

Department of Literature and Language

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

(Applicable to the students admitted from AY: 2023 onwards)



**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	Subcategory Credits	Category Credits	Learning hours
Ability Enhancement Courses (AEC)		8	240
University AEC	4		
School AEC	4		
Value Added Courses (VAC)		8	240
University VAC	4		
School VAC	4		
Skill Enhancement Courses (SEC)		15	450
School SEC	5		
Department SEC	4		
SEC Elective	6		
Foundation/ Interdisciplinary courses (FIC)		22	660
School FIC	16		
Department FIC	6		
Core + Core Elective including Specialization (CC)		76	2280
Core	68		
Core Elective (Inc Specialization)	8		
Minor (MC) + Open Elective (OE)		15	
Research / Design / Internship/ Project (RDIP)		22	600
Internship / Design Project / Startup / NGO	8		
Internship / Research / Thesis	14		
Total		166	4980

Semester wise Course Credit Distribution Under Various Categories										
Category	Semester									
	I	II	III	IV	V	VI	VII	VIII	Total	%
Ability Enhancement Courses - AEC	2	2	2	2	0	0	0	0	8	4.9
Value Added Courses - VAC	2	2	0	0	0	4	0	0	8	4.9
Skill Enhancement Courses - SEC	2	2	3	2	3	3	0	0	15	9.1
Foundation / Interdisciplinary Courses - FIC	14	8	0	0	0	0	0	0	22	13.4
CC / SE / CE / TE / DE / HSS	0	4	16	16	16	16	8	0	76	46.3
Minor / Open Elective - OE	0	3	3	3	3	3	0	0	15	9.1
(Research/ Design/ Industrial Practice/Project/Thesis/Internship) -RDIP	0	0	2	0	4	0	6	10	22	12.2
Grand Total	20	21	26	23	26	26	12	12	166	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	AEC	U AEC	AEC 101	Art of Listening, Speaking and Reading Skills	1	0	1	2
2	VAC	U VAC	VAC 101	Environmental Science	2	0	0	2
3	SEC	S SEC	SEC 102	Digital Literacy	1	1	0	2
4	FIC	S FIC	FIC 101	Emerging Technologies	2	0	0	2
5	FIC	S FIC	FIC 121	Understanding Human Minds	3	0	1	4
6	FIC	S FIC	FIC 122	Understanding the Indian Constitution.	3	0	1	4
7	FIC	S FIC	FIC 123	Understanding India Society(ies): Myths and Realities	3	1	0	4
Semester Total					15	2	3	20

SEMESTER - II								
S. No	Category	Sub-Category	Course Code	Course Title	L	T/D	P/Pr	C
1	AEC	U AEC	AEC 107	Effective Writing and Presentation Skills	1	0	1	2
2	VAC	U VAC	VAC 102	Universal Human Values and Ethics	2	0	0	2
3	SEC	S SEC	SEC 103	Entrepreneurial Mindset	2	0	0	2
4	FIC	S FIC	FIC 115	Economics in Everyday Life	4	0	0	4
5	Core	CC	EGL 101	English Literature through different ages	4	0	0	4
6	Core	CC	EGL 102	History of English Language	4	0	0	4
7	Elective	OE		Open Elective / Minor	3	0	0	3
Semester Total					20	0	1	21

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 114	Analytical Reasoning and Aptitude Skills- Basics	0	2	1	3
5	Core	CC	EGL 201	Introduction to Fiction	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	Critical Thinking	2	2	0	4
8	Core	CC	EGL 207	Fundamentals of Language	2	2	0	4
9	Elective	OE		Open Elective / Minor	3	0	0	3
10	RDIP	RDIP	EGL 208	Summer Immersion	0	0	2	2
Semester Total					13	10	7	26

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	SEC	S SEC	SEC 120	Creative Writing	2	1	0	3
5	Core	CC	EGL 204	Renaissance Drama	2	2	0	4
6	Core	CC	EGL 205	Poetry Through the Ages	2	2	0	4
7	Core	CC	EGL 206	American Literature	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					15	9	4	24

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 119	English Language Teaching	2	0	1	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	CE	Core Elective	2	2	0	4
8	Elective	OE		Open Elective / Minor	3	0	0	3
9	RDIP	RDIP	EGL 305	Internship	0	0	4	4
Semester Total					13	8	9	26

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	2	0	0	2
3	SEC	E SEC	SEC 117	Academic Writing	2	1	0	3
4	Core	CC	EGL 309	Popular Fiction	2	2	0	4
5	Core	CC	EGL 306	Migration Literature	2	2	0	4
6	Core	CC	EGL 307	Phonetics and Phonology	2	2	0	4
7	Elective	CE	CE	Core Elective	2	2	0	4
8	Elective	OE		Open Elective / Minor	3	0	0	3
Semester Total					15	9	2	26

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	ELG 404	Dissertation II	0	0	10	10
Semester Total					0	0	10	10

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

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 260	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 259	Introduction to Sociolinguistics	3	0	0	3

The Art of Listening, Speaking and Reading Skills

Course Code	AEC 101	Course Category				
			L	T	P	C
			1	0	1	2
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 develop and enhance students’ proficiency in listening, speaking, and reading skills,
- To help the participants understand the purpose and differentiate various types of audience.
- 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	Develop advanced listening skills, to comprehend and respond to a wide range of spoken language varieties, accents, and contexts with increased accuracy and fluency.	2	90%	90%
Outcome 2	Articulate ideas and thoughts clearly and effectively in both informal and formal settings, utilizing appropriate vocabulary, grammar, and speech delivery techniques.	3	90%	90%
Outcome 3	Enhance their reading comprehension and critical analysis abilities, enabling them to understand complex texts, extract key information, and critically evaluate the content within various genres and subjects.	3	70%	70%
Outcome 4	Engage in effective and meaningful conversations, demonstrating improved listening skills, oral communication abilities, and comprehension of written texts, thereby enhancing their overall language proficiency and communication competence	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 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	2	3		3			
Outcome 2					1	1			1	3		3			
Outcome 3					1	1			1	3		2			
Average					1	1			1	3	3	3			

Course Unitization Plan

Unit No.	Unit Name	Required Contact Hours	CLOs Addressed	References Used
Unit 1	Augmenting Listening skills	9		
	Course introduction and objectives: Importance of LSRW	1	1	1 a
	Listening - Barriers to active listening and steps to Overcome	2	1	1 b
	Listening Comprehension How to take/ make notes (different ways)	2	1	1b, 2a, 2c
	Listening practice: Identifying main ideas, supporting details, and inferences and summarizing key points	2	1	1b, 2a, 2c
	Practice sessions: memory games, Chinese whisper	2	1	NA
Unit 2	Developing Speaking Skills	9		
	Strategies for good speech, Basics of grammatically correct speech	1	2	1a, 2 a, b, c
	Basics of phonetics and intonation	2	2	1a
	Oral presentations: do's and don'ts	1	2	1a
	Speaking Practice: Just a minute/ Impromptu, Story-telling/ Story starters Group discussions,	5	2	NA
Unit 3	Communication and Persuasion	9		
	Verbal Communication and Nonverbal Communication	2	2, 3	1a
	The art of persuasive communication (Ethos, pathos, Logos)	2	2, 3	1a
	Practice sessions (Convince the other Role plays, Self-introduction, Pitching, extempore, public speaking)	5	2, 3	NA
Unit 4	Reading	9		
	Reading strategies (Skimming and scanning, extensive and intensive)	2	2	1c
	Reading and analyzing various texts, including articles, essays, and academic papers	3	2	1c
	Reading Comprehension Practice	4	2	1c, 2a
Unit 5	Integrated Skills and Real-World Application	9		
	Engaging in discussions and debates on current issues	2	3	NA
	Real-world application of language skills (e.g., job interviews, social interactions)	2	3	NA
	Pitching Presentation	5	3	NA
	Total contact hours	45		
	Notional hours	15		
	Total Learning Hours	60		

Learning Assessment

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

Recommended Resources

1a. Shoba, L. (2017). Communicative English: A Workbook. U.K: CambridgeUniversity Press.

