

# **ACADEMIC CURRICULA**

## **UNDERGRADUATE DEGREE PROGRAMME**

**Bachelor of Arts in English  
(B.A English)**

**Three Years**

**Learning Outcomes Based Curriculum framework(LOCF)**

**Academic Year**

**2020 - 2021**



**SRM**  
INSTITUTE OF SCIENCE & TECHNOLOGY  
(Deemed to be University u/s 3 of UGC Act, 1956)

**SRM INSTITUTE OF SCIENCE AND TECHNOLOGY**

**(Deemed to be University u/s 3 of UGC Act, 1956)**

**Kattankulathur- 603203, Chengalpattu District, Tamil Nadu, India**

### 1. Department Vision Statement

Stmt - 1	<i>To create a conducive academic environment by promoting new areas of research, challenging courses, innovative teaching methods, learner centric curriculum.</i>
Stmt - 2	<i>To provide students with necessary resources and skills to meet emerging global trends and challenges.</i>
Stmt - 3	<i>To inculcate human, social and professional values through humanities education.</i>

### 2. Department Mission Statement

Stmt - 1	<i>To enable young minds to acquire knowledge, values and skills in humanities and languages and to use them for social transformation.</i>
Stmt - 2	<i>To equip students with communicative and discursive skills to compete globally.</i>
Stmt - 3	<i>To be innovative in designing curriculum and methods of teaching to make it more learner-centric.</i>
Stmt - 4	<i>To intensify humanities and language research by providing opportunities and ambience to our faculty members and scholars.</i>
Stmt - 5	<i>To expand the scope of the department by offering Online Diploma Programs, Training Programs and MOOCs.</i>

### 3. Program Education Objectives (PEO)

PEO - 1	<i>To provide the students an in-depth understanding of the basic concepts of Literary Studies.</i>
PEO - 2	<i>To develop student skill in problems solving, critical thinking and analytical reasoning.</i>
PEO - 3	<i>To pursue higher studies, research and analysis in various disciplines of English Studies.</i>
PEO - 4	<i>To instil in students a sense of social responsibility by providing opportunities to be a part of community life.</i>
PEO - 5	<i>To provide students with holistic development through participatory learning.</i>

### 4. Program Specific Outcomes (PSO)

PSO - 1	<i>To introduce the learners to the basic genres of literature and the making of it.</i>
PSO - 2	<i>To sensitize the learners to the nuances of language in literary works and the ways in which it creates various patterns and reading possibilities.</i>
PSO - 3	<i>To enhance the critical and creative thinking of the learners to enable them to appreciate life and letters.</i>

### 5. Consistency of PEO's with Mission of the Department

	Mission Stmt. - 1	Mission Stmt. - 2	Mission Stmt. - 3	Mission Stmt. - 4	Mission Stmt. - 5
PEO - 1	H	M	L	M	L
PEO - 2	H	H	M	M	M
PEO - 3	H	M	L	H	L
PEO - 4	H	M	L	M	L
PEO - 5	H	H	H	H	M

H – High Correlation, M – Medium Correlation, L – Low Correlation

### 6. Consistency of PEO's with Program Learning Outcomes (PLO)

	Program Learning Outcomes (PLO)														
	1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.	12.	13.	14.	15.
	Disciplinary Knowledge of English Literature and Literary Studies	Analytical Reasoning	Problem Solving	Research Related Skills	Self-Directing Learning	Environment & Sustainability	Multicultural Competence	Values: moral and Ethical, Literary and Human	Critical Thinking	Digital Literacy	Sense of History	Communication Skills	Life Long Learning	P.S.O. 1	P.S.O 2
PEO - 1	H	H	H	H	H	H	H	H	M	H	H	H	H	H	H
PEO - 2	H	M	H	H	H	H	H	H	H	H	L	H	H	H	H
PEO - 3	H	H	H	L	H	H	H	H	H	H	H	M	H	H	H
PEO - 4	H	H	H	H	H	M	H	H	H	H	H	H	L	H	H
PEO - 5	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H

## 7. Programme Structure

1. Professional Core Courses (C) (12 Courses)					
Course Code	Course Title	Hours/ Week			C
		L	T	P	
UEN20101T	European Classical Literature upto Chaucer	4	2	0	6
UEN20102T	Renaissance to Neoclassical Literature	4	2	0	6
UEN20201T	Romantic to Victorian Literature	4	2	0	6
UEN20202T	Literary Criticism from Plato to Modernism	4	2	0	6
UEN20301T	New British Literature	4	2	0	6
UEN20302T	American Literature I	4	2	0	6
UEN20303T	Indian Classical Literature	4	2	0	6
UEN20401T	American Literature II	4	2	0	6
UEN20402T	Modern Indian Literature	4	2	0	6
UEN20403J	Modern, Postmodern and Contemporary Literature	4	0	4	6
UEN20501T	Indian Aesthetic Theory	4	2	0	6
UEN20602T	Contemporary Literary and Cultural Theory	4	2	0	6
Total Learning Credits					72

4. Ability Enhancement Courses (A) (Any 2 Courses)					
Course Code	Course Title	Hours/ Week			C
		L	T	P	
ULE20AE1T	English	4	0	0	4
UES20AE1T	Environmental Studies	3	0	0	3
Total Learning Credits					7

5. Skill Enhancement Courses (S) 2 credit course – 3+ (1 Credit course – 2+) My India Project- 1 Credit					
Course Code	Course Title	Hours/ Week			C
		L	T	P	
UEN20S01T	Corporate Communication	2	0	0	2
UEN20S02T	Rhetoric and Prosody				
UEN20S03T	Grammar, Usage and Writing	2	0	0	2
UEN20S04L	Seminar	0	0	4	
UEN20S05T	Journalistic Writing	2	0	0	2
UEN20S06T	Creative Writing				
UEN20S07T	Language Learning Strategies	0	0	4	
UEN20S08L	Presentation	0	0	4	
UCD20S01L	Soft Skills (CDC)	0	0	2	1
UCD20S02L	Quantitative Aptitude and Logical Reasoning (CDC)	0	0	2	1
MIP20S01L	My India Project	0	0	0	1
Total Learning Credits					9

2. Discipline Specific Elective Courses (E) (4 Courses)					
Course Code	Course Title	Hours/ Week			C
		L	T	P	
UEN20D01T	Environmental Literature	4	2	0	6
UEN20D02T	Diaspora Literature				
UEN20D03T	Postcolonial Literatures	4	2	0	6
UEN20D04T	Creative Non-Fiction				
UEN20D05J	Research Methodology	2	0	2	3
UEN20D06J	Academic and Technical Writing	2	0	2	3
UEN20D07L	Project Work and Dissertation	0	0	12	6
Total Learning Credits					24

3. Generic Elective Courses (G) (2 Courses)					
Course Code	Course Title	Hours/ Week			C
		L	T	P	
UEN20G01J	Introduction to Translation Studies	2	0	2	3
UEN20G02J	Introduction to Gender Studies	2	0	2	3
UEN20G03J	Introduction to Cultural Studies	2	0	2	3
UEN20G04J	Introduction to Text and Performance	2	0	2	3
ULT20G01J	Tamil I				
ULH20G01J	Hindi I	2	0	2	3
ULF20G01J	French I				
ULT20G02J	Tamil II				
ULH20G02J	Hindi II	2	0	2	3
ULF20G02J	French II				
Total Learning Credits					18

6. Life Skill-Jeevan Kaushal Courses (JK) (4 Courses)					
Course Code	Course Title	Hours/ Week			C
		L	T	P	
UJK20201L	Communication Skills	0	0	4	2
UJK20301T	Universal Human Values	2	0	0	2
UJK20401T	Professional Skills	2	0	0	2
UJK20501T	Leadership and Management Skills	2	0	0	2
Total Learning Credits					8

7. Extension activity (NS/NC/NO/YG) (4 Courses)					
Course Code	Course Title	Hours/ Week			C
		L	T	P	
UNS20201L	NSS				
UNC20201L	NCC				
UNO20201L	NSO	0	0	0	0
UYG20201L	YOGA				
Total Learning Credits					0

**TOTAL CREDITS – 138**

- As per LOCF, SRMIST strongly encourages the use of SWAYAM (Study Web of Active Learning By Learning By Young And Aspiring Minds) platform.
- Students are encouraged to choose atleast one core/ elective course from SWAYAM on the recommendation of the faculty advisor and the credits will be transferred

## 8. Implementation Plan

Semester - I						
Code	Course Title	Hours/ Week			C	hrs
		L	T	P		
UEN20101T	Core – 1 - European Classical Literature upto Chaucer	4	2	0	6	6
UEN20102T	Core – 2 - Renaissance to Neoclassical Literature	4	2	0	6	6
ULT20G01J	Tamil I	2	0	2	3	4
ULH20G01J	Hindi I					
ULF20G01J	French I					
UEN20G01J	Introduction to Translation Studies	2	0	2	3	4
ULE20AE1T	English	4	0	0	4	4
UCD20S01L	SEC-1 Soft Skills	0	0	2	1	2
Total Learning Credits					23	26

Semester – II						
Code	Course Title	Hours/ Week			C	hrs
		L	T	P		
UEN20201T	Core – 3 – Romantic to Victorian Literature (18th to 19th)	4	2	0	6	6
UEN20202T	Core – 4 – Literary Criticism from Plato to Modernism	4	2	0	6	6
ULT20G02J	Tamil II	2	0	2	3	4
ULH20G02J	Hindi II					
ULF20G02J	French II					
UEN20G02J	G.E. 4 - Introduction to Gender Studies	2	0	2	3	4
UJK20201L	Communication Skills	0	0	4	2	4
UCD20S02L	SEC 2 - Quantitative Aptitude and Logical Reasoning	0	0	2	1	2
UNS20201L	NSS	0	0	0	0	0
UNC20201L	NCC					
UNO20201L	NSO					
UYG20201L	YOGA					
Total Learning Credits					21	26

Semester – III						
Code	Course Title	Hours/ Week			C	hrs
		L	T	P		
UEN20301T	Core – 5 - New British Literatures	4	2	0	6	6
UEN20302T	Core – 6 - American Literature I	4	2	0	6	6
UEN20303T	Core – 7 - Indian Classical Literature	4	2	0	6	6
UEN20D01T	D.S.E -1- Environmental Literature	4	2	0	6	6
UEN20D02T	D.S.E – 2 - Diaspora Literature					
UJK20301T	JK-1 Universal Human Values	2	0	0	2	2
UEN20G03J	G.E - 5 - Introduction to Cultural Studies	2	0	2	3	4
MIP20S01L	SEC 3 - My India Project	0	0	0	1	
Total Learning Credits					30	30

Semester – IV						
Code	Course Title	Hours/ Week			C	hrs
		L	T	P		
UEN20401T	Core – 8 – American Literature II	4	2	0	6	6
UEN20402T	Core – 9 – Modern Indian Literature	4	2	0	6	6
UEN20403J	Core – 4 – Modern, Postmodern and Contemporary Literature	4	0	4	6	8
UEN20S03T	Grammar, Usage and Writing	2	0	0	2	2/4
UEN20S04L	Seminar	0	0	4		
UJK20401T	Professional Skills	2	0	0	2	2
Total Learning Credits					22	24/26

Semester – V						
Code	Course Title	Hours/ Week			C	hrs
		L	T	P		
UEN20501T	Core – 11 – Indian Aesthetic Theory	4	2	0	6	6
UEN20D03T	Postcolonial Literatures	4	2	0	6	6
UEN20D04T	Creative Non-Fiction					
UEN20D05J	Research Methodology	2	0	2	3	4
UEN20D06J	Academic and Technical Writing	2	0	2	3	4
UES20AE1T	Environmental Studies	3	0	0	3	3
UJK20501T	Leadership and Management Skills	2	0	0	2	2
UEN20S07L	Language Learning Strategies	0	0	4	2	4
UEN20S08L	Presentation					
Total Learning Credits					25	29

Semester - VI						
Code	Course Title	Hours/ Week			C	hrs
		L	T	P		
UEN20602T	Core – 12 - Contemporary Literary and Cultural Theory	4	2	0	6	6
UEN20D07L	D.S.E – 6Project and Dissertation	0	0	12	6	12
UEN20G04J	G.E. - 6 – Introduction to Text and Performance	2	0	2	3	4
UEN20S01T	Corporate Communication	2	0	0	2	2
UEN20S02T	Rhetoric and Prosody					
UEN20S05T	Journalistic Writing	2	0	0	2	2
UEN20S06T	Creative Writing					
Any one course may be taken from the above list of skill Enhancement courses						
Total Learning Credits					17	24

TOTAL CREDITS – 138

## 9. Program Articulation Matrix

Course Code	Course Title	Disciplinary Knowledge of English Literature and Literary Studies	Analytical Reasoning	Problem Solving	Research Related Skills	Self-Directing Learning Environment & Sustainability	Multicultural Competence	Values: moral and Ethical, Literary and Human	Critical Thinking	Digital Literacy	Sense of History Communication Skills	Life Long Learning	P.S.O. 1	P.S.O. 2	P.S.O. 3
UEN20101T	European Classical Literature upto Chaucer														
UEN20102T	Renaissance to Neoclassical Literature														
UEN20201T	Romantic to Victorian Literature														
UEN20202T	Literary Criticism from Plato to Modernism														
UEN20301T	New British Literatures														
UEN20302T	American Literature I														
UEN20401T	American Literature II														
UEN20303J	Indian Classical Literature														
UEN20402J	Modern Indian Literature														
UEN20501T	Indian Aesthetic Theory														
UEN20403J	Modern, Postmodern and Contemporary Literature														
UEN20602T	Contemporary Literary and Cultural Theory														
UEN20D01T	Environmental Literature														
UEN20D02T	Diaspora Literature														
UEN20D03T	Postcolonial Literatures														
UEN20D04T	Creative Non-Fiction														
UEN20D05J	Research Methodology														
UEN20D06J	Academic and Technical Writing														
UEN20D07L	Project Work and Dissertation														
UEN20G01J	Introduction to Translation Studies														
UEN20G02J	Introduction to Gender Studies														
UEN20G03J	Introduction to Cultural Studies														
UEN20G04J	Introduction to Text and Performance														
ULT20G01J	Language I –Tamil I														
ULH20G01J	Hindi I														
ULF20G01J	French I														
ULT20G02J	Language 2 –Tamil II														
ULH20G02J	Hindi II														
ULF20G02J	French II														
ULE20AE1T	English														
UES20AE1T	Environmental Studies														
UEN20S01T	Corporate Communication														
UEN20S02T	Rhetoric and Prosody														
UEN20S03T	Grammar, Usage and Writing														
UEN20S04L	Seminar														
UEN20S05T	Journalistic Writing														
UEN20S06T	Creative Writing														
UEN20S07L	Language Learning Strategies														
UEN20S08L	Presentations														
UCD20S01L	Soft Skills (CDC)														
UCD20S02L	Quantitative Aptitude and Logical Reasoning (CDC)														
MIP20S01L	My India Project														
UJK20201T	Communication Skills														
UJK20401T	Leadership and Management Skills														
UJK20501T	Professional Skills														
UJK20301T	Universal Human Values														
UNS20201L	NSS														
UNC20201L	NCC														
UNO20201L	NSO														
UYG20201L	YOGA														
Program Average															

H – High Correlation, M – Medium Correlation, L – Low Correlation



## Structure of UG Courses in English

### Distribution of different Courses in each semester with their credits for B.A English

Semester	Compulsory Core Courses (CC) each with 06 credit (Total no. of Papers 12)	Discipline Specific Elective (DSE) With 06 credit (Total no. of Papers 5)	Ability Enhancement Compulsory Courses (AECC) With 04 credit (Total no. of Papers 2)	Life skills (Jeevan Kaushal)	Skill Enhancement Course (SEC) With 02 credit (Total no. of Papers 4)	Generic Elective (GEC) With 06 credit (T + P) & 04 credit (T) (Total no. of Papers 4)	Extension activity	Total Credits
Sem I	CC-1 CC-2 (12)	-	AECC-1 (4)(English)		SEC-1(0) (Soft skills)	GE-1 (Language-I)(3) GE-2(Transl.) (3)		22
Sem II	CC-3 CC-4 (12)	-	AECC-2 (0)(Communication lab)	JK- 1(2) (Universal human values)	SEC-2 (0) (Quant Apt)	GE-3 (Language-II) (3) GE-4 (Gender)(3)	NCC/NSO /NSS/YO GA(0)	20
Sem III	CC-5 CC-6 CC-7 (18)	DSE-1 (6)		JK-2 (2) (Communication skills)	SEC-3(2) (My India project)	GE-5 (Cultural) (3)		31
Sem IV	CC-8 CC-9 CC-10 (18)			JK -3 (2) (Professional skills)	SEC-4 (2)			22
Sem V	CC-11 (6)	DSE-2 (6) DSE-3,4(6)	AECC-3 (4)(EVS)	JK- 4 (2) (Leadership Manag.)	SEC-5(2)			26
Sem VI	CC-12 (6)	DSE -6(6)	-		SEC - 6 (2)	GE - 6 (T&P) (3)		17
<b>Total Credits</b>	<b>72</b>	<b>24</b>	<b>8</b>	<b>8</b>	<b>8</b>	<b>18</b>	<b>0</b>	<b>138</b>



# SEMESTER I

Course Code	UEN20101T	Course Name	European Classical Literature Up to Chaucer	Course Category	C	Professional Core			
						L	T	P	C
						4	2	0	6

Pre-requisite Courses	Nil	Co-requisite Courses	Nil	Progressive Courses	Nil
Course Offering Department	EFL		Data Book / Codes/Standards		

Course Learning Rationale (CLR):	The purpose of learning this course is to:	Learning	Program Learning Outcomes (PLO)
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CLR-1:	Enable students to understand the development of European Classics.	1	2	3															
CLR-2:	Straddle canonical literature up to Chaucer.																		
CLR-3:	Make student study prose, poetry, drama and fiction in relation to their historical, linguistic and cultural contexts.																		
CLR-4:	Provide a humanistic foundation to English studies, to be considered essential for reading.																		
CLR-5:	Enable an exploration of classical Greek, Roman, and Hebrew literature in English translation, tracing its impact and influence on English literature from the period of the Renaissance to the Modern.																		
CLR-6:	Introduce the students to multiple genres and forms, including the epic, tragedy, comedy, the lyric, and the dialogue.																		

Course Learning Outcomes (CLO):	At the end of this course, learners will be able to:	Level of Thinking (Bloom)	Expected Proficiency (%)	Expected Attainment (%)															
CLO-1:	Have a broad understanding of the important literary trends in Renaissance England.	3	80	70	H	M	-	-	L	-	-	H	L	-	-	H	M	H	-
CLO-2:	Demonstrate an ability to read and understand a variety of classical literary texts	3	85	75	M	M	L	-	L	-	-	H	M	-	-	H	M	M	-
CLO-3:	Demonstrate a knowledge of inflections, grammatical constructions and vocabulary items found on the average page of a classical literary text.	3	75	70	M	M	M	-	L	-	-	H	M	-	-	H	M	M	-
CLO-4:	Demonstrate a familiarity with the styles of authors in the major genres of prose and poetry (e.g., history, philosophy, novel, epic, lyric, drama)	3	85	80	M	M	M	-	L	-	-	H	M	-	-	H	M	-	-
CLO-5:	Demonstrate an understanding of the classics in a historical context and an understanding of cultural information about the Greeks and Romans.	3	85	75	H	M	-	-	L	-	-	H	M	-	-	M	M	-	-
CLO-6:	Demonstrate an ability to conduct research on classical subjects by using different reference works and source in book form and on the Internet.	3	80	70	L	M	-	-	L	-	-	L	-	-	M	M	-	-	-

Duration (hour)	18	18	18	18	18
S-1	SLO-1 Aristotle Poetics	Homer's Odyssey Bk 1	Saphocles's Antigone	Ovid's Metamorphoses	Chaucer's The General Prologue to The Canterbury Tales
	SLO-2 Discussion on Aristotle	Summary of book 1	Discussion on Saphocles	Discussion on Ovid	Discussion on Chaucer
S-2	SLO-1 Critical analysis of Poetics	Character analysis of Odysseus	Antigone as a tragedy	Critical Analysis of the themes	The Pervasiveness of Courtly Love
	SLO-2 Seminar on Aristotle as a Greek Philosopher and scientist	Explanation of Trojan war	Comparison of other tragedies	Discussion on the theme of The Pervasiveness of Metamorphoses	Comparison with other works of Chaucer
S-3	SLO-1 Theme of Poetics Ch 6	Character analysis of Athena	The action of Antigone	The power of art and sadness of love	Theme of Importance of Company
	SLO-2 Explanation on tragedy	Emotional bond between Athena and Zeus	Character analysis of Antigone	Debate on art enabling people to transcend suffering	Discussion on the character of Knight
S-4	SLO-1 Seven parts of tragedy	Plot of Book 1	Theban civil war	Punishment and reward in Metamorphoses	The Corruption of the church
	SLO-2 Discussion on mimesis	Debate on the character of Penelope	Discussion on Creon, the new ruler	Discussion on relationship between God and humans	Debate on religion
S-5-6	SLO-1 Components of tragedy	Curse of Athena	Vows of Antigone	Symbols in metamorphoses	The religious figures in The Canterbury Tales
	SLO-2 Brainstorming on imitation	Discussion on elicit indications of reputation	Role play of the character Haemon	Discussion on Lost speech a frequent by-product of metamorphoses	Assignment on The Monk, Prioress and Friar
S-7	SLO-1 Importance of plot	Analysis of the characters of the work	Plot of Antigone	Dante's Divine Comedy	Presence of Romance in The Canterbury Tales
	SLO-2 Explaining Peripeteia and anagnorisis	Group discussion on the role of Odysseus, Penelope and Calypso	Discussion on royal palace at Thebes	Discussion on Dante	Discussion on the tale of knights and ladies
S-8	SLO-1 Theme of Poetics ch 23	Love story of Paris and Helen	Symbolism in Antigone	First volume of The Divine Comedy, Inferno	Fabliaux
	SLO-2 Discussion on similarity between tragedy and epic poetry	Debate on the role of Odysseus	Comparison of The blind Prophet Tiresias with other characters	Dante as both the author and central character	Critical analysis of comical and grotesque stories
S-9	SLO-1 Homer as an epic poet	Critical Analysis of book 2	Theme of civil disobedience	Consequence of sin in Inferno	Importance of clothing
	SLO-2 Summary of Iliad	Sketching the character of Telemachus	Discussion on "citizenship by law" rather than "citizenship by nature"	Discussion on the concept of contrapasso	Description of garments of each character
S-10	SLO-1 Elements of tragedy which epic poetry must share	Legendary tale of the Shroud	Aristophanes's The Frogs	Symbols used in Inferno	Physiognomy
	SLO-2 Speech on character and suffering	Foreshadowing of the events	Discussion on Aristophanes	Presentation by student on Gates of Hell	Discussion on the character's temperament based on his or her anatomy
S-11-12	SLO-1 Dissimilarity between epic poetry and tragedy	Plot of book 2	The Frogs as a comedy	Interpretation of Purgatorio	Tale of Melibee
	SLO-2	Debate on Zeus	Presentation on comical elements	Critical analysis of the poem	Interpretation of the prose

		Debate on Aristotle as an admirer of Homer's poetry		present in the play		
S-13	SLO-1	Explanation of Paralogisms	Usage of the content and style of speeches	Summary of The Frogs	Virgil as a hero	Parson's Tale
	SLO-2	Critical analysis of overenthusiasm in the use of elaborate diction	Discussion on nature of the character in the action	Story of the God Dionysus	Discussion on endurance of punishment by the soul	Critical appreciation of the prose
S-14	SLO-1	Criticism against poetry	Penelope and her suitors	Underlying the theme of "old ways good, new ways bad"	Symbols in Purgatorio	Struggle between the characters
	SLO-2	Analysis of impossible event descriptions	Debate on cunningness of Penelope	Analysis of other themes	Discussion on earthly paradise of Eden	Debate on clashes between the social classes, differing tastes and competing professions
S-15	SLO-1	Homer's Achilles	Eagles as an Omen	Symbolism in The Frog	Interpretation of Paradiso	Rising action in The Canterbury tales
	SLO-2	Short summary of Achilles	Explaining the later democracies of Athens and other Greek city States	Aristophanes's style of noble and wealthy families	Discussion on Beatrice	Assignment on the storytelling challenge
S-16	SLO-1	Poet's conviction of impossibility	Major themes in Odysseus	The Frogs as a "peace play"	Dante's love interest	Falling action
	SLO-2	Discussion on tragedy and epic poetry	Discussion on Hospitality, Vengeance, Spiritual growth, Perseverance	Debate on peace play	Critical appreciation of the poem	Presentation by students on twenty three tales
S-17-18	SLO-1	Melodrama and overacting	Major symbols in Odysseus	Oligarchic revolution	Theme of Paradiso	Character analysis of The Wife of Bath
	SLO-2	Debate on faults of the performance	Interpretation of Laertes' shroud, Odysseus bow, The sea, Ithaca	Discussion on the manipulation of Phrynichos	Discussion on the Dante's muse	Assignment on power and politics
S-18	SLO-1	Importance of reciting the poetry	Literary devices of the Odysseus	Athenian politics	Symbols in Paradiso	The Nun's Priest's Prologue and Tale
	SLO-2	Arguments on superiority of tragedy	Analysis of elevated language and meter, The epic simile, Epithets	Discussion on Heracles as a hero	Assignment on Symbols and styles of Dante	Interpretation of the tale

<b>Learning Resources</b>	<ol style="list-style-type: none"> <li>Hudson, William Henry. <i>An Outline History of English Literature</i>. London: Bell, 1932</li> <li>Logan, George M, Stephen Greenblatt, and M H. Abrams. eds. <i>The Norton Anthology of English Literature: Volume B, The Sixteenth Century and the Early Seventeenth Century</i>. New York: W.W. Norton, 2007. Print.</li> <li>Sanders, Andrew. <i>The Short Oxford History of English Literature</i>. Oxford UP, 1994.</li> </ol>
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Level	Blooms Level of Thinking	Continuous Learning Assessment (50% weightage)								Final Examination (50%weightage)	
		CLA-1 (10%)		CLA-2 (10%)		CLA-3 (20%)		CLA-4 (10%)			
		Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice
1	Remember	30%	-	30%	-	30%	-	30%	-	30%	-
	Understand										
2	Apply	40%	-	40%	-	40%	-	40%	-	40%	-
	Analyze										
3	Evaluate	30 %	-	30%	-	30%	-	30 %	-	30%	-
	Create										
	Total	100 %		100 %		100 %		100 %		100 %	

# CLA – 4 can be from any combination of these: Assignments, Seminars, Tech Talks, Mini-Projects, Case-Studies, Self-Study, MOOCs, Certifications, Conf. Paper etc.,

<b>Course Designers</b>		
Experts from Industry	Experts from Higher Technical Institutions	Internal Experts
1.R. Harini, Cognizant, harini_ravi@yahoo.in	1Dr. K. Ganesh, Professor and Head, Madras Christian College, <a href="mailto:ganeshmockrish@gmail.com">ganeshmockrish@gmail.com</a>	Dr.K.Anbazhagan Prof. Dept of EFL SRMIST
2.Panakal Heera Elizabeth, SRM IST, panakalheeraelizabeth@gmail.com	2 Dr. V. Bharathi Harishankar Professor and Head, University of Madras, <a href="mailto:omkarbharathi@gmail.com">omkarbharathi@gmail.com</a>	Dr. Narayan Jena, SRMIST

Course code	UEN20102T	Course Name	Renaissance To Neoclassical Literature	Course Category	C	Professional Core	L	T	P	C
							4	2	0	6

Pre-requisite Courses	Nil	Co-requisite Courses	Nil	Progressive Courses	Nil
Course Offering Department	EFL	Data Book / Codes/Standards			

Course Learning Rationale (CLR):	The purpose of learning this course is to:	Learning	Program Learning Outcomes (PLO)
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CLR-1 :	Enable students to understand the development of British Literature from the Renaissance period to Neoclassical Literature	1	2	3	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
CLR-2 :	Develop understanding of prose, poetry, drama and fiction in relation to their historical, linguistic and cultural contexts.																			
CLR-3 :	Demonstrate a fundamental knowledge of the variety and breadth of literary works created during this period of three centuries.																			
CLR-4 :	Explain how literary artists of exceptional ability emerged during this period, influenced each other, and left their mark on their own time and the times to come.																			
CLR-5 :	Sensitize them to the direct effects of the history of the three centuries on the creation of literary work – sometimes on form, but especially on content;																			
CLR-6 :	Enable them to demonstrate competence in devising perceptive analyses of British Renaissance and Neoclassical works and their contexts																			

Course Learning Outcomes (CLO):	At the end of this course, learners will be able to:	Level of Thinking (Bloom)	Expected Proficiency (%)	Expected Attainment (%)	Disciplinary Knowledge of English Literature and Literary Studies	Analytical Reasoning	Problem Solving	Research Related Skills	Self-Directing Learning	Environment & Sustainability	Multicultural Competence	Values: moral and Ethical, Literary and Human	Critical Thinking	Digital Literacy	Sense of History	Communication Skills	Life Long Learning	P.S.O. 1	P.S.O. 2	P.S.O. 3
CLO-1 :	Develop a broad understanding of the most important literary trends in renaissance England.	3	80	70	H	M	-	-	L	-	-	H	L	-	-	H	M	H	-	-
CLO-2 :	Analyze different points of view and to work effectively with others to support a shared purpose or a goal	3	85	75	M	M	L	-	L	-	-	H	M	-	-	H	M	M	-	-
CLO-3 :	Develop critical reading and writing skills in English.	3	75	70	M	M	M	-	L	-	-	H	M	-	-	H	M	M	-	-
CLO-4 :	Connect choices, actions, and consequences to ethical decision-making.	3	85	80	M	M	M	-	L	-	-	H	M	-	-	H	M	-	-	-
CLO-5 :	Develop the art of making discourse and problematizing concepts	3	85	75	H	M	-	-	L	-	-	H	M	-	-	M	M	-	-	-
CLO-6 :	Read the prescribed texts independently and understand the dynamics of meaning making.	3	80	70	L	M	-	-	L	-	-	L	-	-	M	M	-	-	-	-

Duration (hour)	18	18	18	18	18
S-1	SLO-1 Introduction- English renaissance to Elizabethan period	Introduction-Jacobean Age to Caroline Age	Introduction-Puritan Age	Introduction-Neoclassical Age	Introduction-Restoration period
	SLO-2 Defining renaissance and characteristics	Metaphysical School of poetry	Decline of renaissance	Understanding the inclusion of Classics	Understanding the religious settlement in England
S-2	SLO-1 History and development of renaissance	John Donne as a metaphysical poet	Puritanism and religious doctrines	Understanding the concept of nature and human beings	Understanding how theatres are restored in literature
	SLO-2 Humanism and realism	Reading the poem The Good Morrow	Introduction to Richard Lovelace	Reading: John Locke: An Essay concerning Human understanding	Reading: The Battle of Books
S-3	SLO-1 Shakespearean sonnets- Introduction	Critical Analysis of the poem	Development of poetry- Great writers	Understanding Empirical theory of knowledge	Understanding the quarrel between Ancients and Moderns
	SLO-2 Summary sonnet 18	Critical Analysis of the poem	Reading- To Althea, From Prison	Understanding the concept of ideas	Understanding the prose satire used by Swift
S-4	SLO-1 Summary sonnet 29	Reading – A Valediction Forbidding Mourning	Analysis of the poem	Understanding the concept of innate ideas	Reading the prose
	SLO-2 Critical Analysis –sonnets 18 &29	Critical Analysis of the poem	Understanding the contrast between liberty and confinement	Understanding the concept of knowledge	Analysis of the text
S-5-6	SLO-1 Writing and discussion on renaissance literature	Discussion on John Donne's poems- poetic devices	Discussion on Lovelace poems and Puritanism	Discussion on characteristics of neoclassicism and Essay on human understanding	Discussion on Restoration Literature and Swift's The Battle of Books
S-7	SLO-1 Introduction- Bacon's Essays	Reading the play- The Alchemist	Introduction – John Milton	Introduction – John Dryden	Introduction – Samuel Johnson
	SLO-2 Essay -On Truth - summary	Introduction – Ben Jonson and his comedies	Reading – Paradise Lost, Book I	Literary terms – allegory and satire	Reading – Preface to Shakespeare
S-8	SLO-1 Human beings- truth and Lie	Prologue to The Alchemist	Understanding of epic poems	Reading – Absalom and Achitophel	Understanding Literary Criticism
	SLO-2 Lies and Pleasure	Summary and analysis	Summarizing the plot	Discussion on Biblical background	Understanding Shakespeare's excellence in writing
S-9	SLO-1 Essay –On Death - summary	Summary and analysis	Analyze key themes in the epic poem	Critical appreciation of the poem	Understanding Shakespeare's defects in his writings noted by Johnson
	SLO-2 Fear of death	Summary and analysis	Depiction of Satan by Milton	Understanding the concept	Poetry should teach morals: Discussion
S-10	SLO-1 Benefits of death	Summary and analysis	Understanding human beings act of disobedience	Critical appreciation of the poem	Shakespeare as a poet of nature
	SLO-2 Concept of death- Bacon	Summary and analysis	Fall of man	Understanding the concept	Johnson defends Shakespeare for his mingling of the tragic and comic elements
S-11-12	SLO-1 Discussion on Bacons Essays	Summary and analysis	Analysis of the poem by reading line by line	Critical appreciation of the poem	Discussion on Shakespeare's comedies
	SLO-2 Analysis of Essays				

S-13	SLO-1	Introduction- Christopher Marlowe	Summary and analysis	Appreciating Milton's Scholarship	Understanding the concept	Discussion on Shakespeare's tragedies
	SLO-2	Dr. Faustus – What is tragedy?	Summary and analysis	Analysis of the poem	Critical appreciation of the poem	Understanding the concept of poetry
S-14	SLO-1	Outline summary of the play	Summary and analysis	Analysis of the poem	Understanding the concept	Johnson's defense of Shakespeare's use of unities
	SLO-2	Analysis of the play	Summary and analysis	Analysis of the poem	Critical appreciation of the poem	Shakespeare's comic genius
S-15	SLO-1	Analysis of the play	Character sketches	Analysis of the poem	Understanding the concept	Faults of Shakespeare
	SLO-2	Analysis of the play	Critical analysis of the play	Analysis of the poem	Understanding variety of themes	Merits of Shakespeare
S-16	SLO-1	Character sketches	Character analysis	Analysis of the poem	Understanding the literary elements in the poem	Critical Approaches to preface to Shakespeare
	SLO-2	Themes	Major Themes	Appreciate the nuances of poetic devices and poetic language	Characters and themes	Critical Approaches to preface to Shakespeare
S-17-18	SLO-1	Discussion on key characters and motifs and symbols in the play	Discussion on key characters and motifs and symbols in the play	To engage in lively critical debate on Paradise Lost	Discussion on key characters and motifs and symbols in the poem	Discussion on Literary criticism
	SLO-2					

Learning Resources	1. Hudson, William Henry. <i>An Outline History of English Literature</i> . London: Bell, 1932
	2. Logan, George M, Stephen Greenblatt, and M H. Abrams. eds. <i>The Norton Anthology of English Literature: Volume B, The Sixteenth Century and the Early Seventeenth Century</i> . New York: W.W. Norton, 2007. Print.
	3. Sanders, Andrew. <i>The Short Oxford History of English Literature</i> . Oxford UP, 1994.

Level	Blooms Level of Thinking	Continuous Learning Assessment (50% weightage)								Final Examination (50% weightage)	
		CLA-1 (10%)		CLA-2 (10%)		CLA-3 (20%)		CLA-4 (10%)			
		Theory	Practic e	Theory	Practic e	Theory	Practic e	Theory	Practic e	Theory	Practic e
1	Remember	30%	-	30%	-	30%	-	30%	-	30%	-
	Understand										
2	Apply	40%	-	40%	-	40%	-	40%	-	40%	-
	Analyze										
3	Evaluate	30 %	-	30%	-	30%	-	30 %	-	30%	-
	Create										
	Total	100 %		100 %		100 %		100 %		100 %	

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Course Designers		
Experts from Industry	Experts from Higher Technical Institutions	Internal Experts
1.R. Harini, Cognizant, harini_ravi@yahoo.in	1Dr. K. Ganesh, Professor and Head, Madras Christian College, <a href="mailto:ganeshmckrish@gmail.com">ganeshmckrish@gmail.com</a>	Dr. K.Anbazhagan, Prof. Dept of EFL SRMIST
2.Panakal Heera Elizabeth, SRM IST, panakalheeraelizabeth@gmail.com	2 Dr. V. Bharathi Harishankar Professor and Head, University of Madras, <a href="mailto:omkarbharathi@gmail.com">omkarbharathi@gmail.com</a>	Dr. Sukanya Saha, SRMIST



Course Code	ULT20G01J	Course Name	Tamil-I	Course Category	G	Generic Elective Course	L	T	P	C
							2	0	2	3

Pre-requisite Courses	Nil	Co-requisite Courses	Nil	Progressive Courses	Nil
Course Offering Department	Tamil	Data Book / Codes/Standards			Nil

Course Learning Rationale (CLR):	The purpose of learning this course is to:	Learning	Program Learning Outcomes (PLO)
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CLR-1 :	To enable them to learn the nuances of modern poetry in Tamil	1	2	3	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
CLR-2 :	To explore New historicism through the works of art written in Tamil to enlighten the students to understand the changes in the modern society																		
CLR-3 :	Inculcate Ways of life, moralities and ethical factors as an essential part of learning Tamil literature																		
CLR-4 :	Develop strategies of comprehension of texts of different origin																		
CLR-5 :	Strengthen the language of the students both in oral and written																		
CLR-6 :	Express their sentiments, emotions and opinions, reacting to information, situations																		

Course Learning Outcomes (CLO):	At the end of this course, learners will be able to:	Level of Thinking (Bloom)	Expected Proficiency (%)	Expected Attainment (%)	Fundamental Knowledge	Application of Concepts	Link with Related Disciplines	Procedural Knowledge	Skills in Specialization	Ability to Utilize Knowledge	Skills in Modeling	Analyze, Interpret Data	Investigative Skills	Problem Solving Skills	Communication Skills	Analytical Skills	PSO -1	PSO -2	PSO-3
CLO-1 :	Extend and expand their savoir-faire through the acquisition of skills to cater the needs of the modern era.	2	75	60	H	H	H	-	H	H	M	H	H	-	H	H	H	H	H
CLO-2 :	Enable the students to appreciate their mother tongue and to Enhance their thinking capacity	2	80	70	H	H	-	H	-	-	H	-	-	H	H	-	H	H	H
CLO-3 :	Make them learn the basic rules of Language and make them communicate better	2	70	65	H	H	H	M	-	-	H	-	-	H	H	-	H	H	H
CLO-4 :	Develop strategies of comprehension of texts based on different culture and life styles	2	70	70	H	-	H	H	H	-	M	-	-	H	H	-	H	H	H
CLO-5 :	Strengthen spoken and written skills of the student	2	80	70	-	H	-	M	-	H	H	-	-	H	H	-	H	H	H
CLO-6 :	Will be able to clear government examinations	2	75	70	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H

Duration (hour)	12	12	12	12	12
SLO-1	தமிழ்இலக்கியப் போக்குகள்	நவீனகவிதைதோற்றம்	தமிழரின்வீரமரபு	சிற்றிலக்கியத்தோற்றம்	மொழிவரலாறு
SLO-2	இலக்கியநுட்பங்கள்	நவீனகவிதைவரலாறு	போர்விழுமியங்கள்	சிற்றிலக்கியவகைமை	மொழிப்பயிற்சி
SLO-1	தமிழ்க்கவிதைமரபு	நவீனகவிதைசெல்நெறிகள்	பரணிஅறிமுகம்	சிற்றிலக்கியங்கள்	தமிழும்அகராதியியலும்
SLO-2	காலந்தோறும்கவிதைஉள்ளடக்கம்	செல்நெறிகளில் கோட்பாடுகள்	பரணிஇலக்கியங்கள்	முதன்மைச்சிற்றிலக்கியங்கள்	அகரவரிசைப்படுத்தல்
SLO-1	காலந்தோறும்கவிதைவடிவம் -	கவிதைமொழி	கவிங்கத்துப்பரணி (484)	புதுக்கவிதையும்இதழ்களும்	கலைச்சொல்அறிமுகம்
SLO-2	தற்காலஇலக்கியம்	நவீனகவிமொழியின்நுட்பங்கள்	தலைவனின்வீரம்	மணிக்கொடிஇதழ்	கலைச்சொல்உருவாக்கநுட்பங்கள்
SLO-1	புதுக்கவிதைஉருவாக்கம்	நவீனகவிஆளுமைகள்	தமிழ்இலக்கியமரபில்தாது	எழுத்துஇதழ்	தமிழில்கலைச்சொற்கள்
SLO-2	புதுக்கவிதைசெல்நெறிகள்	நவீனகவிஆளுமைகளின்கவித்துவம்	தாதுஇலக்கியங்கள்	வானம்பாடிஇதழ்	நிலைபெற்றகலைச்சொற்கள்

5	SL O-1	பாரதியார் - காலத்தின் அடையாளம்	விளிம்புநிலைமனிதர்கள்	அழகர்கிள்ளைவிடுதூது (கண்ணிகள்)	சிறுகதைதோற்றம்	மரபுத்தொடர்
5	SL O-2	பாரதியார்- பன்முகஆளுமை	விளிம்புநிலைஇலக்கியம்	தூதுமரபில்கிளியும் பாராட்டும்	சிறுகதைவளர்ச்சி	தமிழில்மரபுத்தொடர்கள்
6	SL O-1	பாரதியார் - கண்ணன்என்சேவகன்	ராஜாசந்திரசேகரரின்கைவிடப்பட்டகுழந்தை	செய்யுள்மரபில்கலம்பகம்	சிறுகதை - வரலாறு	நாட்டார்வழக்கானுகள்
6	SL O-2	கண்ணன்என்சேவகன்கவிதைசொல்லும்வாழ்வியல்	புறக்கணிப்பும்வாழ்வியலும்	கலம்பகஇலக்கியங்கள்	சிறுகதைஆசிரியர்கள்	பழமொழிஅறிமுகம்
7	SL O-1	20 ஆம்நூற்றாண்டுக்கவிதைமரபில்பாரதிதாசன்	புலம்பெயர்தல்	நந்திக்கலம்பகம் (77)	புதினம்தோற்றம்	தமிழில்பழமொழிகள்
7	SL O-2	பாரதிதாசனும்தமிழும்	புலம்பெயர்வாழ்வியல்	மகள்மறுத்தலில்வீரம்	புதினம்வளர்ச்சி	பழமொழியும்பயன்பாடும்
8	SL O-1	பாரதிதாசன் - தமிழினிஇனிமை,	அனார் - மேலும்சிலஇரத்தக்குறிப்புகள்	குறவஞ்சிஅறிமுகம்	புதினத்தின்வகைமை	தமிழ்இலக்கணநுட்பங்கள்
8	SL O-2	தமிழின்பெருமையும்வளமையும்	உள்ளாட்டுப்போர்ச்சூழலும்பெண்உளவியலும்	குறவஞ்சிஇலக்கியங்கள்	புதினஆசிரியர்கள்	இலக்கணமும்பயன்பாடும்
9	SL O-1	வானம்பாடியில்அப்துல்குமான்	காலந்தோறும்பெண்	குற்றாலக்குறவஞ்சி (9)	அச்சுண்டகவரலாறு	தமிழில்சொல்வகைகள்
9	SL O-2	அப்துல்குமான்கவிதையின்தனித்தன்மைகள்	பெண்இலக்கியம்	மலையும்வாழ்வும்	அச்சுண்டகமும்தமிழும்	சொல்லும்பயன்பாடும்
10	SL O-1	அப்துல்குமான் - அவதாரம்	சுகிர்தராணியின்அம்மா	காப்பியஇலக்கணம்	அச்சுண்டகமும்உரைநடைவளர்ச்சியும்	பெயர்ச்சொற்கள்
10	SL O-2	அவதாரம் - நம்பிக்கையும்வெற்றியின்பாதைகளும்	பெண்மையும்தாய்மையும்	காப்பியவகைமைகள்	தமிழில்உரைநடை	பெயர்ச்சொற்கள்அறிதல்
11	SL O-1	சுற்றுச்சூழலியல்	சமத்துவம்	தமிழில்பெளத்தஇலக்கியங்கள்	சுவடிகள்	வினைச்சொற்கள்
11	SL O-2	தமிழ்க்கவிதையில் சுற்றுச்சூழலியல்	பாலியல்சமத்துவம்	மணிமேகலை	சிவதருமோத்திரச்சுவடிபெற்றவரலாறு	வினைச்சொற்கள்அறிதல்
12	SL O-1	நரசிம்மன் - மகனேஎன்னைமன்னித்துவிடு	நா. முத்துக்குமாரின்தார்கவிதை	பெண்சாபமும்காயசண்டிகையும்	புழங்குபொருள்பண்பாடும்தமிழர்வாழ்வியலும்	தமிழில்பெயரடை, வினையடை
12	SL O-2	நவீனவாழ்வும்சுற்றுச்சூழலியல்அறிதலும்	தூர்கவிதைமுன்வைக்கும்பெண்சமத்துவம்	பெண்வரலாற்றில் சாபங்களின்கதைகள்	கூஜாவின் கோபம்	பெயரடை, வினையடைஅறிதல்

Learning Resources	<ol style="list-style-type: none"> <li>குறிஞ்சித்தேன், தொகுப்பும்பதிப்பும் - தமிழ்த்துறைஆசிரியர்கள், எஸ்.ஆர்.எம். அறிவியல்மற்றும்தொழில்நுட்பக்கல்விநிறுவனம், காட்டாங்குளத்தூர், 603203, 2020</li> <li>வல்லிக்கண்ணன், புதுக்கவிதைதோற்றமும்வளர்ச்சியும், ஆழிபதிப்பகம், சென்னை, 2018</li> <li>கா. சிவத்தம்பி, தமிழில்சிறுகதைதோற்றமும்வளர்ச்சியும், என்.சி.பி.எச்., சென்னை, 2013</li> <li>தமிழ்இணையக்கல்விக்கழகம் - <a href="http://www.tamilvu.org/">http://www.tamilvu.org/</a></li> <li>மதுரைதமிழ்இலக்கியமின்தொகுப்புத்திட்டம் - <a href="https://www.projectmadurai.org/">https://www.projectmadurai.org/</a></li> </ol>
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Learning Assessment											
	Bloom'sLevel of Thinking	Continuous Learning Assessment (50% weightage)								Final Examination (50% weightage)	
		CLA – 1 (10%)		CLA – 2 (10%)		CLA – 3 (20%)		CLA – 4 (10%)#			
		Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice
Level 1	Remember	20%	20%	15%	15%	15%	15%	15%	15%	15%	15%

	Understand										
Level 2	Apply	20%	20%	20%	20%	20%	20%	20%	20%	20%	20%
	Analyze										
Level 3	Evaluate	10%	10%	15%	15%	15%	15%	15%	15%	15%	15%
	Create										
	Total	100 %		100 %		100 %		100 %		100 %	

# CLA – 4 can be from any combination of these: Assignments, Seminars, Tech Talks, Mini-Projects, Case-Studies, Self-Study, MOOCs, Certifications, Conf. Paper etc.,

Course Designers		
Experts from Industry	Expert from Higher Technical Institutions	Internal Experts
	1. Dr. R..Srinivasan Associate Professor, Department of Tamil, Presidency College, Chennai,	1. B.Jaiganesh, Assistant Professor & Head, FSH, SRMIST
		2. T.R.Hebzibah Beulah Suganthi, Assistant Professor, FSH, SRMIST
		3.S.Saraswathy, Assistant Professor, FSH, SRMIST

Course Code	ULH20G01J	Course Name	HINDI-I	Course Category	G	Generic Elective Course	L	T	P	C
							2	0	2	3

Pre-requisite Courses	Nil	Co-requisite Courses	Nil	Progressive Courses	Nil
Course Offering Department	HINDI	Data Book / Codes/Standards			Nil

Course Learning Rationale (CLR):	The purpose of learning this course is to:	Learning	Program Learning Outcomes (PLO)
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CLR-1 :	To be able to converse well in the Hindi Language	1	2	3	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
CLR-2 :	To read and write and clarity																		
CLR-3 :	To be willing listeners and translators –where need be																		
CLR-4 :	To acquire the values/thought contents of the writers and practice in it in life.																		
CLR-5 :	To find motivation through the various forms of literature and learn to overcome any challenges of life.																		
CLR-6 :	To discover the importance of the language in making education as a means of growth in life and not mere literacy.																		

Course Learning Outcomes (CLO):	At the end of this course, learners will be able to:	Level of Thinking (Bloom)	Expected Proficiency (%)	Expected Attainment (%)	Fundamental Knowledge	Application of Concepts	Link with Related Disciplines	Procedural Knowledge	Skills in Specialization	Ability to Utilize Knowledge	Skills in Modeling	Analyze, Interpret Data	Investigative Skills	Problem Solving Skills	Communication Skills	Analytical Skills	PSO -1	PSO -2	PSO-3
CLO-1 :	To appreciate the Hindi language in its various forms.	2	75	60	H	H	H	-	-	-	-	-	-	-	-	-	-	-	-
CLO-2 :	To understand the philosophy of life and living through stories.	2	80	70	-	H	-	H	-	-	-	-	-	-	-	-	-	-	-
CLO-3 :	To help the students learn and develop the fundamentals of life, through One-Act plays.	2	70	65	H	-	-	H	-	-	-	-	-	-	-	-	-	-	-
CLO-4 :	To share the richness of thought and content presented in the Hindi language, into other languages so that the readers would stand to gain.	2	70	70	H	-	H	H	H	-	-	-	-	H	-	-	-	-	-
CLO-5 :	To guide the students in the learning of the technical aspect of the Hindi language, this would help them in the field of administration.	2	80	70	-	H	-	H	-	-	-	-	-	-	-	-	-	-	-
CLO-6 :	To encourage the students to communicate with the public, on a large scale with the medium of Main stream and Documentary films.	2	75	70	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

Duration (hour)	12	12	12	12	12	12
S-1	SLO-1	Kahani kya Hai	Ekanki aur Natak kya hai	Patrkari ka arambh	Film Samiksha	Takniki Shabdavali
	SLO-2	Jivan ka anubhav	Vidhyarthiyon dono ke antar ko smajhkar apne dwara use prastut kar sakta hai	Vidhyarthiyon ka apne samaj ke prti jagrukta	Film ka prabhav ko smajhna	Vaignik tarike se bhashaon ka avishkaar karna
S-2	SLO-1	Kahani ke Tatva	EKANKI KA ARTH	Aazdi aur Patrkari ka daiytava	SAMIKSHA KYA HAI	ARTH
	SLO-2	Vishleshan karne ki Kshmta	Vidhyarthi ke bhtar vishkleshan ki kshamta jagrit	Vidhyarthiyon ko patrkari ka ihas smajkar samaj nirman ke liye sahyog dena	Tarkik vishleshan kshmta paida karta hai	idhyarthi uske arth dwara hi uske mahtav smjhenge
S-3	SLO-1	Vo Tera Ghar Ye Mera Ghar	PARIBHASHA	PATRKARITA KA MAHTAVA	SAMIKSHA KE PRAKAR	PARIBHASHA
	SLO-2	Bhartiya Sanskriti Se Vidhyarthiyon ko Jodna	Vidvano ke mat se parichay	Patrkari se bhut se sawal ka smadhan ho jata hai	Vidhyarthiyon ka un prkaro ka adhyaan karna jisse vidhyarthi us samiksha ko tayaar kar payenge	Vibhinn vidvano dwara di gai paribhasha se us baat ko smjhenge vidhyarthi
S-4	SLO-1	Mithaiwala Pyar Bantne se dukh kam	SWAROOP	PTRAKARITA KA ARTH	SAMIKSHA KA UDDESHYA	SHABDAVALI KI AVSHYAKTA



		hota hai				
	SLO-2	Manavata ka Path	Vidhyarthiyon me iski samajh se lekhan kshmata badegi	Vibhinn vidhvono ko padhne se vidhyarthiyon ki tarkik kshmta badhti hai ,	Vidhyartha ke andar smaj ke prati Kartavya bodh paida hoga	Vaignikon ka awiskar kitna mahtavpurn
S-5	SLO-1	Bechadri Pal Chatro me Utsah Vardhan Karna	PATHYA VACHAN	PTRAKARITA KI PARIBHASHA	FILM KA SAMAJIK MAHTAVA	BHASHA VAIGYANIK
	SLO-2	Beta-beti ek saman ke mahtav ko smjhana.	Vidhyarthiyon ka path kaushal bdhega	vidhvaono ki ukti ek smadhan bhi hota hai	Samajik uttar daiytav ko smjhana	Bhasha vaignikon ki jankari
S-6	SLO-1	Nadi aur Jeevan Paryavaran ke mahtav se awagat karana.	PRASTUTI	PRAMUKH SAMACHAR PATR	FILM KA VISHLESHAN	KARYALYN SHABD
	SLO-2	Manav Jeevan me nadi ki upyogita aur Mahtav.	Natak khelne par bahut si takniki bate samajhenge	Vidhyarthiyon ki jankari badhegi	Vidhyartha tarkik vishleshan sikhega	Shabd kaise tayar kiye jate hain vidhyarthiyon ko jankari
S-7	SLO-1	Pachees chauka Ded Sau Jamindari Pratha se awagat karana	MAHTVA	TV.PATRKARITA	DRISTIKON NIRMAN	ANGREZI SE HINDI ANUVAD
	SLO-2	Asprishya Vicharao ke Prati Sakaratamak Bnana.	Natak ka mahtav ko majhkr samaj ke hito ke sath judna.	TV patrkar ke daiytav ko smajkar vidhyartha ise apne rozgar se jod sakta hai	Vidhyartha ka drishtikon nirmit hoga	Hindi adhikarai aur anuvadak ke pad ke liye tayaar karna
S-8	SLO-1	Kahani ka Uddeshya	PRASHAN-ABHYAS	PHOTO PATRKARITA	DOCUMENTRY FILM	HINDI SE ANGREZI ANUVAD
	SLO-2	Vidhyarthiyon ko Samaj se Jode rakhna	Vidhyarthiyon ka lekhan kshmata Badhna	Vidhyarthiyon me photo patrkarita ke mahtav ka samajh paida hona	Vidhyartha samajik dharatal ki kathinai ko smajhkar desh se judega	Hindi adhikarai aur anuvadak ke pad ke liye tayaar karna.
S-9	SLO-1	Kahani Lekhan	UDDESHYA	PRASTUTIKARAN	MAIN STREAM FILM	EK DIN EK SHABD
	SLO-2	Vidhyartha Ko likhne ki aur Prerit karna	Vidhyartha ko smaj upyog hito ki jankari dena	Vidhyartha apni baat rakhne ki kshmta vikstit karta hai	Vidhyarthion ko jivan ke anchue pahlun se bhi sakshaktkar	Vidhyarthiyon ko rozgaar se jodna
S-10	SLO-1	Seminar	PARICHARCHA	BHASHA-SHAILI	FILM KE DARSHAK	ATI MAHTVAPURN SHABD
	SLO-2	Vidhyarthiyon dwara Prastuti karan	Vidhyartha me vak-kaushal bdhana	Vidhyartha ko apni report me bhasha-shaili ko sikh kar ek badhiya reporter ban sakta hai	Vidhyarthiyon ka samajik gyan	Shabdon ke mahtav ko smajhkar use yaad karna
S-11	SLO-1	Prashan Abhyas	BHASHA SHAILI	PATRKARITA KE NIYAM	FILM AUR BAZAAR	SAMANYA SHABD AUR PARIBHASHIK SHABDAVALI ME ANTAR
	SLO-2	Vidhyarthiyon me Lekhn Kaushal ki kshmta Viksit karna.	Vidhyarthiyon ko bhasha ka mahtav smjhna	Vidhyartha ise sikh kar ek nyay priya patrkar ban sakta hai	Vidhyarthiyon ko rozgaar se jodna	Vidhyarthiyon ko vaighniko dwara tayaar ki gai bhasha ki samaj
S-12	SLO-1	Path-Punravarti	EKANKI AUR RANGMANCH	PATRKAR KA DAIYTVA	FILM DARSHAK KA MAHTAVA	PARIBHASHIK SHABDAVALI KA MAHTAV
	SLO-2	Pariksha ke liye Saksham	Vidhyartha isse rangmanch ke mahtav ko smajhenge	Vidhyarthiyon ko patrkar ka daiytva sikhkar smaj ke uttar daiytva ko nibhana hai	Vidhyarthiyon ko darshak ki ruchiyon se awagat karvana	Rozgaar se vidhyarthiyon ko jodna

<b>Learning Resources</b>	<b>The Prescribe Text Book Compiled and Edited by Department of Hindi</b> <a href="http://www.gadyakosh.com">www.gadyakosh.com</a> <a href="http://www.shabdkosh.com">www.shabdkosh.com</a>
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Learning Assessment											
	Bloom'sLevel of Thinking	Continuous Learning Assessment (50% weightage)								Final Examination (50% weightage)	
		CLA – 1 (10%)		CLA – 2 (10%)		CLA – 3 (20%)		CLA – 4 (10%)#			
		Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice
Level 1	Remember	20%	20%	15%	15%	15%	15%	15%	15%	15%	15%
	Understand										
Level 2	Apply	20%	20%	20%	20%	20%	20%	20%	20%	20%	20%
	Analyze										
Level 3	Evaluate	10%	10%	15%	15%	15%	15%	15%	15%	15%	15%
	Create										
	Total	100 %		100 %		100 %		100 %		100 %	

# CLA – 4 can be from any combination of these: Assignments, Seminars, Tech Talks, Mini-Projects, Case-Studies, Self-Study, MOOCs, Certifications, Conf. Paper etc.,

<b>Course Designers</b>
SRM Institute of Science and Technology - Academic Curricula – Regulations 2020

Experts from Industry	Expert from Higher Technical Institutions	Internal Experts
	1. Prof.(Dr.) S.Narayan Raju, Head, Department of Hindi,CUTN, Tamilnadu	1. Dr.S Preeti. Associate Professor & Head, SRMIST
		2. Dr. Md.S. Islam Assistant Professor, SRMIST
		3 Dr. S. Razia Begum, Assistant Professor, SRM IST

Course Code	ULF20G01J	Course Name	French-I	Course Category	G	Generic Elective Course	L	T	P	C
							2	0	2	3

Pre-requisite Courses	Nil	Co-requisite Courses	Nil	Progressive Courses	Nil
Course Offering Department	French	Data Book / Codes/Standards			Nil

Course Learning Rationale (CLR):	The purpose of learning this course is to:	Learning	Program Learning Outcomes (PLO)
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CLR-1 :	Extend and expand their savoir-faire through the acquisition of current scenario	1	2	3	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
CLR-2 :	Enable the students to overcome the fear of speaking a foreign language and take position as a foreigner speaking French																		
CLR-3 :	Make them learn the basic rules of French Grammar.																		
CLR-4 :	Develop strategies of comprehension of texts of different origin																		
CLR-5 :	Strengthen the language of the students both in oral and written																		
CLR-6 :	Express their sentiments, emotions and opinions, reacting to information, situations																		
Course Learning Outcomes (CLO):	At the end of this course, learners will be able to:	Level of Thinking (Bloom)	Expected Proficiency (%)	Expected Attainment (%)	Fundamental Knowledge	Application of Concepts	Link with Related Disciplines	Procedural Knowledge	Skills in Specialization	Ability to Utilize Knowledge	Skills in Modeling	Analyze, Interpret Data	Investigative Skills	Problem Solving Skills	Communication Skills	Analytical Skills	PSO -1	PSO -2	PSO-3
CLO-1 :	To acquire knowledge about French language	2	75	60	H	H	H	-	-	-	-	-	-	-	-	-	-	-	-
CLO-2 :	To strengthen the knowledge on concept, culture, civilization and translation of French	2	80	70	-	H	-	H	-	H	-	-	-	-	M	-	-	-	-
CLO-3 :	To develop content using the features in French language	2	85	75	H	-	-	H	-	H	-	-	-	-	M	-	-	-	-
CLO-4 :	To interpret the French language into other language	2	70	80	H	-	H	H	H	-	-	-	-	-	H	-	-	-	-
CLO-5 :	To improve the communication, intercultural elements in French language	2	80	70	-	H	-	H	-	-	-	-	-	-	H	-	-	-	-
CLO-6 :					-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

Duration (hour)	12	12	12	12	12
S-1	SLO-1 Bonjour, ça va ?	Salut ! Je m'appelle Agnès	Qui est –ce ?	Dans mon sac, j'ai...	Il est comment ?
	SLO-2 Salut	Paul, Valérie, Manish	Les exemples	Da ns ton sac	Les objectifs
S-2	SLO-1 Les pays	Les pronoms personnels sujets	Les professions	La formation du féminin (3)	L'aspect physique
	SLO-2 Les nationalités	Je, Tu, Il/Elle Nous, vous, Ils/Elles	Les exemples	Les féminins	Le corps
S-3	SLO-1 Les animaux domestiques	Les verbes être et avoir	Quelques objets	La phrase interrogative	Le caractère
	SLO-2 Les animaux	Les verbes auxiliaires	Objets	Les interrogatives	Les exemples
S-4	SLO-1 Les jours de la semaine	Les articles définis et indéfinis	La fiche d'identité	qu'est – ce que.. ?	Les prépositions de lieu (1)
	SLO-2 Les mois de l'année	Les exemples	La carte d'identité	Les exemples	Dans, sur, sous etc.,
S-5	SLO-1 Les nombres de 0 à 69	La formation du féminine (1)	La liaison	Qu'est – ce que C'est	Les nombre à partir de 70
	SLO-2 Les nombres	Les féminins	Les activités	Les objets	Les exemples
S-6	SLO-1 La famille (1)	La formation du pluriel (1)	L'élision	Qui est – ce ?	Allo ?

	<b>SLO-2</b>	Ses parents	Les exemples	Les activités	<i>Les personnes</i>	<b>Portable</b>
<b>S-7</b>	<b>SLO-1</b>	L'accent	Les adjectifs possessifs	Intonation descendre	<i>la phrase négative</i>	La formation du féminin(3)
	<b>SLO-2</b>	L'accent tonique	Les exemples	Les descendre	<i>La négation</i>	Les exemples
<b>S-8</b>	<b>SLO-1</b>	Les articles définis	Entrer en contact : salut	Intonation montante	<i>C'est</i>	Les articles contractés
	<b>SLO-2</b>	Les articles indéfinis	Entrer en contact : demander	Les montantes	<i>Il est</i>	Les articles partitifs
<b>S-9</b>	<b>SLO-1</b>	Bonjour, - Salut !	Dire comment ça va	Dans mon sac	<i>Les verbes du premier group</i>	Les pronoms personnels toniques
	<b>SLO-2</b>	Ca va	Comment allez-vous ?	Des objets	<i>Les exemples</i>	Les pronoms
<b>S-10</b>	<b>SLO-1</b>	Je m'appelle Agnès	Se présenter	Les Mots	<i>Les verbes aller</i>	Les adverbess interrogatifs
	<b>SLO-2</b>	Quel est votre nom	Présenter quelqu'un	Les expressions	<i>Le verbe venir</i>	Les interrogatifs
<b>S-11</b>	<b>SLO-1</b>	Les Mots	<i>Demander</i>	<i>Demander poliment</i>	<i>Demander et répondre poliment</i>	Les verbes du deuxième group
	<b>SLO-2</b>	Les Expressions	<i>Demander le temps</i>	<i>Répondre poliment</i>	<i>Les exemples</i>	Les exemples
<b>S-12</b>	<b>SLO-1</b>	Entrer en contact	Demander la date	Demander des informations personnelles	Demander des informations personnelles	Décrire l'aspect physique
	<b>SLO-2</b>	Se présenter.	Dire la date	Les exemples	Les activités	Décrire le caractère

<b>Learning Resources</b>	<b>Theory:</b>
	1. "Génération-AI" Méthode de français, Marie-Noëlle COCTON, P.DAUDA, L.GIACHINO, C.BARACCO, Les éditions Didier, Paris, 2018. 2. <i>Cahier d'activités avec deux discs compacts.</i>

<b>Learning Assessment</b>											
	<b>Bloom'sLevel of Thinking</b>	<b>Continuous Learning Assessment (50% weightage)</b>								<b>Final Examination (50% weightage)</b>	
		<b>CLA – 1 (10%)</b>		<b>CLA – 2 (10%)</b>		<b>CLA – 3 (20%)</b>		<b>CLA – 4 (10%)#</b>			
		<b>Theory</b>	<b>Practice</b>	<b>Theory</b>	<b>Practice</b>	<b>Theory</b>	<b>Practice</b>	<b>Theory</b>	<b>Practice</b>		
Level 1	Remember	20%	20%	15%	15%	15%	15%	15%	15%	15%	15%
	Understand										
Level 2	Apply	20%	20%	20%	20%	20%	20%	20%	20%	20%	20%
	Analyze										
Level 3	Evaluate	10%	10%	15%	15%	15%	15%	15%	15%	15%	15%
	Create										
	<b>Total</b>	100 %		100 %		100 %		100 %		100 %	

# CLA – 4 can be from any combination of these: Assignments, Seminars, Tech Talks, Mini-Projects, Case-Studies, Self-Study, MOOCs, Certifications, Conf. Paper etc.,

<b>Course Designers</b>		
<b>Experts from Industry</b>	<b>Expert from Higher Technical Institutions</b>	<b>Internal Experts</b>
	1. Dr. C.Thirumurugan Associate Professor, Department of French, Pondicherry University	1. Kumaravel K. Assistant Professor & Head, SRMIST
		2. Ponrajadurai M Assistant Professor, SRMIST

Course Code	UEN20G01J	Course Name	Introduction To Translation Studies	Course Category	G.E	Generic Elective	L	T	P	C
							2	0	2	3

Course Learning Rationale (CLR):		The purpose of learning this course is to:			Learning			Program Learning Outcomes (PLO)															
CLR-1 :	Develop a deep understanding of translation.	1	2	3	Level of Thinking (Bloom)	Expected Proficiency (%)	Expected Attainment (%)	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
CLR-2 :	Develop an understanding of translation in the context of postcolonial India.																						
CLR-3 :	Introduce the students to theories of translation.																						
CLR-4 :	Introduce the students to the process and methodology of translation																						
CLR-5 :	Develop sensitivity to cultural differences and diversity.																						
CLR-6 :	Employ cultural sensitivity in translation.																						
Course Learning Outcomes (CLO):		At the end of this course, learners will be able to:																					
CLO-1 :	Understand the nuances of Adaptation, Interpretation and Translation	3	30	80	H	M	-	M	M	-	H	M	M	M	-	M	-	M	-	M	H	M	M
CLO-2 :	Learn about translation in a postcolonial context	3	20	80	H	-	-	M	L	-	M	M	M	-	M	-	M	-	M	H	H	M	M
CLO-3 :	Learn about translation in the context of India	3	30	80	H	-	-	M	L	-	M	M	M	-	M	-	M	-	M	M	H	M	M
CLO-4 :	Evaluate and synthesize theories of translation.	3	20	85	H	M	-	H	M	-	M	M	H	-	-	-	M	L	M	M	H	M	M
CLO-5 :	Critically understand the cultural and intellectual foundations of translation	3	20	85	H	L	L	H	M	-	H	M	H	-	-	M	M	M	M	M	H	M	M
CLO-6 :	Demonstrate an extended understanding of recent developments in the discipline of translation or its professional practice.	3	20	80	H	L	-	H	M	-	M	M	H	-	-	L	M	M	M	M	L	M	M

Duration (hour)	12	12	12	12	12
S-1	SLO-1 The concept of Interpretation	Language and interpretation in colonial societies.	Multilingualism and translation in postcolonial India.	Direct and Oblique Translation	Translating culture
	SLO-2 Identify the nuances of Interpretation.	The politics of language in postcolonial societies.	Indian Theories of Translation	Borrowing and Caïque	Translation as a discipline
S-2	SLO-1 The concept of Adaptation	Contextualize translation in a postcolonial situation.	Indian tradition of Transcreation	Literal Translation and Transposition	Cultural translation
	SLO-2 Identify the nuances of Adaptation	Translation as a social, cultural and political necessity.	Nationalism and translation in India	Modulation, Equivalence and Adaptation	Cultural Turn in Translation Studies
S 3-4	SLO-1 Differences between Interpretation and Adaptation.	Is translation a literary or a cultural activity?	Compare Eastern and Western perspectives on Translation	Application of the seven methods	"We are translated men"- Rushdie
	SLO-2 Discuss the relationship between Interpretation and Adaptation	Postulate what gets "lost in translation".	-do-	-do-	"I translate, therefore I am" – Jhumpa Lahiri
S 5	SLO-1 Discuss Interpretation and Adaptation as praxis	Differences between literary translation and post-colonial literature.	The importance of translation to any literate culture.	Translation or Transcreation w.r.t P Lal's <i>Shakuntala</i>	Why did Translation Studies take a Cultural Turn?
	SLO-2 Illustrate issues of interpretation and Adaptation as praxis	Translation of cultural metatext.	Translation as discovery.	Imagining an audience	Even-Zohar's (1978) proposition.
S- 6	SLO-1 The concept of Translation	Writing and Translation in the postcolonial context.	Discuss translation as a link.	The problems of a modern translator	Cultural Capital and the Textual Grid
	SLO-2 Asian perspectives on translation	Writing as Translation in the postcolonial context.	The position of the translator vis-à-vis the author.	Transforming ancient/period texts for contemporary audience	Travel writer and translator.
S 7-8	SLO-1 Practical issues in Interpretation, Adaptation and Translation	Identify Cultural metatext in a prescribed postcolonial/translated text.	Critically assess the role/status of the translator.	Discuss a Classical text in translation.	Translation as dialogue
	SLO-2 Ethical issues in Interpretation, Adaptation and Translation	Identify neologism in a prescribed postcolonial/translated text.	Critically assess the status of the translated texts.	Translate a regional idiom/proverb/saying/tale.	Translation and power
S-9	SLO-1 Interpretation as an intralingual process	Discuss history of Translation/Transcreation in India	A.K. Ramanujan's conception of translation.	Tradition of sameness and emergence of difference	The problem of the untranslatable
	SLO-2 Interpreting the Constitution of India	Discuss pre-colonial theories of aesthetics and translation.	Discourse, meaning, reader and translator	Dealing with difference.	"Translational transnational" – Bhabha

S-10	SLO-1	Synthesize the definitions of Interpretation, Adaptation and Translation as a heuristic processes	Discuss translation in colonial India.	A Theoretical Critique of Ramanujan's Practice	<i>Intentionality and the Translator's Unconscious</i>	Defining "the Other"
	SLO-2	Synthesize the definitions of Interpretation, Adaptation and Translation as a creative processes	'Translation as perjury'.	Tejaswini Niranjana vs A. K Ramanujan	Language, Culture and Ethics in translation	Conceptual and Textual grid in Translation
S 11-12	SLO-1	Assess an advertisement as a translation, interpretation and adaptation	Translation can be (mis)representation. Discuss	Compare Translation and <i>anuvad</i>	Discuss the necessity of ethical translation	Jan de Marre's <i>Batavia</i>
	SLO-2	- do -	- do -	Discuss Indian Theories of Translation	-do -	Conceptual and Textual grid in Jan de Marre's <i>Batavia</i>





<b>Learning Resources</b>	1. Mona Baker and Kirsten M. (Eds.), <i>Routledge Encyclopedia of Translation Studies</i> . Routledge: London, 1998.	4. Piotr Kuhiwczak and Karin Littau (eds.), <i>A Companion to Translation Studies</i> . Multilingual Matter: Clevedon, 2007.
	2. Lawrence Venuti, <i>The Translator's Invisibility: A History of Translation</i> . Routledge: London, 1995.	5. Homi Bhabha, <i>The Location of Culture</i> . Routledge: London, 2012
	3. Gayatri Chakravorty Spivak, "The Politics of Translation" in <i>Outside the Teaching Machine</i> . Routledge: New York, 1993	6. Bassnett, Susan, and Harish Trivedi. <i>Postcolonial translation: Theory and practice</i> . Routledge: London, 2012.

Learning Assessment											
	Bloom'sLevel of Thinking	Continuous Learning Assessment (50% weightage)								Final Examination (50% weightage)	
		CLA – 1 (10%)		CLA – 2 (10%)		CLA – 3 (20%)		CLA – 4 (10%)#			
		Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice
Level 1	Remember	20%	20%	15%	15%	15%	15%	15%	15%	15%	15%
	Understand										
Level 2	Apply	20%	20%	20%	20%	20%	20%	20%	20%	20%	20%
	Analyze										
Level 3	Evaluate	10%	10%	15%	15%	15%	15%	15%	15%	15%	15%
	Create										
	Total	100 %		100 %		100 %		100 %		100 %	

# CLA – 4 can be from any combination of these: Assignments, Seminars, Short Talks, Mini-Projects, Case-Studies, Self-Study, MOOCs, Certifications, Conf. Paper etc.,

<b>Course Designers</b>		
Experts from Industry	Experts from Higher Technical Institutions	Internal Experts
1.R. Harini, Cognizant, harini_ravi@yahoo.in	1Dr. K. Ganesh, Professor and Head, Madras Christian College, <a href="mailto:ganeshmckrish@gmail.com">ganeshmckrish@gmail.com</a>	1. Dr. Sushant Kishore, SRMIST
2.Panakal Heera Elizabeth, SRM IST, panakalheeraelizabeth@gmail.com	2 Dr. V. Bharathi Harishankar Professor and Head, University of Madras, <a href="mailto:omkarbharathi@gmail.com">omkarbharathi@gmail.com</a>	2. Dr. Poonam, SRMIST

Course Code	ULE20AE1T	Course Name	English	Course Category	A	Ability Enhancement Course	L	T	P	C
							4	0	0	4

Pre-requisite Courses	Nil	Co-requisite Courses	Nil	Progressive Courses	Nil
Course Offering Department	English	Data Book / Codes/Standards			Nil

Course Learning Rationale (CLR):	The purpose of learning this course is to:	Learning	Program Learning Outcomes (PLO)
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CLR-1:	Extend and expand the integrity in an individual which shall never allow him/her to compromise upon a noble way of living	1	2	3	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
CLR-2:	Enable the students to overcome the fear of speaking a foreign language and enable them to think through a foreign language.																		
CLR-3:	Make them communicate an unbiased way of thinking in a better manner																		
CLR-4:	Develop strategies of comprehension of texts based on different culture and life styles																		
CLR-5:	Strengthen spoken and written skills of the student in English																		
CLR-6:	Help them express their sentiments, emotions and opinions, and reactions to information and situations in a civilized, cultured and humane manner.																		

Course Learning Outcomes (CLO):	At the end of this course, learners will be able to:	Level of Thinking (Bloom)	Expected Proficiency (%)	Expected Attainment (%)	Fundamental Knowledge	Application of Concepts	Link with Related Disciplines	Procedural Knowledge	Skills in Specialization	Ability to Utilize Knowledge	Skills in Modeling	Analyze, Interpret Data	Investigative Skills	Problem Solving Skills	Communication Skills	Analytical Skills	PSO -1	PSO -2	PSO-3
CLO-1:	To acquire knowledge of becoming better beings through the tools of Language and Literature	2	75	60	H	H	H	-	-	H	-	H	-	H	H	H	-	-	-
CLO-2:	To acquire a strong knowledge on concept, culture, civilization through English Literature	2	80	70	-	H	-	H	-	H	-	H	-	-	H	H	-	-	-
CLO-3:	To develop own content and to be able to translate using the features in English Language	2	70	65	H	-	-	H	-	H	-	H	-	-	H	H	-	-	-
CLO-4:	To interpret the contents in the texts presented in English Language	2	70	70	H	-	H	H	H	H	-	H	-	-	H	-	-	-	-
CLO-5:	To present an improved and healthier communication and intercultural elements acquired through English Literature	2	80	70	-	H	-	H	-	H	-	H	-	-	H	-	-	-	-
CLO-6:	To participate in any level of conversation and discussion presented in English with both proficiency in the language and positive caliber in the content of speech	2	75	70	H	H	-	H	M	H	M	H	H	H	H	H	H	H	H

Duration (hour)	12	12	12	12	12
S-1	SLO-1 Introduction to the art of poetry writing will be done	Post-colonial impacts in India as observed in their language and culture will be discussed.	Story through images is explained to the students	The definition and purpose of monologue is explained	Homophones and Homonyms are to be explained in the class along with examples of usage.
	SLO-2 The rationale behind this unit will be discussed.	The students will be encouraged to impart their views	The students are asked to create their own stories from those images	the sample monologues are to be provided to the learners	How where and when these as vocabulary can be used is to be explained
S-2	SLO-1 Feminism through Kamaladas' poem 'In Kindergarten' is explained	Mathraboorthan and the mother tongue influence in English – a discussion	Every day the students are made to bring their own cartoons to tell stories related to social issues and political issues.	The learners are made to create their own monologue contents.	Cross word puzzles are to be given to the students to make them understand the differences and usage of homophones and homonyms
	SLO-2 feminist critique's stand through poets like Meena Kandasamy is discussed	Students from different regions are asked to talk. The peculiarity in their pronunciation is to be identified by them	How to identify irony and sarcasm is taught	The contents are assessed and the lacuna is informed	The students are evaluated by making them use homophones and homonyms on their own
S-3	SLO-1 The writer Meena Kandasamy is invited to read her poems on women.	Enjoy within limits, says Mr Mathrubootham taught and discussed	International Political memes to be created in the class	Discuss the contents created by the students and reiterate the idea that a monologue should mimic a story and has to have a proper beginning middle and an	How exactly to decide a proper word at a given situation is to be practically explained in the class.

					end.	
	SLO-2	Questions on her perspectives are to be posed by the students	Every mistake found in the text is analysed	Memes on popular issues to be created in the class	The created monologues are to be assessed by the students themselves	Mundane situations are to be given to the students to check their ability to use those words
S-4	SLO-1	Gender inequality is discussed through A K Ramanujam and his poetry	The structure of sentence in English and the distortion of the sentence is verified	Autobiography and biography differences are explained	To ask the students to bring newspaper to class and make them select a column and read it loudly.	To give all the parts of speech not according to the grammar book order but according to a method which would easily make one understand correlation of one with the other. For instance – Noun, Pronoun, Adjective, Verb, Adverb... will have to be the order
	SLO-2	Different legal situations where both the genders suffer is explained in the class	Different sentences are given and tested	Certain Classic autobiographies and biographies are presented	No meaning is to be explained. Just the flow is to be checked.	The students are made to use as many adjectives as possible for describing their friends
S-5	SLO-1	Kalki the poet is invited to conduct a guest lecture on her own poem.	Nobel? What Nobel, asks Mr Mathrubootham is discussed	How to give voice to an inanimate object.	Another reading loud session of the same passages are to be conducted along with dictionary checking for meanings are to be done.	The parts of speech must be used in different sentences
	SLO-2	Questions on her perspectives are to be posed by the students	The attitudes of people in a ludicrous manner is discussed	Different objects are given to the students and they are asked to give autobiographical notes to them	The new meanings that the students get must be compared with the given word and the distance between the meanings are to be explained	the teacher is to use the board to draw a situation to make one understand each part's usage.
S-6	SLO-1	Seminar to generate discussion to enhance gender sensitivity is conducted	The Text is analyzed in detail	Practically test the students in class by giving them different concrete objects.	To make them compare and realize how they had overcome their fear for English	Along with parts of speech particularly when Verb is being taught Tenses ought to be taught with same methodology mentioned above.
	SLO-2	Case studies are to be incorporated by the students in their seminar	More insights into Indian English is given	Ask the students to evaluate each other's autobiography on concrete objects	The comprehensive techniques are taught	The students are asked to create a lighter vein situation and asked to use all the tenses
S-7	SLO-1	Human interest columns in news papers - tragedies on women men and transgender documented is read aloud and discussed in the class room.	Neutral accent is taught along with right pronunciation	Caption writing is taught	To develop the ability to pick up a conversation is taught	The rules of Tenses are taught with live examples in the classes.
	SLO-2	How much are the students able to relate with or able to feel emotionally for those situations is to be checked and analysed	Test is to be conducted to check how far a student is able to understand neutral accent	The purpose of the caption writing is to be instilled	to engage in conversations and be able to interrupt and end conversation appropriately will be taught	Ability to use all the rules in tenses is taught.
S-8	SLO-1	Case studies to be given to the students to document their reactions	Mr Mathrubootham is fully supporting all new technologies – discussion	Different examples for captions are given	Different situations to be given to the students to engage in a conversation.	The basic way to pick an error is by already knowing the rules of grammar thoroughly.
	SLO-2	Find out if there is any student finding it hard to emoter or is insensitive toward the moment	Humor and sarcasm is skimmed from the text	The students are asked to create captions similar to the ones shown in the class	The students are asked to find errors in each others' monologue	Hence all the rules are to be brushed up
S-9	SLO-1	Students are to be made to create their own notable content on the prevailing gender inequalities	How to write a statement and question is to be taught with reference to the text.	The students are made to give captions different news articles, products and situations	To test how much one is able to use irony humor and sarcasm in one's conversation	Exercises on all sorts of possible errors are given to the students and asked to rectify.
	SLO-2	The students are asked to improvise on dialogue on their own	The way sentences are constructed according to the regional impact is discussed	The best is appreciated for its qualities of being best	Natural usage of pun is explained	Mathrubootham's passages are given to the students again to check the errors.



S-10	SLO-1	Feminism vs Gender inequality a test for the students to chart out the existing gulf	Pizza maavu : Welcome to Mr Mathrubootham food recipe website is discussed	Public Speaking example since Julius Caesar to Martin Luther is given	To teach different kinds of reading. -skimming scanning and intensive reading extensive reading is taught	Defines synonym and antonym. Ask the students to identify synonyms and antonyms in text.
	SLO-2	False allegations and Legal situations sometimes created by women to corner men only degrades the freedom struggle of women – discuss	The students are made to explain the text themselves	The techniques used by different leaders since ages is discussed	The students are practically asked to use those methodology to understand a text	Demonstrate their understanding of synonyms and antonyms in active learning. Introduce thesaurus reference.
S-11	SLO-1	A detailed discussion on the 4 poets is done in the class through comparative method	Identify the errors and make students to rewrite first two texts	The Ted X talks are played in the class, different political leader's canvassing is presented	The students are made to read the passages loudly	Demonstrate understanding of words by relating them to their opposites ( antonyms)
	SLO-2	While comparison the students are able to get a deeper analytical way of thinking and are able to present an all encompassed points	Check if they are able to retain the humor in the text after correcting the sentences	What makes a talk impressive is identified and discussed	The students are asked questions from the passages to check their retention capacity	Demonstrate understanding of words with similar but not identical meanings (synonyms)
S-12	SLO-1	The comprehension and retention and application of all the acquired knowledge of the student is checked by initiating an informal discussion in the class.	Identify the errors and make the students to rewrite the last two texts	The students are given different topics to give impromptu	The learner is made to select phrases and words from the given passages and is asked to use it in own sentences	With the students brainstorm shortlist of commonly used words
	SLO-2	The overall development in the student's EQ pertaining to gender oriented issues will be sensible and objective.	Check if they are able to retain the humor in the text after correcting the sentences. Explain the result to them	The best talk is recorded and made available for other's references	The ability to converse with humor sarcasm or deep thoughts and with the capacity to evoke the desired emotion in the other is checked	Ask them to rapidly give synonyms and antonyms to those words

Learning Resources	<b>Theory:</b>
	3. Horizon- English Text Book – Compiled and Edited by the Faculty of English Department, FSH, SRMIST, 2020 4. English Grammar in Use by Raymond Murphy

Learning Assessment											
	Bloom's Level of Thinking	Continuous Learning Assessment (50% weightage)								Final Examination (50% weightage)	
		CLA – 1 (10%)		CLA – 2 (10%)		CLA – 3 (20%)		CLA – 4 (10%)#		Theory	Practice
		Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice		
Level 1	Remember	30%	-	30%	-	30%	-	30%	-	30%	-
	Understand										
Level 2	Apply	30%	-	30%	-	30%	-	30%	-	30%	-
	Analyze										
Level 3	Evaluate	40%	-	40%	-	40%	-	40%	-	40%	-
	Create										
	Total	100 %		100 %		100 %		100 %		100 %	

# CLA – 4 can be from any combination of these: Assignments, Seminars, Tech Talks, Mini-Projects, Case-Studies, Self-Study, MOOCs, Certifications, Conf. Paper etc.,

Course Designers		
Experts from Industry	Experts from Higher Technical Institutions	Internal Experts
	1. Prof. Daniel David, Prof & Head, Department of English, MCC, Chennai	1. Dr. Shanthichitra, Associate Professor, & Head, Department of English, FSH, SRMIST
		2. Dr K B Geetha, Assistant Professor, Department of English, FSH, SRMIST

Course Code	UCD20S01L	Course Name	Soft Skills	Course Category	S	Skill Enhancement Course	L	T	P	C
							0	0	2	1

Pre-requisite Courses	Nil	Co-requisite Courses	Nil	Progressive Courses	Nil
Course Offering Department	Career Development Centre	Data Book / Codes/Standards			-

Course Learning Rationale (CLR):	The purpose of learning this course is to:	Learning			Program Learning Outcomes (PLO)														
CLR-1 :	Expose students to right attitudinal and behavioral aspects and to build the same through activities	1	2	3	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
CLR-2 :	Develop and nurture interpersonal skills of the students through individual and group activities.																		
CLR-3 :	Increase efficiency and leadership skills and to improve team results.																		
CLR-4 :	Acquire time management skills and develop creative skills																		
CLR-5 :	Understand intercultural communication and etiquettes required in a professional environment																		
CLR-6 :	Instill confidence in students and develop skills necessary to face the challenges of competitive exams and placements																		
Course Learning Outcomes (CLO):	At the end of this course, learners will be able to:	Level of Thinking (Bloom)	Expected Proficiency (%)	Expected Attainment (%)															
CLO-1 :	Re-engineer their attitude and understand its influence on behavior	3	80	70	M	M	M	-	M	H	M	-	-	H	H	H	M	H	H
CLO-2 :	Acquire inter personal skills and be an effective goal oriented team player	3	80	70	M	M	M	-	M	H	M	-	-	H	H	H	M	H	H
CLO-3 :	Understand the importance of time management and creativity	3	85	75	M	M	M	-	M	H	M	-	-	H	H	H	M	H	H
CLO-4 :	Build confidence during any presentation	3	85	75	M	M	M	-	M	H	M	-	-	H	H	H	M	H	H
CLO-5 :	Develop interpretation skills and intercultural communication	3	85	75	M	M	M	-	M	H	M	-	-	H	H	H	M	H	H
CLO-6 :	Help the students succeed in competitive exams and placements	3	80	70	M	M	M	-	M	H	M	-	-	H	H	H	M	H	H

Duration (hour)	6	6	6	6	6
S-1	SLO-1 IKIGAI	Interpersonal Skills	Creating brands – activity (posters, flyers, business cards)	Value of Time	Intercultural communication – beliefs, customs and attitude of people in different countries (US, UK, Japan, West Asia, China, Russia)
	SLO-2 IKIGAI	Emotional Intelligence	Creating brands – activity (posters, flyers, business cards)	Diagnosing Time Management	Social and cultural etiquettes
S-2	SLO-1 Attitude	Importance of Team Work	Causes of Stress and Its Impact	Weekly Planner, To do list, Prioritizing work	Communication etiquettes
	SLO-2 Factors influencing Attitude	Team Building Activity	How to Manage Stress and Distress?	Time management activity	Telephone etiquettes
S-3	SLO-1 SWOT Analysis	Leadership skills	Understanding the Circle of Control	Creativity – think out of the box	Dinning etiquettes
	SLO-2 Individual SWOT Analysis - activity	Leadership skills based Activity	Stress Busters	Creativity Activity	Grooming etiquettes
S-4	SLO-1 Extempore Practice Session	Networking skills	Conflicts in Human Relations – reasons	Creativity Assessment Activity	Ice breaking
	SLO-2 Extempore Practice Session	Networking skills based Activity	Approaches to conflict resolution	Creativity Assessment Activity	Designing ice breaker games
S-5	SLO-1 Extempore Practice Session	Negotiation skills	Conflict resolution – case studies	Brainstorming, use of groups and individual brainstorming techniques to promote idea generation	Ice breaker activity

	SLO-2	Extempore Practice Session	Negotiation skills based Activity	Conflict resolution – case studies	Brainstorming session activities	Ice breaker activity
S-6	SLO-1	Extempore Practice Session	Entrepreneurial Skills	Importance and necessity of Decision Making	Brainstorming session	Introduction to resume building
	SLO-2	Extempore Practice Session	Entrepreneurial knowledge, Focus, Investment, Risk tolerance, Resilience, Negotiation, Ethics, Networking	Process of Decision Making, Practical Way of Decision Making, Weighing Positives and Negatives	Brainstorming session	Introduction to resume building

Learning Resources	<ol style="list-style-type: none"> <li>1. Jeff Butterfield, <i>Soft Skills for Everyone</i>, CENGAGE, India, 2015</li> <li>2. Dr. K. Alex, <i>Soft Skills</i>, S.Chand Publishing &amp; Company, India, 2014</li> <li>3. Covey Sean, <i>Seven habits of highly effective teens</i>, Simon &amp; Schuster, New York, 2014</li> <li>4. Carnegie Dale, <i>How to win friends and influence people</i>, Simon and Schuster, New York, 2016</li> <li>5. Thomas A Harris, <i>I am ok, you are ok</i>, Arrow, London, 2012</li> <li>6. Daniel Coleman, <i>Emotional Intelligence</i>, Bloomsbury, India, 2016</li> </ol>
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#### Learning Assessment

Level	Bloom's Level of Thinking	Continuous Learning Assessment (100% weightage)			
		CLA-1 (20%)	CLA-2 (20%)	CLA-3 (30%)	CLA-4 (30%)##
		Practice	Practice	Practice	Practice
Level 1	Remember	10%	10%	30%	15%
	Understand				
Level 2	Apply	50%	50%	40%	50%
	Analyze				
Level 3	Evaluate	40%	40%	30%	35%
	Create				
	Total	100 %	100 %	100 %	100 %

# CLA-1, CLA-2 and CLA-3 can be from any combination of these: Online Aptitude Tests, Classroom Activities, Case Studies, Poster Presentations, Power-point Presentations, Mini Talks, Group Discussions, Mock interviews, etc.

## CLA – 4 can be from any combination of these: Assignments, Seminars, Short Talks, Mini-Projects, Case-Studies, Self-Study, MOOCs, Certifications, Conf. Paper etc.,

Course Designers		
Experts from Industry	Experts from Higher Technical Institutions	Internal Experts
1. Ajay Zener, Director, Career Launcher	-	1. Mr Priyanand, Assistant Professor, CDC, E&T, SRMIST
		2. Ms Sindhu Thomas, Head in charge, CDC, FSH, SRMIST
		3. Ms Mahalakshmi, Assistant Professor, CDC, FSH, SRMIST

## SEMESTER II

Course code		UEN20201T	Course Name		Romantic to Victorian age		Course Category		C	Professional Core						L	T	P	C										
																4	2	0	6										
Pre-requisite Courses		Nil		Co-requisite Courses		Nil		Progressive Courses		Nil																			
Course Offering Department				EFL				Data Book / Codes/Standards																					
Course Learning Rationale (CLR):				The purpose of learning this course is to:								Learning		Program Learning Outcomes (PLO)															
CLR-1 :		Enhance the knowledge of the emergence of Pre Romantic and Victorian movement in Literature.										1	2	3	<div>12345678910111213141516</div> <div>Disiplinary Knowledge of English Literature and Literary Studies</div> <div>Analytical Reasoning</div> <div>Problem Solving</div> <div>Research Related Skills</div> <div>Self-Directing Learning</div> <div>Environment &amp; Sustainability</div> <div>Multicultural Competence</div> <div>Values: moral and Ethical, Literary and human</div> <div>Critical Thinking</div> <div>Digital Literacy</div> <div>Sense of History</div> <div>Communication Skills</div> <div>Life Long Learning</div> <div>P.S.O. 1</div> <div>P.S.O. 2</div> <div>P.S.O. 3</div>														
CLR-2 :		Understand the style in the fine arts and literature that emphasize the characteristics of the era.										Expected Proficiency (%)	Expected Attainment (%)																
CLR-3 :		Explore the proximity to everyday life of common man.																											
CLR-4 :		Demonstrate the familiarity of major themes and characteristics of Romantic and Victorian age																											
CLR-5 :		Learn cognizant of historical and intellectual background dominating the period being studied																											
CLR-6 :		Consider the morality and normativity of Victorian society.																											
Course Learning Outcomes (CLO):				At the end of this course, learners will be able to:								Level of Thinking (Bloom)	Expected Proficiency (%)	Expected Attainment (%)															
CLO-1 :		Interpret and analyze the major works of writersbelonging to Pre Romantic and Victorian Ages										3	80	70	H	L	-	H	L	-	-	-	H	-	H	-	-	-	
CLO-2 :		Understand the themes and characteristics of Pre Romantic and Victorian ages										3	85	75	M	L	-	M	L	-	-	-	M	-	-	H	-	H	-
CLO-3 :		Help the urban man find his true identity										3	75	70	M	L	-	H	L	-	-	-	M	-	-	H	-	M	-
CLO-4 :		Understand the idealism										3	85	80	M	L	-	H	L	-	-	-	M	-	-	H	-	M	-
CLO-5 :		Know the vision of nature in cruel and harmonious view										3	85	75	H	L	-	H	L	-	-	-	M	-	-	M	-	H	-
CLO-6 :		Understand the Transcendentalism and utilitarianism										3	80	70	H	L	-	H	L	-	-	-	L	-	-	M	-	-	-
Duration (hour)		18		18		18		18		18		18																	
S-1	SLO-1	Introduction to Romanticism&Rejecting the Neo-classicism		About Tennyson and his contribution on literature		Artificial poetic diction on 18th century		Emphasis on rights and dignity of individual				French movement related to aestheticism																	
	SLO-2	Contribution to common man as depicted in literature		The lady of shallot critical analysis		Incident and situation from common man's life		About Jane Austen				Introduction to Drama																	
S-2	SLO-1	Sophisticated exploration of relation between human and nature as depicted in literature		Setting of the poem and literary devices		Preface to lyrical ballads summary		Romantic attachments, heartbreaks and marriages				Queen Victoria and theatre																	
	SLO-2	Introduction to Dejection: an ode		Magic web and tragic end of the work		Critical analysis of text on student perspectives.		Critical analysis of sense and sensibility				Oscar Wilde as Playwright																	
S-3	SLO-1	Tale of sir Patrick Spenser& Literary criticism on text		Victorian movements & Dramatic monologue		Rejecting the century old tradition of Alexander pope		Elinor and Marianne Dashwood				The Importance of Being Ernest critical analysis and summary																	
	SLO-2	Summary and critical analysis		Robert Browning and the contribution		Four stages of poetic process Observation, Recollection, Recreation, Composition		Textual analysis				Satirized Victorian society and values through Epigraph																	
S-4	SLO-1	Wordsworth and his contribution of writings about nature		My last Duchess critical analysis and summary of the text		Organic sensibility		Discussion about the Characters in novel				Farical elements exposed in the play																	
	SLO-2	Reading responses : Resolution and independence		Psychological portrait of character		Wordsworth as critic		Themes and critical approach towards the text				Double life																	
S-5-6	SLO-1	Understand the meaning of the text		Discussion on writings of Romantic age		Discussion on Victorian movements		Socio-cultural background of Victorian age				Discussion on the plot of the drama																	
	SLO-2	Romantic viewpoint that sustenance the mind and soul																											
S-7	SLO-1	Imagery connecting the man and god		Study on themes and poetic devices		Defamiliarization		The Great Reform acts				Themes and symbols used in the play																	
	SLO-2	Analyzing the themes and meanings, Character analysis		Figurative language usages		Critical approach		Literary Features of the age				Act wise discussion																	
S-8	SLO-1	About P.B.Shelley and background of the work "To a skvlarlk"		Mathew Arnold & Touch stone method		William Hazlitt: Introduction		Satirical and comical elements				Discussion about Decadence																	



	SLO-2	Critical analysis of poem and Explores the realm of spirituality	Culture & Criticism: An Introduction	Critical analysis of My first acquaintances on poets	Bronte and her governess	Irish literary revival and co-founder of Abbey theatre
S-9	SLO-1	Writing and discussion of Romantic age	Dover Beach critical analysis & summary	Discussing about poets as normal people	Story-within-story	Oscar Wilde's contribution to drama.
	SLO-2	Analyze the themes and Literary device	Literary and poetic devices	Exploring the self: Introduction	Wuthering Heights and plot structure	Pygmalion : Introduction
S-10	SLO-1	Comparison of bird with numerous thing	Dramatic Monologue: Introduction	Summary of the work	Character analysis	Plot of the play
	SLO-2	The lark in mythology and literature stands for daybreak	Thematic analysis	Liberty and equality	Summary of the text	Visualization to the play through themes
S-11-12	SLO-1	Pre-Raphaelites & About John Keats and his contribution to literature	Seminar on Romantic literature	General discussion about Victorian age	Sense and sensibility resemblance with tamil movie Kandukonden kandukonden	Enacting the important scenes of the Pygmalion
	SLO-2					
S-13	SLO-1	Poet and knight with their love	Crisis of faith: Introduction	Introduction to French revolution	Themes in the novel	Character analysis of play
	SLO-2	Summary and analysis of la belle dam sans merci	Background of the work The Hound of Heaven	Introduction to Shakespeare (The Hero as Poet)	Structures followed by the author	Act wise summary
S-14	SLO-1	Representative of Depression	Francis Thompson and his contribution to literature	Carlyle and his contribution to literature	Heathcliff's obsession	The symbols used in the play
	SLO-2	Blake and his works	Posthumous repetition	Critical analysis	Class conflicts	
S-15	SLO-1	Innocence and Experience	Critical analysis of text	Heroic vitalism: Introduction	Critical analysis	Language, Class and Culture
	SLO-2	Praise to the humanity	God's love in man	Social analysis	Background of the text	Gentility and Manners
S-16	SLO-1	Form of the work	Themes and literary devices	Liberalism and Industrialism	Wuthering heights features	Movements in Romantic and Victorian age
	SLO-2	Discussion on the themes and criticism	Victorian movements	Literary devices and forms	"New Women Novel" Features	Perspective to look those period through the eyes of literariness
S-17-18	SLO-1	Overview	Discussion on history, society, and philosophy.	Debate about Romantic and Victorian age	Discussion on Utilitarianism	Play enacting by the students
	SLO-2					

Learning Resources	1. Breen, Jennifer, and Mary Noble. <i>Romantic Literature</i> . London: Arnold, 2002. Print.	6. Elton, Oliver. <i>A Survey of English Literature, 1780-1830</i> . London: E. Arnold, 1961. Print. 7. A Catalogue of 18th and 19th Century English Literature. London: Pickering & Chatto., Print 8. Pfeiffer, Emily. <i>Women's Poetry – Late Romantic Late Victorian</i>
	2. Curran, Stuart. <i>The Cambridge Companion to British Romanticism</i> . Cambridge: Cambridge UP, 1993. Print. 3. