AP

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Neerukonda, Mangalagiri Mandal,
Guntur District, Mangalagiri, Andhra Pradesh – 522240.

Academic Writing

Course Code	SEC 117	Course Category	SEC	L	T	P	C
				2	1	0	3
Pre-Requisite Course(s)	Literature & Languages	Co-Requisite Course(s)		Progressive Course(s)			
Course Offering Department		Professional / Licensing Standards					

Course Objectives / Course Learning Rationales (CLRs)

- Understand the principles of academic writing.
- Develop critical thinking skills in academic writing.
- Conduct effective research for academic writing.
- Revise and edit academic writing effectively.

Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
Outcome 1	Understand Academic Writing Principles	2	75%	75%
Outcome 2	Develop Critical Thinking in Academic Writing	3	70%	75%
Outcome 3	Organize and Structure Academic Writing	3	70%	75%
Outcome 4	Revise and Edit Academic Writing Effectively	4	65%	75%

Course Articulation Matrix (CLO) to Program Learning Outcomes (PLO)

CLOs	Program Learning Outcomes (PLO)														
	Scientific and Disciplinary Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Scientific Reasoning and Design Thinking	Research Related Skills	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Lifelong Learning	PSO 1	PSO 2	PSO 3
Outcome 1	2	2	2	2	2			2		2		2	2	2	1
Outcome 2	3	3	3	3	3			3		3		3	3	3	1
Outcome 3	3	3	3	3	3			3		3		3	3	3	1
Outcome 4	4	3	3	3	3			3		3		3	3	3	1
Average	**3**	**3**	**3**	**3**	**3**			**3**		**3**		**3**	**3**	**3**	**1**

Course Unitization Plan

Unit No.	Unit Name	Required Contact Hours	CLOs Addressed	References Used
Unit 1	**An introduction to academic writing**	**12**		
	Understanding the definition of Academic Writing	2	1,2	1,2
	Identify key elements of effective academic writing.	4	1,2	1,2
	Basic English Grammar	2	1	1,2
	Distinguish between various academic genres	4	1	1,2
Unit 2	**Develop critical thinking skills in academic writing**	**10**		
	Analyze and evaluate information critically.	2	1,2	1,2
	Synthesize information from various sources	8	1,2	1,2
Unit 3	**Organize and structure academic writing**	**12**		
	Develop a clear thesis statement	4	1,2	1,2
	Organize ideas logically	4	1,2	1,2
	Use appropriate academic structures (e.g., introduction, body, conclusion)	4	1,2	1,2
Unit 4	**Enhance writing style and mechanics**	**11**		
	Improve sentence structure and clarity	4	3	1,2
	Demonstrate mastery of grammar and punctuation	1	1,2	1,2
	Reference and citation	2	1,3	1,2
	Research paper writing-- Develop an academic writing style	4	1,3	1,2
Unit 5	**Discussion about writers**	**15**		
	Apply revision techniques	5	1,2	1,2
	Edit for clarity, coherence, and conciseness.	8	1,2	1,2
	Seek and provide constructive feedback	2	1,2	1,2
Total Contact Hours		**60**		

Learning Assessment

Bloom's Level of Cognitive Task		Continuous Learning Assessments (50%)				End Semester Exam (50%)
		CLA-1 (10%)	Mid-1 (15%)	CLA-2 (10%)	Mid-2 (15%)	
Level 1	Remember	30%	50%	30%	50%	30%
	Understand					
Level 2	Apply	70%	50%	70%	50%	70%
	Analyse					
Level 3	Evaluate					
	Create					
Total		100%	100%	100%	100%	100%

Recommended Resources

1. King, S.(1998). On Writing: A Memoir of the Craft. UK: Hodder & Stoughton
2. Williams, Phil. Advanced Writing Skills for Students of English. (2018). Brighton: Rumian Publishing.

Other Resources

Course Designers

1. Dr. Ram Thakur, Asst. Prof Dept. of English, SRM University – AP.
2. Prof. Rajesh Kumar, Professor, IIT Madras.
3. Dr. Md. Mojibur Rahman, Associate Professor, IIT Dhanbad

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ANALYSIS OF POETRY

Course Code	EGL 302	Course Category	Core Course (CC)	L	T	P	C
				2	2	0	4
Pre-Requisite Course(s)		Co-Requisite Course(s)		Progressive Course(s)			
Course Offering Department	English	Professional / Licensing Standards					

Course Objectives / Course Learning Rationales (CLRs)

- To understand the different Methods and Strategies of Analysing a Poetic Text.
- To contextualize and re-contextualize a poem to find Multiple cum 'Multi-Plex' Discourses.
- To elucidate the major types/forms/patterns/schemes of poetry.
- To learn literary and language tools to be able to analyse a poem placing it in different contexts.

Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
Outcome 1	Analyze given Poetic Texts based on critical approaches	4	90%	90%
Outcome 2	Contextualize and Re-Contextualize a poem to find multiple cum 'Multi-Plex' discourses	5	70%	80%
Outcome 3	Discuss the types, forms, patterns, and schemes of poetry.	2	90%	90%
Outcome 4	Analyze the given poem based on the context, literary and language tools	4	80%	80%

Course Articulation Matrix (CLO) to Program Learning Outcomes (PLO)

CLOs	Program Learning Outcomes (PLO)														
	Scientific and Disciplinary Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Scientific Reasoning and Design Thinking	Research Related Skills	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multiculturaland Ethical Awareness	Individual and Teamwork Skills	CommunicationSkills	Leadership Readiness Skills	Self-Directed and Lifelong Learning	PSO 1	PSO 2	PSO 3
Outcome 1	1	1	1	3	2	2		2	1	3		3	3	3	
Outcome 2	1	1	1	2	2	2		2	1	3		3		3	
Outcome 3	1	1	1	2	2	2		2	1	3		3			3
Outcome 4	1	1	1	3	2	2		2	1	3		3		2	
Average	**1**	**1**	**1**	**2**	**2**	**2**		**3**	**1**	**3**		**3**	**3**	**3**	**2**

Course Unitization Plan

Unit No.	Unit Name	Required Contact Hours	CLOs Addressed	References Used
Unit 1	**Understanding Poetry**	**12**	1, 3	1, 2
	Course Introduction and Overview	1		
	What is Poetry?	2		
	How to experience Poetry?	2		
	Modes of Poetry (Lyric, Narrative, Dramatic)	3		
	Voice in Poetry (Person, Tone, Humour, Irony)	4		
Unit 2	**Poetic Elements**	**12**	1, 3, 4	1, 2, 3
	Word Choice: Denotation and Connotation	2		
	Imagery	2		
	Metaphor, Simile, and Figures of Speech	4		
	Rhyme, Rhythm, Meter, and Stanza	4		
Unit 3	**Poetic Forms**	**10**	1, 3	1, 2, 3
	Villanelle	1		
	Sestina	1		
	Ballad	2		
	Free Verse	2		
	Sonnet	2		
	Haiku and Tanka	2		
Unit 4	**Systematic Structural Analysis**	**12**	1, 2, 4	1, 3, 4, 5
	Phonetic cum Lexical	4		
	Syntactic cum Semantic	4		
	Pragmatic	4		
Unit 5	**Poetic Discourse**	**14**	1, 2, 4	1, 3, 4, 5, 6
	Constructing Discourse in a poem.	4		
	Contextualization and Re-Contextualization.	2		
	Multiplex cum Multiple Meanings	4		
	The mechanics and purpose of Poetic Discourse	3		
	Poem: An Act of Communication	1		
Total Contact Hours		**60**		

Learning Assessment

Bloom's Level of Cognitive Task		Continuous Learning Assessments (60%)				End Semester Exam (40%)
		CLA-1 (15%)	Mid-1 (15%)	CLA-2 (15%)	Mid-2 (15%)	
		Th	Th	Th	Th	Th
Level 1	Remember	60%	50%	30%	40%	40%
	Understand					
Level 2	Apply	40%	50%	70%	60%	50%
	Analyse					
Level 3	Evaluate					10%
	Create					
Total		**100%**	**100%**	**100%**	**100%**	**100%**

Recommended Resources

1. Cleanth Brooks and Robert Penn Warren (1938). Understanding Poetry. New York: Holt, Rinehart & Winston.
2. John Lennard (2005). The Poetry Handbook. New Delhi: Oxford University Press.
3. Ruth Padel (2002). 52 Ways of Looking At A Poem. Michigan (the University of Michigan): Chatto & Windus.
4. William Empson (1947). Seven Types of Ambiguity. London: Chatto & Windus.
5. Christopher Ricks (1995). The Force of Poetry. London: Clarendon Press.
6. Ram Kulesh Thakur (2015). Poetic Communication: A Study of the Verbal Art. Jaipur: YKing Books.

Other Resources

1. No Data

Course Designers

1. Dr Ram Kulesh Thakur, Assistant Professor, Department of English, SRM University AP.

Indian English Literature

Course Code	EGL 303	Course Category	Core		L	T	P	C
					2	2	0	4
Pre-Requisite Course(s)		Co-Requisite Course(s)		Progressive Course(s)				
Course Offering Department	Literature & Languages	Professional / Licensing Standards						

Course Objectives / Course Learning Rationales (CLRs)

- Gain an understanding of the historical and cultural contexts that have shaped Indian English literature, including the impact of colonialism, independence, and post-colonial developments.
- Survey major literary movements within Indian English literature, such as the Bengal Renaissance, Progressive Writers' Movement, and contemporary voices.
- Develop skills in literary analysis to identify and analyse recurring themes, motifs, and narrative techniques in Indian English literary works.
- Examine the linguistic nuances and stylistic variations within Indian English literature, considering how authors navigate the interplay between native languages and English.

Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
Outcome 1	Recall key historical events and literary movements that have influenced Indian English literature.	1	80%	50%
Outcome 2	Explain the themes, motifs, and narrative structures prevalent in Indian English literary works.	2	80%	60%
Outcome 3	Apply critical literary analysis skills to interpret and evaluate the themes, characters, and literary techniques used in Indian English literature.	3	80%	60%
Outcome 4	Critically analyse the cultural and linguistic nuances in Indian English literature, exploring the ways in which authors navigate the complexities of identity and representation.	4	80%	60%
Outcome 5	Assess the significance of specific literary works within the broader canon of Indian English literature.	5	80%	70%
Outcome 6	Develop original interpretations, essays, or creative responses that reflect a deep engagement with the themes and styles found in Indian English literary works.	6	80%	60%

Course Articulation Matrix (CLO) to Program Learning Outcomes (PLO)

CLOs	Program Learning Outcomes (PLO)														
	Scientific and Disciplinary Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Scientific Reasoning and Design Thinking	Research Related Skills	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multiculturaland Ethical Awareness	Individual and Teamwork Skills	CommunicationSkills	Leadership Readiness Skills	Self-Directed and Lifelong Learning	PSO 1	PSO 2	PSO 3
Outcome 1	3	3	3	3	3			3		3		3	3	3	1
Outcome 2	3	3	3	3	3			3		3		3	3	3	1
Outcome 3	3	3	3	3	3			3		3		3	3	3	1
Outcome 4	3	3	3	3	3			3		3		3	3	3	1
Average	**3**	**3**	**3**	**3**	**3**			**3**		**3**		**3**	**3**	**3**	**1**

Course Unitization Plan

Unit No.	Unit Name	Required Contact Hours	CLOs Addressed	References Used
Unit 1	**Assessing Indian Literary Tradition**	**14**		
	Understanding the nuances of writing in English	5		1,2,3,4
	Techniques and themes in Indian novels	5		1,2,3,4
	Modes of Literary criticism	4		1,2,3,4
Unit 2	**Methodology To Understand the Writings in English**	**14**		5
	Understanding the ideology behind English Literary Study in India	5		5
	Impact of British Education	4		5
	Policy on Indian languages and Linguistic creativity in India	5		5
Unit 3	**Analysing The Novel in English**	**8**		
	Introducing Indian Novelists, Analysing the novel in English (Compare texts from different periods	8		6,7,8,9
Unit 4	**Analysing Poetry in English**	**12**		
	Introducing Indian poets,	6		10,11,12
	Analysing Poetry and changes in themes in poetry (Compare texts from different periods)	6		10,11,12
Unit 5	**Analysing Drama in English**	**12**		13
	Introducing Indian playwrights	6		13
	Analysing drama in English (Compare texts from different periods).	6		13
	The Feminist Approach			13
Total Contact Hours		**60**		

Learning Assessment

Bloom's Level of Cognitive Task			Continuous Learning Assessments (75%)			
		CLA-1 (15%)	CLA-2 (15%)	Mid-Term (15%)	CLA-3 (15%)	End Sem (25%)
Level 1	Remember	50%	40%	50%	40%	40%
	Understand					
Level 2	Apply	30%	40%	30%	50%	40%
	Analyse					
Level 3	Evaluate	20%	20%	20%	20%	20%
	Create					
Total		**100%**	**100%**	**100%**	**100%**	**100%**

Recommended Resources

1. Deshmane, C. ed. (2013). Muses India: Essays on English-Language Writers from Mahomet to Rushdie. Jefferson, NC, and London: McFarland & Co.
2. Naik, M. K. (1992). A History of Indian English Literature. Delhi: Sahitya Akademi. Mehrotra, A K. (2003). An illustrated History of Indian Literature in English. Hyderabad: Orient BlackSwan.
3. Devy, G. N.(1992). After Amnesia: Tradition and Changes in Indian Literary Criticism. Hyderabad: Orient Longman and Sangam Books.
4. 4. Mukherjee, Meenakshi (1971). The Twice Born Fiction. New Delhi: Heinemann.
5. Vishwanathan,G. (1989). Masks of Conquest: Literary Study and British Role in India. New York: Colombia University Press.
6. Raja, R. (1967). Kanthapura. New York: New Directions.
7. Ghosh, A. (2008). The shadow lines. Bloomsbury. New Delhi: Penguin Book
8. Rushdie, S. (1997). Midnight's children. Toronto: Vintage.
9. Dattani, M. (2019). On a Muggy night in Mumbai: A Stage Play. New Delhi: Penguin Books.
10. Parthasarathy, R. (1976). Ten Twentieth-Century Indian Poets. Delhi: Oxford University.
11. Alexander, M. (2013). Birthplace with Buried Stones. Evanston, IL, Northwestern UP.
12. Kandasamy, M. (2019). Exquisite Cadavers. Britain: Atlantic Books.
13. Chattopadhyaya, H. (1956). Bombay : Jaico publishing house. Dattani, M. (2019). On a Muggy night in Mumbai: A Stage Play. New Delhi: Penguin Books.

Other Resources

1. No Data

Course Designers

1. No Data

Learning Assessment

Bloom's Level of Cognitive Task			Continuous Learning Assessments (75%)			
		CLA-1 (15%)	CLA-2 (15%)	Mid-Term (15%)	CLA-3 (15%)	End Sem (25%)
Level 1	Remember	50%	40%	50%	40%	40%
	Understand					
Level 2	Apply	30%	40%	30%	50%	40%
	Analyse					
Level 3	Evaluate	20%	20%	20%	20%	20%
	Create					
Total		**100%**	**100%**	**100%**	**100%**	**100%**

Recommended Resources

14. Deshmane, C. ed. (2013). Muses India: Essays on English-Language Writers from Mahomet to Rushdie. Jefferson, NC, and London: McFarland & Co.
15. Naik, M. K. (1992). A History of Indian English Literature. Delhi: Sahitya Akademi. Mehrotra, A K. (2003). An illustrated History of Indian Literature in English. Hyderabad: Orient BlackSwan.
16. Devy, G. N.(1992). After Amnesia: Tradition and Changes in Indian Literary Criticism. Hyderabad: Orient Longman and Sangam Books.
17. 4. Mukherjee, Meenakshi (1971). The Twice Born Fiction. New Delhi: Heinemann.
18. Vishwanathan,G. (1989). Masks of Conquest: Literary Study and British Role in India. New York: Colombia University Press.
19. Raja, R. (1967). Kanthapura. New York: New Directions.
20. Ghosh, A. (2008). The shadow lines. Bloomsbury. New Delhi: Penguin Book
21. Rushdie, S. (1997). Midnight's children. Toronto: Vintage.
22. Dattani, M. (2019). On a Muggy night in Mumbai: A Stage Play. New Delhi: Penguin Books.
23. Parthasarathy, R. (1976). Ten Twentieth-Century Indian Poets. Delhi: Oxford University.
24. Alexander, M. (2013). Birthplace with Buried Stones. Evanston, IL, Northwestern UP.
25. Kandasamy, M. (2019). Exquisite Cadavers. Britain: Atlantic Books.
26. Chattopadhyaya, H. (1956). Bombay : Jaico publishing house. Dattani, M. (2019). On a Muggy night in Mumbai: A Stage Play. New Delhi: Penguin Books.

Other Resources

2. No Data

Course Designers

2. No Data

SRM University *AP*, Andhra Pradesh
Neerukonda, Mangalagiri Mandal,
Guntur District, Mangalagiri, Andhra Pradesh – 522240.

Critiquing Literature

Course Code	EGL 304	Course Category	Core	L	T	P	C
				2	2	0	4
Pre-Requisite Course(s)		Co-Requisite Course(s)		Progressive Course(s)			
Course Offering Department	Literature & Languages	Professional / Licensing Standards					

Course Objectives / Course Learning Rationales (CLRs)

- To introduce students to the various literary theories and critical approaches.
- To develop insight into the diverse lenses through which literature can be approached and critiqued.
- To advance research skills through critical discussions, theoretical readings, and practical applications

Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
Outcome 1	Define major literary theories; including Formalism, Structuralism, Deconstruction, Psychoanalytic Criticism, Feminist Criticism, Postcolonialism, and Cultural Studies.	1	75%	85%
Outcome 2	Comment upon the historical and cultural contexts that gave rise to different literary theories.	2	60%	70%
Outcome 3	Examine the relevance and limitations of different literary theories in the present literary landscape.	3	55%	65%
Outcome 4	Applying research skills by conducting independent research to further explore literary theories in relation to literary works.	3	50%	60%

Course Articulation Matrix (CLO) to Program Learning Outcomes (PLO)

CLOs	Program Learning Outcomes (PLO)														
	Scientific and Disciplinary Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Scientific Reasoning and Design Thinking	Research Related Skills	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multiculturaland Ethical Awareness	Individual and Teamwork Skills	CommunicationSkills	Leadership Readiness Skills	Self-Directed and Lifelong Learning	PSO 1	PSO 2	PSO 3
Outcome 1	No Data														
Outcome 2															
Outcome 3															
Average															

Course Unitization Plan

Unit No.	Unit Name	Required Contact Hours	CLOs Addressed	References Used
1.	**Literary Theory and Literature** • Understanding the idea of literary theory	**4**	1	1, 2 & 3
2.	**Introduction to Literary Theories** • Overview of major literary theories • Historical development and key figures	**48** 24 24	1 & 2	1 to 5
3.	**Theory and Literary Interpretation** • Understanding the application of literary theories	**24**	3	1 to 5
4.	**Textual Explorations** • Learning to analyse literary texts	**24**	3	1 to 5
5.	**Project** • Independent Research/Presentation	**20**	1, 2, 3 & 4	1 to 5

Learning Assessment

Bloom's Level of Cognitive Task		Continuous Learning Assessments (100%)				
		CLA-1 (20%)	**CLA-2 (20%)**	**CLA-3 (20%)**	**Project (40%)**	
Level 1	Remember	100%	40%		20%	
	Understand					
Level 2	Apply		60%	50%	30%	
	Analyse					
Level 3	Evaluate			50%	50%	
	Create					
Total		**100%**	**100%**	**100%**	**100%**	

Recommended Resources

1. Barry, P. (2009). Beginning Theory: An Introduction to Literary and Cultural Theory. Manchester University Press.
2. Culler, J. (2011). Literary Theory: A Very Short Introduction. Oxford University Press.
3. Eagleton, T. (2008). Literary Theory: An Introduction. Wiley.
4. Nayar, P. K. (2023). Contemporary Literary and Cultural Theory: From Structuralism to Ecocriticism. Pearson.
5. Tyson, L. (2015). Critical Theory Today: A User-Friendly Guide. Routledge

Other Resources

1. Abrams, M. H., & Harpham, G. G. (2015). A Glossary of Literary Terms. Cengage Learning.
2. Bloom, H. (1994). "The Anxiety of Influence: A Theory of Poetry." New Literary History, 25(1), 7-23.
3. Butler, J. (1990). "Performative Acts and Gender Constitution: An Essay in Phenomenology and Feminist Theory." Theatre Journal, 40(4), 519-531.
4. Derrida, J. (1967). "Structure, Sign, and Play in the Discourse of the Human Sciences." Writing and Difference. University of Chicago Press.
5. Said, E. W. (1983). "Traveling Theory." The World, the Text, and the Critic. Harvard University Press.
6. Fish, S. (1980). "Is There a Text in This Class?" The Authority of Interpretive Communities. Harvard University Press.
7. Greenblatt, S. (1990). "Shakespeare and the Exorcists." Representations, 2(30), 1-28.
8. Foucault, M. (1980). "What Is an Author?" The Foucault Reader. Pantheon Books.

Course Designers

1. Ms. Abhilasha Gusain, SRM University AP
2. Dr. Srabani Basu, SRM University AP

SRM University *AP*, Andhra Pradesh
Neerukonda, Mangalagiri Mandal,
Guntur District, Mangalagiri, Andhra Pradesh – 522240.

Literature in Other Mediums

Course Code	EGL 442	Course Category	Core Course (CC)	L	T	P	C
				2	2	0	4
Pre-Requisite Course(s)	EGL 101	Co-Requisite Course(s)		Progressive Course(s)			
Course Offering Department	English	Professional / Licensing Standards					

Course Objectives / Course Learning Rationales (CLRs)

- Introduce students to adaptation theory and the aesthetics of different mediums such as comics, and films.
- Encourage students to extend their knowledge of literary medium to other mediums.
- Help the students to identify the characteristics of different mediums
- Recognize how the use of the medium determines the message.

Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
Outcome 1	Identify the conventions of adaptation theory	2	75%	75%
Outcome 2	Compare the imaginative texts in oral and written form	5	75%	75%
Outcome 3	Articulate the aesthetics of the mediums	3	75%	75%
Outcome 4	Distinguish how the mediums have been used across cultures	5	75%	75%

Course Articulation Matrix (CLO) to Program Learning Outcomes (PLO)

CLOs	Program Learning Outcomes (PLO)														
	Scientific and Disciplinary Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Scientific Reasoning and Design Thinking	Research Related Skills	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Life Long Learning	PSO 1	PSO 2	PSO 3
Outcome 1	3	3	3	3	3	1	1	3		3		3	3	3	1
Outcome 2	3	3	3	3	3	1	1	3		3		3	3	3	1
Outcome 3	3	3	3	3	3	1	1	3		3		3	3	3	1
Outcome 4	3	3	3	3	3	1	1	3		3		3	3	3	1
Course Average	**3**	**3**	**3**	**3**	**3**	**1**	**1**	**3**		**3**		**3**	**3**	**3**	**1**

Course Unitization Plan

Unit No.	Unit Name	Required Contact Hours	COs Addressed	References Used
Unit 1	**Adaptation and Theatre**	**12**		
	Adaptation: Theory and Practice	2	1	1
	Adaptation and Fidelity	2	1	1,2
	Voice of a Literary Text Vs Languages of Theatre	2	1,2	3
	Case Study 1: Dramatic adaptation of Shakespeare's *As You Like It* - Directed by Thea Sharrock for Globe in 2010	6	1,2,3,4	1,2,3,4
Unit 2	**Adaptation and Cinema**	**12**		
	Cinematic Adaptation: A Homage or Critique	4	1, 3	1,5
	Shakespeare and the Cinema	2	1,2, 4	6
	Case Study 2: Cinematic Adaptation of Shakespeare's *As You Like It* - Directed by Kenneth Branagh in 2006	6	1,2,3,4	7
Unit 3	**Adaptation and Radio/Podcast**	**12**		
	Adaptation and Appropriation	2	1, 3	1,8
	Radio Adaptation	4	1,2, 4	9
	Case Study 3: ArkAngel's 2014 Adaptation of Shakespeare's *As You Like It* on Audible	6	1,2,3,4	10
Unit 4	**Adaptation and Comics**	**12**		
	Comics: An Introduction	2	1, 3	1, 11
	Adapting Classics into Comics	4	1, 2	1, 12
	Case Study 4: Nana Li's 2009 Manga Adaptation of Shakespeare's *As You Like It*	6	1,2,3, 4	13
Unit 5	**Adaptation and Musical**	**12**		
	Adaptation in Musicals/Bollywood	2	1,2	1, 14
	Transcultural Adaptation	4	3,4	1
	Case Study 5: New York Public Works' 2017 Musical Adaptation of Shakespeare's *As You Like It* – Directed by Laurie Woolery	6	1,2,3 4	15
Total hours		**60**		

Learning Assessment

Bloom's Level of Cognitive Task		Continuous Learning Assessments (50%)				End Semester Exam (50%)
		CLA-1 (10%)	Mid-1 (15%)	CLA-2 (10%)	Mid-2 (15%)	
Level 1	Remember	30%	20%	20%	20%	20%
	Understand					
Level 2	Apply	40%	40%	40%	40%	40%
	Analyse					
Level 3	Evaluate	30%	40%	40%	40%	40%
	Create					
Total		**100%**	**100%**	**100%**	**100%**	**100%**

Recommended Resources

1. Hutcheon, Linda. (2006). A Theory of Adaptation. London: Routledge.
2. Leitch, Thomas. (2017). "Introduction." The Oxford Handbook of Adaptation Studies. Ed. Thomas Leitch. London: Oxford University Press. 1-22.
3. Jellenik, Glenn. (2017). "On the Origins of Adaptation, as Such: The Birth of a Simple Abstraction." The Oxford Handbook of Adaptation Studies. Ed. Thomas Leitch. London: Oxford University Press. 37-53.
4. Shakespeare. As You Like It: DVD. (2010). Dir. Thea Sharrock, Globe Theatre, London, England. Performance.
5. Boozer, Jack. (2017). "The Intratextuality of Film Adaptation: From the Dying Animal to Elegy." The Oxford Handbook of Adaptation Studies. Ed. Thomas Leitch. London: Oxford University Press. 198-214.
6. Jackson, Russell. (2001). "Shakespeare and the Cinema." The Cambridge Companion to Shakespeare. Ed. Margreta de Grazia and Stanley Wells. Cambridge: Cambridge University Press. 217-234.
7. Shakespeare. As You Like It: DVD. (2006). Dir. Kenneth Branagh. Film.
8. Sanders, Julie. (2007). Adaptation and Appropriation. London: Routledge.
9. Hand, Richard. "Radio Adaptation." The Oxford Handbook of Adaptation Studies. Ed. Thomas Leitch. London: Oxford University Press. 341-356.
10. Shakespeare. As You Like It: Audible. (2006). Dir. Arkangel group. Audiobook.
11. Carrier, David. (2000). The Aesthetics of Comics. Pennsylvania: Pennsylvania State University Press.
12. Jones, William B. Jr. (2017). "Classics Illustrated and the Evolving Art of Comic-Book Literary Adaptation." The Oxford Handbook of Adaptation Studies. Ed. Thomas Leitch. London: Oxford University Press. 215-238.
13. Shakespeare. (2009). As You Like It: Manga. Adaptor: Richard Appignanesi. Illustrator: Chie Kutsuwada. Manga. London: Harry N Abrams.
14. Krämer, Lucia. (2017). "Adaptation in Bollywood." The Oxford Handbook of Adaptation Studies. Ed. Thomas Leitch. London: Oxford University Press. 252-267.
15. 15. Shakespeare. As You Like It: Musical. (2017). Dir. Laurie Woolery (New York Public Works). Performance.

Other Resources

1. No Data

Course Designers

1. Dr. Prateek, Assistant Professor, Department of English, SRM University – AP
2. Dr. Rajni, Assistant Professor, Department of English, SRM University – AP

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Guntur District, Mangalagiri, Andhra Pradesh – 522240.

Introduction to Sociolinguistics

Course Code	**EGL 449**	**Course Category**		**L**	**T**	**P**	**C**
				2	2	0	4
Pre-Requisite Course(s)	**Fundamentals of Language**	**Co-Requisite Course(s)**		**Progressive Course(s)**			
Course Offering Department	Literature and Languages	**Professional / Licensing Standards**					

Course Objectives / Course Learning Rationales (CLRs)

- Students will analyse how social factors such as class, gender, ethnicity, and age influence language use and variation.
- Students will investigate the different ways language varies within and between communities, including dialects, sociolects, and registers
- Students will explore the dynamics of multilingual societies, including issues of language maintenance, shift, and revitalization

Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
Outcome 1	Students will be able to accurately define key sociolinguistic terms and concepts, such as code-switching, diglossia, speech communities, language ideologies, and language attitudes	1, 2	90%	90%
Outcome 2	Students will develop the ability to critically analyse and interpret language use in various social contexts, recognizing the influence of factors such as region, socioeconomic status, ethnicity, and gender on linguistic behaviour.	3	90%	90%
Outcome 3	Students will gain practical skills in conducting sociolinguistic research, including data collection methods (e.g., interviews, surveys, participant observation), data analysis, and the presentation of findings in written and oral formats.	3	70%	70%
Outcome 4	Students will be able to assess the implications of different language policies and planning efforts on communities, understanding how these policies can affect language maintenance, shift, and the overall linguistic landscape of a society.	2	60%	60%

Course Articulation Matrix (CLO) to Program Learning Outcomes (PLO)

CLOs	Program Learning Outcomes (PLO)														
	Scientific and Disciplinary Knowledge	Analytical Reasoning and Problem	Critical and Reflective Thinking	Scientific Reasoning and Design	Research Related Skills	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical	Individual and Teamwork Skills	Communicati onSkills	Leadership Readiness Skills	Self-Directed and Lifelong Learning	PSO 1	PSO 2	PSO 3
Outcome 1															
Outcome 2															
Outcome 3															
Average															

Course Unitization Plan

Unit No.	Unit Name	Required Contact Hours	CLOs Addressed	References Used
Unit 1	**Languages and Communities**	**10**		
	Sociolinguistics: Introduction	2	1-3	
	Language and Society	2	1-3	
	Language, dialect and variety – Regional and Social Dialects, Registers, Beliefs	4	1-3	
	The idea of "Standard English"	2	1-3	
Unit 2	**Languages in Contact**	**10**		
	Pidgin and Creole	3	2-3	
	Codes – code switching and mixing, Diglossia – Bilingualism and Multilingualism	4	2-3	
	Language attitude, ideologies and learning	3	2-3	
Unit 3	**Inherent Variety**	**10**		
	Speech communities	3	1-3	
	Regional and Social Variation and class membership	4	1-3	
	Case study: New York city phenomenon	3	1-3	
Unit 4	**Words at Work**	**10**		
	Words and Culture, Kinship, Taxonomies, Taboo and Euphemism	3	2-3	
	Varieties of Talk – The Ethnography of Speaking – Ethnomethodology	4	2-3	
	Speech Acts – Cooperation – Conversation	3	2-3	
Unit 5	**Understanding and Intervening**	**20**		
	Gender and Language – differences and possible explanations	3	4	
	Language and disadvantage: Codes Again – African American Vernacular English	3	4	
	Language Planning and Language Policies	3	4	
	Project	11		

Learning Assessment

Bloom's Level of Cognitive Task		Continuous Learning Assessments (60%)				Project (40%)
		CLA-1 (20%)	CLA-2 (20%)	CLA-3 (20%)		
Level 1	Remember	20%	20%			
	Understand					
Level 2	Apply	40%	40%		50%	50%
	Analyse					
Level 3	Evaluate	40%	40%		50%	50%
	Create					
Total		**100%**	**100%**		**100%**	**100%**

Recommended Resources

The following is not an exhaustive list of texts. More pieces may be added based on the subthemes.

1. Introduction to Sociolinguistics. Ronald Wardaugh. Fifth Edition. London: Blackwell Publishing.
2. An Introduction to Sociolinguistics - Seventh edition. Ronald Wardhaugh and Janet M. Fuller. Blackwell.

Other Resources

1. Downes, Williams. 1998. Language and Society. Cambridge: Cambridge University Press.
2. Holmes, Janet. 1992. An Introduction to Sociolinguistics. New York. Longman.
3. Mesthrie, Rajend. 2000. Introducing Sociolinguistics. Cape Town: Edinburgh University Press.
4. Hymes, Dell. 1980. Foundations in Sociolinguistics; An Ethnographic Approach.
5. Crystal, David. 2000. Language Death. Cambridge: Cambridge University Press

Course Designers

1. Dr Rajoshree Chatterjee, Assistant Professor, Dept of Literature and Languages.

SRM University *AP*, Andhra Pradesh
Neerukonda, Mangalagiri Mandal,
Guntur District, Mangalagiri, Andhra Pradesh – 522240.

BA/BA(H)/BA(Hons with research) V Semester

Summer Internship

Course Code	EGL 305	Course Category	RDIP	L	T	P	C
				0	0	4	4
Pre-Requisite Course(s)	Summer Immersion	Co-Requisite Course(s)		Progressive Course(s)			
Course Offering Department		Professional / Licensing Standards					

Course Objectives / Course Learning Rationales (CLRs)

- Identify the key themes and practices relevant to the industry
- Explain the processes and workflows within the organization.
- Apply and connect theoretical knowledge to practical tasks and projects in the workplace.
- Evaluate the effectiveness of different strategies and approaches used by the organization.

Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
Outcome 1	Recognize and recall fundamental industry-specific concepts and practices.	1	70	80
Outcome 2	Interpret and describe the organizational processes and workflows	2	70	80
Outcome 3	Apply and connect theoretical knowledge in practical tasks and projects within the internship setting.	3	70	80
Outcome 4	Assess and critique the effectiveness of strategies and methodologies employed by the organization.	4	70	80

Course Articulation Matrix (CLO) to Program Learning Outcomes (PLO)

CLOs	Program Learning Outcomes (PLO)														
	Scientific and Disciplinary Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Scientific Reasoning and Design Thinking	Research Related Skills	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Lifelong Learning	PSO 1	PSO 2	PSO 3
Outcome 1	0	2	1	2	3	3	2	2	2	3	3	3	2	3	3
Outcome 2	0	2	1	2	3	3	2	2	2	3	3	3	2	3	2
Outcome 3	0	2	1	2	3	3	1	2	2	3	3	3	1	3	3
Outcome 4	0	2	1	2	3	3	1	2	2	3	3	3	3	2	2
Average	**0**	**2**	**1**	**2**	**3**	**3**	**1**	**2**	**2**	**3**	**3**	**3**	**2**	**2**	**2**

Course Unitization Plan

Unit No.	Unit Name	Required Contact Hours	CLOs Addressed	References Used
Unit 1	**Industry Orientation**		1	
	Students engage in activities that help them recognize and recall fundamental industry-specific concepts and practices.			
Unit 2	**Process Analysis**		2	
	Students interpret and describe the organizational processes and workflows observed during their internship.			
Unit 3	**Practical Application**		3	
	Students implement theoretical knowledge by completing practical tasks and projects within the internship setting.			
Unit 4	**Strategy Evaluation**			
	Students assess and critique the effectiveness of strategies and methodologies employed by the organization during their internship.		4	

Learning Assessment

Bloom's Level of Cognitive Task		Progress Report (30%)	Internship Report (40%)	Viva (30%)
Level 1	Remember	30%	25%	25%
	Understand			
Level 2	Apply	50%	50%	25%
	Analyse			
Level 3	Evaluate	20%	25%	50%
	Create			
Total		**100%**	**100%**	**100%**

Recommended Resources

1. Enter Data

Other Resources

1. Enter Data

Course Designers

1. Enter Data

CO-CURRICULAR ACTIVITIES

Course Code	VAC 103	**Course Category**	VAC	**L**	**T**	**P**	**C**
				0	0	2	2
Pre-Requisite Course(s)		**Co-Requisite Course(s)**		**Progressive Course(s)**			
Course Offering Department	SA	**Professional / Licensing Standards**					

Course Objectives / Course Learning Rationales (CLRs)

1. Develop essential skills, including leadership, communication, and teamwork, among students.
2. Offer opportunities for students to apply academic concepts in practical, real-world scenarios.
3. Promote self-exploration, confidence-building, and social responsibility.

Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	**Bloom's Level**	**Expected Proficiency Percentage**	**Expected Attainment Percentage**
Outcome 1	Demonstrate confidence in leading group activities, communicate clearly, and collaborate effectively with diverse teams.	2	80%	75%
Outcome 2	Apply theories to practical tasks by solving problems and adapting concepts to real-life situations through cocurricular activities	2	80%	70%
Outcome 3	Develop new experiences with an open approach through guided reflection to assess personal growth, skills, and learning for holistic development.	3	80%	70%

Learning Assessment

Bloom's Level of Cognitive Task		**Continuous Learning Assessments 100%**			
		CLA-1 25%	**CLA-2 25%**	**CLA-3 25%**	**CLA-4 25%**
Level 1	Remember				
	Understand				
Level 2	Apply	15%	15%	15%	15%
	Analyse				
Level 3	Evaluate	10%	10%	10%	10%
	Create				
Total		**25%**	**25%**	**25%**	**25%**

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COMMUNITY SERVICE AND SOCIAL RESPONSIBILITY

Course Code	VAC 104	**Course Category**	VAC	**L**	**T**	**P**	**C**
				0	0	2	2
Pre-Requisite Course(s)		**Co-Requisite Course(s)**		**Progressive Course(s)**			
Course Offering Department	CEL	**Professional / Licensing Standards**					

Course Objectives / Course Learning Rationales (CLRs)

1. Encourage initiatives that address local needs, foster self-sufficiency, and promote environmental sustainability within the community.
2. Equip participants with a deeper understanding of social issues and a sense of responsibility towards marginalized communities.
3. Inspire active participation in community service programs and foster a culture of giving back among individuals and organizations.
4. Develop and implement programs that contribute to skill development, economic empowerment, and equal opportunities for underprivileged sections of society.

Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
Outcome 1	Develop effective strategies for identifying and addressing community needs.	3	80%	80%
Outcome 2	Demonstrate empathy and cultural sensitivity when engaging with diverse community groups.	4	80%	75%
Outcome 3	Implement sustainable solutions and evaluate their impact on social well-being.	5	90%	85%
Outcome 4	Collaborate effectively within teams to design and lead community service projects.	6	90%	80%

Learning Assessment

Bloom's Level of Cognitive Task		Continuous Learning Assessments 50%				End Semester Exam 50%
		CLA-1 20%	Mid-1 20%	CLA-2 20%	CLA-3 20%	
Level 1	Remember	10%	10%			20%
	Understand					
Level 2	Apply		10%	10%		20%
	Analyse					
Level 3	Evaluate				10%	10%
	Create					
Total		**10%**	**20%**	**10%**	**10%**	**50%**

Copy writing

Course Code	SEC 118	Course Category	Core Course (CC)	L	T	P	C
				3	0	0	3
Pre-Requisite Course(s)	101	Co-Requisite Course(s)		Progressive Course(s)			
Course Offering Department	English	Professional / Licensing Standards					

Course Objectives / Course Learning Rationales (CLRs)

- To acquaint the learners with mechanisms of persuasive writing
- To help students produce copy for different media

Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
Outcome 1	Identify mechanisms of persuasion and mechanics of good writing.	2	75%	70%
Outcome 2	Analyse the requirements of different media, industries, and consumer mindsets.	4	75%	70%
Outcome 3	Apply the persuasive techniques in writing copy for different media - print, TV, radio, and new media.	4	75%	70%
Outcome 4	Justify positioning and messaging strategy, proposed for a given communication scenario.	5	75%	70%

Course Articulation Matrix (CLO) to Program Learning Outcomes (PLO)

CLOs	Program Learning Outcomes (PLO)														
	Scientific and Disciplinary Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Scientific Reasoning and Design Thinking	Research Related Skills	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Lifelong Learning	PSO 1	PSO 2	PSO 3
Outcome 1	3	3	3	3	3	3	2	3	2	3	3	3	3	3	1
Outcome 2	3	3	3	3	3	3	2	3	2	3	3	3	3	3	1
Outcome 3	3	3	3	3	3	3	2	3	2	3	3	3	3	3	1
Outcome 4	3	3	3	3	3	3	2	3	2	3	3	3	3	3	1
Average	**3**	**3**	**3**	**3**	**3**	**3**	**2**	**3**	**2**	**3**	**3**	**3**	**3**	**3**	**1**

Course Unitization Plan

Unit No.	Unit Name	Required Contact Hours	CLOs Addressed	References Used
Unit 1	**UNIT-I: Basic Skills, Agency Environment, and Rhetoric**	**12**		
	Background skills: Reading, Grammar, punctuation, spelling	2	1	11, 9, 10
	Creativity & Problem Solving	2	4	8
	Ability to work with different stakeholders - client, client servicing team, research team, design team, customers	3	1	12
	Use of appeals - reason, humour, sex, fear	2	1	1,2,3,4,6,7
	Writing for different audiences	2	1	1,2,3,4,6,7
	Templates for thinking/writing	1	1	1,2,3,4,6,7
Unit 2	**UNIT- II: Print**	**12**		
	Headlines, tag lines, slogans	4	2, 3, 4	1,2,3,4,6,7
	Body copy - long & short	4	2, 3, 4	1,2,3,4,6,7
	Condensing & expanding the message	4	2, 3, 4	1,2,3,4,6,7
Unit 3	**UNIT-III: TV & Radio**	**12**		
	Basic TVC formats	6	2, 3, 4	1, 2
	Radio formats	6	2, 3, 4	1
Unit 4	**UNIT – IV: New Media**	**12**		
	Organic SEO	4	2, 3, 4	13
	Social media advertising	4	2, 3, 4	5
	Search engine ads	4	2, 3, 4	14
Unit 5	**UNIT – V: Online Tools**	**12**		
	Writing efficient prompts / Working with text generation technologies	6	2, 3, 4	15
	Leveraging other online tools for readability, editing, idea generation and more (list of resources to be developed for live hands-on experience)	6	2, 3, 4	1-15
Total Contact Hours		**60**		

Learning Assessment

Bloom's Level of Cognitive Task		**Continuous Learning Assessments (50%)**			
		CLA-1 (20%)	**CLA-2 (20%)**	**CLA-3 (20%)**	**Project (40%)**
Level 1	Remember				
	Understand				
Level 2	Apply	50%	50%	50%	50%
	Analyse				
Level 3	Evaluate	50%	50%	50%	50%
	Create				
Total		**100%**	**100%**	**100%**	**100%**

Recommended Resources

1. Sullivan, L., & Boches, E. (1998). Hey, Whipple, Squeeze This: The Classic Guide to Creating Great Ads. Hoboken: John Wiley & Sons.
2. Ogilvy. D (1983). Ogilvy on Advertising. New York: RHUS
3. Sugarman, J. (2007). The Adweek Copywriting Handbook: The Ultimate Guide to Writing Powerful Advertising and Marketing Copy from One of America's Top Copywriters. New Jersey: John Wiley & Sons.
4. Gettins, D. (2006). How to Write Great Copy: Learn the Unwritten Rules of Copywriting. London: Kogan Page Publishers.
5. Weintraub, M. (2011). Killer Facebook Ads: Master Cutting-edge Facebook Advertising Techniques. Hoboken: John Wiley & Sons.
6. Vilanilam, J. V., & Varghese, A. K. (2004). Advertising Basics!: A Resource Guide for Beginners. SAGE.
7. Gabay, J. (2005). Gabay's Copywriters' Compendium. London: Routledge.
8. Henry, T. (2011). The Accidental Creative: How to be Brilliant at a Moment's Notice. London: Penguin.
9. Embree. M. (2007). Abused, Confused and Misused Words: A Writer's Guide to Usage, Spelling, Grammar and Sentence Structure. New York: Skyhorse
10. Pinker, S. (2014). The Sense of Style: The Thinking Person's Guide to Writing in the 21st Century. London: Penguin
11. Pearl, N and Schwager, J. The Writer's Library: The Authors you Love on the Books that Changed their Lives. New York: Harper Collins.
12. Simon, P. (2015). Message Not Received: Why Business Communication is Broken and How to Fix It. New York: John Wiley and Sons.
13. Schwartz, E. Product - Led SEO : The Why Behind Building Your Organic Growth Strategy.
14. Geddes, B. (2014). Advanced Google AdWords. New Jersey: Wiley and Sybex.
15. Vee, A., Laquintano, T., & Schnitzler, C. (Eds.) (2023). TextGenEd: Teaching with Text Generation Technologies. The WAC Clearinghouse. https://doi.org/10.37514/TWR-J.2023.1.1.02