1b. Leonardo, N. (2020) Active Listening Techniques: 30 Practical Tools to Hone Your Communication Skills. Rockridge Press

1c. Williams, A.J. (2014) Reading Comprehension: How To Drastically Improve Your Reading Comprehension and Speed Reading Fast! (Reading Skills, Speed Reading)

2a. <https://learnenglishteens.britishcouncil.org/>

2b. <https://www.bbc.co.uk/learningenglish/>

2c. <https://www.ted.com/?geo=hi>

Other Resources

1. -

Course Designers

1. -

Environmental Science

Course Code	VAC 101	Course Category	Value Added Course				L	T	P	C
							2	0	0	2
Pre-Requisite Course(s)		Co-Requisite Course(s)		Progressive Course(s)						
Course Offering Department	Environmental Science and Engineering	Professional / Licensing Standards								

Course Objectives / Course Learning Rationales (CLRs)

- To describe the environmental concepts from ecology and earth science to address real-world problems.
- To interpret the complex interactions within and between environmental systems and to evaluate evolving environmental problems

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 environmental challenges that need attention.	1	80%	70%
Outcome 2	Summarize the types of environmental pollutions and possible effects to society	2	80%	70%
Outcome 3	Classify the natural environmental resources, present state, rate of depletion and future perspectives	2	80%	70%
Outcome 4	Articulate a project-based learning on existing local to global environmental issues	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	1	-	1	1	-	1	1	1	2	1	-	1	-	-	-
Outcome 2	1	-	1	1	-	1	2	1	2	1	-	1	-	-	-
Outcome 3	1	-	1	2	1	1	3	2	2	1	-	1	-	-	-
Outcome 4	1	-	1	2	2	1	3	3	2	2	1	1	-	-	-
Average	1	-	1	1.5	1.5	1	2.25	1.75	2	1.25	1	1	-	-	-

Course Unitization Plan

Unit No.	Syllabus Topics	Required Contact Hours	CLOs Addressed	References Used
Unit 1	Human, Environmental Issues, and Climate Change	6	1	1,2,3
	The man-environment interaction	1	1	1,2,3
	Environmental issues and scales	1	1	1,2,3
	Land use and Land cover change	2	1	1,2,3
	Ozone layer depletion	1	1	1,2,3
	Understanding climate change and adaptation	1	1	1,2,3
Unit 2	Environmental Pollution and Health	7	2	1,2,3
	Understanding pollution; Definitions, sources, impacts on human health and ecosystem	2	2	1,2,3
	Air pollution	1	2	1,2,3
	Water pollution	1.5	2	1,2,3
	Soil pollution	1	2	1,2,3
	Solid waste	1.5	2	1,2,3
Unit 3	Ecosystems, Biodiversity Conservation, and Sustainable Development	9	3	1,2,3
	Ecosystems and ecosystem services	1	3	1,2,3
	Biodiversity and its distribution	1	3	1,2,3
	Threats to biodiversity and ecosystems	1	3	1,2,3
	Overview of natural resources	1	3	1,2,3
	Biotic resources	1	3	1,2,3
	Water resources; Soil and Energy resources	2	3	1,2,3
	Introduction to Sustainable Development Goals (SDGs)- targets and indicators	2	3	1,2,3
Unit 4	Environmental Management, Treaties and Legislation	8	4	1,2,3
	Introduction to environmental laws and regulation	2	4	1,2,3
	Environmental management system	2	4	1,2,3
	Pollution control and management	2	4	1,2,3
	Major International Environmental Agreements; Major Indian Environmental Legislations	2	4	1,2,3
Total Contact Hours		30		

Learning Assessment

Bloom's Level of Cognitive Task		Continuous Learning Assessments (50 %)								End Semester Exam (50 %)	
		CLA-1 (15 %)		CLA-2 (15 %)		CLA-3 (15 %)		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. Rajagopalan, R. (2016) Environmental Studies (3rd edition), Oxford University Press.
2. Sharma, P. D. (2018) Ecology and environment. Rastogi Publications.
3. Anil K. Dey. (2016). Environmental Chemistry. New Age Publisher International Pvt Ltd. ISBN: 9789385923890, 9385923897

Other Resources

1. -

Course Designers

Digital Literacy

Course Code	SEC 102	Course Category	Skill Enhancement Course (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)

- Introduce basic digital skills that are needed in today's 21st century work environment.
- Develop the skills that they need to effectively integrate technology into their respective professional practices.
- Learn practical-oriented and will have a lot of hands-on exercises.
- Understand basic and practical digital skills.
- Learn and use software and hardware systems, including the basic troubleshooting.
- 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%

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			
Average					3	3		1	2	3		3			

Course Unitization Plan

Unit No.	Unit Name	Required Contact Hours	COs Addressed	References Used
Unit 1	Unit Name 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 2	Unit Name 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 3	Unit Name 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 4	Unit Name 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	Unit Name 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 6	Unit Name 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 7	Unit Name 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 8	Unit Name 8 -Cybersecurity	1.5	1	1,2,3
	Introduction to Cybersecurity	0.5	1	1,2,3
	Strategies to protect 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 9	Unit Name 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 (50%)				End Semester Exam (50%)
		CLA-1 20%	Mid-1 20%	CLA-2 20%	CLA-3 20%	
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%

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

- 1.

Course Designers

1. Dr. Arundhati G, Associate Director, ITKM, SRM University AP.
2. Dr. Suhasini B, Assistant Director, ITKM, SRM University AP.
3. Dr. Mohan K, Director, ITKM, SSRM University AP

Course Unitization Plan

Unit No.	Unit Name	Required Contact Hours	CLOs Addressed	References Used
Unit 1	Quantum Computing and Quantum Communications			
1.1	Quantum Computer and early ideas, classical and quantum computing approaches, superposition, entanglement, and interference in quantum computing.	1	1	1
1.2	QUBITS and their types; representation of data in quantum mechanics.	1	1	1
1.3	Shor's Algorithm, Grover's search algorithm.	1	1	1
1.4	Quantum programming languages; Obstacles in building quantum computers.	1	1	1
1.5	Applications of quantum computers; Opportunities in the field of quantum computing.	1	1	1
1.6	Introduction of quantum communication pillars, quantum network, Heisenberg's uncertainty principle and QKD.	1	1	1
1.7	Challenges in QKD, National Quantum Mission, Future perspectives.	1	1	1
Unit 2	Unit 2: Nanotechnology and Green Hydrogen			
2.1	Introduction to the nanometre scale. history of nanomaterials	1	2	2
2.2	Synthesis of nanomaterials: Bottom-up and Top-down approach	1	2	2
2.3	tools & techniques to characterize nanomaterials. Applications of nanomaterials.	1	2	2
2.4	Green Technology: Definition, types of Green Technologies, Green Hydrogen production.	1	2	2
2.5	Challenges involved in the storage of Green Hydrogen produced from PEM based electrolysis.	1	2	2
2.6	Applications of Green Hydrogen.	1	2	2
Unit 3	3D Printing and Applications			
3.1	Introduction to 3D printing and additive manufacturing	1	3	3
3.2	Capabilities of 3D printing	1	3	3
3.3	Applications of 3D printing	1	3	3
3.4	Classification based on ASTM	1	3	3
3.5	Working principles of 3D printing technologies	1	3	3
Unit 4	UAVs, Drones and Applications			
4.1	Introduction to the evolution of drones	1	4	4
4.2	Classification of drones	1	4	4
4.3	Basic components of drones	1	4	4
4.4	Principles of flight	1	4	4
4.5	Applications of drones	1	4	4
4.6	Drones' rules in India, Challenges and future scope.	1	4	4
Unit 5	Introduction to Artificial Intelligence and Machine Learning			

5.1	Introduction to Artificial Intelligence, Machine Learning and Deep learning	1	5	5
5.2	Supervised (Classification and regression) learning	1	5	5
5.3	Unsupervised (Clustering) learning	1	5	5
5.4	Reinforcement learning (Decision making)	1	5	5
5.5	Features and Applications of AI and ML	1	5	5
5.6	Threats of AI: Lack of Regulation.	1	5	5

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	90 %	90 %	80 %	75 %	85 %
	Understand					
Level 2	Apply	10 %	10 %	20 %	25 %	15 %
	Analyse					
Level 3	Evaluate	0 %	0 %	0 %	0 %	0 %
	Create					
Total			100%	100%	100%	100%

Recommended Resources

1. Quantum Computation and Quantum Information by Michael A. Nielsen, Isaac L. Chuang, Massachusetts Institute of Technology.
2. Nanotechnologies: Principles, Applications, Implications and Hands-on Activities – A compendium for educators by Luisa Filippini and Duncan Sutherland, European Commission Research and Innovation.
3. Additive manufacturing: Principles, Technologies and applications by C.P. Paul and A.N. Jinoop, Publisher: McGraw Hill
4. Make: Getting Started with Drones: Build and Customize Your Own Quadcopter by Terry Kilby and Belinda Kilby.
5. Artificial Intelligence: A Modern Approach by Stuart Russell and Peter Norvig

Other Resources

1. No Data

Course Designers

1. Dr. Sunil Chinnadurai, Assistant Professor, ECE Department.
2. Dr. Pardha Saradhi Maram, Associate Professor, Chemistry Department.
3. Dr. Sangjukta Devi, Assistant Professor, Mechanical Department.
4. Dr. Harish Puppala Assistant Professor, Civil Department.
5. Dr. Ravi Kumar, Assistant Professor, Physics Department.

Understanding Human Minds

Course Code	FIC 121	Course Category				
			L	T	P	C
			3	0	1	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 understand the different approaches to the study of psychology
- To understand the fundamental processes underlying human behaviour
- To make applications of various psychological concepts

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 various perspectives in psychology	2	80%	70%
Outcome 2	Understand the fundamental psychological processes	2	70%	65%
Outcome 3	Apply the understanding in different settings and contexts	4	75%	60%
Outcome 4	Understand and differentiate the basic theories in Psychology and its applications	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 and 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		
Outcome 2		2	2	1		1		1			1		3		
Outcome 3		2	2	2			2	2	1	1	1	2	2	2	
Outcome 4	2	2		2	2	2		1	2	2	2	2			3
Average	1.5	2	2	2	2	1.5	2	1.5	1.5	1.5	1.5	2	3	2.5	2.5

Course Unitization Plan

Unit No.	Unit Name	Required Contact Hours	CLOs Addressed	References
Unit 1	Nature of Psychology			
	Definition and goals of psychology	3	1 & 2	2
	Nature of Psychology: Art or science	3		
	Traditional schools of thought in psychology	6		
Unit 2	Sensation and Perception			
	Sensation and its types	3	1, 3 & 4	1 & 3
	Absolute and differential threshold; Signal detection theory	3		
	Perception: Understanding perception, Gestalt laws of organization	3		
	Perceptual constancy, depth perception, perception of movement	3		
Unit 3	Motivation			
	Definition and types (Intrinsic and Extrinsic motivation)	3	1 & 3	1 & 3
	Psychological aspects of various forms of motivation (Physiogenic motives, Psychogenic motives, Sociogenic motives)	3		
	Theories of motivation: drive theory, arousal theory, expectancy theory, goal-setting theory, Maslow's hierarchy of needs	6		
Unit 4	Emotion			
	Definition and types of emotions	3	2 & 3	1 & 2
	Autonomic Nervous System (ANS) and Emotions	3		
	Expression of emotions	3		
	Correlates of emotions: cognition and culture	3		
Unit 5	Intelligence			
	Definitions and nature of intelligence	3	1 & 2	1 & 2
	Theories of intelligence: Cattell's theory of intelligence, Spearman's two-factor theory, Thurstone's mental ability , Sternberg's triarchic theory, Gardner's theory of multiple intelligences	6		
	Measuring intelligence and tests of intelligence	3		

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	50%	60%	60%	30%	50%
	Understand					
Level 2	Apply	50%	40%	40%	70%	50%
	Analyse					
Level 3	Evaluate					
	Create					
Total			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.

Other Resources

1. Morgan, C. T., King, R. A., & Schopler, J. (2004). Introduction to Psychology. New Delhi: Tata McGraw Hill.

Course Designers

1. No Data

Understanding the Indian Constitution

Course Code	FIC 122	Course Category				
			L	T	P	C
			3	0	1	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)

- To locate the plurality of ideas in the Indian constitution
- To appreciate the importance of dialogue in the making and the extension of Indian constitution.
- To develop a multidisciplinary approach in understanding functioning of Indian democracy.
- 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	90%	90%
Outcome 2	Define the concept of liberty and non-discrimination	1	70%	70%
Outcome 3	Demonstrate the multiple imagination of justice	3	60%	50%
Outcome 4	Identify the tradition of consensus and discontent in Indian democracy	2	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, 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	2	2					2	2	2	2	2	2	2	2
Outcome 2	2	2	3	2	2		2	2	2		3	3	2	3	
Outcome 3	2	3	3	2	2			2	2	2	2	3	2	2	
Outcome 4		2	3	3	2		2	2	2		3	3	2	3	
Average	2	2	3	2	2		2	2	2	2	3	3	2	3	

Course Unitization Plan

Unit No.	Unit Name	Required Contact Hours	CLOs Addressed	References Used
Unit 1	Making of the Indian Constitution	14		
	Why do we need a constitution?	2		4,3
	Beginning of constitutionalism in India: Colonial and Anti-colonial legacies	2		1,4,3
	Locating constituent Assembly debate: Consensus and Discontent.	3		2,3,4
	Reading the preamble of the Indian constitution.	2		2
Unit 2	Fundamental Rights and Directive Principles-Ideas of Equality, Justice and Liberty	13		
	Right to Equality	2		1,2
	Six Freedoms	2		1,5
	Religious Freedom	3		3,4
	Minority Rights	2		2.5
	Directive Principles: Goals to establish a social and economic Democracy	2		2
	Primacy of Rights over Directive Principles	2		3
Unit 3	Asymmetrical Federalism: Center-State Relations	13		
	What is federalism?	1		2,5
	Constitutional provisions related to federalism	2		5
	Relationship between State and Centre	3		2,6
	Deliberative ambiguities of Indian Federalism	2		1,6
	Special Provisions for Jammu and Kashmir, Himachal Pradesh, Northeastern states, and tribal areas.	3		2,5
	AFSPA and suspension of Indian democracy	2		3
Unit 4	Foundation of Governance	11		
	Division of Power: Legislative, Executive, and Judiciary	3		2
	Parliamentary form of government in India	2		5

	Government of the Union and Government of the State	3		2,5
	Role of Supreme Court and Judicial Activism in India	3		3,4
Unit 5	UNIT V: Constitution as a living document	9		
	Constitution as a dialogue	2		3,6
	Constitutional Amendments and the basic structure of the Indian constitution	3		4,6
	Insertion of the 9 th schedule in the constitution	2		2
	The role of the judiciary and citizens in defending, negotiating and interpreting the constitution	2		3,4,6
	Total contact hours	60		

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	40%	40%	30%	40%	50%
	Understand					
Level 2	Apply	60%	60%	70%	60%	50%
	Analyse					
Level 3	Evaluate					
	Create					
Total			100%	100%	100%	100%

Recommended Resources

1. No Data

Other Resources

1. No Data

Course Designers

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

Dr. Idress Hassan Bhatt, Assistant Professor, Dept. of Liberal Arts, SRM University-A

Understanding Indian Society: Myths and Realities

Course Code	FIC 123	Course Category		L	T	P	C
				3	1	0	4
Pre-Requisite Course(s)		Co-Requisite Course(s)		Progressive Course(s)			
Course Offering Department	LIBERAL ARTS	Professional / Licensing Standards					

Course Objectives / Course Learning Rationales (CLRs)

- To introduce students to the study of India as a colonial exercise(s) and its critique.
- To orient the students towards deconstructing the myth of the Indian village as a homogeneous, unchanging unit.
- To introduce the students to the building blocks of society 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	Describe and critique colonial study of India	2	70%	80%
Outcome 2	Develop a critical understanding of changing Indian villages	2	70%	70%
Outcome 3	Define the nature of stratification in India	2	70%	80%
Outcome 4	Define and analyse the inter relationship between caste, class, gender and tribe in India	2	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 Life Long Learning	PSO 1	PSO 2	PSO 3
Outcome 1	3	2	2	1	3	1	2	3	2	3	2	2	2	3	3
Outcome 2	2	2	2	1	3	1	2	3	2	3	2	2	2	3	3
Outcome 3	2	1	2	1	3	1	2	3	2	3	2	2	3	3	3
Outcome 4	2	2	3	1	3	1	2	3	2	3	2	2	3	3	3
Average	2	2	2	1	3	1	2	3	2	3	2	2	3	3	3

Course Unitization Plan

Unit No.	Unit Name	Required Contact Hours	CLOs Addressed	References Used
Unit 1	Introduction	12	1	
	History, Anthropology and Colonialism	6		4
	Critics of Colonial Constriction of Indian Society and Culture	6		3
Unit 2	Villages in India	12	2	
	Understanding of Indian Villages: Indologists, Colonialists, Orientalists	4		6
	Anthropologists and Sociologists studies on Indian villages	4		
	Revisiting Indian village Studies in 21 st century.	4		7
Unit 3	The Caste System in India	14	3	
	Social Stratification	4		5-6
	Varna and Jati System	3		5-6
	The Book View(s) of Caste	3		5-6
	The Field View(s) of Caste	4		5-6
Unit 4	Tribes and Nomads	12	3	
	Tribal Cultures	4		2
	Nomadic and Semi-Nomadic Communities in India	4		2
	Developmental Policies for Tribes, Nomadic and Semi-Nomadic Communities	4		2
Unit 5	Class in India	10	4	
	Class and Social Stratification	4		10
	The Middle Class in India	6		11

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	30%	40%	30%	40%	50%
	Understand					
Level 2	Apply	70%	60%	70%	60%	50%
	Analyse					
Level 3	Evaluate					
	Create					
Total			100%	100%	100%	100%

Recommended Resources

1. Deshpande, S. (2003). Contemporary India: A Sociological understanding. New Delhi: Penguin Books.
2. Das, V. Ed. (2003). The Oxford India Companion to Sociology and Social Anthropology, Vol.I and II. Delhi: Oxford University Press (Sections 3 and 9 respectively).
3. Cohn. B.S. (1996). Notes On the History of The Study of Indian Society and Culture. In Structure and Changes in Indian Society (Milton Singer and Bernard S. Cohn eds). Jaipur: Rawat Publication. (pp.1-27).
4. Fuller C. J. (1977). British India or Traditional India? An Anthropological Problem, Ethnos, 42:3-4, pp.95-12.
5. Gupta, D. (Ed.) (1991). Social Stratification. Delhi: Oxford University Press
6. Srinivas M. N. (1987). The Indian Village: Myth and Reality. In Dominant Caste and Other Essays. Delhi: Oxford University Press. (pp.1-59).
7. Simpson, and Tilche, A and Sbriccoli, T and Jeffery, P and Otten, T (2018) A Brief History of Incivility in Rural Postcolonial India: Caste, Religion and Anthropology. Comparative Studies in Society and History, (60) 1, pp 58-89.
8. Betteille, A. (1991). Society and Politics in India: Essays in a Comparative Perspective: London: The Athlone Press. (Chapter 3, The Concept of Tribes with special reference to India). (pp. 57-78).
9. Xaxa. V (1999). Transformation of Tribes in India: Terms of Discourse. Economic and Political Weekly, 34(24), pp.1519–1524.
10. Bokil, M (2002). De-Notified and Nomadic Tribes: A Perspective. Economic and Political Weekly, 37(2), pp.148–154.
11. Crompton, R. (1998). Class and Stratification: An Introduction to Current Debates. Cambridge: Polity Press, 2nd Edition
12. Fernandes, L. (2006). India's New Middle Class: Democratic politics in an Era of Economic Reform. Minnesota: University of Minnesota Press.

Other Resources

1. No Data

Course Designers

1. Dr. Bikku, Assistant Professor, Department of Liberal Arts, SLASS, SRM-AP University
2. Dr. Ipsita Pradhan, Assistant Professor, Department of Liberal Arts, SLASS, SRM-AP University

Effective Writing and Presentation Skills

Course Code	AEC 107	Course Category				
			L	T	P	C
			1	0	1	2
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)

- Demonstrate proficiency in written communication, including the ability to compose clear, grammatically structured and organized written documents, as well as deliver well-structured and engaging presentations
- Critically analyse and synthesize information from various sources, conduct research, and effectively use evidence to support their arguments in both written assignments and oral presentations, that will enhance their critical thinking and research skills
- Through a combination of theoretical knowledge and practical exercises, the course aims to enhance students' ability to express ideas clearly, engage an audience, and deliver persuasive and impactful messages in both written and spoken formats.

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 coherent and well-structured written communication by generating clear and concise written content with logical organization, appropriate grammar	2	90%	90%
Outcome 2	Recognize and analyse the expectations of specific target audiences by adjusting tone, language and style to suit the intended purpose of the audience of written communication and tailoring written content to various formats such as reports, essays, emails, and professional correspondence.	3	90%	90%
Outcome 3	Demonstrate confident Public Speaking with the ability to deliver structured, well-organized, and persuasive presentations by employing visual and interactive aids, storytelling techniques.	3	70%	70%
Outcome 4	Develop strong critical thinking and research skills, enabling them to evaluate information critically, synthesize sources effectively, and provide well-reasoned arguments in their written work and presentations.	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 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	2	3		3			
Outcome 2					1	1			1	3		3			
Outcome 3					1	1			1	3		2			
Outcome 4					1	1			1	3	3	3			
Average					1	1		3	1	3	3	3			

Course Unitization Plan

Unit No.	Unit Name	Required Contact Hours	CLOs Addressed	References Used
Unit 1	Basics of Grammatically correct writing	9	1	
	SVO	1	1	1a, 2a,b
	Punctuation	3	1	1a, 2a,b
	Articles and Preposition	2	1	1a, 2a, b
	Tense and Apostrophe	1	1	1a, 2a, b
	Subject-Verb-Agreement	2	1	1a, 2a, b
Unit 2	Categories of Writing	9		
	Emails – different types (Official mails : Requesting Leave/ Enquiring vacancy/ Resigning from job/ requesting internship etc.)	3	1, 2	1b, c
	Notice and Agenda,	2	1, 2	1b, c
	Minutes of Meeting	2	1, 2	1b, c
	Paragraph writing	2	1, 2	1b, c
Unit 3	Advanced Writing	9		
	Writing Cover Letters	3	1, 2	1e
	Resume writing	2	1, 2	1d
	SOP, Abstract	2	1, 2	1g
	Project Report Writing	2	1, 2	2, d
Unit 4	Effective Presentation Techniques	9		
	Understanding the elements of successful presentations – Non-verbal communication in presentaions	3	2,3, 4	1f, 2c
	Creating engaging PPTs	2	2,3, 4	1f, 2c
	Structuring presentations for clarity and impact - Logical flow of topics and connected writing in line with storyboard	2	2, 3, 4	1f, 2c
	Handling Questions and Answers	2	2, 3, 4	1f, 2c
Unit 5	Project Based Learning	15		
	Community Based Project	15	1, 2, 3, 4	NA
	Total Learning Hours	60		

Learning Assessment

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

Recommended Resources

- 1a) Swan, M. (2005). Practical English usage (Vol. 688). Oxford: Oxford university press.
- 1b) Fenning, C. (2023). Effective Emails: The secret to straightforward communication at work: 1 (Business CommunicationSkills): Sanage Publishing University Press.
- 1c) Talbot, F. (2009). How to Write Effective Business English: The Essential Toolkit for Composing Powerful Letters, Emails and More, for Today's Business Needs. Kogan Page Publishers
- 1d) Yate, M. (2016). Knock'em Dead Resumes: A Killer Resume Gets More Job Interviews! Simon and Schuster.
- 1e) Yate, M. J. (2018). Ultimate Cover Letters: Master the Art of Writing the Perfect Cover Letter to Boost Your Employability (Vol. 5). Kogan Page Publishers.
- 1f) Carnegie, D. (2013). The Art of Public Speaking. Wyatt North Publishing, LLC.
- 2a. <https://learnenglishteens.britishcouncil.org/>
- 2b. <https://www.bbc.co.uk/learningenglish/>
- 2c. <https://www.ted.com/?geo=hi>
- 2d. https://www.tifr.res.in/~cccf/data/InternDocs/How_to_write_a_structured_Project_Report.pdf

Other Resources

Course Designers

Universal Human Values and Ethics

Course Code	VAC 102	Course Category	VAC			
			L	T	P	C
			2	0	0	2
Pre-Requisite Course(s)	NA	Co-Requisite Course(s)	NA	Progressive Course(s)	NA	
Course Offering Department	Psychology Department	Professional / Licensing Standards	NA			

Course Objectives / Course Learning Rationales (CLRs)

- To cultivate deep understanding of human values by teaching students the core principles of universal human values and their significance.
- To promote ethical decision-making skills by equipping the students with the ability to make ethical choices in life, work, and society.
- To foster a diverse and inclusive ethical perspective by sensitizing the students to diversity, equity, inclusion, gender, and cultural differences.
- To highlight the relevance of ethics in society and professions by showcasing the practical importance of ethics in personal, societal, and professional contexts.
- To address common challenges by preparing the students to overcome obstacles to ethical behaviour, fostering a commitment to universal values.

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	Evaluate the significance of value inputs in formal education and start applying them in their life and profession	1	70%	80%
Outcome 2	Students will foster diverse and inclusive perspectives, contributing to more equitable and harmonious communities and workplaces	2	70%	70%
Outcome 3	Students will be able to apply ethical principles effectively in their personal and professional lives, leading to improved relationships and ethical practices in society	3	60%	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		2	3	3	1	1	3			
Outcome 2			3		2		1	3	3	1	1	3			
Outcome 3			3		2		2	3	3	1	1	3			
Average			3		2		1.6	3	3	1	1	3			

Course Unitization Plan

Unit No.	Syllabus Topics	Required Contact Hours	CLOs Addressed	References Used
Unit 1	Fundamentals of Human Values and Ethics	7	1	1, 2, 3, 4, 5
	Introduction to human values and ethics.	1		
	Theory of wellbeing	2		
	Purpose and relevance of human values	4		
Unit 2	Culture and Ethical Principles	5	2	1, 2, 3, 4, 5
	Culture and ethics.	2		
	Ethics in the community and society	3		
Unit 3	Ethics and Inclusivity	6	2	1, 2, 3, 4, 5
	Ethics and diversity & inclusion	3		
	Equity, equality, and addressing violence	3		
Unit 4	Ethics in various life spheres	6	3	1, 2, 3, 4, 5
	Ethics in family, society, and workplace	4		
	Ethics in IPR and plagiarism	2		
Unit 5	Overcoming ethical challenges	6	3	1, 2, 3, 4, 5
	Identifying common challenges	3		
	Strategies to overcome challenges	3		

Learning Assessment

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

Recommended Resources

1. Landau, RS. (2019). Living Ethics. New York: Oxford University Press.
2. Nagarazan, R.S. (2022). A Text book on Professional Ethics and Human Values. New Delhi: New Age International Publisher.
3. Rachels, J., & Rachels, S. (2012). The elements of moral philosophy 7e. McGraw Hill.
4. Singer, P. (1986). Applied Ethics. Oxford: Oxford University Press.
5. Gensler, H., Spurgin, E., & Swindal, J. (2004). Ethics: contemporary readings. Routledge.

Course Designers

1. Department of Psychology, SLASS, SRM University-AP

Entrepreneurial Mindset

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

Course Objectives / Course Learning Rationales (CLRs)

- To develop the Entrepreneurial Mindset of Students.
- To provide tools and techniques for navigating the uncertain path of entrepreneurship

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 entrepreneurship and innovation concepts	1	80%	80%
Outcome 2	Explain concepts of Startup Funding and Pitching	1	80%	80%
Outcome 3	Identify Entrepreneurial Opportunity and ideate solutions	2	80%	70%
Outcome 4	Articulate innovative business plans with sound entrepreneurial concepts.	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												
Outcome 2			2								3				
Outcome 3		3	3							2	3	3			
Outcome 4		3	3								3	3			
Average		1.5	2.5							0.5	2.25	1.5			

Course Unitization Plan

Unit No.	Unit Name	Required Contact Hours	CLOs Addressed	References Used
UNIT-1	Introduction to Entrepreneurship	2		
	What and Why of Entrepreneurship		1	1,2
	Need of Entrepreneurship		1	1,2
	Entrepreneurship at SRM-AP		1	1,2
UNIT-2	Entrepreneurial Orientation	4		
	Characteristics of successful entrepreneurs		1,2	1,2
	Mindset shifts: from an employee to an entrepreneur		1,2	1,2
	Overcoming challenges and dealing with failures		1,2	1,2
UNIT-3	Entrepreneurial Skills	4		
	Skillssets of an Entrepreneur		1,2	1,2
	Design Thinking, Growth Mindset		1,2	1,2
	Design Thinking		1,2	1,2
UNIT-4	Entrepreneurial Opportunity & Ideation	2		
	Difference between idea and opportunity		1,2	1,2
	Opportunities in Vibrant Indian Entrepreneurial Ecosystem		1,2	1,2
	Opportunity Recognition (Sources of Opportunity)		1,2	1,2
	Idea Generation		1,2	1,2
UNIT-5	Business Model Canvas	2		
	Why BMC		3	1,2
	Value Proposition		3	1,2
	Customer Discovery		3	1,2
	Customer Relationship		3	1,2
	Channels		3	1,2
	Key Partners		3	1,2
	Key Activities		3	1,2
	Key Resources		3	1,2
	Revenue Structure		3	1,2
	Cost Structure		3	1,2
UNIT-6	Startup Financing & Pitching	2		
	Stages of Fundraising		4	1,2
	Mode of Investment		4	1,2
	Startup Valuation		4	1,2
	From Pitch to Hitch (Pitch Deck)		4	1,2
UNIT-7	Growth Mindset and Sales Ability	2		
	Importance of Sales skill for Entrepreneur		3	1,2
	Sales Techniques		3	1,2
	Developing Growth Mindset		3	1,2
UNIT-8	Developing the Business Plan	12	3,4	1,2
	Total Hours	30		

Learning Assessment

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

Recommended Resources

1. Bruce R. Barringer, R. Duane Ireland. Entrepreneurship Successfully Launching New Ventures, Pearson; 2020
2. Robert D. Hasrich, Dean A. Shepherd, Michael P. Peters, Entrepreneurship, McGraw Hill, 2021

Other Resources

1. Best business courses online (n.d.). Coursera. <https://www.coursera.org/browse/business/entrepreneurship>

Course Designers

1. Dr Aftab Alam, Assistant Professor, Paari School of Business, SRM University-AP
2. Mr Udayan Bakshi, Associate Director, Directorate of Entrepreneurship, SRM University-AP

Economics in Everyday Life

Course Code	FIC 115	Course Category				
			L	T	P	C
			4	0	0	4
Pre-Requisite Course(s)	Economics in Everyday Life	Co-Requisite Course(s)		Progressive Course(s)		
Course Offering Department	Economics	Professional / Licensing Standards				

Course Objectives / Course Learning Rationales (CLRs)

- To obtain an overview of the fundamental concepts of economics.
- To discuss various alternative theories of in an economy in the short run, and the role of policy in this context.
- To understand the application of important theories related to an open economy.

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	Distinguish between different economic systems as they relate to contemporary social, and political contexts.	2	70%	65%
Outcome 2	Apply simple mathematical methods to illustrate basic relationships between fundamental economic measures and variables.	3	70%	65%
Outcome 3	Demonstrate awareness of the market system and the role of government policy in different contexts.	3	70%	65%
Outcome 4	Apply various microeconomic and macroeconomic concepts to real-life situations	3	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 Life Long Learning	PSO 1	PSO 2	PSO 3
Outcome 1	3	2	1	3	2	-	-	-	2	3	2	2			
Outcome 2	3	2	2	3	2	-	-	-	2	3	2	2			
Outcome 3	3	2	2	2	2	-	-	-	2	3	2	2			
Outcome 4	3	2	2	3	2	-	-	-	2	3	2	2			
Average	3	2	2	3	2	-	-	-	2	3	2	2			

Course Unitization Plan

Unit No.	Unit Name	Required Contact Hours	CLOs Addressed	References Used
Unit I	Introduction	10		
	What is Economics?	3	1	1
	Basic Concepts of Economics	3	1	1
	Ten Principles of Economics	2	1	1
Unit II	Microeconomic Concepts	23		
	Demand Function	4	2	1
	Supply Function	4	2	1
	Market Equilibrium	3	2	1
	Elasticity	4	2	1
	Determinants of Elasticity	4	2	1
	Competition and Types of Markets	4	2	1
Unit III	Macroeconomic Concepts	20		
	National Income	4	3	2
	Unemployment	4	3	2
	Inflation	4	3	2
	AD-AS Curve	4	3	2
	Introduction to Fiscal and Monetary Policies	4	3	2
Unit IV	Application of Microeconomic and Macroeconomic concepts	7		
	Applications of Supply and Demand curves	4	4	3
	Application of AD-AS curve	3	4	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%)			
		Th	Prac	Th	Prac	Th	Prac	Th	Prac	Th	Prac
Level1	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. Mankiw, N. G. Principles of Microeconomics, (2007).
2. Mankiw, N. G. (2013). Macroeconomics fifth edition.
3. <https://open.umn.edu/opentextbooks/textbooks/32>

Other Resources

1. No Data

Course Designers

1. No Data

English Literature through Different Ages

Course Code	EGL 101	Course Category		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, analyse, 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
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 20%	Mid-1 20%	CLA-2 20%	CLA-3 20%	
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%

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

History of English Language

Course Code	EGL 102	Course Category		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
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	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, Spenser, 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 20%	Mid-1 20%	CLA-2 20%	CLA-3 20%	
Level 1	Remember	50%		40%		50%
	Understand					
Level 2	Apply	50%		40%		50%
	Analyse					
Level 3	Evaluate			20%		
	Create					
Total			100%		100%	

Recommended Resources

1. No Data

Other Resources

1. No Data

Course Designers

1. Dr. C. Harishree

Creativity and Critical Thinking Skills

Course Code	AEC 104	Course Category				
			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			1	3	3			3		3		3			
Outcome 2		3		3	3			3		3		3			
Outcome 3		3	3		3			3		3		3			
Outcome 4		3	3	3	3			3		3		3			
Average		3	3	3	3			3		3		3			

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 (50%)				End Semester Exam (50%)
		CLA-1 20%	Mid-1 20%	CLA-2 20%	CLA-3 20%	
Level 1	Remember	30%		10%		30%
	Understand					
Level 2	Apply	70%	100%	90%	100%	70%
	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

Analytical Reasoning and Aptitude Skills - Basics

Course Code	SEC 114	Course Category				
			L	T	P	C
			0	2	1	3
Pre-Requisite Course(s)		Co-Requisite Course(s)		Progressive Course(s)		
Course Offering Department	Mathematics	Professional / Licensing Standards				

Course Objectives / Course Learning Rationales (CLRs)

- To categorize, apply and use thought process to distinguish between concepts of quantitative methods.
- To prepare and explain the fundamentals related to various possibilities.
- To critically evaluate numerous possibilities related to puzzles.
- Explore and apply key concepts in logical thinking to business problems.

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	Use logical thinking and analytical abilities to solve quantitative aptitude questions from company specific and other competitive tests.	1	50%	40%
Outcome 2	Solve questions related to Time and Distance and Time and work from company specific and other competitive tests.	3	50%	40%
Outcome 3	Understand and solve puzzle questions from specific and other competitive tests	1	40%	30%
Outcome 4	Make sound arguments based on mathematical reasoning and careful analysis of data.	1	45%	40%

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

CLOs	Program Learning Outcomes (PLO)															
	Engineering Knowledge	Problem Analysis	Design and Development	Analysis, Design and Research	Modern Tool and CT Usage	Society and Multicultural Skills	Environment and Sustainability	Moral, and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Project Management and Finance	Self-Directed and Life Long Learning	PSO 1	PSO 2	PSO 3	
Outcome 1		2	2	2	1				2							
Outcome 2		2	1	2	1											
Outcome 3		3	2	2					2							
Outcome 4		3	1	2												
Average		3	2	2	1				2							

Course Unitization Plan

Unit No.	Syllabus Topics	Required Contact Hours	CLOs Addressed	References Used
Unit No. 1	Speed Maths and Simplification	1	1,2	1,2
	Basics of Number system – Different types of numbers and their properties, Problems on finding unit digit, finding number of divisors and their application, LCM and HCF and their applications	6	1,2	1,2
	Basics of Linear equations	2	1,2	1,2
Unit No. 2	Basics of Percentage calculations, Profit and Loss, Simple interest and Compound interest, True Discount	6	1,4	1,2
	Basics of Ratio and Proportion, Average, Alligation and Mixtures	4	1,2	1,2
Unit No. 3	Basics of Time and Work, Pipes and Cisterns, Problems on Chain Rule	4	1,4	1,2
	Basics of Time, Speed and Distance, Problems on Trains, Boats and Streams, Problems on Races and Games and Escalators.	6	1,4	1,2
Unit No. 4	Basics of counting techniques, Permutations and Combinations, Probability	5	1.2.4	1,2
	Basic introduction of Progressions, Quadratic Equations, Inequalities	4	1.2	1,2
Unit No. 5	Number Series, Alphabet series, odd man out, Finding the Wrong Number, Non-Verbal Series.	4	1.2	3,4
	Analogies, Coding and decoding	3	1,3	3,4

Learning Assessment

Bloom's Level of Cognitive Task		Continuous Learning Assessments (_ %)								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	20%		25%		20%		25%		25%	
	Understand	20%		25%		20%		25%		25%	
Level 2	Apply	30%		25%		30%		25%		25%	
	Analyse	30%		25%		30%		25%		25%	
Level 3	Evaluate										
	Create										
Total		100%		100%		100%		100%		100%	

Recommended Resources

1. Arun Sharma – How to prepare for CAT Quantitative Aptitude, Tata McGraw Hill.
2. CAT Quantitative Aptitude – Nishit K. Sinha
3. R.S. Agarwal – Reasoning. Reasoning for competitive exams – Agarwal.
4. Logical Reasoning and Data Interpretation for CAT, By Nishit K. Sinha

Other Resources

1. Geeks for Geeks
2. Indiabix.
3. M4maths.com

Course Designers

1. Mr. Naresh Adapa – Quantitative Aptitude Trainer, Department of CR&CS SRM University AP.
2. Mr. Shaik Mohammed Musa Kaleemullah, Verbal Ability Trainer, Department of CR&CS, SRM University AP.
3. Dr. Fouzul Atik – Assistant Professor, Department of Mathematics, SRM University AP.

Introduction to Fiction

Course Code	EGL 201	Course Category		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 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)												PSO 1	PSO 2	PSO 3
	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			
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
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: analyzing 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	
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: Greenwood 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. No Data

Course Designers

1. No Data

Shakespeare's Tragic Universe and the Wheel of Karma

Course Code	EGL 202	Course Category		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)

- 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 ' <i>maya, karma and phal</i> '.	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 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	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%)
		Th	Th	Th	Th
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

Dr Srabani Basu

Critical Thinking

Course Code	EGL 203	Course Category		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 nature of problem and evaluate claims
- To familiarize the learners with methods and techniques of active learning.
- To identify fallacies and apply inductive reasoning.
- To identify and use methods to mitigate biases.

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	Organize problems into tractable components and design solutions.	2	70%	80%
Outcome 2	Evaluate effective strategies to learn and teach specific types of material.	3	60%	60%
Outcome 3	Use critical, logical, and rational analyses of given problems based on provided and searched background information.	4	80%	80%
Outcome 4	Arrange sub-problems according to factors influencing them to find a best suitable solution to a given problem.	4	60%	50%
Outcome 5	Compare and contrast between given problems.	4	70%	60%
Outcome 6	Define the forms of biases.	1	80%	90%

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 Lifelong Learning	PSO 1	PSO 2	PSO 3
Outcome 1		2	3	3	3				3	3		3			
Outcome 2	2	2	3	3	3	3		3	3	3		3			
Outcome 3		3	3		3			3		3		3			
Outcome 4		3	3	3	3				3	3	3	3			
Outcome 5			3	3	3										
Outcome 6	3	3	3	3				3	3	3		3			
Average	3	3	3	3	3	3		3	3	3	3	3			

Course Unitization Plan

Unit No.	Unit Name	Required Contact Hours	CLOs Addressed	References Used
Unit 1		12		
	Analysing Problems	4	1,4	1
	Science of Learning	4		1
	Logical Thinking	4		1
Unit 2		12		
	Analysing Decisions	6	2,3	2
	Applying logic	6		2,6,7
Unit 3		16		
	Evaluating Claims and Justifications	4	6	3
	Fallacy Detection	4		3
	Understanding Bias	4		3
	Mitigating Bias	4		3
Unit 4		10		
	Evaluate and Use Strategies	4	4	4
	Identifying the Right Problem and Sub problems	2		4
	Gaps and Constraints	4		4
Unit 5		10		
	Solving Problems	2	5	5
	Using Analogies in Problem Solving	4		5
	Innovative Thinking	4		5
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	
Level 1	Remember	40%	50%	40%	40%	50%
	Understand					
Level 2	Apply	60%	50%	60%	60%	50%
	Analyse					
Level 3	Evaluate					
	Create					
Total		100%	100%	100%	100%	100%

Recommended Resources

1. Case, N. (2018). How to Remember Anything Forever ish. Retrieved from <https://ncase.me/remember/>
2. Cutraro, J. (2012). How creativity powers science. Retrieved from <https://www.sciencenewsforstudents.org/article/how-creativity-powers-science>
3. Neuroscience News. (2017). Creative people have better connected brains. Retrieved from <https://neurosciencenews.com/neural-network-creativity-6137/>
4. Pynn, G., and Vazirani, G. (n.d.). Fundamentals: Introduction to Critical Thinking. Retrieved from <https://www.khanacademy.org/partner-content/wi-phi/wiphi-critical-thinking/wiphi-fundamentals/v/intro-to-critical-thinking>
5. Kosslyn, S. M. (2017). The science of learning. In S. M. Kosslyn & B. Nelson (Eds.), Working universities: Minerva and the future of higher education. Cambridge, MA: MIT Press.
6. Magnus, P. D. (2005). Chapter 1. In forallx: An introduction to formal logic. Retrieved from <http://www.fecundity.com/codex/forallx.pdf>
7. Magnus, P. D. (2005). Chapters 2 and 3. In forallx: An introduction to formal logic. Retrieved from <http://www.fecundity.com/codex/forallx.pdf>

Other Resources

1. Ted-Ed. (2015). How memories form and how we lose them - Catharine Young. YouTube. Retrieved July 2017 from <https://www.youtube.com/watch?v=yOgAbKJGrTA>
2. Review: Ted-Ed. (2015). How memories form and how we lose them - Catharine Young. YouTube. Retrieved July 2017 from <https://www.youtube.com/watch?v=yOgAbKJGrTA>

Course Designers

1. Dr. Priyank Verma, Assistant Professor. Department of English, SRM University- AP.
2. Dr. Ugen Bhutia, Assistant Professor. Department of Journalism, SRM University-AP.

Fundamentals of Language

Course Code	EGL 207	Course Category				
			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)

- 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 expressions relate to entities in the world, meaning relations between linguistic expressions, and how context affects meaning	3	75%	75%
Outcome 4	Analyze and articulate general themes about the nature of human language, and how languages work	3	75%	75%
Outcome 5	Identify and analyze 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
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	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 Morpheme (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 Allomorphy (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	
		Th	Th	Th	Th	
Level 1	Remember	50%	25%	50%		30%
	Understand					
Level 2	Apply	50%	50%	50%		40%
	Analyze					
Level 3	Evaluate		25%			30%
	Create					
Total		100%	100%	100%		100%

Recommended Resources

1. Yule, George (2006). The Study of Language. New Delhi: Cambridge University Press. [ISBN 9780521740241]
2. Fromkin, V., Rodman, R. and Hyams, N. (2007). Language: Nature, Psychology and Grammatical
3. Aspects. New Delhi: Wadsworth (Cengage Learning). [ISBN 9788131508466]
4. Akmajian, Adrian, Richard A. Demers, Ann K. Farmer, and Robert M. Harnish. 2001. Linguistics: An Introduction to Language and Communication. MIT Press. Fifth edition.

Other Resources

1. No 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

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

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

Bloom's Level of Cognitive Task		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

Leadership and Team Work

Course Code	AEC 102	Course Category				
			L	T	P	C
			2	0	0	2
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 familiarize the students with the process and governance of businesses
- To train the students on management theory and applications as managers
- Comparative exposure to best practices in Business.

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 Concepts and theories of Leadership	2	75%	75%
Outcome 2	Illustrate the communicative aspects of Leadership	2	75%	75%
Outcome 3	Demonstrate Group and Team Dynamics	2	75%	70%
Outcome 4	Explain Leadership Development and Culture	2	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	PSO 1	PSO 2	PSO 3	Management Knowledge
Outcome 1	3		2	2		1	2	3	3	3	2	3	2	3	3
Outcome 2	3	3	2	2		1	2	3	3	3	2	3	2	3	3
Outcome 3	3	3	2	2		1	2	3	3	3	2	3	2	3	3
Outcome 4	3	3	2	2		1	2	3	3	3	2	3	2	3	3
Average	3	3	2	2		1	2	3	3	3	2	3	2	3	3

Course Unitization Plan

Unit No.	Unit Name	Required Contact Hours	CLOs Addressed	References Used
Unit 1	<p>Leadership – basic definition of the concept and components of leadership. Trait approach in theories of leadership (development and the present situation). Personal characteristics that support effective leadership. Leader and values. The significance of self-knowledge for the role of leader (identity and integrity of leader) - Motivation in the context of personality - sources of motivation - Motivation and performance, performance motivation, aspirations, work satisfaction - Specific theories of motivation, stimulation tools, motivation program in organization - motions and self-management, emotional intelligence, and its significance in the role of leader. Handling emotions and stress. Personal risk of leader: personal traits endangering effective leadership.</p>	15	1	1
Unit 2	<p>Significance of communication skills for work life and leadership - Social perception in organization- Competency and behaviour approaches to leadership. Model of four competencies for leadership. The contingency theory of leadership; situational leadership - Transactional and transformational leadership. Models of well-balanced and authentic leadership - Leader and his or her followers. Models of relation between leadership and followership. LMX theory.</p>	15	2	2
Unit 3	<p>Leadership of workgroups and teams. Group structure and dynamics - Individual in a group. Formation of teams and teamwork. Group problem-solving. Team excellence. Participative leadership.</p>	5	3	2
Unit 4	<p>Leadership development. Skills for leadership and performance management: Goal setting, support of employee development and communication of feedback; delegation; solving of conflict situations and negotiation. Tools for analysis of leadership styles and 360-degree feedback. Coaching and mentoring.</p>	15	4	2
Unit 5	<p>Influence on the creative potential of work groups and teams; formation of innovative climate in organizations - Leadership and power. Sources of power in organizations. Micropolitics, its strategy and tactics - Gender and leadership - Leadership and organization culture. Link between leadership and activities leading to the formation, assertion, or changes in organization culture - Intercultural aspects of leadership. Differences in the accentuation of various aspects of leadership in the context of national cultures.</p>	10	4	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	100%	100%	100%	100%	100%
	Understand					
Level 2	Apply					
	Analyse					
Level 3	Evaluate					
	Create					
Total		100%	100%	100%	100%	100%

Recommended Resources

1. DUBRIN, A.J. Principles of leadership [Mason] Southwestern/Cengage Learning
2. YUKL, G. Leadership in Organizations. Eighth Edition. Pearson Education

Other Resources

1. No Data

Course Designers

1. Dr. A Lakshmana Rao, Assistant Professor, Dept. of Commerce, SRM University – AP
2. Dr. Aparna Choudhary, Assistant Professor, Dept. of Management, SRM University – AP
3. Dr. Shailender Singh, Associate Professor, Dept. of Commerce, SRM University – AP
4. Dr. R. Sathya Raju, Prof. Emeritus, Dept. of Commerce and Management Studies, Andhra University
5. Dr. K. Padmasree, Professor and Dean, School of Business Studies, Central University of Karnataka

Course Unitization Plan

Unit No.		Required Contact Hours	CLOs Addressed	References Used
Unit 1	Introduction to Creative Writing	10		
	Fundamentals of creative writing	4	1	1,2
	Exploring different genres and styles	4	1	1,2
	Analysing examples of effective storytelling	5	1	1,2,3
Unit 2	Character Development and Dialogue	10		
	Crafting engaging plots that captivate readers	2	2	1,3
	Understanding story structure and pacing	5	2	2,3
	Exploring different narrative techniques	4	2	1,2,3
Unit 3	Plotting and Structure	15		
	Crafting engaging plots that captivate readers	4	2,3,	1,2,3
	Understanding story structure and pacing	5	2,3,	2,3,4
	Exploring different narrative techniques	3	2,3,	2,4
Unit 4	Setting and Atmosphere	10		
	Creating vivid and immersive settings	4	2,3,4	1,2,3
	Utilizing sensory details to enhance atmosphere	4	2,3,4	2,3
	Establishing mood and tone	4	2,3,4	1,2
Unit 5	Project	15	1,2,3,4	
	Total Hours	60		

Learning Assessment

Bloom's Level of Cognitive Task		Continuous Learning Assessments (80%)				End Semester Project (20%)
		CLA-1 20%	CLA-2 20%	CLA-3 20%	CLA-4 20%	
Level 1	Remember					
	Understand					
Level 2	Apply	60%	50%	60%	50%	40%
	Analyse					
Level 3	Evaluate	40%	50%	40%	50%	60%
	Create					
Total		100%	100%	100%	100%	100%

Recommended Resources

1. Burt-Thomas, W., Whiteley, C. (2010). The Everything Creative Writing Book: All You Need to Know to Write Novels, Plays, Short Stories, Screenplays, Poems, Articles, Or Blogs. United Kingdom: Adams Media.
2. Goodman, R. (2017). The Soul of Creative Writing. United Kingdom: Taylor & Francis.
3. Creative Writing Practice: Reflections on Form and Process. (2021). Switzerland: Springer International Publishing.
4. The Psychology of Creative Writing. (2009). Netherlands: Cambridge University Press.

Other Resources

1. -

Course Designers

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

Renaissance Drama

Course Code	EGL 204	Course Category				
			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 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	1	2	3	1	3	1	3	3	3	1
Outcome 2	3	3	3	3	3	1	2	3	1	3	1	3	3	3	1
Outcome 3	3	3	3	3	3	1	2	3	1	3	1	3	3	3	1
Outcome 4	3	3	3	3	3	1	2	3	1	3	1	3	3	3	1
Average	3	3	3	3	3	1	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 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%)	
		Th	Th	Th	Th	
Level 1	Remember		50%		50%	30%
	Understand					
Level 2	Apply	50%	50%	50%	50%	30%
	Analyze					
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. Dr Prateek, Assistant Professor, Department of English, SRM University – AP

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)		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	Analyse 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%)	
		Th	Th	Th	Th	
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

American Literature

Course Code	EGL 206	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 contextualize 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 Lifelong Learning	PSO 1	PSO 2	PSO 3
Outcome 1	3	3	3	3	3	1	2	3	1	3	1	3	3	3	1
Outcome 2	3	3	3	3	3	1	2	3	1	3	1	3	3	3	1
Outcome 3	3	3	3	3	3	1	2	3	1	3	1	3	3	3	1
Outcome 4	3	3	3	3	3	1	2	3	1	3	1	3	3	3	1
Course Average	3	3	3	3	3	1	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	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
	18 th 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%)	
		Th	Th	Th	Th	
Level 1	Remember		50%		50%	30%
	Understand					
Level 2	Apply	50%	50%	50%	50%	30%
	Analyze					
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://shslibraryguides.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. Dr Prateek, Assistant Professor, Department of English, SRM University – AP

English Language Teaching

Course Code	SEC 119	Course Category	SEC			
			L	T	P	C
			2	0	1	3
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 / Course Learning Rationales (CLRs)

- 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 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	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
Average	3		3	3	1	2.25		2.5	2.5	2		2.5	3	3	1.5

Course Unitization Plan

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		

Learning Assessment

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

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.

Other Resources

1. -

Course Designers

1. Dr. Priyank Varma. G; Asst. Professor. Dept. Of Literature & Languages, SRM University – AP.

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, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Lifelong Learning	PSO 1	PSO 2
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	
Course 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		
	Course Introduction and Overview	1	1, 3	1, 2
	What is Poetry?	2		
	How to experience Poetry?	2		
	Modes of Poetry (Lyric, Narrative, Dramatic)	3		
	Voice in Poetry (Person, Tone, Humor, Irony)	4		
Unit 2	Poetic Elements	12		
	Word Choice: Denotation and Connotation	2	1, 3, 4	1, 2, 3
	Imagery	2		
	Metaphor, Simile, and Figures of Speech	4		
	Rhyme, Rhythm, Meter, and Stanza	4		
Unit 3	Poetic Forms	10		
	Villanelle	1	1, 3	1, 2, 3
	Sestina	1		
	Ballad	2		
	Free Verse	2		
	Sonnet	2		
	Haiku and Tanka	2		
Unit 4	Systematic Structural Analysis	12		
	Phonetic cum Lexical	4	1, 2, 4	1, 3, 4, 5
	Syntactic cum Semantic	4		
	Pragmatic	4		
Unit 5	Poetic Discourse	14		
	Constructing Discourse in a poem.	4	1, 2, 4	1, 3, 4, 5, 6
	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%
	Analyze					
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
CO 1	Recall key historical events and literary movements that have influenced Indian English literature.	1	80%	50%
CO 2	Explain the themes, motifs, and narrative structures prevalent in Indian English literary works.	2	80%	60%
CO 3	Apply critical literary analysis skills to interpret and evaluate the themes, characters, and literary techniques used in Indian English literature.	3	80%	60%
CO 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%
CO 5	Assess the significance of specific literary works within the broader canon of Indian English literature.	5	80%	70%
CO 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, 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	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 (60%)				End Semester Exam (40%)
		CLA-1 (15%)	CLA-2 (15%)	Mid-Term (15%)	CLA-3 (15%)	
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. 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 Books
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

Course Unitization Plan

Unit No.	Unit Name	Required Contact Hours	CLOs Addressed	References Used
1.	Literary Theory and Literature <ul style="list-style-type: none">Understanding the idea of literary theory	4	1	1, 2 & 3
2.	Introduction to Literary Theories <ul style="list-style-type: none">Overview of major literary theoriesHistorical development and key figures	48 24 24	1 & 2	1 to 5
3.	Theory and Literary Interpretation <ul style="list-style-type: none">Understanding the application of literary theories	24	3	1 to 5
4.	Textual Explorations <ul style="list-style-type: none">Learning to analyse literary texts	24	3	1 to 5
5.	Project <ul style="list-style-type: none">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

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

Summer Internship

Course Code		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%

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%

Academic Writing

Course Code	SEC 117	Course Category	SEC			
			L	T	P	C
			2	1	0	3
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)

- 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	2	1
Outcome 2	3	3	3	3	3		3		3		3	3	3	3	1
Outcome 3	3	3	3	3	3		3		3		3	3	3	3	1
Outcome 4	4	3	3	3	3		3		3		3	3	3	3	1
Course Average	3	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%)	
		Th	Th	Th	Th	Th
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

Popular Fiction

Course Code	EGL 309	Course Category	Department-Specific Elective / Minor			
			L	T	P	C
			2	2	0	4
Pre-Requisite Course(s)	Must have cleared a Course on Genre Criticism	Co-Requisite Course(s)		Progressive Course(s)		
Course Offering Department	Literature and Languages	Professional / Licensing Standards				

Course Objectives / Course Learning Rationales (CLRs)

- Introduce students to various popular genres such as children’s literature, detective fiction, romance, science fiction etc.,
- Encourage them to participate in group discussions on different constituent genres of popular fiction
- Introduce them to how different cultures speak through different popular literary forms.

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 the history and origins of popular fiction	1	60%	65%
Outcome 2	Analysed theories about taste and cultural capital	1	55%	60%
Outcome 3	Interpret material culture that springs up around blockbusters and bestsellers	2	60%	65%
Outcome 4	Applied models of reading and reading publics and look closely at more recent developments like fan fiction communities	2	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 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
Course 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.	Basic Introduction to the constituent Genres	12	1, 2, 3 & 4	Other sources (1, 11)
	Origin	2		
	Difference between Literary and Popular Fiction	2		
	Overview of the five constituent genres	8		
2.	Suspense and Thriller	12	4	Other resources (2,3)
	<i>And then there were None</i>	4		1
	Discussion on the different elements	4		1
	Comparing the 'Text' and the 'Movie'	4		6
3.	Children's Fiction and Fantasy	12	4	Other resources (4,5)
	<i>Alice's Adventures in Wonderland</i>	3		2
	<i>Harry Potter and the Sorcerer's Stone</i>	3		3
	Discussion on the different elements	4		2,3
	Comparing the 'Text' and the 'Movie'	2		7,8
4.	Science Fiction (Sci-Fi)	12	4	Other resources (6)
	<i>Time Machine</i>	4		4
	Discussion on the different elements	4		4
	Comparing the 'Text' and the 'Movie'	4		9
5.	Romance	12	4	Other resources (7)
	<i>Love Story</i>	4		5
	Discussion on the different elements	4		5
	Comparing the 'Text' and the 'Movie'	4		10

Learning Assessment

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

Recommended Resources

1. Christie, A. (2003). And then there were None. HarperCollins.
2. Carroll, L. (2015). Alice's Adventures in Wonderland (M. Burstein, Ed.). Princeton University Press.
3. Rowling, J. K. (1999). Harry Potter and the Sorcerer's Stone. Scholastic.
4. Wells, H. G. (2012). The Time Machine. Penguin Classics.
5. Segal, E. (2002). Love Story. Harper Torch.
6. <https://www.youtube.com/watch?v=hPMSzLkp4gA>
7. <https://www.youtube.com/watch?v=GsunPhkDW0o>
8. <https://www.youtube.com/watch?v=7zBBWAlpShY>
9. <https://www.youtube.com/watch?v=z-JEV0dK4Ds>
10. <https://www.youtube.com/watch?v=gGI3GoDfEB8>

Other Resources

1. Pawling, Christopher. ed. (1984). Popular Fiction and Social Change. London: Macmillan.
2. James, P.D. (2009). Talking about Detective Fiction. New York: Alfred A. Knopf.
3. Collins, Wilkie. (1868). The Moonstone. Delhi: Penguin.
4. Hughes, Felicity. (1978). 'Children's Literature: Theory and Practice', ELH, 45. 542-62.
5. Rushdie, Salman. (1990). Haroun and the Sea of Stories. Delhi: Penguin.
6. Suvin, Darko. (1988). 'On Teaching SF Critically.' Positions and Presuppositions in Science Fiction. London: Macmillan. 86-96.
7. Paizis, George. (1998). Love and the Novel: The Poetics and Politics of Romantic Fiction. London: Palgrave.
8. Petersen, Anders Klostergaard. (2016). "The Difference Between Religious Narratives and Fictional Literature: A Matter of Degree Only." 46.4. 500-520.

Course Designers

1. Dr. Srabani Basu

ANALYSIS OF POETRY

Course Code	EGL 306	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 Analyzing 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, 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	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	
Course 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		
	Course Introduction and Overview	1	1, 3	1, 2
	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		
	Word Choice: Denotation and Connotation	2	1, 3, 4	1, 2, 3
	Imagery	2		
	Metaphor, Simile, and Figures of Speech	4		
	Rhyme, Rhythm, Meter, and Stanza	4		
Unit 3	Poetic Forms	10		
	Villanelle	1	1, 3	1, 2, 3
	Sestina	1		
	Ballad	2		
	Free Verse	2		
	Sonnet	2		
	Haiku and Tanka	2		
Unit 4	Systematic Structural Analysis	12		
	Phonetic cum Lexical	4	1, 2, 4	1, 3, 4, 5
	Syntactic cum Semantic	4		
	Pragmatic	4		
Unit 5	Poetic Discourse	14		
	Constructing Discourse in a poem.	4	1, 2, 4	1, 3, 4, 5, 6
	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.

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	Analytical Reasoning and	Critical and Reflective	Scientific Reasoning and	Research Related Skills	Modern Tools and ICT Usage	Environment and	Moral, Multicultural	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Lifelong	PSO 1	PSO 2	PSO 3
Outcome 1	3	1	2		1					1		3	3	3	1
Outcome 2	3	3	2		2					3		3	3	2	1
Outcome 3	3	3	2		2					3		3	3	3	1
Outcome 4	3	1	2		1					3		3	3	3	1

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, Elision 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

No Data

Recommended Resources

1. No Data

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.

Course Designers

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

Literature Review and Methodology

Course Code	EGL 401	Course Category		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 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	1	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
Course 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
		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. 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).
4. Kumar, Ranjit. "Research methodology: A step-by-step guide for beginners." Research methodology (2018): 1-528.
5. Russell, Tony, et al. "Welcome to the Purdue OVVL."
6. Berry, Ralph. The Research Project: How to Write It, Edition 5. Routledge, 2013.

Other Resources

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

Course Designers

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

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

Other Resources

1. No Data

Course Designers

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

Dissertation - I

Course Code	EGL 403	Course Category		L	T	P	C
				0	0	6	6
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	Analytical Reasoning and	Critical and Reflective	Scientific Reasoning and	Research Related Skills	Modern Tools and ICT Usage	Environment and	Moral, Multicultural	Individual and Teamwork	Communication Skills	Leadership Readiness Skills	Self-Directed and Life Long	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		Continuous Learning Assessments (50%)					External (50%) Prac
		Internal					
		Prac	Th	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. Enter Data

Course Designers

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

Dissertation - II

Course Code	EGL 404	Course Category	Core Course (CC)		L	T	P	C
					0	0	10	10
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			
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		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

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

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

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
	<i>Amar Chitra Katha</i> (Select)	5	2, 3, 4	1, 2, 3
	<i>Adi Parva</i> by Amruta Patil	5	2, 3, 4	1, 2, 3
	<i>Sauptik</i> 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
	<i>Bangalore: A Graphic Novel</i>	5	2, 3, 4	1, 2, 3
	<i>Hyderabad: A Graphic Novel</i>	5	2, 3, 4	1, 2, 3
	<i>Corridor</i> 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 Winsor
3. Why Comics? From Underground to Everywhere by Hillary L. Chute

Other Resources

1. Alternative Comics: An Emerging Literature by Charles Hatfield
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

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 <i>As You Like It</i> - 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 <i>As You Like It</i> - 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 <i>As You Like It</i> 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 <i>As You Like It</i>	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 <i>As You Like It</i> – 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. 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

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)												PS O 1	PS O 2	PS O 3
	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			
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

- a. Dr. Priyank Varma. G; Asst. Professor. Dept. Of Literature & Languages, SRM University – AP.

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

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 <i>Classical, Indian & Biblical</i> 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 <i>persona, shadow & self-</i>	4	2, 4	3.4.9
	The archetypal <i>Feminine & Masculine: The Anima & Animus</i>	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. Hansen, W. (2017). The Book of Greek & Roman Folktales, Legends & Myths. Princeton University Press.
3. Johnson, M. (1987). Body in the mind: The bodily basis of meaning, imagination and reason. University of Chicago Press.
4. Lakoff, G., & Johnson, M. (2003). Metaphors we live by. University of Chicago Press.
5. Srivastava, D. I. (2017). Decoding the metaphor Mahabharata. Inkstate.

Course Designers

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

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)														
	Scientific and Disciplinary	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	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	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. William, M. & Burden, R. L. (1997). Psychology for Language Teachers: A Social Constructivist Approach. U.K: Cambridge University Press
2. Dornyei, Z. (2005). The Psychology of Language Learner: Individual Differences in Second Language Acquisition. Taylor and Francis.
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.
2. Prof. Rajesh Kumar, Professor, IIT Madras.
3. Dr. Md. Mojibur Rahman, Associate Professor, IIT Dhanbad

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

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

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 analyze 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	Communication Skills	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
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.

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 Lakshmi 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

1. Dr Bidisha Pal, SRM University AP

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		
	<i>Understanding Disability</i>	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. <i>One Little Finger</i> .	6	1-4	2
Unit 3	UNIT- III: Fiction	12		
	William Faulkner. <i>Sound and the Fury</i>	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		
	<i>Different Models of Disability In India</i>	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

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	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
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 – <i>Draupadi</i>	4	1-4	9
Unit 5	Contemporary Work	10		
	Paris Paloma - <i>Labour</i>	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

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

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)

No Data

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

1. No Data

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)

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 Chitralkha Biswas, Assistant Professor, Department of English, SRM University – AP.

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
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Other Resources

1. No Data

Course Designers

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

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 Decision Making	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	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

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

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

Bloom's Level of Cognitive Task		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