Other Resources

1. No Data

Course Designers

1. Soni Wadhwa, Assistant Professor, Department of English, SRM University – AP

Learning Assessment

Bloom's Level of Cognitive Task		Continuous Learning Assessments (50%)			
		CLA-1 (20%)	CLA-2 (20%)	CLA-3 (20%)	Project (40%)
Level 1	Remember				
	Understand				
Level 2	Apply	50%	50%	50%	50%
	Analyse				
Level 3	Evaluate	50%	50%	50%	50%
	Create				
Total		**100%**	**100%**	**100%**	**100%**

Recommended Resources

16. Sullivan, L., & Boches, E. (1998). Hey, Whipple, Squeeze This: The Classic Guide to Creating Great Ads. Hoboken: John Wiley & Sons.
17. Ogilvy. D (1983). Ogilvy on Advertising. New York: RHUS
18. Sugarman, J. (2007). The Adweek Copywriting Handbook: The Ultimate Guide to Writing Powerful Advertising and Marketing Copy from One of America's Top Copywriters. New Jersey: John Wiley & Sons.
19. Gettins, D. (2006). How to Write Great Copy: Learn the Unwritten Rules of Copywriting. London: Kogan Page Publishers.
20. Weintraub, M. (2011). Killer Facebook Ads: Master Cutting-edge Facebook Advertising Techniques. Hoboken: John Wiley & Sons.
21. Vilanilam, J. V., & Varghese, A. K. (2004). Advertising Basics!: A Resource Guide for Beginners. SAGE.
22. Gabay, J. (2005). Gabay's Copywriters' Compendium. London: Routledge.
23. Henry, T. (2011). The Accidental Creative: How to be Brilliant at a Moment's Notice. London: Penguin.
24. Embree. M. (2007). Abused, Confused and Misused Words: A Writer's Guide to Usage, Spelling, Grammar and Sentence Structure. New York: Skyhorse
25. Pinker, S. (2014). The Sense of Style: The Thinking Person's Guide to Writing in the 21st Century. London: Penguin
26. Pearl, N and Schwager, J. The Writer's Library: The Authors you Love on the Books that Changed their Lives. New York: Harper Collins.
27. Simon, P. (2015). Message Not Received: Why Business Communication is Broken and How to Fix It. New York: John Wiley and Sons.
28. Schwartz, E. Product - Led SEO : The Why Behind Building Your Organic Growth Strategy.
29. Geddes, B. (2014). Advanced Google AdWords. New Jersey: Wiley and Sybex.
30. Vee, A., Laquintano, T., & Schnitzler, C. (Eds.) (2023). TextGenEd: Teaching with Text Generation Technologies. The WAC Clearinghouse. https://doi.org/10.37514/TWR-J.2023.1.1.02

Other Resources

2. No Data

Course Designers

2. Soni Wadhwa, Assistant Professor, Department of English, SRM University – AP

SRM University *AP*, Andhra Pradesh
Neerukonda, Mangalagiri Mandal,
Guntur District, Mangalagiri, Andhra Pradesh – 522240.

Migration Literature

Course Code	EGL 306	Course Category	Core Course (CC)	L	T	P	C
				2	2	0	4
Pre-Requisite Course(s)	EGL 100	Co-Requisite Course(s)		Progressive Course(s)			
Course Offering Department	English	Professional / Licensing Standards					

Course Objectives / Course Learning Rationales (CLRs)

- To understand the concept of migration
- To gain knowledge of the literary expressions of migration
- To acquire the skills of academic writing
- To understand the legal implications of migration

Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
Outcome 1	Illustrate the concept of migration from a range of perspectives including history, gender, politics and legal.	3	70%	80%
Outcome 2	Interpret the expressions of interaction of migrants with the receiving community in literary forms.	5	60%	60%
Outcome 3	Interpret the concepts of migrations.	3	60%	40%
Outcome 4	Discuss the relation between social and legal perspectives of migration.	5	60%	60%

Course Articulation Matrix (CLO) to Program Learning Outcomes (PLO)

CLOs	Program Learning Outcomes (PLO)														
	Scientific and Disciplinary Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Scientific Reasoning and Design Thinking	Research Related Skills	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Life Long Learning	PSO 1	PSO 2	PSO 3
Outcome 1	3	3	3	1	1	1	2	2	2	3	2	2	3	3	3
Outcome 2	3	3	3	1	2	1	2	2	2	3	2	2	3	3	3
Outcome 3	3	3	3	1	2	1	2	2	2	3	2	2	3	3	3
Outcome 4	3	3	3	1	2	1	2	2	2	3	2	2	3	3	3
Average	**3**	**3**	**3**	**1**	**2**	**1**	**2**	**2**	**2**	**3**	**2**	**2**	**3**	**3**	**3**

Course Unitization Plan

Unit No.	Unit Name	Required Contact Hours	CLOs Addressed	References Used
UNIT-I		**16**		
	l Background of Migration	8	1,3	1
	Theories of Migration	8	1,3	2
UNIT-II		**16**		
	Constructing Citizenship	8	1,2,4	3
	Globality of citizenship	8	1,2,4	3
UNIT- III		**16**		
	Analyzing Fiction	8	1,2	4
	Urgency of immigrant literature	6	1,2	4
UNIT-IV		**8**		
	Refugees in India	8	1,2,4	5
UNIT – V		**4**		
	Comparing the expressions of migrant identities in different spaces	4	1,2	6
Total Hours		**60**		

Learning Assessment

Bloom's Level of Cognitive Task		Continuous Learning Assessments (50%)								End Semester Exam (50%)	
		CLA-1 (10%)		Mid-1 (15%)		CLA-2 (10%)		Mid-2 (15%)			
		Th	**Prac**	**Th**	**Prac**	**Th**	**Prac**	**Th**	**Prac**	**Th**	**Prac**
Level 1	Remember	50%		50%		40%		40%		30%	
	Understand										
Level 2	Apply	50%		50%		40%		40%		40%	
	Analyse										
Level 3	Evaluate					20%		20%		30%	
	Create										
Total		**100%**		**100%**		**100%**		**100%**		**100%**	

Recommended Resources

1. Douglas S. Massey, Joaquin Arango, Graeme Hugo, Ali Kouaouci, Adela Pellegrino and
2. J. Edward, “Theories of International Migration: A Review and Appraisal,” Population and Development Review, Vol. 19, No. 3 (September 1993), pp. 431-466.
3. Chimni, B.S., “The Birth of a ‘Discipline’: From Refugee to Forced Migration Studies,”Journal of Refugee Studies, Vol. 22, No. 1 (2009), pp. 11-29.
4.
5. Gatrell, Peter. (2013) The Making of the Modern Refugee (Oxford University Press).
6. Arendt, Hannah. "We refugees." Menorah Journal 31.1 (1943): 69-77.
7. Xenos, N. (1993). Refugees: The modern political condition. Alternatives, 18(4).
8. Ghosh, A. (1988). The shadow lines (Bloomsbury).
9. Roy, A. (2010) Mapping Citizenship in India (Oxford University Press).
10. Citizenship and social class by T H Marshall (Lecture)
11. Turner, B. S. (1990). Outline of a Theory of Citizenship. Sociology, 24(2), 189-217.
12. Ghosh, A. (2019). Gun Island (John Murray).
13. Dohra, A (ed). (2019) The Penguin Book of Migration Literature: Departures, Arrivals, Generations, Returns (Penguin Books).
14. Rushdie, S. (2010). Midnight’s Children (Vintage).
15. Pritam, A. (2013). The Skeleton (Dynamiv Publications).
16. Fiddian-Qasmiyeh, G. Loescher, K. Long, N. Sigona (eds.). (2014), The Oxford Handbook of Refugee and Forced Migration Studies (Oxford University Press).
17. Basu, Hutt, Michael. (2005) Unbecoming Citizens: Culture, Nationhood, and the Flight of Refugees from Bhutan (Oxford University Press).
18. Niranjana, T. (2006). Mobilizing India: Women, Music, and Migration between India and Trinidad (Duke University Press).

Other Resources

1. No Data

Course Designers

1. Dr Rajni, Assistant Professor, Department of English, SRM University - AP

SRM University *AP*, Andhra Pradesh
Neerukonda, Mangalagiri Mandal,
Guntur District, Mangalagiri, Andhra Pradesh – 522240.

Phonetics and Phonology

Course Code	EGL 307	Course Category		L	T	P	C
				2	2	0	4
Pre-Requisite Course(s)	Fundamentals of Language	Co-Requisite Course(s)		Progressive Course(s)			
Course Offering Department	Literature and Languages	Professional / Licensing Standards					

Course Objectives / Course Learning Rationales (CLRs)

- To provide a systematic knowledge and understanding of the functioning of the speech organs and explore the diversity of sounds
- To recognize differential pronunciations, identify and classify vowels and consonants of English language and transcribe wide range of speech sounds using the IPA.
- To train the students in gaining a theoretical perspective to understand different phonological processes and patterns
- To teach the students practicalities of connected speech: tone, intonation, accent, stress and rhythm

Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
Outcome 1	Identify the major speech organs and demonstrate in-depth knowledge and understanding of the physiology of speech production	2	90%	80%
Outcome 2	Identify and classify the vowels and consonants sounds of English language and demonstrate the knowledge of IPA chart and phonetic transcription	3, 4	75%	60%
Outcome 3	Have a critical understanding of the syllable structure and the different aspects of word stress patterns speech production	3	75%	70%
Outcome 4	Demonstrate an in-depth knowledge of different aspects of connected speech: rhythm, tone, accent and intonation patterns of English language	4	75%	70%

Course Articulation Matrix (CLO) to Program Learning Outcomes (PLO)

CLOs	Program Learning Outcomes (PLO)														
	Scientific and Disciplinary Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Scientific Reasoning and Design Thinking	Research Related Skills	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Lifelong Learning	PSO 1	PSO 2	PSO 3
Outcome 1															
Outcome 2															
Outcome 3															
Average															

Course Unitization Plan

Unit No.	Unit Name	Required Contact Hours	CLOs Addressed	References
Unit 1	**Introduction to Speech Production**	**9**	1-2	
	Introduction to Human Articulatory System: Organs of Speech	2		
	Phonemes, allophones and other aspects of pronunciation	2		
	Production and Classification of Speech Sounds: Vowels (short and long vowels), diphthongs, triphthongs	3		
	Voicing and consonants: larynx, respiration and, plosives.	2		
Unit 2	**UNIT II: Phonemes, Sounds and Symbols**	**12**	2-3	
	Place and Manner of Articulation- Vowels	4		
	Place and Manner of Articulation - Consonants	4		
	IPA and Phonetic Transcription	4		
Unit 3	**UNIT III: Syllable and Stress**	**9**	2-4	
	Syllable: nature, structure, levels, strong and weak syllables	3		
	Stress: nature, level and placement of stress in different kinds of words	2		
	Complex word stress: Suffix, prefix, compound word stress, variable stress, word class pairs	2		
	Problems in phonemic analysis: syllabic consonants, schwa, distinctive features	2		
Unit 4	**Aspects of Connected Speech - I**	**9**	2-4	
	Phoneme Sequences and Consonant Clusters in English.	3		
	Rhythm, Assimilation, Elison and Linking	3		
	Intonation: Form and Function, Tone and Tone Languages, Functions of English tones	3		
Unit 5	**UNIT V: Aspects of Connected Speech -II**	**21**	3-4	
	Tone structure and unit, types of tone (fall rise/ rise fall)	4		
	Functions of Intonation: attitudinal function, grammatical, accentual and discourse functions	4		
	Various Accents and Dialects of English	3		
	Project	10		
	Total Contact Hours	**60**		

Learning Assessment

Bloom's Level of Cognitive Task		Continuous Learning Assessments (60%)				Project (40%)
		CLA-1 (20%)	CLA-2 (20%)	CLA-3 (20%)		
Level 1	Remember	20%	20%			
	Understand					
Level 2	Apply	40%	40%		50%	50%
	Analyse					
Level 3	Evaluate	40%	40%		50%	50%
	Create					
Total		**100%**	**100%**		**100%**	**100%**

Recommended Resources

1. English Phonetics and Phonology: A Practical Course. Peter Roach. Cabridge University Press. 4rth edition, 2009
2. Clark, J. E., & Yallop, C. (1997). An Introduction to Phonetics and Phonology. Oxford, UK: Blackwell, 2nd edition.
3. Balasubramanian. T. (1981). A Text-Book English Phonetics for Indian Students. Madras: Macmillan India Ltd.
4. Sethi, J., & Dhamija, P. V. (2010). A Course in Phonetics & Spoken English. New Delhi: Prentice-Hall, 2nd edition

Other Resources

1. Bansal, R. K., & Harrison, J. B. (1972). Spoken English for India. Madras: Orient Longman
2. Gimson, A. C. (1989). An Introduction to the Pronunciation of English. London: ELBS.
3. Hornby, A. S. (1996/2009). Oxford Advanced Learner's Dictionary. Fifth edition, Oxford, UK: Oxford University Press.
4. Jones, D. (1991). English Pronouncing Dictionary. 14th edition. New Delhi: Cambridge University Press.
5. Laver, J. (1994). Principles of Phonetics. Cambridge, UK: Cambridge University Press.
6. Sethi, J., & Jindal, D. V. (1994). Handbook of Pronunciation of English Word. New Delhi: Prentice-Hall.
7. Verma, S. K., & Krishnaswamy, N. (1999). Modern Linguistics: An Introduction. New Delhi: Oxford University Press.

Websites

8. International Phonetic Association
9. https://www.internationalphoneticassociation.org/
10. Peter Ladefoged's webpage (Legacy page maintained by UCLA)
11. https://linguistics.ucla.edu/people/ladefoge/

Course Designers

1. Dr. Rajoshree Chatterjee (Assistant Professor, Department of Literature and Languages)

SRM University *AP*, Andhra Pradesh
Neerukonda, Mangalagiri Mandal,
Guntur District, Mangalagiri, Andhra Pradesh – 522240.

WORLD LITERATURE

Course Code	EGL 308	Course Category	Core Course (CC)		L	T	P	C
					2	2	0	4
Pre-Requisite Course(s)	ENL 100	Co-Requisite Course(s)		Progressive Course(s)				
Course Offering Department	English	Professional / Licensing Standards						

Course Objectives / Course Learning Rationales (CLRs)

- Introduce students to world literature and its diversity
- To understand the intertextual nature of literature as ideas transcend national boundaries
- To learn the methodology of comparative analysis

Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
Outcome 1	Define World Literature in its multiplicity	2	75%	70%
Outcome 2	Analyse the given diverse texts in oral and written form	4	80%	70%
Outcome 3	Demonstrate independent research based on the given texts	3	70%	60%
Outcome 4	Differentiate the literary genres such as theatre, poetry, novel, and short story	4	70%	60%

Course Articulation Matrix (CLO) to Program Learning Outcomes (PLO)

CLOs	Program Learning Outcomes (PLO)														
	Scientific and Disciplinary Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Scientific Reasoning and Design Thinking	Research Related Skills	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Life Long Learning	PSO 1	PSO 2	PSO 3
Outcome 1	2			1	1	1	2	1	3	2	3	1	2	2	1
Outcome 2		2		1			2	2	3	2		2		3	
Outcome 3	2	1	1				2	3	3	2	2	1		2	2
Outcome 4	2			3	2		1					1			3
Average	**2**	**1**	**1**	**2**	**2**	**1**	**2**	**2**	**3**	**2**	**3**	**1**	**2**	**2**	**3**

Course Unitization Plan

Unit No.	Unit Name	Required Contact Hours	CLOs Addressed	References
Unit 1	**Africa**	**12**	1, 2	1-5
	World Literature: Characteristics	2		
	Africa and Orientalism	4		
	Western Writings about Africa	3		
	African Writings about Africa	3		
Unit 2	**Europe**	**12**	1, 2, 3	6-8
	World Literature: Characteristics	2		
	Africa and Orientalism	4		
	Western Writings about Africa	6		
Unit 3	**Australia**	**12**	1, 2, 3	9-11
	Aboriginal Dreamtime Stories	4		
	Settler Colonialism	2		
	Aboriginal Theatre	6		
Unit 4	**Indian Subcontinent**	**12**	2, 3	12-14
	Prison Writing	2		
	Postcolonial Novel	4		
	Folk Theatre	6		
Unit 5	**North America**	**12**	1, 2, 3, 4	15-17
	Transcendental Philosophy	2		
	Frontier Myth	4		
	American Dream	6		
Total Contact Hours		**60**		

Learning Assessment

Bloom's Level of Cognitive Task		Continuous Learning Assessments (50%)				End Semester Exam (50%)
		CLA-1 (10%)	Mid-1 (15%)	CLA-2 (10%)	Mid-2 (15%)	
		Th	Th	Th	Th	Th
Level 1	Remember	50%	60%	50%	60%	40%
	Understand					
Level 2	Apply	50%	40%	50%	40%	60%
	Analyse					
Level 3	Evaluate					
	Create					
Total		**100%**	**100%**	**100%**	**100%**	**100%**

Recommended Resources

1. Damrosch, David. (2018). How to Read World Literature. Massachusetts: John Wiley & Sons.
2. Said, Edward. (1978). Orientalism. London: Pantheon Books. 1-57.
3. Kapuschinski, Ryszard. (2001). The Shadow of the Sun: My African Life. London: Penguin. 1-43.
4. Binyavanga Wainaina's "How to Write about Africa?" (2005) https://granta.com/how-to-write-about-africa/
5. Aidoo, Ama Ata. (1965). The Dilemma of a Ghost in The Dilemma of a Ghost and Anowa. London: Longman.
6. Homer. (1991). "Invocation." The Iliad. Trans. Robert Fagles. London: Penguin. 1-24.
7. Wislawa Szymborska. (2011). "Plato, or Why"; "Photograph from September 11"; and "Return Baggage" in Chwila (Moment). Krakow: Znak.
8. Brecht, Bertolt. (1955). Mother Courage and Her Children. Trans. Eric Bentley. New York: Samuel French.
9. Oodgeroo. (1972). Stradbroke Dreamtime. Brisbane: Angus & Robertson.
10. Malouf, David. "The Pursuit of Happiness." (2011). The Happy Life: The Search for Contentment in the Modern World. New York: Pantheon. 15-25.
11. Enoch, Wesley. (1996). The 7 Stages of Grieving in Contemporary Australian Plays. London: Methuen.
12. Nehru, Jawaharlal (1985, first published in 1946). The Discovery of India. Delhi: Oxford University Press. 15-38.
13. Hamid, Mohsin. (2008). The Reluctant Fundamentalist. Delhi: Penguin.
14. Karnad, Girish. (1997). Hayavadana. Oxford: Oxford University Press.
15. Emerson, Waldo. (2004). "The Method of Nature" (81-93), "The Transcendentalist" (93-104) and "Self-Reliance" (120-137). New York: Norton.
16. Cooper, James Fenimore. (2000). The Deerslayer. London: Oxford University Press.
17. Miller, Arthur. (1989). Death of a Salesman. London: Macmillan.

Other Resources

1. No Data

Course Designers

1. Dr. Prateek, Assistant Professor, Department of English, SRM University AP

SRM University *AP*, Andhra Pradesh
Neerukonda, Mangalagiri Mandal,
Guntur District, Mangalagiri, Andhra Pradesh – 522240.

Literature Review and Methodology

Course Code	EGL 401	Course Category	Core Course	L	T	P	C
				2	2	0	4
Pre-Requisite Course(s)		Co-Requisite Course(s)		Progressive Course(s)			
Course Offering Department	Literature and Languages	Professional / Licensing Standards					

Course Objectives / Course Learning Rationales (CLRs)

- Understanding the Significance of Literature Reviews and Methodologies
- Developing Critical Skills in Literature Review and Analysis
- Applying Research Methods in English Literature Studies
- Promoting Academic Integrity in Research Practices

Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
Outcome 1	Demonstrate the significance of literature reviews and research methodologies in English literature studies.	2	60%	65%
Outcome 2	Conduct a comprehensive literature review that identifies thematic, generic, and stylistic influences as well as gaps in existing literature.	2	60%	65%
Outcome 3	Select and explain research methods based on research objectives.	2	55%	60%
Outcome 4	Illustrate the importance of minimizing plagiarism and following standard citation practices.	2	65%	70%
Outcome 5	Write a research proposal that incorporates a comprehensive literature review and research methodology.	3	55%	60%

Course Articulation Matrix (CLO) to Program Learning Outcomes (PLO)

CLOs	Program Learning Outcomes (PLO)														
	Scientific and Disciplinary Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thing	Scientific Reasoning and Design thinking	Research Related Skills	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Team Work Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Lifelong Learning	PSO 1	PSO 2	PSO 3
Outcome 1	3	1	1	1	2	1	1	1	3	3	1	3	3	2	1
Outcome 2	2	3	3	3	3	3	1	1	1	1	2	2	2	3	1
Outcome 3	2	1	2	1	1	1	1	3	1	1	1	3	1	2	3
Outcome 4	3	1	1	2	1	1	1	1	2	2	2	1	2	1	3
Average	3	1	1	1	1	1	1	1	1	1	2	3	2	2	1

Course Unitization Plan

Unit No.	Unit Name	Required Contact Hours	CLOs Addressed	References Used
1	**Demonstrating the Significance of Literature Reviews and Methodologies**	**6**	1	
	Introduction to Literature reviews and Methodologies	2		1
	Importance of Literature Reviews in Research	2		1,2
	Significance of Research Methodologies in English Literature Studies	2		1,2
2	Conducting a Comprehensive Literature Review	6	2	1,2,3
	Strategies for Conducting Literature Reviews	2		2,3
	Identifying Thematic Influences in Literature	2		2,3
	Identifying Generic and Stylistic Influences in Literature	2		2,3
3	Selecting and Explaining Research Methods	8	3	
	Overview of Research Methods in English Literature Studies	2		2,3,4
	Choosing Research Methods Based on Objectives	2		2,3,4
	Explanation of Selected Research Methods	4		4
4	Avoiding Plagiarism and Citation Practices	4	4	
	Understanding Plagiarism and Its Consequences	1		
	Guidelines for Proper Citation Practices	2		5
	Tools and Techniques for Avoiding Plagiarism	1		5
5	Writing a Research Proposal	6	5	1,2,3,4,5,6
	Components of a Research Proposal	2		1,2,3,4,5,6
	Incorporating Literature Review into Research Proposals	2		1,2,3,4,5,6
	Developing a Research Methodology for Proposals	2		1,2,3,4,5,6

Learning Assessment

Bloom's Level of Cognitive Task		Continuous Learning Assessments (60%)			Internal Assessment (40%)
		CLA-1 (20%)	CLA-2 (20%)	CLA-3 (20%)	
Level 1	Remember	100%	50%	50%	30%
	Understand				
Level 2	Apply		50%	50%	70%
	Analyse				
Level 3	Evaluate				
	Create				
Total		100%	100%	100%	100%

Recommended Resources

1. . Wallwork, Adrian. English for writing research papers. Springer, 2016.
2. 2. Fink, Arlene. Conducting research literature reviews: From the internet to paper. Sage publications, 2019. 3. Ridley, Diana. "The literature review: A step-by-step guide for students." (2012).
3. 4. Kumar, Ranjit. "Research methodology: A step-by-step guide for beginners." Research methodology (2018): 1-528.
4. 5. Russell, Tony, et al. "Welcome to the Purdue OVVL."
5. 6. Berry, Ralph. The Research Project: How to Write It, Edition 5. Routledge, 2013.

Other Resources

1. PPTs.
2. 2. Practice worksheets in Google classroom.
3. 3. Class notes and exercise practices.

Course Designers

1. Sheetal Yadav, Assistant Professor, Literature and Languages, SRM-AP

SRM University *AP*, Andhra Pradesh
Neerukonda, Mangalagiri Mandal,
Guntur District, Mangalagiri, Andhra Pradesh – 522240.

Gender Criticism

Course Code	EGL 402	Course Category	Minor Course	L	T	P	C
				2	2	0	4
Pre-Requisite Course(s)		Co-Requisite Course(s)		Progressive Course(s)			
Course Offering Department	Literature and Languages	Professional / Licensing Standards					

Course Objectives / Course Learning Rationales (CLRs)

- Analyse gender constructs through a gynocritical lens, deconstructing prevalent societal norms and stereotypes.
- Apply theoretical frameworks to address real-world gender issues, fostering critical thinking and problem-solving skills.
- Explore the psychological and physical ramifications of objectification within the context of gender, shedding light on its pervasive effects.
- Examine the intersectionality of gender, violence, and trauma, identifying systemic patterns and advocating for holistic approaches to support survivors.

Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
Outcome 1	Demonstrate the ability to conduct inductive genre analysis by identifying recurring patterns, themes, and stylistic elements within a given genre.	2	70%	75%
Outcome 2	Identify socio-cultural influences that have impacted the genre's trajectory and assess the genre's relevance in contemporary contexts.	3	60%	65%
Outcome 3	Analyse the foundational texts of a chosen genre. Students will be able to articulate the historical and cultural context that influenced the emergence of these texts and understand their significance in shaping the genre	4	60%	65%
Outcome 4	Develop the ability to craft well-reasoned genre criticism, demonstrating analysis and argumentation.	5	65%	70%

Course Articulation Matrix (CLO) to Program Learning Outcomes (PLO)

CLOs	Program Learning Outcomes (PLO)														
	Scientific and Disciplinary Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Scientific Reasoning and Design Thinking	Research Related Skills	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Life Long Learning	PSO 1	PSO 2	PSO 3
Outcome 1	3	1	1	1	2	1	1	1	3	3	3	3	3	2	1
Outcome 2	1	3	3	3	3	3	1	1	1	1	2	2	2	3	1
Outcome 3	2	1	2	1	1	1	1	3	1	1	1	3	1	2	3
Outcome 4	3	1	1	2	1	1	1	1	2	2	2	1	2	1	1
Average	**3**	**1**	**1**	**1**	**1**	**1**	**1**	**1**	**1**	**1**	**2**	**3**	**2**	**2**	**1**

Course Unitization Plan

Unit No.	Unit Name	Required Contact Hours	CLOs Addressed	References Used
1	**Genre theory and practice**	**8**	1,2	
	Genre: A History	4		
	Genre Criticism: An Introduction	4		
2	**European Gothic Genre**	**12**	1,2	1,2,3,4
	The Rise of the Genre: Historicizing Gothic	8		
	Gothic Sublimity	2		
	Imperial Gothic	2		
3	**Evolution of the Genre**	**16**	1,2,3	5,6
	American Gothic	8		
	Jim Crow and Slavery Differences between the European Gothic and American Gothic: A Study	4		
4	Subverting Gothic Genre	12	1,2,3,4	7,8,9
	Indian gothic	8		
	British Colonization and Subversion of Indigenous Voices	2		
	Colonial and Post-Colonial Gothic in India	2		
5	Popularising Gothic	12	4,5	6,7,8,9
	Contemporary texts	8		
	Race and Gothic	2		
	Female Gothic	2		

Learning Assessment

Bloom's Level of Cognitive Task		In Semester (60%)			Project (40%)
		CLA-1 (20%)	CLA-2 (20%)	CLA-3 (20%)	
Level 1	Remember	100%	50%	50%	
	Understand				
Level 2	Apply		50%	50%	40%
	Analyse				
Level 3	Evaluate				60%
	Create				
Total		**100%**	**100%**	**100%**	**100%**

Recommended Resources

1. 1. 1. Horace Walpole, The Castle of Otranto
2. 2. 2. Robert Louis Stevenson, The Strange Case of Dr. Jekyll and Mr Hyde
3. 3. 3. Edger Allan Poe: Fall of the House of Usher; "The Black Cat."
4. 4. 4. Mary Shelly, Frankenstein
5. 5. 5. Herman Melville, Moby-Dick; or The Whale
6. 6. 6. H.P. Lovecraft, collection of short stories
7. 7. 7. Rudyard Kipling, collection of short stories
8. 8. 8. Amitav Ghosh, The Calcutta Chromosome
9. 9. 9. Tabish Khair, The Thing about Thugs

Other Resources

1. Enter Data

Course Designers

1. Sheetal Yadav, Assistant Professor, Literature and Languages, SRM-AP

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Neerukonda, Mangalagiri Mandal,
Guntur District, Mangalagiri, Andhra Pradesh – 522240.

Dissertation - I

Course Code	EGL 403	Course Category	Core Course (CC)	L	T	P	C
				0	0	6	6
Pre-Requisite Course(s)		Co-Requisite Course(s)		Progressive Course(s)			
Course Offering Department		Professional / Licensing Standards					

Course Objectives / Course Learning Rationales (CLRs)

- To introduce the Evaluation methods of Written Scripts in English Language.
- To validate reliability of the test and its scores using written transcripts.
- To create rubrics per task.
- To learn how to identify plagiarism and provide appropriate feedback.

Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
Outcome 1	Describe the Evaluation Methods in ESL	4	70%	65%
Outcome 2	Establish validity and reliability of a given test and its score.	3	70%	65%
Outcome 3	Create rubrics to assess as per the tasks for evaluation.	4	70%	65%
Outcome 4	Write a report that includes feedback per student evaluated.	3	70%	60%

Course Articulation Matrix (CLO) to Program Learning Outcomes (PLO)

CLOs	Program Learning Outcomes (PLO)														
	Scientific and Disciplinary Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Scientific Reasoning and Design Thinking	Research Related Skills	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Life Long Learning	PSO 1	PSO 2	PSO 3
Outcome 1		1	1	1				2	3	2		3			
Outcome 2		2	2	3				3	3	3		3			
Outcome 3		3	3	3				3	3	3		3			
Outcome 4		2	1	2				3				3			
Course Average		**2**	**2**	**3**				**3**	**3**	**3**		**3**			

Course Unitization Plan

Unit No.	Unit Name	Required Contact hours	CLOs Addressed	References Used
Unit 1	**Ideation of the Project**	**10**		
	Based on interest conceptualize an idea	6	1,4	1
	Do a feasibility check of the project	4	1,4	1
Unit 2	**Literature survey and Submission of Abstract of the idea**	**20**		
	Literature survey of the conceptualize idea	18	2	1,2,3
	Write an abstract of the proposed idea	2	2	1
Unit 3	**Devise a rubric model for assessments**	**10**		
	Observe classroom teaching and analyse materials	8	3	1
	Analyze teaching objectives and learning outcomes	2	3	1,5
Unit 4	**Test the rubric on a written assignment**	**30**		
	Analyse the scripts.	5	3	1
	Validation of the assignment by checking reliability	5	3	1
	Validation of the scores by checking reliability of the rubrics	5	3	1
	Provide individual feedback as a document	5	3	1
	Write a group report based on obtained results, and anticipated publication.	10	4	2,3,4,5
	Total	**90**		

Learning Assessment

Bloom's Level of Cognitive Task						
		Prac	**Prac**	**Prac**	**Prac**	**Prac**
Level 1	Remember		40%			30%
	Understand					
Level 2	Apply		60%			70%
	Analyse					
Level 3	Evaluate					
	Create					
Total			100%			100%

Recommended Resources

1. As recommended by Advisor pertaining to student research interest.
2. https://elt.oup.com/feature/global/oxford-english-assessment
3. https://www.sciencedirect.com/
4. www.springer.com
5. https://onlinelibrary.wiley.com/

Other Resources

1. No Data

Course Designers

1. Dr. Priyank Varma, Assistant Professor, Dept English, SRM - AP

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Neerukonda, Mangalagiri Mandal,
Guntur District, Mangalagiri, Andhra Pradesh – 522240.

Dissertation - II

Course Code	EGL 404	Course Category	Core Course (CC)	L	T	P	C
				0	0	12	12
Pre-Requisite Course(s)		Co-Requisite Course(s)		Progressive Course(s)			
Course Offering Department	English	Professional / Licensing Standards					

Course Objectives / Course Learning Rationales (CLRs)

- To introduce the Evaluation methods of Written Scripts in English Language.
- To validate reliability of the test and its scores using written transcripts.
- To create rubrics per task.
- To learn how to identify plagiarism and provide appropriate feedback

Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
Outcome 1	Describe the Evaluation Methods in ESL	4	70%	65%
Outcome 2	Establish validity and reliability of a given test and its score.	3	70%	65%
Outcome 3	Create rubrics to assess as per the tasks for evaluation.	4	70%	65%
Outcome 4	Write a report that includes feedback per student evaluated.	3	70%	60%

Course Articulation Matrix (CLO) to Program Learning Outcomes (PLO)

CLOs	Program Learning Outcomes (PLO)														
	Scientific and Disciplinary Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Scientific Reasoning and Design Thinking	Research Related Skills	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Life Long Learning	PSO 1	PSO 2	PSO 3
Outcome 1		1	1	1				2	3	2		3			1
Outcome 2		2	2	3				3	3	3		3			2
Outcome 3		3	3	3				3	3	3		3			3
Outcome 4		2	1	2				3				3			2
Average		**2**	**2**	**3**				**3**	**3**	**3**		**3**			**2**

Course Unitization Plan

Unit No.	Unit Name	Required Contact hours	CLOs Addressed	References Used
Unit 1	**Ideation of the Project**	**10**		
	Based on interest conceptualize an idea	6	1,4	1
	Do a feasibility check of the project	4	1,4	1
Unit 2	**Literature survey and Submission of Abstract of the idea**	**20**		
	Literature survey of the conceptualize idea	18	2	1,2,3
	Write an abstract of the proposed idea	2	2	1
Unit 3	**Devise a rubric model for assessments**	**10**		
	Observe classroom teaching and analyse materials	8	3	1
	Analyze teaching objectives and learning outcomes	2	3	1,5
Unit 4	**Test the rubric on a written assignment**	**30**		
	Analyse the scripts.	5	3	1
	Validation of the assignment by checking reliability	5	3	1
	Validation of the scores by checking reliability of the rubrics	5	3	1
	Provide individual feedback as a document	5	3	1
	Write a group report based on obtained results, and anticipated publication.	10	4	2,3,4,5
	Total	**90**		

Learning Assessment

Bloom's Level of Cognitive Task		**Continuous Learning Assessments (50%)**								**External (50%)**	
				Internal							
		Th	**Prac**	**Th**	**Prac**	**Th**	**Prac**	**Th**	**Prac**	**Th**	**Prac**
Level 1	Remember				40%						30%
	Understand										
Level 2	Apply				60%						70%
	Analyse										
Level 3	Evaluate										
	Create										
Total					100%						100%

Recommended Resources

1. As recommended by Advisor pertaining to student research interest.
2. https://elt.oup.com/feature/global/oxford-english-assessment
3. https://www.sciencedirect.com/
4. www.springer.com
5. https://onlinelibrary.wiley.com/

Other Resources

1. No Data

Course Designers

1. Dr. Priyank Varma, Assistant Professor, Dept English, SRM - AP

SRM University *AP*, Andhra Pradesh
Neerukonda, Mangalagiri Mandal,
Guntur District, Mangalagiri, Andhra Pradesh – 522240.

Literature Review and Methodology

Course Code	EGL 401	Course Category	Core Course	L	T	P	C
				2	2	0	4
Pre-Requisite Course(s)		Co-Requisite Course(s)		Progressive Course(s)			
Course Offering Department	Literature and Languages	Professional / Licensing Standards					

Course Objectives / Course Learning Rationales (CLRs)

- Understanding the Significance of Literature Reviews and Methodologies
- Developing Critical Skills in Literature Review and Analysis
- Applying Research Methods in English Literature Studies
- Promoting Academic Integrity in Research Practices

Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
Outcome 1	Demonstrate the significance of literature reviews and research methodologies in English literature studies.	2	60%	65%
Outcome 2	Conduct a comprehensive literature review that identifies thematic, generic, and stylistic influences as well as gaps in existing literature.	2	60%	65%
Outcome 3	Select and explain research methods based on research objectives.	2	55%	60%
Outcome 4	Illustrate the importance of minimizing plagiarism and following standard citation practices.	2	65%	70%
Outcome 5	Write a research proposal that incorporates a comprehensive literature review and research methodology.	3	55%	60%

Course Articulation Matrix (CLO) to Program Learning Outcomes (PLO)

CLOs	Program Learning Outcomes (PLO)														
	Scientific and Disciplinary Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thing	Scientific Reasoning and Design thinking	Research Related Skills	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Team Work Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Lifelong Learning	PSO 1	PSO 2	PSO 3
Outcome 1	3	1	1	1	2	1	1	1	3	3	1	3	3	2	1
Outcome 2	2	3	3	3	3	3	1	1	1	1	2	2	2	3	1
Outcome 3	2	1	2	1	1	1	1	3	1	1	1	3	1	2	3
Outcome 4	3	1	1	2	1	1	1	1	2	2	2	1	2	1	3
Average	3	1	1	1	1	1	1	1	1	1	2	3	2	2	1

Course Unitization Plan

Unit No.	Unit Name	Required Contact Hours	CLOs Addressed	References Used
1	**Demonstrating the Significance of Literature Reviews and Methodologies**	**6**	1	
	Introduction to Literature reviews and Methodologies	2		1
	Importance of Literature Reviews in Research	2		1,2
	Significance of Research Methodologies in English Literature Studies	2		1,2
2	Conducting a Comprehensive Literature Review	6	2	1,2,3
	Strategies for Conducting Literature Reviews	2		2,3
	Identifying Thematic Influences in Literature	2		2,3
	Identifying Generic and Stylistic Influences in Literature	2		2,3
3	Selecting and Explaining Research Methods	8	3	
	Overview of Research Methods in English Literature Studies	2		2,3,4
	Choosing Research Methods Based on Objectives	2		2,3,4
	Explanation of Selected Research Methods	4		4
4	Avoiding Plagiarism and Citation Practices	4	4	
	Understanding Plagiarism and Its Consequences	1		
	Guidelines for Proper Citation Practices	2		5
	Tools and Techniques for Avoiding Plagiarism	1		5
5	Writing a Research Proposal	6	5	1,2,3,4,5,6
	Components of a Research Proposal	2		1,2,3,4,5,6
	Incorporating Literature Review into Research Proposals	2		1,2,3,4,5,6
	Developing a Research Methodology for Proposals	2		1,2,3,4,5,6

Learning Assessment

Bloom's Level of Cognitive Task		Continuous Learning Assessments (60%)			Internal Assessment (40%)
		CLA-1 (20%)	CLA-2 (20%)	CLA-3 (20%)	
Level 1	Remember	100%	50%	50%	30%
	Understand				
Level 2	Apply		50%	50%	70%
	Analyse				
Level 3	Evaluate				
	Create				
Total		100%	100%	100%	100%

Recommended Resources

1. . Wallwork, Adrian. English for writing research papers. Springer, 2016.
2. 2. Fink, Arlene. Conducting research literature reviews: From the internet to paper. Sage publications, 2019. 3. Ridley, Diana. "The literature review: A step-by-step guide for students." (2012).
3. 4. Kumar, Ranjit. "Research methodology: A step-by-step guide for beginners." Research methodology (2018): 1-528.
4. 5. Russell, Tony, et al. "Welcome to the Purdue OVVL."
5. 6. Berry, Ralph. The Research Project: How to Write It, Edition 5. Routledge, 2013.

Other Resources

1. PPTs.
2. 2. Practice worksheets in Google classroom.
3. 3. Class notes and exercise practices.

Course Designers

1. Sheetal Yadav, Assistant Professor, Literature and Languages, SRM-AP

SRM University *AP*, Andhra Pradesh
Neerukonda, Mangalagiri Mandal,
Guntur District, Mangalagiri, Andhra Pradesh – 522240.

Gender Criticism

Course Code	EGL 402	Course Category	Minor Course	L	T	P	C
				2	2	0	4
Pre-Requisite Course(s)		Co-Requisite Course(s)		Progressive Course(s)			
Course Offering Department	Literature and Languages	Professional / Licensing Standards					

Course Objectives / Course Learning Rationales (CLRs)

- Analyse gender constructs through a gynocritical lens, deconstructing prevalent societal norms and stereotypes.
- Apply theoretical frameworks to address real-world gender issues, fostering critical thinking and problem-solving skills.
- Explore the psychological and physical ramifications of objectification within the context of gender, shedding light on its pervasive effects.
- Examine the intersectionality of gender, violence, and trauma, identifying systemic patterns and advocating for holistic approaches to support survivors.

Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
Outcome 1	Demonstrate the ability to conduct inductive genre analysis by identifying recurring patterns, themes, and stylistic elements within a given genre.	2	70%	75%
Outcome 2	Identify socio-cultural influences that have impacted the genre's trajectory and assess the genre's relevance in contemporary contexts.	3	60%	65%
Outcome 3	Analyse the foundational texts of a chosen genre. Students will be able to articulate the historical and cultural context that influenced the emergence of these texts and understand their significance in shaping the genre	4	60%	65%
Outcome 4	Develop the ability to craft well-reasoned genre criticism, demonstrating analysis and argumentation.	5	65%	70%

Course Articulation Matrix (CLO) to Program Learning Outcomes (PLO)

CLOs	Program Learning Outcomes (PLO)														
	Scientific and Disciplinary Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Scientific Reasoning and Design Thinking	Research Related Skills	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Life Long Learning	PSO 1	PSO 2	PSO 3
Outcome 1	3	1	1	1	2	1	1	1	3	3	3	3	3	2	1
Outcome 2	1	3	3	3	3	3	1	1	1	1	2	2	2	3	1
Outcome 3	2	1	2	1	1	1	1	3	1	1	1	3	1	2	3
Outcome 4	3	1	1	2	1	1	1	1	2	2	2	1	2	1	1
Average	**3**	**1**	**1**	**1**	**1**	**1**	**1**	**1**	**1**	**1**	**2**	**3**	**2**	**2**	**1**

Course Unitization Plan

Unit No.	Unit Name	Required Contact Hours	CLOs Addressed	References Used
1	**Genre theory and practice**	**8**	1,2	
	Genre: A History	4		
	Genre Criticism: An Introduction	4		
2	**European Gothic Genre**	**12**	1,2	1,2,3,4
	The Rise of the Genre: Historicizing Gothic	8		
	Gothic Sublimity	2		
	Imperial Gothic	2		
3	**Evolution of the Genre**	**16**	1,2,3	5,6
	American Gothic	8		
	Jim Crow and Slavery Differences between the European Gothic and American Gothic: A Study	4		
4	Subverting Gothic Genre	12	1,2,3,4	7,8,9
	Indian gothic	8		
	British Colonization and Subversion of Indigenous Voices	2		
	Colonial and Post-Colonial Gothic in India	2		
5	Popularising Gothic	12	4,5	6,7,8,9
	Contemporary texts	8		
	Race and Gothic	2		
	Female Gothic	2		

Learning Assessment

Bloom's Level of Cognitive Task		In Semester (60%)			Project (40%)
		CLA-1 (20%)	CLA-2 (20%)	CLA-3 (20%)	
Level 1	Remember	100%	50%	50%	
	Understand				
Level 2	Apply		50%	50%	40%
	Analyse				
Level 3	Evaluate				60%
	Create				
Total		**100%**	**100%**	**100%**	**100%**

Recommended Resources

1. 1. 1. Horace Walpole, The Castle of Otranto
2. 2. 2. Robert Louis Stevenson, The Strange Case of Dr. Jekyll and Mr Hyde
3. 3. 3. Edger Allan Poe: Fall of the House of Usher; "The Black Cat."
4. 4. 4. Mary Shelly, Frankenstein
5. 5. 5. Herman Melville, Moby-Dick; or The Whale
6. 6. 6. H.P. Lovecraft, collection of short stories
7. 7. 7. Rudyard Kipling, collection of short stories
8. 8. 8. Amitav Ghosh, The Calcutta Chromosome
9. 9. 9. Tabish Khair, The Thing about Thugs

Other Resources

1. Enter Data

Course Designers

1. Sheetal Yadav, Assistant Professor, Literature and Languages, SRM-AP

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Neerukonda, Mangalagiri Mandal,
Guntur District, Mangalagiri, Andhra Pradesh – 522240.

Dissertation I(Research Project)

Course Code	EGL 406	**Course Category**	RDIP	**L**	**T**	**P**	**C**
				0	0	8	8
Pre-Requisite Course(s)		**Co-Requisite Course(s)**		**Progressive Course(s)**			
Course Offering Department		**Professional / Licensing Standards**					

Course Objectives / Course Learning Rationales (CLRs)

- Identify and describe key concepts, theories, and methodologies relevant to the research topic.
- Explain the significance of existing literature and how it relates to the research question.
- Develop and execute a research plan, including data collection and analysis, using appropriate methods.
- Evaluate the research findings in the context of existing knowledge and theoretical frameworks.

Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
Outcome 1	Describe key concepts, theories, and methodologies relevant to the research topic.	1	70	80
Outcome 2	Interpret existing literature to contextualize the research question.	2	70	80
Outcome 3	Illustrate a research project, including data collection and analysis, using appropriate methodologies.	3	70	80
Outcome 4	Examine research findings and integrate them with existing theoretical frameworks.	4	70	80

Course Articulation Matrix (CLO) to Program Learning Outcomes (PLO)

CLOs	Program Learning Outcomes (PLO)														
	Scientific and Disciplinary Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Scientific Reasoning and Design Thinking	Research Related Skills	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Lifelong Learning	PSO 1	PSO 2	PSO 3
Outcome 1	-	2	1	2	3	3	2	2	2	3	3	3	2	3	3
Outcome 2	-	2	1	2	3	3	2	2	2	3	3	3	2	3	2
Outcome 3	-	2	1	2	3	3	1	2	2	3	3	3	1	3	3
Outcome 4	-	2	1	2	3	3	1	2	2	3	3	3	3	2	2
Average		**2**	**1**	**2**	**3**	**3**	**1.5**	**2**	**2**	**3**	**3**	**3**	**2**	**2.8**	**2.5**

Course Unitization Plan

Unit No.	Unit Name	Required Contact Hours	CLOs Addressed	References Used
Unit 1	**Conceptual Framework**		1	
	Students describe key concepts, theories, and methodologies relevant to their research topic.			
Unit 2	**Literature Review**		2	
	Students interpret existing literature to contextualize their research question effectively.			
Unit 3	**Research Design**		3	
	Students illustrate their research project, including data collection and analysis using appropriate methodologies.			
Unit 4	**Findings Integration**		4	
	Students examine research findings and integrate them with existing theoretical frameworks to provide a comprehensive understanding			

Learning Assessment

Bloom's Level of Cognitive Task		Continuous Learning Assessments (60%)			Viva (40%)
		CLA-1 (20%)	CLA-2 (20%)	CLA-3 (20%)	
		Theory	Theory	Theory	Viva
Level 1	Remember	30%	30%	20%	25%
	Understand				
Level 2	Apply	40%	30%	50%	25%
	Analyse				
Level 3	Evaluate	30%	40%	30%	50%
	Create				
Total		**100%**	**100%**	**100%**	**100%**

Recommended Resources

1. Enter Data

Other Resources

1. Enter Data

Course Designers

1. Dr Vandana Swami, Associate Dean and Professor, Eswari School of Liberal Arts, SRM University AP
2. Dr. Vineeth Thomas, Assistant Professor and Head, Department of Political Science, SRM University AP

Dissertation

Course Code		**Course Category**	RDIP	**L**	**T**	**P**	**C**
				0	0	14	14
Pre-Requisite Course(s)		**Co-Requisite Course(s)**		**Progressive Course(s)**			
Course Offering Department		**Professional / Licensing Standards**					

Course Objectives / Course Learning Rationales (CLRs)

- Identify and describe key concepts, theories, and methodologies relevant to the research topic.
- Explain the significance of existing literature and how it relates to the research question.
- Develop and execute a research plan, including data collection and analysis, using appropriate methods.
- Evaluate the research findings in the context of existing knowledge and theoretical frameworks

Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	**Bloom's Level**	**Expected Proficiency Percentage**	**Expected Attainment Percentage**
Outcome 1	Describe key concepts, theories, and methodologies relevant to the research topic.	1	70	80
Outcome 2	Interpret existing literature to contextualize the research question.	2	70	80
Outcome 3	Illustrate a research project, including data collection and analysis, using appropriate methodologies.	3	70	80
Outcome 4	Examine research findings and integrate them with existing theoretical frameworks.	4	70	80

Course Articulation Matrix (CLO) to Program Learning Outcomes (PLO)

CLOs	**Program Learning Outcomes (PLO)**														
	Scientific and Disciplinary Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Scientific Reasoning and Design Thinking	Research Related Skills	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Lifelong Learning	PSO 1	PSO 2	PSO 3
Outcome 1	-	2	1	2	3	3	2	2	2	3	3	3	2	3	3
Outcome 2	-	2	1	2	3	3	2	2	2	3	3	3	2	3	2
Outcome 3	-	2	1	2	3	3	1	2	2	3	3	3	1	3	3
Outcome 4	-	2	1	2	3	3	1	2	2	3	3	3	3	2	2
Average		**2**	**1**	**2**	**3**	**3**	**1.5**	**2**	**2**	**3**	**3**	**3**	**2**	**2.8**	**2.5**

Course Unitization Plan

Unit No.	Unit Name	Required Contact Hours	CLOs Addressed	References Used
Unit 1	**Conceptual Framework**		1	
	Students describe key concepts, theories, and methodologies relevant to their research topic.			
Unit 2	**Literature Review**		2	
	Students interpret existing literature to contextualize their research question effectively.			
Unit 3	**Research Design**		3	
	Students illustrate their research project, including data collection and analysis using appropriate methodologies.			
Unit 4	**Findings Integration**		4	
	Students examine research findings and integrate them with existing theoretical frameworks to provide a comprehensive understanding			

Learning Assessment

Bloom's Level of Cognitive Task		Continuous Learning Assessments (50%)			Viva (50%)
		CLA-1 (20%)	CLA-2 (20%)	CLA-3 (10%)	
		Theory	Theory	Theory	Viva
Level 1	Remember	30%	30%	20%	25%
	Understand				
Level 2	Apply	40%	30%	50%	25%
	Analyse				
Level 3	Evaluate	30%	40%	30%	50%
	Create				
Total		**100%**	**100%**	**100%**	**100%**

Recommended Resources

1. Enter Data

Other Resources

1. Enter Data

Course Designers

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Introduction to Indian Comics and Graphic Narratives

Course Code	**EGL 441**	**Course Category**		**L**	**T**	**P**	**C**
				2	2	0	4
Pre-Requisite Course(s)	**Knowledge of Images and Pictures, and colour**	**Co-Requisite Course(s)**		**Progressive Course(s)**			
Course Offering Department	**Literature and Languages**	**Professional / Licensing Standards**					

Course Objectives / Course Learning Rationales (CLRs)

The primary objectives of the course are to make the students

- Understand the concepts of origins and historical development of comics and graphic novels.
- Explore the key terms and concepts.
- Analyse the cultural and social significance of comics.
- Evaluate the significance of comics.

Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
Outcome 1	Understand the key concepts	1	60%	70%
Outcome 2	Remember the characteristics of images and visual production	1	50%	65%
Outcome 3	Analyse the cultural and social significance of comics and graphic novels	2	50%	70%
Outcome 4	Critically evaluate the importance of comics books and publication industry	3	60%	75%

Course Articulation Matrix (CLO) to Program Learning Outcomes (PLO)

CLOs	Program Learning Outcomes (PLO)													
	Scientific and Disciplinary Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Scientific Reasoning and Design Thinking	Research Related Skills	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multiculturaland Ethical Awareness	Individual and Teamwork Skills	CommunicationSkills	Leadership Readiness Skills	Self-Directed and Lifelong Learning	PSO 1	PSO 2	PSO 3
Outcome 1	No Data														
Outcome 2															
Outcome 3															
Average															

Course Unitization Plan

Unit No.	Unit Name	Required Contact Hours	CLOs Addressed	References Used
1	**Introduction to Comics Studies**	**20**	**1, 2, 3**	**1, 2**
	Comics Studies- Form and Content	5	1, 2, 3	1, 2, 3
	Alternative Comics, Alternative Patterns, Alternative Designs	5	1, 2, 3	1, 2, 3
	Bridging the "Gutter," Opening the "Closure"	5	1, 2, 3	1, 2, 3
	Comics Studies – Advanced Theory	5	1, 2, 3	1, 2, 3
2	**Mythological Comics**	**20**	2, 3, 4	1, 2, 3
	Amar Chitra Katha (Select)	5	2, 3, 4	1, 2, 3
	Adi Parva by Amruta Patil	5	2, 3, 4	1, 2, 3
	Sauptik by Amruta Patil	5	2, 3, 4	1, 2, 3
	Mythological Comics Theory	5	2, 3, 4	1, 2, 3
3	**Urban Comics**	**20**	2, 3, 4	1, 2, 3
	Bangalore: A Graphic Novel	5	2, 3, 4	1, 2, 3
	Hyderabad: A Graphic Novel	5	2, 3, 4	1, 2, 3
	Corridor by Sarnath Banerjee	5	2, 3, 4	1, 2, 3
	Urban Comics Theory	5	2, 3, 4	1, 2, 3
	Total	**60**		

Learning Assessment

Bloom's Level of Cognitive Task		Continuous Learning Assessments (50%)				End Semester Exam (50%)
		CLA-1 (10%)	Mid (15%)	CLA-2 (10%)	CLA-3 (15%)	
Level 1	Remember	30%	40%	30%	40%	30%
	Understand					
Level 2	Apply	70%	45%	70%	60%	30%
	Analyse					
Level 3	Evaluate		15%			40%
	Create					
Total		100%	100%	100%	100%	100%

Recommended Resources

1. Understanding Comics by Scott McCloud
2. Comics and Sequential Art by Will Winser
3. Why Comics? From Underground to Everywhere by Hillary L. Chute

Other Resources

1. Alternative Comics: An Emerging Literature by Charles Hatfiled
2. Postcolonial Comics: Texts, Events, Identities edited by Binita Mehta and Pia Mukherji
3. Graphic Narratives about South Asia and South Asian America edited by Kavita Daiya et al.

Course Designers

1. No Data

SRM University *AP*, Andhra Pradesh
Neerukonda, Mangalagiri Mandal,
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Literature in Other Mediums

Course Code	EGL 442	Course Category	Core Course (CC)	L	T	P	C
				2	2	0	4
Pre-Requisite Course(s)	EGL 101	Co-Requisite Course(s)		Progressive Course(s)			
Course Offering Department	English	Professional / Licensing Standards					

Course Objectives / Course Learning Rationales (CLRs)

- Introduce students to adaptation theory and the aesthetics of different mediums such as comics, and films.
- Encourage students to extend their knowledge of literary medium to other mediums.
- Help the students to identify the characteristics of different mediums
- Recognize how the use of the medium determines the message.

Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
Outcome 1	Identify the conventions of adaptation theory	2	75%	75%
Outcome 2	Compare the imaginative texts in oral and written form	5	75%	75%
Outcome 3	Articulate the aesthetics of the mediums	3	75%	75%
Outcome 4	Distinguish how the mediums have been used across cultures	5	75%	75%

Course Articulation Matrix (CLO) to Program Learning Outcomes (PLO)

CLOs	Program Learning Outcomes (PLO)														
	Scientific and Disciplinary Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Scientific Reasoning and Design Thinking	Research Related Skills	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Life Long Learning	PSO 1	PSO 2	PSO 3
Outcome 1	3	3	3	3	3	1	1	3		3		3	3	3	1
Outcome 2	3	3	3	3	3	1	1	3		3		3	3	3	1
Outcome 3	3	3	3	3	3	1	1	3		3		3	3	3	1
Outcome 4	3	3	3	3	3	1	1	3		3		3	3	3	1
Course Average	**3**	**3**	**3**	**3**	**3**	**1**	**1**	**3**		**3**		**3**	**3**	**3**	**1**

Course Unitization Plan

Unit No.	Unit Name	Required Contact Hours	COs Addressed	References Used
Unit 1	**Adaptation and Theatre**	**12**		
	Adaptation: Theory and Practice	2	1	1
	Adaptation and Fidelity	2	1	1,2
	Voice of a Literary Text Vs Languages of Theatre	2	1,2	3
	Case Study 1: Dramatic adaptation of Shakespeare's *As You Like It* - Directed by Thea Sharrock for Globe in 2010	6	1,2,3,4	1,2,3,4
Unit 2	**Adaptation and Cinema**	**12**		
	Cinematic Adaptation: A Homage or Critique	4	1, 3	1,5
	Shakespeare and the Cinema	2	1,2, 4	6
	Case Study 2: Cinematic Adaptation of Shakespeare's *As You Like It* - Directed by Kenneth Branagh in 2006	6	1,2,3,4	7
Unit 3	**Adaptation and Radio/Podcast**	**12**		
	Adaptation and Appropriation	2	1, 3	1,8
	Radio Adaptation	4	1,2, 4	9
	Case Study 3: ArkAngel's 2014 Adaptation of Shakespeare's *As You Like It* on Audible	6	1,2,3,4	10
Unit 4	**Adaptation and Comics**	**12**		
	Comics: An Introduction	2	1, 3	1, 11
	Adapting Classics into Comics	4	1, 2	1, 12
	Case Study 4: Nana Li's 2009 Manga Adaptation of Shakespeare's *As You Like It*	6	1,2,3, 4	13
Unit 5	**Adaptation and Musical**	**12**		
	Adaptation in Musicals/Bollywood	2	1,2	1, 14
	Transcultural Adaptation	4	3,4	1
	Case Study 5: New York Public Works' 2017 Musical Adaptation of Shakespeare's *As You Like It* – Directed by Laurie Woolery	6	1,2,3 4	15
Total hours		**60**		

Learning Assessment

Bloom's Level of Cognitive Task		Continuous Learning Assessments (50%)				End Semester Exam (50%)
		CLA-1 (10%)	Mid-1 (15%)	CLA-2 (10%)	Mid-2 (15%)	
Level 1	Remember	30%	20%	20%	20%	20%
	Understand					
Level 2	Apply	40%	40%	40%	40%	40%
	Analyse					
Level 3	Evaluate	30%	40%	40%	40%	40%
	Create					
Total		**100%**	**100%**	**100%**	**100%**	**100%**

Recommended Resources

1. Hutcheon, Linda. (2006). A Theory of Adaptation. London: Routledge.
2. Leitch, Thomas. (2017). "Introduction." The Oxford Handbook of Adaptation Studies. Ed. Thomas Leitch. London: Oxford University Press. 1-22.
3. Jellenik, Glenn. (2017). "On the Origins of Adaptation, as Such: The Birth of a Simple Abstraction." The Oxford Handbook of Adaptation Studies. Ed. Thomas Leitch. London: Oxford University Press. 37-53.
4. Shakespeare. As You Like It: DVD. (2010). Dir. Thea Sharrock, Globe Theatre, London, England. Performance.
5. Boozer, Jack. (2017). "The Intratextuality of Film Adaptation: From the Dying Animal to Elegy." The Oxford Handbook of Adaptation Studies. Ed. Thomas Leitch. London: Oxford University Press. 198-214.
6. Jackson, Russell. (2001). "Shakespeare and the Cinema." The Cambridge Companion to Shakespeare. Ed. Margreta de Grazia and Stanley Wells. Cambridge: Cambridge University Press. 217-234.
7. Shakespeare. As You Like It: DVD. (2006). Dir. Kenneth Branagh. Film.
8. Sanders, Julie. (2007). Adaptation and Appropriation. London: Routledge.
9. Hand, Richard. "Radio Adaptation." The Oxford Handbook of Adaptation Studies. Ed. Thomas Leitch. London: Oxford University Press. 341-356.
10. Shakespeare. As You Like It: Audible. (2006). Dir. Arkangel group. Audiobook.
11. Carrier, David. (2000). The Aesthetics of Comics. Pennsylvania: Pennsylvania State University Press.
12. Jones, William B. Jr. (2017). "Classics Illustrated and the Evolving Art of Comic-Book Literary Adaptation." The Oxford Handbook of Adaptation Studies. Ed. Thomas Leitch. London: Oxford University Press. 215-238.
13. Shakespeare. (2009). As You Like It: Manga. Adaptor: Richard Appignanesi. Illustrator: Chie Kutsuwada. Manga. London: Harry N Abrams.
14. Krämer, Lucia. (2017). "Adaptation in Bollywood." The Oxford Handbook of Adaptation Studies. Ed. Thomas Leitch. London: Oxford University Press. 252-267.
15. 15. Shakespeare. As You Like It: Musical. (2017). Dir. Laurie Woolery (New York Public Works). Performance.

Other Resources

1. No Data

Course Designers

1. Dr. Prateek, Assistant Professor, Department of English, SRM University – AP
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SRM University – AP, Andhra Pradesh

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English Language Teaching

Course Code	EGL 443	Course Category	Open Elective (OE)	L-T-P-C	2	2	0	4
Pre-Requisite Course(s)	AEC 101 & 107	Co-Requisite Course(s)	EGL 105 & 268	Progressive Course(s)				
Course Offering Department	Literature & Languages	Professional / Licensing Standards						

Course Objectives

- Equip students with foundational knowledge and practical skills in English Language Teaching (ELT), integrating theoretical insights with real-world application.
- Students will analyse ELT methodologies, explore language acquisition theories, develop effective teaching strategies, and master assessment techniques, preparing them for competent and reflective classroom practice.

Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
Outcome 1	Describe the historical development and major methodologies in ELT.	1	70%	65%
Outcome 2	Analyse theories of language acquisition and their implications for teaching practice.	2	70%	65%
Outcome 3	Design and implement effective lesson plans incorporating diverse teaching strategies and assessment techniques.	3	70%	65%
Outcome 4	Reflect on teaching experiences, evaluate instructional effectiveness, and adapt strategies for improvement.	5	70%	65%

Course Articulation Matrix (CLO) to (PLO)

CLOs	Program Learning Outcomes (PLO)														
	Scientific and Disciplinary Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Scientific Reasoning and Design Thinking	Research Related Skills	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Lifelong Learning	PSO 1	PSO 2	PSO 3
Outcome 1	3		3	3	1	1		3	1	2		1	3	3	2
Outcome 2	3		3	3	1	2		2	3	2		3	3	3	1
Outcome 3	3		3	3	1	3		2	3	2		3	3	3	2
Outcome 4	3		3	3	1	3		3	3	2		3	3	3	1
Course Average	**3**		**3**	**3**	**1**	**2.25**		**2.5**	**2.5**	**2**		**2.5**	**3**	**3**	**1.5**

Course Unitization Plan - Theory

Unit No.	Introduction to English Language Teaching	Required Contact Hours	CLOs Addressed	References Used
Unit 1	**Introduction**	**11**		
	Overview of ELT methodologies and approaches	3	1	12,9,14
	Historical background and evolution of ELT	3	1	12,9,14
	Introduction to key concepts such as communicative competence, language acquisition, and proficiency levels	3	1,2	12,9,14
	Practical Component: Observing and analysing different teaching methods in real classroom settings	2	2	12,9,14
Unit 2	**Language Acquisition and Development**	**11**		
	Theories of language acquisition: Behaviourism, Innatism, Cognitivism, and Sociocultural theory, CALL	3	2	10,4,8
	Factors influencing language acquisition: age, motivation, social context.	3	2	10,4,8
	Second language acquisition vs. first language acquisition	3	2,3	10,4,8
	Practical Component: Designing language learning activities based on different acquisition theories.	2	2,3	10,4,8
Unit 3	**Teaching Skills and Classroom Management**	**11**		
	Lesson planning: objectives, procedures, assessment.	3	1,3	7,13,15
	Classroom interaction: teacher talk, student talk, feedback.	3	1,3	7,13,15
	Classroom management techniques: setting expectations, dealing with disruptions.	3	1,3	7,13,15
	Practical Component: Creating and delivering a lesson plan incorporating effective classroom management strategies.	2	1,3	7,13,15
Unit 4	**Assessment and Evaluation in ELT**	**11**		
	Types of assessment: formative, summative, diagnostic, and authentic assessment	3	2,3,4	1,2,6
	Assessment techniques: tests, portfolios, self-assessment, peer assessment	3	2,3,4	1,2,6
	Principles of effective feedback	3	2,3,4	1,2,6
	Practical Component: Designing and administering an assessment task and providing feedback to learners	2	2,3,4	1,2,6
Unit 5	**Practicum: Teaching Practice**	**16**		
	Planning and delivering lessons	4	2,3,4	3,5,11
	Classroom management	4	2,3,4	3,5,11
	Using teaching aids and resources effectively	4	2,3,4	3,5,11
	Reflective practice: analyzing teaching experiences and adapting strategies.	4		3,5,11
Total Contact Hours		**60**		

Recommended Resources

1. Black, P., & Wiliam, D. (2009). Developing the theory of formative assessment. Educational Assessment, Evaluation and Accountability, 21(1), 5-31.
2. Brown, H. D., & Abeywickrama, P. (2010). Language assessment: Principles and classroom practices. Pearson Education.
3. Edge, J. (2003). Continuing professional development: Some of the why, what, who, how, where and when questions. ELT Journal, 57(3), 255-261.exclamation
4. Ellis, R. (2015). Understanding second language acquisition. Oxford University Press.
5. Farrell, T. S. (2015). Reflective language teaching: From research to practice. A&C Black.
6. Fulcher, G., & Davidson, F. (2007). Language testing and assessment: An advanced resource book. Routledge.
7. Harmer, J. (2015). The practice of English language teaching. Pearson.
8. Krashen, S. D. (1982). Principles and practice in second language acquisition. Pergamon Press.
9. Larsen-Freeman, D., & Anderson, M. (2013). Techniques and principles in language teaching. Oxford University Press.
10. Lightbown, P. M., & Spada, N. (2013). How languages are learned. Oxford University Press.
11. Richards, J. C. (2013). Curriculum approaches in language teaching: Forward, central, and backward design. RELC Journal, 44(1), 5-33.expand_more
12. Richards, J. C., & Rodgers, T. S. (2014). Approaches and methods in language teaching. Cambridge University Press.
13. Scrivener, J. (2005). Learning teaching: A guidebook for English language teachers. Heinemann.
14. Scrivener, J. (2011). Learning teaching: The essential guide to English language teaching. Macmillan Education.
15. Wong, H. K., & Wong, R. T. (2009). The first days of school: How to be an effective teacher. Harry K. Wong Publications.

Learning Assessment (Theory & Practical)

Bloom's Level of Cognitive Task		Continuous Learning Assessments (100%)							
		CLA-1 (20%)		CLA II- (20%)		CLA-III (20%)		Practical (40%)	
		Th	Prac	Th	Prac	Th	Prac	Th	Prac
Level 1	Remember		30%		50%		30%		
	Understand								
Level 2	Apply		70%		50%		70%		50%
	Analyse								
Level 3	Evaluate								50%
	Create								
Total			100%		100%		100%		100%

Course Designers

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Theory and Practice of Translation Studies

Course Code	EGL 444	Course Category		L	T	P	C
				2	2	0	4
Pre-Requisite Course(s)	Language and Linguistics	**Co-Requisite Course(s)**	**Progressive Course(s)**	Indian Writings in English Translation, Translation and Society, Translation and Minority			
Course Offering Department	Literature and Languages	**Professional / Licensing Standards**					

Course Objectives / Course Learning Rationales (CLRs)

The primary objectives of the course are to make the students

- 1. understand the key concepts of translation.
- 2. gain knowledge of different translations that have taken place from prescribed texts.
- 3. compare and analyse the changes from the source texts to the target texts.
- 4. apply knowledge in translating various texts in practicality.

Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
Outcome 1	Understand the key concepts	1	60%	70%
Outcome 2	Remember the names of the theories and types of translation theories	1	50%	65%
Outcome 3	Apply the theories in understanding the meaning transfer from source text to target text	2	50%	70%
Outcome 4	Evaluate the qualities and authenticity of translation in terms of languages	2	60%	75%
Outcome 5	Learn to translate and create new translated texts	3	65%	85%

Course Articulation Matrix (CLO) to Program Learning Outcomes (PLO)

CLOs	Program Learning Outcomes (PLO)														
	Scientific and Disciplinary Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Scientific Reasoning and Design Thinking	Research Related Skills	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Lifelong Learning	PSO 1	PSO 2	PSO 3
Outcome 1	3	3	3	3	3			3		3		3	3	3	1
Outcome 2	3	3	3	3	3			3		3		3	3	3	1
Outcome 3	3	3	3	3	3			3		3		3	3	3	1
Outcome 4	3	3	3	3	3			3		3		3	3	3	1
Course Average	**3**	**3**	**3**	**3**	**3**			**3**		**3**		**3**	**3**	**3**	**1**

Course Unitization Plan

Session	Description of Topic	Required Contact hours	CLOs addressed	References Used
	UNIT-I: History of Translation	**11**		
1.	Introduction to Translation studies	1	1, 2	1, 3, 4, 5, 6, 7
2	Basic Concepts of translation	3	1, 2	1, 3, 4, 5, 6, 7
3	Bible translations	1	1, 2	1, 3, 4, 5, 6, 7
4	Types of translation	2	1, 2	1, 3, 4, 5, 6, 7
5	Translation History: Ages and Places	2	1, 2	1, 3, 4, 5, 6, 7
6	Indian Literature in Translation	2	1, 2	1, 2
	UNIT-II: Theories & Methods of Translation	**14**		
7	Introduction of Translation theories	2	1, 2	1, 3, 4, 5, 6, 7
8	Nida's theory of translation	2	1, 2, 3	4, 6
9	Catford (transference & translation)	2	1, 2, 3	8
10	Equivalence theory	2	1, 2, 3	4, 6, 8
11	Translation in multi-lingual society	1	1, 2, 3	4, 6, 8
12	Decoding and Recoding	1	1, 2, 3	4, 6, 8
13	Process of Translation	1	1, 2, 3	4, 6, 8
14	Structuralist and post-structuralist theories on translation	2	1, 2, 3	4, 6, 8
15	Defining Process of translation	1	1, 2, 3	4, 6, 8
	UNIT- III: Translation Challenges	**12**		
16	Translation of poetry: Difficulties and Challenges	1	1, 2, 3	6, 7, 8, 9, 10
17	Translating prose: Difficulties and Challenges	1	1, 2, 3	6, 7, 8, 9, 10
18	Cultural issues in translation	2	1, 2, 3	6, 7, 8, 9, 10
19	Translation of Gender & Caste	2	1, 2, 3	6, 7, 8, 9, 10
20	Machine Translation	2	1, 2, 3	6, 7, 8, 9, 10
21	Computer-assisted translation	2	1, 2, 3	6, 7, 8, 9, 10
22	Issues of translation in the mass media language	1	1, 2, 3	6, 7, 8, 9, 10
23	Machine Translation vs. Human Translation	1	1, 2, 3	6, 7, 8, 9, 10
	UNIT-IV: Analysis of translated Indian literature	**16**		
24	Identification of textual features and cultural references of source text in translation	2	3, 4	6, 7, 8, 9, 10

25	*Kurunthokai* translation by AK Ramanaujan and its reception in mass media	2	3, 4	2
26	Breast Stories by Mahasweta Devi translated by Gayathri Spivak	4	3, 4	2
27	Translations of *Shakunthala* by Kalidasa	4	3, 4	2
28	Translation of Religious texts: Bible, Mahabharata, Bhagavad Gita	4	3, 4	3, 6
	UNIT – V: Practice and Projects	**7**		
29	Poetry	2	3, 4, 5	1-10
30	Short story/Novella/Excerpt from novel	2	3, 4, 5	1-10
31	Newspaper report/ Editorial	1	3, 4, 5	1-10
32	Review/ Feature article	1	3, 4, 5	1-10
33	Advertisement: Print and audio visual	1	3, 4, 5	1-10
	Total Contact Hours	**60**		

Learning Assessment

Bloom's Level of Cognitive Task		Continuous Learning Assessments (60%)				End Semester Assessments (40%)
		CLA-1 (15%)	Mid-1 (15%)	CLA-2 (15%)	CLA-3 (15%)	
Level 1	Remember	60%	70%	30%		30%
	Understand					
Level 2	Apply	40%	30%	50%	40%	35%
	Analyse					
Level 3	Evaluate			20%	60%	35%
	Create					
Total		**100%**	**100%**	**100%**	**100%**	**100%**

Recommended Resources

1. 1. Bassnett, Susan. Translation Studies. 3rd Edition. London: Methuen, 1980.
2. 2. Bassnett, Susan, and Harris Trivedi (eds.). Postcolonial Translation: Theory and Practice. London: Routledge, 1999.
3. 3. Munday, Jeremy. Introducing Translation Studies: Theories and Applications. London: Routledge, 2016.
4. 4. Nida, Eugene and Charles Taber. The Theory and Practice of Translation. (Fourth Impression). Brill, 2003
5. 5. Routledge Encyclopaedia of Translation Studies. London and New York: Routledge,
6. 2001.
7. 6. Nida, Eugene A. Language structure and Translation. Stanford: Stanford University Press, California, 1975.
8. 7. Newmark, Peter. A Text Book of Translation. New York: Prentice Hall, 1998.
9. 8. Catford, John Cunningson. A Linguistic Theory of Translation. London: Oxford University Press, 1974.
10. 9. Toury, Gideon. Translation across Cultures. New Delhi: Bahri Publications, 1987.
11. 10. Holmes, James S. The Name and Nature of Translation Studies. Amsterdam: University of Amsterdam, 1975.

Other Resources

1. No Data

Course Designers

1. Dr Bidisha Pal, SRM University AP

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Mind Myth & Metaphor

Course Code	EGL 445	Course Category	Core Course (CC)	L	T	P	C
				2	2	0	4
Pre-Requisite Course(s)		Co-Requisite Course(s)		Progressive Course(s)			
Course Offering Department	English	Professional / Licensing Standards					

Course Objectives / Course Learning Rationales (CLRs)

- Comprehensive Understanding of Mind, Myth, and Metaphor
- Proficiency in Archetypes and Symbols
- Adeptness in Archetypal Psychology
- Integration of Archetypal Psychology with Mythology

Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
Outcome 1	Demonstrate the ability to recall and explain the fundamental concepts of mind, mythology, and metaphor.	1	70%	75%
Outcome 2	Analyze and differentiate between the signifier, signified, and sign, while identifying and explaining various archetypes and symbols.	1&2	65%	70%
Outcome 3	Apply the principles of Archetypal Psychology to understand and interpret the roles of persona, shadow, and self-archetypes, as well as recognize expressions of the archetypal Feminine and Masculine.	1&3	65%	70%
Outcome 4	Critically evaluate the integration of Archetypal Psychology with mythology, comparing and contrasting expressions in Classical, Indian, and Biblical cultures.	2&3	65%	70%
Outcome 5	Apply their knowledge to understand the invisible influence of mind, the transformative potential of myths, and the role of metaphors as navigational tools for the mind.	2	70%	75%
Outcome 6	Synthesize their understanding of Mind, Myth, and Metaphor to propose practical applications, demonstrating creativity and innovation in utilizing these concepts.	2&3	65%	70%

Course Articulation Matrix (CLO) to Program Learning Outcomes (PLO)

CLOs	Program Learning Outcomes (PLO)														
	Scientific and Disciplinary Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Scientific Reasoning and Design Thinking	Research Related Skills	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Life Long Learning	PSO 1	PSO 2	PSO 3
Outcome 1	3	2	3		3			3		3		3	3	3	1
Outcome 2	3	2	3		3			3		3		3	3	3	1
Outcome 3	3	2	3		3			3		3		3	3	3	1
Outcome 4	3	2	3		3			3		3		3	3	3	1
Outcome 5	3	2	3		3			3		3		3	3	3	1
Outcome 6	3	2	3		3			3		3		3	3	3	1
Course Average	**3**	**2**	**3**	**3**	**3**			**3**		**3**		**3**	**3**	**3**	**1**

Course Unitization Plan

Unit No.	Unit Name	Required Contact Hours	CLOs Addressed	References Used
Unit 1	**Unveiling the Concepts**	**12**		
	Understanding Mind, Myth & Metaphor	2	3	1,5,6
	Origin of mythology	2	1, 3	1,6
	An overview of the ***Classical***, ***Indian*** & ***Biblical*** cultures	8	2, 4	5
Unit 2	**Archetypes & Symbols**	**12**		
	The signifier, signified and sign	2	1, 3	6
	The different archetypes	4	2, 4	3,4
	The function of archetypes and symbols	6		3,4
Unit 3	**Archetypal Psychology**	**12**		
	An overview of Archetypal Psychology	4	1, 3	6
	Jung's model of the psyche: The ***persona***, ***shadow*** & ***self-***	4	2, 4	3.4.9
	The archetypal ***Feminine*** & ***Masculine: The Anima & Animus***	4		
Unit 4	**Archetypal Psychology & Mythology**	**18**		
	The Classical culture – Greek & Roman myths (selected stories)	6	1, 3	1,2,5,7.8
	The Indian Culture- The epics (selected stories)	6	1, 3	5,11
	The Biblical Culture- Creation myth & Apocalypse	6	2, 4	1,2,5
Unit 5	**The Mind, Myth & Metaphor Connect**	**6**		
	Invisible Influencers on the Mind	1	1	9,10
	Metaphors as Tools for Transformation	1	1	10
	Navigating the Mind through Mythical Narratives	4	2, 4	9,10
	Total Contact Hours	**60**		

Learning Assessment

Bloom's Level of Cognitive Task		Continuous Learning Assessments (50%)				End Semester Exam (40%)
		CLA-1 (10%)	Mid-1 (25%)	CLA-2 (5%)	CLA-3 (10%)	
Level 1	Remember	30%	50%	30%	50%	30%
	Understand					
Level 2	Apply	70%	50%	70%	50%	70%
	Analyse					
Level 3	Evaluate					
	Create					
Total		100%	100%	100%	100%	100%

Recommended Resources

1. The Mythology Book: Big Ideas Simply Explained. (2018). United Kingdom: Dorling Kindersley Limited.
2. Bulfinch, T. (2022). Bulfinch's Mythology: The Age of Fable. Czechia: DigiCat.
3. Jung, C. (2014). Archetypes and the Collective Unconscious. United Kingdom: Taylor & Francis.
4. Jung, C. (2014). Four Archetypes. United Kingdom: Taylor & Francis.
5. Philip, N. (2007). The Illustrated Book of Myths: Tales & Legends of the World. Dorling Kindersley.
6. Noth, W. (1990). Handbook of Semiotics. United States: Indiana University Press

Other Resources

1. .Hamilton, E. (1999). Mythology: Timeless tales of gods and heroes. Little, Brown and Company
2. 8.Hansen, W. (2017). The Book of Greek & Roman Folktales, Legends & Myths. Princeton University Press.
3. 9. Johnson, M. (1987). Body in the mind: The bodily basis of meaning, imagination and reason. University of Chicago Press.
4. 10. Lakoff, G., & Johnson, M. (2003). Metaphors we live by. University of Chicago Press.
5. 11. Srivastava, D. I. (2017). Decoding the metaphor Mahabharata. Inkstate.

Course Designers

1. Dr. Srabani Basu, Associate Professor, Department of English, SRM University – AP

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Social Constructivist Approach in Language Learning (SCALL)

Course Code	**EGL 447**	**Course Category**		**L**	**T**	**P**	**C**
				2	**2**	**0**	**4**
Pre-Requisite Course(s)	**EGL 101 & EGL 125**	**Co-Requisite Course(s)**		**Progressive Course(s)**			
Course Offering Department	**English**	**Professional / Licensing Standards**					

Course Objectives / Course Learning Rationales (CLRs)

- To explore various definitions of the term 'Learning'.
- To analyse and understand the concept of Social Constructivism in building Knowledge.
- To access the significance of learning, Cognitive styles and Strategies in language and Content learning.
- To understand how Teaching, Materials and Individual differences aid in knowledge gathering.
- To understand self-evaluation as a significant part of the method towards Learning Outcomes.

Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
Outcome 1	**Describe** their language learning experiences by identifying a specific learning style for a concept while using English.	1	50%	60%
Outcome 2	**Distinguish** approaches and methods of learning English as a Second Language and as a Foreign Language in STEM Education.	2	50%	60%
Outcome 3	**Interpret** their language learning experiences using a specific teaching method to illustrate their First and Second Language learning with reference to STEM Courses.	3	60%	60%
Outcome 4	**Demonstrate** Second Language Learning using Peer interactions while exchanging knowledge.	4	70%	70%
Outcome 5	**Formulate** a new method to teach and learn (self) a language concept in a virtual setting with the help of Social Interaction.	4	60%	60%

Course Articulation Matrix (CLO) to Program Learning Outcomes (PLO)

CLOs	Program Learning Outcomes (PLO)														
	Scientificand Disciplinary Knowledge	Analytical Reasoning and Problem	Critical and Reflective Thinking	Scientific Reasoning and Design	Research Related Skills	Modern Tools and ICT Usage	Environmea nd Sustainabilit	Moral, Multicultura lond Ethical	Individual and Teamwork	Communicat ionSkills	Leadership Readiness Skills	Self-Directed and Lifelong Learning	PSO 1	PSO 2	PSO 3
Outcome 1	3	3	3	3	3	2		3	3	3		3	3	3	1
Outcome 2	3	3	3	3	3	2		3	3	3		3	3	3	1
Outcome 3	3	3	3	3	3	2		3	3	3		3	3	3	1
Outcome 4	3	3	3	3	3	2		3	3	3		3	3	3	1
Outcome 5	3	3	3	3	3	2		3	3	3		3	3	3	1
Course Average	**3**	**3**	**3**	**3**	**3**	**2**		**3**	**3**	**3**		**3**	**3**	**3**	**1**

Course Unitization Plan

Unit No.	Unit Name	Required Contact Hours	CLOs Addressed	References Used
Unit 1	**Introduction**	**12**		
	Definition, Brief History and Taxonomy of Individual Differences	**2**	**1**	**1**
	Personality, Temperament and mood	**3**		**1**
	Language Aptitude, Motivation and Self-Motivation	**3**		**1,2**
	Learning Styles, Strategies and Student Self-Regulation	**4**		**1,2**
Unit 2	**Introduction to Educational Psychology and Cognitive Psychology**	**10**		
	Understanding Educational Psychology and Approaches	**4**	**2**	**2**
	The Positive School and Cognitive Psychology	**2**		**2**
	Humanistic Approach Social Interactionism	**2**		**2**
	A Social Constructivist Model	**2**		**2**
Unit 3	**Role of Teacher, Learner and Motivation to Promote Learning**	**15**		
	What do Teachers and Students Bring to the Teaching & Learning Process?	**4**	**3,4**	**3**
	What do Teachers and Students do to promote Learning?	**4**		**3**
	Motivation & Contributions of student to the learning process	**7**		**3**
Unit 4	**The Process of Learning**	**11**		
	How do Learners deal with the process of Learning?	**4**	**5**	**1,2,3**
	The place of tasks in Language classroom	**4**		**2,3**
	The Learning Context	**3**		**1,3**
Unit 5	**Case Studies**	**12**		
	Child and Adolescent Development	**3**	**5**	**1,2,3**
	Learning Cognition	**3**		**1,2,3**
	Motivation and Classroom Management	**3**		**1,2,3**
	Instruction and Assessment	**3**		**1,2,3**

Learning Assessment

Bloom's Level of Cognitive Task		Continuous Learning Assessments (50%)				End Semester Exam (50%)
		CLA-1 (10%)	Mid-1 (15%)	CLA-2 (10%)	Mid-2 (15%)	
Level 1	Remember	30%	40%	30%	40%	50%
	Understand					
Level 2	Apply	70%	60%	70%	60%	50%
	Analyze					
Level 3	Evaluate					
	Create					
Total		100%	100%	100%	100%	100%

Recommended Resources

1. 1. William, M. & Burden, R. L. (1997). Psychology for Language Teachers: A Social Constructivist Approach. U.K: Cambridge University Press
2. 2. Dornyei, Z. (2005). The Psychology of Language Learner: Individual Differences in Second Language Acquisition. Taylor and Francis.
3. 3. Ormrod, J. E. et al (2007). Case Studies: Applying Educational Psychology. Second Edition. Pearson.

Other Resources

1. No Data

Course Designers

1. Dr. G. Priyank Varma Asst. Professor. Dept. Of English, SRM University – AP.
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3. Dr. Md. Mojibur Rahman, Associate Professor, IIT Dhanbad

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Decoding Language

Course Code	EGL 448	Course Category	Open Elective (OE)	L-T-P-C	2	2	0	4
Pre-Requisite Course(s)	None	Co-Requisite Course(s)	None	Progressive Course(s)				
Course Offering Department	English	Professional / Licensing Standards						
Board of Studies Approval Date	2022	Academic Council Approval Date						

Course Objectives / Course Learning Rationales (CLRs)

- Understand the Representational Hierarchy
- Navigate the Gap between Map and Territory
- Decode the Linguistic Map
- Master the Art of Reprogramming Language

Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course, the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
Outcome 1	Comprehend the concepts related to representational systems, modalities, and filters.	2	65%	75%
Outcome 2	Apply Clean Questions and Metaphors in various communication scenarios, demonstrating practical competence.	2	65%	70%
Outcome 3	Interpret and analyze linguistic cues such as submodalities, Meta Programs, and Eye Accessing Cues.	2	750%	75%
Outcome 4	Apply Meta Modelling techniques and reframing strategies creatively to reprogram language effectively.	2	65%	70%

Course Articulation Matrix (CLO) to Program Learning Outcomes (PLO)

CLOs	Program Learning Outcomes (PLO)														
	Scientific and Disciplinary	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Scientific Reasoning and Design Thinking	Research Related Skills	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Lifelong Learning	PSO 1	PSO 2	PSO 3
Outcome 1	2	3	3		3			3		3	3	3			
Outcome 2	2	3	3		3			3		3	3	3			
Outcome 3	2	3	3		3			3		3	3	3			
Outcome 4	2	3	3		3			3		3	3	3			
Course Average	**2**	**3**	**3**		**3**			**3**		**3**	**3**	**3**			

Course Unitization Plan

Unit No.	Unit Name	Required Contact Hours	CLOs Addressed	References Used
Unit 1	**Introduction: The Representational Hierarchy**	**9**		
	The three representational system	2	1	1,8
	Communication Model: The Principal Modalities	3	1	1,2
	The Filters of Communication	4	1	1,2
Unit 2	**The Map is not the Territory.**	**8**		
	Beliefs of Excellence	2	1	1,7
	Clean Language & Metaphors	4	2	3,6,5
	Activities with Clean Question	4	2	
Unit 3	**Decoding the Map**	**6**		
	Submodalities	2	3	1,4
	The Eye Accessing Cues	2	3	1,4
	Meta Programmes	2	3	1, 4
Unit 4	**Reprogramming Language**	**10**		
	Meta Modelling – an overview	4	4	
	Working with meta model	4	4	
	Reframing	2	4	
Unit 5	**From Programming to Reprogramming**	**12**		
	Project		2,3.4	1,4,7,8
	Total Hours	**45**		

Recommended Resources

1. Brandler, R., & Grinder, J. (1990). Frogs into Princes. Eden Grove Editions.
2. Mukherjee, S. (2020). Two Steps Ahead. Notion Press.
3. Sullivan, W., & Rees, J. (2008). Clean Language: Revealing Metaphors and Opening Minds. Crown House Publishing.
4. Dilts, R. (2009). Neuro-Linguistic Programming: The Study of the Structure of Subjective Experience. Meta Publications.
5. Lakoff, G., Johnson, M. (2008). Metaphors We Live By. United Kingdom: University of Chicago Press.
6. Lawley, J., Tompkins, P. (2000). Metaphors in Mind: Transformation Through Symbolic Modelling. United Kingdom: Developing Company Press.4
7. Dilts, R. (2017). Sleight of Mouth: The Magic of Conversational Belief Change. United States: Dilts Strategy Group.
8. Bandler, R., Grinder, J. (1975). The Structure of Magic: A Book about Language and Therapy. United States: Science and Behavior Books.

Learning Assessment

Bloom's Level of Cognitive Task		Continuous Learning Assessments (100%)							
		CLA-1 (20%)		CLA II (20%)		CLA-III (20%)		Project (40%)	
		Th	Prac	Th	Prac	Th	Prac	Th	Prac
Level 1	Remember	70%		50%		30%		50%	
	Understand								
Level 2	Apply	30%		50%		70%		50%	
	Analyze								
Level 3	Evaluate								
	Create								
Total		100%		100%		100%		100%	

Course Designers

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Dalit Literature

Course Code	EGL 450	**Course Category**	Core Elective	**L**	**T**	**P**	**C**
				2	2	0	4
Pre-Requisite Course(s)		**Co-Requisite Course(s)**		**Progressive Course(s)**	Minor Literature		
Course Offering Department	Literature and Languages	**Professional / Licensing Standards**					

Course Objectives / Course Learning Rationales (CLRs)

- The primary objectives of the course are to make students understand the nuances and concepts of Dalit literature in India and to make them aware of the contemporary debates aligned with the social movements within the purview of Dalit Literature.

Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	**Bloom's Level**	**Expected Proficiency Percentage**	**Expected Attainment Percentage**
Outcome 1	Explain the key concepts of Dalit Literature	1	60%	70%
Outcome 2	Recognize the diversity and multiplicity of Dalit voices and narratives.	1	60%	70%
Outcome 3	Analyze key literary works within the Dalit literary canon.	3	50%	75%
Outcome 4	Evaluate the relevance of Dalit literature in contemporary social movements and activism.	5	60%	75%

Course Articulation Matrix (CLO) to Program Learning Outcomes (PLO)

CLOs	**Program Learning Outcomes (PLO)**														
	Scientific and Disciplinary Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Scientific Reasoning and Design Thinking	Research Related Skills	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Lifelong Learning	PSO 1	PSO 2	PSO 3
Outcome 1	3	3			3			3				3	3	3	1
Outcome 2	2				3			3				3	3	3	1
Outcome 3	3	3	3	3	3	2		3				3	3	3	1
Outcome 4	3	3	3	3	3	1		3				3	3	3	1
Course Average	**2.75**	**3**	**3**	**3**	**3**	**1.5**		**3**				**3**	**3**	**3**	**1**

Course Unitization Plan

Session	Description of Topic	Required Contact hours	COs addressed	References Used
	UNIT-I: Introduction to Dalit Literature	**10**		
1	Overview of Dalit identity and its historical context	3	1, 2	1, 2, 3, 4, 5
2	Origins and development of Dalit literature	2	1, 2	1, 2, 3, 4, 5
3	Key themes and motifs in Dalit literary works	2	1, 2	1, 2, 3, 4, 5
4	Introduction to prominent Dalit authors and their contributions	3	1, 2	1, 2, 3, 4, 5
	UNIT-II: Representation and Identity	**14**		
5	Exploration of caste-based identity and its portrayal in Dalit literature	3	1, 2,3	1, 2, 3, 4, 5
6	Analysis of autobiographical narratives and their role in shaping Dalit identity	4	1, 2, 3	1, 2, 3, 4, 5
7	Examination of intersectionality: caste, gender, and class in Dalit narratives	4	1, 2, 3, 4	1, 2, 3, 4, 5
8	Discussion on the politics of representation and agency in Dalit literature	3	1, 2, 3, 4	1, 2, 3, 4, 5
	UNIT- III: Oppression and Resistance	**12**		
9	Dalit literature as a tool for articulating experiences of oppression	3	1, 3, 4	1, 2, 3, 4, 5
10	Resistance narratives and strategies within Dalit literature	3	1, 3, 4	1, 2, 3, 4, 5
11	Discrimination, marginalization, and social justice	3	1, 3, 4	1, 2, 3, 4, 5
12	Fostering solidarity and collective action among Dalit communities	3	1, 3, 4	1, 2, 3, 4, 5
	UNIT-IV: Genre Studies: Poetry and Fiction	**11**		
13	Dalit poetry as a medium for protest and assertion	3	3, 4	1, 2, 3, 4, 5
14	Dalit fiction: themes, narrative techniques, and literary innovations	2	3, 4	1, 2, 3, 4, 5
15	Regional variations and literary movements within Dalit literature	3	3, 4	1, 2, 3, 4, 5
16	Lived Experience:Role of language and form in expressing Dalit experiences	4	3, 4	1, 2, 3, 4, 5
	UNIT – V: Contemporary Debates and Perspectives	**11**		
17	Contemporary issues and debates within the field of Dalit literature	3	3, 4	1, 2, 3, 4, 5
18	Relationship between Dalit literature and social activism	3	3, 4	1, 2, 3, 4, 5
19	Portrayal of Dalit experiences in contemporary media and popular culture	3	3, 4	1, 2, 3, 4, 5
20	Future directions of Dalit literature and its role in shaping social change	3	3, 4	1, 2, 3, 4, 5
	Total Contact Hours	**60**		

Learning Assessment

Bloom's Level of Cognitive Task		Continuous Learning Assessments (60%)			End Term (40%)
		CLA-1 (20%)	Mid-Term (20%)	CLA-2 (20%)	
Level 1	Remember	60%	30%		30%
	Understand				
Level 2	Apply	40%	50%	40%	35%
	Analyze				
Level 3	Evaluate		20%	60%	35%
	Create				
Total		**100%**	**100%**	**100%**	**100%**

Recommended Resources

1. Dangle, Arjun. Ed. Poisoned Bread: Translations from Modern Marathi Dalit Literature, Orient Longman, 1992.
2. Satyanarayana, K, and Susie Tharu. The Exercise of Freedom: An Introduction to Dalit Writing, Navayana, 2013.
3. Prasad, Amar Nath, and M.B. Gaijan. Dalit Literature : A Critical Exploration, Sarup and Sons, 2007.
4. Manohar, D.Murali. Ed.Critical Essays on Dalit Literature, Atlantic, 2013.
5. Satyanarayana, K, and Susie Tharu.. From those Stubs Steel Nibs are Sprouting: New Dalit Writing from South Asia, Dossier 2: Kannada and Telugu, HarperCollins India, 2013.
6. Aston, N.M. Ed.Dalit Literature and African-American Literature, Prestige Books, 2001.
7. Bagul, Baburao. When I Hid My Caste: Stories by Baburao Bagul. Translated by Jerry Pinto, Speaking Tiger, 2018.
8. Soosairaj, Bama Faustina. Karukku. Translated by Lakhsmi Holmstrom, South Asia Books, 2001
9. Illaiah, Kancha. Why I am Not a Hindu, Samya, 2005.
10. Biswas, Manohar Mouli. Surviving in My world: Growing up Dalit in Bengal. Translated by Angama Dutta and Jaydeep Sarangi, Stree-Samya, 2015.

Other Resources

1. No Data

Course Designers

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Introduction to Disability Studies

Course Code	EGL 451	Course Category	Core Course	L	T	P	C
				2	2	0	4
Pre-Requisite Course(s)		Co-Requisite Course(s)		Progressive Course(s)			
Course Offering Department	Literature and Languages	Professional / Licensing Standards					

Course Objectives / Course Learning Rationales (CLRs)

- To understand what the notion of disability means and entails
- To familiarize students with the socio-cultural context and representation of disability in literature.

Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
Outcome 1	The students will have an exposure and option of exploring Disability Studies as area of study and research.	2	75%	70%
Outcome 2	The students should be able to gain an understanding of issues and concerns of persons with disabilities who are fast being included in the mainstream higher education system, both in terms of numbers, as resources and as voices in the academic curriculum.	6	75%	70%
Outcome 3	Examine texts from the points of view of methods and debates within the discourse of disability.	3	75%	70%
Outcome 4	Understand the implication of stigma related to disability from the perspective of person with disability and a caregiver	6	75%	70%

Course Articulation Matrix (CLO) to Program Learning Outcomes (PLO)

CLOs	Program Learning Outcomes (PLO)														
	Scientific and Disciplinary Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Scientific Reasoning and Design Thinking	Research Related Skills	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Lifelong Learning	PSO 1	PSO 2	PSO 3
Outcome 1	**3**	**3**	**3**	**3**	**3**		**2**	**3**		**3**		**3**	**3**	**3**	**1**
Outcome 2	**3**	**3**	**3**	**3**	**3**		**2**	**3**		**3**		**3**	**3**	**3**	**1**
Outcome 3	**3**	**3**	**3**	**3**	**3**		**2**	**3**		**3**		**3**	**3**	**3**	**1**
Outcome 4	**3**	**3**	**3**	**3**	**3**		**2**	**3**		**3**		**3**	**3**	**3**	**1**
Course Average	**3**	**3**	**3**	**3**	**3**		**2**	**3**		**3**		**3**	**3**	**3**	**1**

Course Unitization Plan

Unit No.	Unit Name	Required Contact Hours	CLOs Addressed	References Used
Unit 1	**Disability Theory**	18		
	Understanding Disability	6	1-4	1
	Feminist Disability Studies	6	1-4	1
	Theorising disablism and ableism.	6		1
Unit 2	**UNIT-II: Life Narratives**	6		
	Malini Chib. *One Little Finger*.	6	1-4	2
Unit 3	**UNIT- III: Fiction**	12		
	William Faukner. *Sound and the Fury*	12	1-4	3
Unit 4	**UNIT-IV: Short Stories and Poetry**	12		
	Raymond Carver. Cathedral.	4	1-4	4
	Rabindranath Tagore. Shubha	4	1-4	5
	Richard M. Deets. Christina's Courage	4	1-4	6
Unit 5	**UNIT – V: Indian Contexts**	12		
	Different Models of Disability In India	12	1-4	7

Learning Assessment

Bloom's Level of Cognitive Task		Continuous Learning Assessments (50%)				End Semester Exam (50%)
		CLA-1 (10%)	CLA-2 (10%)	CLA-3 (10%)	CLA-4 (20%)	
Level 1	Remember					
	Understand					
Level 2	Apply	50%	50%	50%	50%	50%
	Analyze					
Level 3	Evaluate	50%	50%	50%	50%	50%
	Create					
Total		100%	100%	100%	100%	100%

Recommended Resources

1. Oliver, Michael. Understanding Disability: from Theory to Practice. Palgrave MacMillan,1996.
2. Chib, Malini. One Little Finger. SAGE Publications, 2011.
3. Faulkner, William. The Sound and the Fury. Edited by Michael Gorra, 3rd ed., WW Norton, 2014.
4. Carver, Raymond. Cathedral. Vintage Classics, 2009.
5. Tagore, Rabindranath. Shubha', The Essential Tagore, ed's Fakrul Alam and Radha Chakravarty. Harvard UP and Vishwa Bharati P, 2011.
6. Deets, Richard M. "Christina's Courage - A Disability Poem by Richard M. Deets." Disabled World, 15 Mar. 2012, https://www.disabled-world.com/communication/poetry/christinas-courage.php.
7. Dawn, Ranjita. The Social Model of Disability in India the Social Model of Disability in India: Politics of Identity and Power. Routledge, 2021.

Other Resources

1. No Data

Course Designers

1. Dr Rajni, Assistant Professor, Department of Literature and Languages, SRM University – AP

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Neerukonda, Mangalagiri Mandal,
Guntur District, Mangalagiri, Andhra Pradesh – 522240.

Introduction to Gender

Course Code	EGL 452	Course Category	Core Course	L	T	P	C
				2	2	0	4
Pre-Requisite Course(s)		Co-Requisite Course(s)		Progressive Course(s)			
Course Offering Department	English	Professional / Licensing Standards					

Course Objectives / Course Learning Rationales (CLRs)

- To introduce contemporary critical theories and debates on gender and identity
- To examine the historical and contemporary developments in our understanding of gender through narratives.

Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
Outcome 1	Understand the concept of gender as a social construction.	1,2	75%	70%
Outcome 2	Demonstrate a critical understanding of key contemporary theories and debates about gender identity, feminism, and the relationship between gender, society, and cultures.	1,2	75%	70%
Outcome 3	Rethinking gender identities.	3	75%	70%
Outcome 4	Applying these concepts to the study of cultural narratives.	3	75%	70%

Course Articulation Matrix (CLO) to Program Learning Outcomes (PLO)

CLOs	Program Learning Outcomes (PLO)														
	Scientific and Disciplinary Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Scientific Reasoning and Design Thinking	Research Related Skills	Modem Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Life Long Learning	PSO 1	PSO 2	PSO 3
Outcome 1	3	3	3	3	3		2	3		3		3	3	3	1
Outcome 2	3	3	3	3	3		2	3		3		3	3	3	1
Outcome 3	3	3	3	3	3		2	3		3		3	3	3	1
Outcome 4	3	3	3	3	3		2	3		3		3	3	3	1
Course Average	3	3	3	3	3		2	3		3		3	3	3	1

Course Unitization Plan

Unit No.	Unit Name	Required Contact Hours	CLOs Addressed	References Used
Unit 1	**Introduction to the concept**	**18**		
	Gender studies: The basics	4	1-4	1, 2
	Gender identity and cultural construction	4	1-4	2, 3
	Intersectionality, inclusiveness and representation	4	1-4	3, 4
Unit 2	**World fiction**	**10**		
	Julia Armfield – Mantis	8	1-4	5
Unit 3	**Indian Fiction**	**10**		
	Arundhati Roy –The ministry of utmost happiness	12	1-4	7
Unit 4	**Short Stories**	**12**		
	Charlotte Perkins Gilman – The Yellow Wallpaper	4	1-4	8
	Mahashweta Devi – *Draupadi*	4	1-4	9
Unit 5	**Contemporary Work**	**10**		
	Paris Paloma - *Labour*	8	1-4	10

Learning Assessment

Bloom's Level of Cognitive Task		Continuous Learning Assessments (50%)				End Semester Exam (50%)
		CLA-1 (10%)	CLA-2 (10%)	CLA-3 (10%)	CLA-4 (20%)	
Level 1	Remember					
	Understand					
Level 2	Apply	50%	50%	50%	50%	50%
	Analyse					
Level 3	Evaluate	50%	50%	50%	50%	50%
	Create					
Total		100%	100%	100%	100%	100%

Recommended Resources

1. Launius, C., & Hassel, H. (2022). Introduction. In C. Launius & H. Hassel (Eds.), Threshold concepts in women's and gender studies: Ways of seeing, thinking, and knowing (pp. 1–28). Routledge.
2. Reeser, T. W. (2020). Concepts of masculinity and masculinity studies. In Configuring Masculinity in Theory and Literary Practice (pp. 11–38). BRILL.
3. Aneja, A. (2019). Introduction: women's and gender studies at the crossroads. In A. Aneja (Ed.), Women's and gender studies in India: Crossings (pp. 1–20). Routledge.
4. Leavy, P., & Trier-Bieniek, A. (2014). Introduction to Gender & Pop Culture. In A. Trier-Bieniek (Ed.), Gender & Pop Culture (pp. 1–25). Sense Publishers.
5. Armfield J. "Mantis" in Salt slow: stories. New York: Flatiron Books; 2019.
6. Roy, A. (2018). The ministry of utmost happiness. Vintage.
7. Gilman, C. P. (2016). The yellow wallpaper (P. Benitez, Ed.). Createspace Independent Publishing Platform.
8. Devi, M. (2002). "Draupadi" in Breast Stories (pp. 19–28). Seagull Books.
9. Paloma, P. [@parispaloma]. (2023, March 23). Paris Paloma - labour [Official Video]. Youtube. https://www.youtube.com/watch?v=jvU4xWsN7-A

Other Resources

1. No Data

Course Designers

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Introduction to Phonetics

Course Code	**EGL 453**	**Course Category**		**L**	**T**	**P**	**C**
				2	2	0	4
Pre-Requisite Course(s)	**Fundamentals of Language**	**Co-Requisite Course(s)**		**Progressive Course(s)**			
Course Offering Department	Literature and Languages	**Professional / Licensing Standards**					

Course Objectives / Course Learning Rationales (CLRs)

- To provide a systematic knowledge and understanding of the anatomy and functioning of the speech organs.
- To explore the diversity of speech sounds/ recognize differential pronunciation and identify and classify vowels and consonants of English language.
- To train the students in gaining a theoretical perspective on speech communication at various levels/ explain the various aspects of articulation of speech sounds.
- To teach practical skills such as phonetic transcription and reading of dictionaries.

Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
Outcome 1	Identify the major speech organs and demonstrate in-depth knowledge and understanding of the anatomy and basic physiology of speech production	2	90%	80%
Outcome 2	Identify and classify the vowel and consonant sounds of English language and have a critical understanding of the syllable structure.	3, 4	75%	60%
Outcome 3	Demonstrate knowledge of manners and places of articulation and their use in classification of consonants	3	75%	70%
Outcome 4	Demonstrate an in-depth knowledge of organization of speech—phonemes, syllables, phonological word, rhythm, tone and intonation patterns of English language	4	75%	70%
Outcome 5	Demonstrate the knowledge of IPA chart and phonetic transcription	3	80%	75%

Course Articulation Matrix (CLO) to Program Learning Outcomes (PLO)

Course Unitization Plan

Unit No.	Unit Name	Required Contact Hours	CLOs Addressed	References
Unit 1	**Organization of Speech Production**	**9**	1-2	
	Introduction to Human Articulatory System: Organs of Speech	2		
	Description, Production and Classification of Speech Sounds: Articulators	3		
	Description, Production and Classification of Speech Sounds: Vowels and Consonants	4		
Unit 2	**UNIT II: English Sound System (Lectures: 10)**	**14**	2-3	
	Place and Manner of Articulation- Vowels	4		
	Place and Manner of Articulation - Consonants	4		
	IPA and Phonetic Transcription	6		
Unit 3	**UNIT III: Syllable (Lectures: 10)**	**7**	2-4	
	Phonemes and Allophones	3		
	The English Syllable: structure & forms	2		
	Strong and Weak forms	2		
Unit 4	**UNIT IV: Suprasegmentals-I (Lectures: 8)**	**9**	2-5	
	Phoneme Sequences and Consonant Clusters in English.	3		
	Stress and Intonation	3		
	Word stress and Sentence Stress/ Intonation	3		
Unit 5	**UNIT V: Suprasegmentals-II**	**21**	3-5	
	Word Accent, stress and rhythm in connected speech	4		
	Various Accents of English	3		
	Assimilation and Intonation	4		
	Project	10		
	Total Contact Hours	**60**		

Learning Assessment

Bloom's Level of Cognitive Task		Continuous Learning Assessments (60%)				Project (40%)
		CLA-1 (20%)	CLA-2 (20%)	CLA-3 (20%)		
Level 1	Remember	20%	20%			
	Understand					
Level 2	Apply	40%	40%		50%	50%
	Analyse					
Level 3	Evaluate	40%	40%		50%	50%
	Create					
Total		**100%**	**100%**		**100%**	**100%**

Recommended Resources

Other Resources

1. Bansal, R. K., & Harrison, J. B. (1972). Spoken English for India. Madras: Orient Longman
2. Gimson, A. C. (1989). An Introduction to the Pronunciation of English. London: ELBS.
3. Clark, J. E., & Yallop, C. (1997). An Introduction to Phonetics and Phonology. Oxford, UK: Blackwell, 2nd edition.
4. Hornby, A. S. (1996/2009). Oxford Advanced Learner's Dictionary. Fifth edition, Oxford, UK: Oxford University Press.
5. Jones, D. (1991). English Pronouncing Dictionary. 14th edition. New Delhi: Cambridge University Press.
6. Laver, J. (1994). Principles of Phonetics. Cambridge, UK: Cambridge University Press.
7. Sethi, J., & Jindal, D. V. (1994). Handbook of Pronunciation of English Word. New Delhi: Prentice-Hall.
8. Verma, S. K., & Krishnaswamy, N. (1999). Modern Linguistics: An Introduction. New Delhi: Oxford University Press.

Course Designers

1. Dr. Shantanu Ghosh (Associate Professor), Department of English.
2. Modified by: Dr. Rajoshree Chatterjee (Assistant Professor, Department of Literature and Languages)

SRM University *AP*, Andhra Pradesh
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The Poetry of War

Course Code	EGL 454	Course Category	Core Course (CC)	L	T	P	C
				2	2	0	4
Pre-Requisite Course(s)	Georgian Poetry and Early Modernism	Co-Requisite Course(s)		Progressive Course(s)			
Course Offering Department	Literature and Languages	Professional / Licensing Standards					

Course Objectives / Course Learning Rationales (CLRs)

- To revisit the futility of the First World War and the place it holds in the British memory.
- To explore two types of World War poetry: patriotic elegies romanticizing it and others exposing the harrowing realities of shellshock and mass destruction.
- To analyse and understand the transition from a pro-war to an anti-war attitude with the changing views of the early twentieth century.

Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
Outcome 1	Understand of the historical and cultural contexts in which poetry of war is written, and how these contexts shape the themes and styles of the poems.	2	70%	65%
Outcome 2	Critically analyze war poems, identify, and interpret the use of various literary devices and techniques to convey the themes of conflict, trauma, and resilience.	4	70%	65%
Outcome 3	Evaluate the intersections of racism and sexism with the poetry of war.	5	70%	65%
Outcome 4	Evaluate the political rhetoric of war and the themes entangled with it– nationalism, destruction of a younger generation, the pity of war, and other related issues.	5	70%	65%

Course Articulation Matrix (CLO) to Program Learning Outcomes (PLO)

CLOs	Program Learning Outcomes (PLO)														
	Scientific and Disciplinary Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Scientific Reasoning and Design Thinking	Research Related Skills	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Lifelong Learning	PSO 1	PSO 2	PSO 3
Outcome 1	3	3	3	3	3		2	3	2	3		3	3	3	1
Outcome 2	3	3	3	3	3		2	3	2	3		3	3	3	1
Outcome 3	3	3	3	3	3		2	3	2	3		3	3	3	1
Outcome 4	3	3	3	3	3		2	3	2	3		3	3	3	1
Course Average	**3**	**3**	**3**	**3**	**3**		**2**	**3**	**2**	**3**		**3**	**3**	**3**	**1**

Course Unitization Plan

Unit No.	Unit Name	Required Contact Hours	CLOs Addressed	References Used
Unit 1	**Introduction to the Poetry of the First World War.**	**9**		
	Overview of the major events and the aftermath of World War I.	3	1	8,9,11
	The social, cultural, and political impacts of various events that led to the development of war poetry as a genre.	3	1	10,11,12,14, 15
	Characteristics of war poetry and reflection of the social context.	3	1,2	10-15
Unit 2	**War and Nationalism.**	**15**		
	The idealism and valorization of war in poetry.	3	1,4	10-15
	Propaganda and early public perception of the great War.	3	1,3,4	10-15
	Close textual and critical analysis of the following poems: a. Rupert Brooke: 'Peace'; 'The Soldier'. b. 'Who's for the Game?' by Jessie Pope.	9	2,3,4	2,3,4
Unit 3	**The Reality of War and Trench Poetry.**	**21**		
	The brutal reality and disillusionment surrounding war, shell-shock and fragmentation in post-war societal perceptions.	3	1, 3, 4	10-16
	Close textual and critical analysis of the following poems: a. Wilfred Owen: 'Dulce et Decorum Est'; 'Anthem for Doomed Youth'; 'Spring Offensive'. b. Siegfried Sassoon: 'Attack'; 'Suicide in the Trenches'; 'Does It Matter?'.	18	2, 3, 4	3,5,16
Unit 4	**Voices of Women in War Poetry.**	**15**		
	The role and perspectives of women during the war.	3	3, 4	13
	Close textual and critical analysis of the following poems: a. Vera Brittain: 'The Superfluous Woman'; 'Lament of the Demobilised'. b. Edith Sitwell: 'Still Falls the Rain'; 'Heart and Mind'.	12	2, 3, 4	1,6
Total Contact Hours		**60**		

Learning Assessment

Bloom's Level of Cognitive Task		Continuous Learning Assessments (60%)			End Semester Exam (40%)
		CLA-1 (20%)	CLA-2 (20%)	CLA-3 (20%)	
Level 1	Remember	50%			
	Understand				
Level 2	Apply	50%	50%	50%	50%
	Analyze				
Level 3	Evaluate		50%	50%	50%
	Create				
Total		**100%**	**100%**	**100%**	**100%**

Recommended Resources

- **Primary Sources**

1. Brittain, Vera. Verses of a V.A.D. Erskine Macdonald, 1918.
2. Brooke, Rupert. The Collected Poems of Rupert Brooke. Sidgwick & Jackson, 1918.
3. Owen, Wilfred. The Collected Poems of Wilfred Owen. Edited by C. Day Lewis, New Directions, 1965.
4. Pope, Jessie. Jessie Pope's War Poems. Erskine Macdonald, 1915.
5. Sassoon, Siegfried. The War Poems of Siegfried Sassoon. Faber & Faber, 1983.
6. Sitwell, Edith. The Poems of Edith Sitwell. Macmillan, 1930.

- **Secondary Sources**

7. Brittain, V. (2004 [1933]) Testament of Youth, London, Penguin.
8. First World War Forum, https://www.firstworldwar.com/.
9. First World War Poetry Digital Archive, University of Oxford, https://www.oucs.ox.ac.uk/ww1lit/.
10. George, Elizabeth, editor. The Penguin Book of First World War Poetry. Penguin Books, 1996.
11. Horne, J. (2014) 'Atrocities and war crimes' in Winter, J. (ed.) The Cambridge History of the First World War, Cambridge, Cambridge University Press, pp. 561–84.
12. Kendall, Tim, editor. The Oxford Handbook of British and Irish War Poetry. Oxford University Press, 2007.
13. Potter, Jane. Boys in Khaki, Girls in Print: Women's Literary Responses to the Great War 1914-1918. Oxford University Press, 2005
14. Sherry, Vincent. The Cambridge Companion to the Literature of the First World War. Cambridge University Press, 2005.
15. Silkin, Jon. Out of Battle: The Poetry of the Great War. Oxford University Press, 1972.
16. The Wilfred Owen Association, https://www.wilfredowen.org.uk/.

Other Resources

1. No Data

Course Designers

1. Dr. Stella Chitralekha Biswas, Assistant Professor, Department of English, SRM University – AP.

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Copywriting

Course Code	EGL 455	Course Category	Core Course (CC)		L	T	P	C
					2	2	0	4
Pre-Requisite Course(s)	101	Co-Requisite Course(s)		Progressive Course(s)				
Course Offering Department	English	Professional / Licensing Standards						

Course Objectives / Course Learning Rationales (CLRs)

- To acquaint the learners with mechanisms of persuasive writing
- To help students produce copy for different media

Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
Outcome 1	Identify mechanisms of persuasion and mechanics of good writing.	2	75%	70%
Outcome 2	Analyse the requirements of different media, industries, and consumer mindsets.	4	75%	70%
Outcome 3	Apply the persuasive techniques in writing copy for different media - print, TV, radio, and new media.	4	75%	70%
Outcome 4	Justify positioning and messaging strategy, proposed for a given communication scenario.	5	75%	70%

Course Articulation Matrix (CLO) to Program Learning Outcomes (PLO)

CLOs	Program Learning Outcomes (PLO)														
	Scientific and Disciplinary Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Scientific Reasoning and Design Thinking	Research Related Skills	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Lifelong Learning	PSO 1	PSO 2	PSO 3
Outcome 1	3	3	3	3	3	3	2	3	2	3	3	3	3	3	1
Outcome 2	3	3	3	3	3	3	2	3	2	3	3	3	3	3	1
Outcome 3	3	3	3	3	3	3	2	3	2	3	3	3	3	3	1
Outcome 4	3	3	3	3	3	3	2	3	2	3	3	3	3	3	1
Average	**3**	**3**	**3**	**3**	**3**	**3**	**2**	**3**	**2**	**3**	**3**	**3**	**3**	**3**	**1**

Course Unitization Plan

Unit No.	Unit Name	Required Contact Hours	CLOs Addressed	References Used
Unit 1	**UNIT-I: Basic Skills, Agency Environment, and Rhetoric**	**12**		
	Background skills: Reading, Grammar, punctuation, spelling	2	1	11, 9, 10
	Creativity & Problem Solving	2	4	8
	Ability to work with different stakeholders - client, client servicing team, research team, design team, customers	3	1	12
	Use of appeals - reason, humour, sex, fear	2	1	1,2,3,4,6,7
	Writing for different audiences	2	1	1,2,3,4,6,7
	Templates for thinking/writing	1	1	1,2,3,4,6,7
Unit 2	**UNIT- II: Print**	**12**		
	Headlines, tag lines, slogans	4	2, 3, 4	1,2,3,4,6,7
	Body copy - long & short	4	2, 3, 4	1,2,3,4,6,7
	Condensing & expanding the message	4	2, 3, 4	1,2,3,4,6,7
Unit 3	**UNIT-III: TV & Radio**	**12**		
	Basic TVC formats	6	2, 3, 4	1, 2
	Radio formats	6	2, 3, 4	1
Unit 4	**UNIT – IV: New Media**	**12**		
	Organic SEO	4	2, 3, 4	13
	Social media advertising	4	2, 3, 4	5
	Search engine ads	4	2, 3, 4	14
Unit 5	**UNIT – V: Online Tools**	**12**		
	Writing efficient prompts / Working with text generation technologies	6	2, 3, 4	15
	Leveraging other online tools for readability, editing, idea generation and more (list of resources to be developed for live hands-on experience)	6	2, 3, 4	1-15
Total Contact Hours		**60**		

Learning Assessment

Bloom's Level of Cognitive Task		Continuous Learning Assessments (50%)			
		CLA-1 (20%)	CLA-2 (20%)	CLA-3 (20%)	Project (40%)
Level 1	Remember				
	Understand				
Level 2	Apply	50%	50%	50%	50%
	Analyse				
Level 3	Evaluate	50%	50%	50%	50%
	Create				
Total		**100%**	**100%**	**100%**	**100%**

Recommended Resources

1. Sullivan, L., & Boches, E. (1998). Hey, Whipple, Squeeze This: The Classic Guide to Creating Great Ads. Hoboken: John Wiley & Sons.
2. Ogilvy. D (1983). Ogilvy on Advertising. New York: RHUS
3. Sugarman, J. (2007). The Adweek Copywriting Handbook: The Ultimate Guide to Writing Powerful Advertising and Marketing Copy from One of America's Top Copywriters. New Jersey: John Wiley & Sons.
4. Gettins, D. (2006). How to Write Great Copy: Learn the Unwritten Rules of Copywriting. London: Kogan Page Publishers.
5. Weintraub, M. (2011). Killer Facebook Ads: Master Cutting-edge Facebook Advertising Techniques. Hoboken: John Wiley & Sons.
6. Vilanilam, J. V., & Varghese, A. K. (2004). Advertising Basics!: A Resource Guide for Beginners. SAGE.
7. Gabay, J. (2005). Gabay's Copywriters' Compendium. London: Routledge.
8. Henry, T. (2011). The Accidental Creative: How to be Brilliant at a Moment's Notice. London: Penguin.
9. Embree. M. (2007). Abused, Confused and Misused Words: A Writer's Guide to Usage, Spelling, Grammar and Sentence Structure. New York: Skyhorse
10. Pinker, S. (2014). The Sense of Style: The Thinking Person's Guide to Writing in the 21st Century. London: Penguin
11. Pearl, N and Schwager, J. The Writer's Library: The Authors you Love on the Books that Changed their Lives. New York: Harper Collins.
12. Simon, P. (2015). Message Not Received: Why Business Communication is Broken and How to Fix It. New York: John Wiley and Sons.
13. Schwartz, E. Product - Led SEO : The Why Behind Building Your Organic Growth Strategy.
14. Geddes, B. (2014). Advanced Google AdWords. New Jersey: Wiley and Sybex.
15. Vee, A., Laquintano, T., & Schnitzler, C. (Eds.) (2023). TextGenEd: Teaching with Text Generation Technologies. The WAC Clearinghouse. https://doi.org/10.37514/TWR-J.2023.1.1.02

Other Resources

1. No Data

Course Designers

1. Soni Wadhwa, Assistant Professor, Department of English, SRM University – AP

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Language through Literature

Course Code	EGL 457	Course Category	Core Course (CC)	L	T	P	C
				2	2	0	4
Pre-Requisite Course(s)	EGL 105	Co-Requisite Course(s)		Progressive Course(s)			
Course Offering Department	Literature & Languages	Professional / Licensing Standards					

Course Objectives / Course Learning Rationales (CLRs)

- To enhance language skills through the study of various literary texts, fostering critical thinking, comprehension, and effective communication.

Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
Outcome 1	Demonstrate understanding of literary texts and their themes.	2	75%	70%
Outcome 2	analyse literary works using various literary theories and critical approaches.	4	75%	70%
Outcome 3	Develop written and oral communication skills through literature-based assignments.	4	75%	70%
Outcome 4	Engage in reflective thinking and express personal responses to literature.	5	75%	70%
Outcome 5	Apply language skills learned from literature to real-life contexts.			

Course Articulation Matrix (CLO) to Program Learning Outcomes (PLO)

CLOs	Program Learning Outcomes (PLO)														
	Scientific and Disciplinary Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Scientific Reasoning and Design Thinking	Research Related Skills	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Lifelong Learning	PSO 1	PSO 2	PSO 3
Outcome 1	3	3	3	3	3		2	3	2	3		3	3	3	1
Outcome 2	3	3	3	3	3		2	3	2	3		3	3	3	1
Outcome 3	3	3	3	3	3		2	3	2	3		3	3	3	1
Outcome 4	3	3	3	3	3		2	3	2	3		3	3	3	1
Course Average	3	3	3	3	3		2	3	2	3		3	3	3	1

Course Unitization Plan

Unit No.	Unit Name	Required Contact Hours	CLOs Addressed	References Used
Unit 1	**Introduction to Language and Literature**	**12**		
	Definition and scope of using literature in language teaching.	3	1	1,2
	Historical perspective and evolution of the approach.	3	1	1,2
	Benefits and challenges of integrating literature in language teaching.	3	4	1,2
	Types of literary texts (poetry, prose, drama) and their language teaching potential.	3		
Unit 2	**Teaching Vocabulary and Grammar through Literature**	**12**		
	Strategies for teaching vocabulary using literary texts.	4	1	3,4
	Grammar instruction through literary excerpts.	4	1	3,4
	Contextual learning of language structures.	4	1	3,4
Unit 3	**Developing Reading Skills through Literature**	**12**		
	Techniques for enhancing reading comprehension using literature.	4	2, 3, 4	5,6
	Intensive and extensive reading strategies	4	2, 3, 4	5,6
	Literary genres and reading skill development.	4	2, 3, 4	5,6
Unit 4	**Enhancing Writing Skills through Literature**	**12**		
	Writing prompts and creative writing inspired by literature.	4	2, 3, 4	7,8
	Analysing literary styles and incorporating them into writing.	4	2, 3, 4	7,8
	Critical writing and literary analysis.	4		7,8
Unit 5	**Speaking and Listening through Literature**	**12**		
	Oral presentations and discussions based on literary texts.	4	2, 3, 4	9,10
	Drama and role-play for language practice.	4	2, 3, 4	9,10
	Listening to literary works (audiobooks, performances) for comprehension and analysis.	4	2, 3, 4	9,10
Total Contact Hours		**60**		

Learning Assessment

Bloom's Level of Cognitive Task		Continuous Learning Assessments (50%)				End Semester Exam (50%)
		CLA-1 (10%)	Mid-1 (15%)	CLA-2 (10%)	Mid-2 (15%)	
Level 1	Remember		50%		50%	30%
	Understand					
Level 2	Apply	50%	50%	50%	50%	30%
	Analyse					
Level 3	Evaluate	50%		50%		40%
	Create					
Total		**100%**	**100%**	**100%**	**100%**	**100%**

Recommended Resources

1. No Data

Other Resources

1. No Data

Course Designers

1. Dr. Priyank Varma. G, Assistant Professor, Department of English, SRM University – AP
2. Dr. Rajni, Assistant Professor, Department of English, SRM University – AP

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Introduction to Phonetics

Course Code	**EGL 241**	**Course Category**	**Minor**	**L**	**T**	**P**	**C**
				3	**0**	**0**	**3**
Pre-Requisite Course(s)	**EGL 100**	**Co-Requisite Course(s)**		**Progressive Course(s)**			
Course Offering Department	**English**	**Professional / Licensing Standards**					

Course Objectives / Course Learning Rationales (CLRs)

- To provide a systematic knowledge and understanding of the anatomy and functioning of the speech organs.
- To explore the diversity of speech sounds/ recognize differential pronunciation and identify and classify vowels and consonants of English language.
- To train the students in gaining a theoretical perspective on speech communication at various levels/ explain the various aspects of articulation of speech sounds
- To teach practical skills such as phonetic transcription and reading of dictionaries

Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
Outcome 1	Identify the major speech organs	2	90%	80%
Outcome 2	Demonstrate in-depth knowledge and understanding of the anatomy and basic physiology of speech production	2	75%	70%
Outcome 3	Demonstrate an understanding of speech production theories such as source-filter theory	4	75%	60%
Outcome 4	Identify and classify the vowels and consonants of English language	3, 4	75%	60%
Outcome 5	Demonstrate knowledge of formant frequencies and their use in classification of vowels	4	75%	70%
Outcome 6	Demonstrate knowledge of manners and places of articulation and their use in classification of consonants	3	75%	70%
Outcome 7	Demonstrate an in-depth knowledge of organization of speech—phonemes, syllables, phonological word, rhythm, tone and intonation patterns of English language	4	75%	70%
Outcome 8	Demonstrate the knowledge of IPA chart and phonetic transcription	3	80%	75%
Outcome 9	Demonstrate a critical understanding of syllable structure	3	75%	60%

Course Articulation Matrix (CLO) to Program Learning Outcomes (PLO)

CLOs	Program Learning Outcomes (PLO)														
	Scientific and Disciplinary Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Scientific Reasoning and Design Thinking	Research Related Skills	Modem Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Lifelong Learning	Scientific and Disciplinary	Analytical Reasoning and	Critical and Reflective Thinking
Outcome 1								1				2			
Outcome 2								1		1					
Outcome 3	1	1							2	2		2			
Outcome 4		1				2			2	2		1			
Outcome 5	1		1	2	2					2					
Outcome 6					2										
Outcome 7				2	2										
Outcome 8		2	2								1	2			
Outcome 9	1				1				1	1		1			
Average	**1**	**1**	**1**	**2**	**2**	**2**		**1**	**2**	**2**	**1**	**2**			

Course Unitization Plan

Unit No.	Unit Name	Required Contact Hours	CLOs Addressed	References
	Course Overview, Expectations, Assessment plan, Honor Code, etc	1		
Unit 1	**Organization of Speech Production (Lectures: 8)**	**8**		
	Introduction to Human Articulatory System: Organs of Speech	2		
	Production of Speech Sounds: Articulators	2		
	Theories of Speech Production: Source-Filter Theory, Quantal Theory	6		
Unit 2	**UNIT II: English Sound System (Lectures: 10)**	**10**		
	Description of Speech Sounds – Vowels and Consonants	2		
	Classification of Vowels: Formant Structure	4		
	Classification of Consonants: Place and Manner of Articulation	4		
Unit 3	**UNIT III: Syllable (Lectures: 10)**	**10**		
	Phonemes and Allophones	2		
	The English Syllable: structure & forms	6		
	Strong and Weak forms	2		
Unit 4	**UNIT IV: Suprasegmentals-I (Lectures: 8)**	**8**		
	Stress and Intonation	3		
	Word stress and Sentence Stress/ Intonation	5		
Unit 5	**UNIT V: Suprasegmentals-II (Lectures: 8)**	**8**		
	Accent and rhythm in connected speech	4		
	Assimilation and Intonation	4		
	Total Contact Hours	**45**		

Learning Assessment

Bloom's Level of Cognitive Task		Continuous Learning Assessments (50%)								End Semester Exam (40%)	
		CLA-1 (20%)		CLA-2 (20%)		CLA-3 (20%)		Mid			
		Th	Prac	Th	Prac	Th	Prac	Th	Prac	Th	Prac
Level 1	Remember	100%		20%							
	Understand										
Level 2	Apply			40%		40%					
	Analyse										
Level 3	Evaluate			40%		60%					100%
	Create										
Total		100%		100%		100%					100%

Recommended Resources

1. Clark, J. E., & Yallop, C. (1997). An Introduction to Phonetics and Phonology. Oxford, UK: Blackwell, 2nd edition.
2. Resources from Peter Ladefoged's legacy webpage

Other Resources

1. Balasubramanian. T. (1981). A Text Book English Phonetics for Indian Students. Madras: Macmillan India Ltd.
2. Bansal, R. K., & Harrison, J. B. (1972). Spoken English for India. Madras: Orient Longman
3. Gimson, A. C. (1989). An Introduction to the Pronunciation of English. London: ELBS.
4. Hornby, A. S. (1996/2009). Oxford Advanced Learner's Dictionary. Fifth edition, Oxford, UK: Oxford University Press.
5. Jones, D. (1991). English Pronouncing Dictionary. 14th edition. New Delhi: Cambridge University Press.
6. Laver, J. (1994). Principles of Phonetics. Cambridge, UK: Cambridge University Press.
7. Sethi, J., & Dhamija, P. V. (2010). A Course in Phonetics & Spoken English. New Delhi: Prentice-Hall, 2nd edition.
8. Sethi, J., & Jindal, D. V. (1994). Handbook of Pronunciation of English Word. New Delhi: Prentice-Hall.
9. Verma, S. K., & Krishnaswamy, N. (1999). Modern Linguistics: An Introduction. New Delhi: Oxford University Press.
10. International Phonetic Association
11. https://www.internationalphoneticassociation.org/
12. Peter Ladefoged's webpage (Legacy page maintained by UCLA)
13. https://linguistics.ucla.edu/people/ladefoge/

Lab Component

- LIST OF EXPERIMENTS
- Experiment 01
  Aim: To describe the various systems and organs of speech.
- Experiment 02
  Aim: To plot the vowel formants in the Formant space.
- Experiment 03
  Aim: To identify the various places of articulation of stops/plosives from configuration diagrams.
- Experiment 04
  Aim: To identify the various places of articulation of fricatives from configuration diagrams.
- Project:
- Record data from a number of subjects and do a basic phonetic analysis (using Praat), prepare report and present the data to a scientific audience.

Course Designers

1. Internal (Institutional) Subject Matter Expert: Dr. Shantanu Ghosh (Associate Professor), Department of English.
2. External Expert Reviewers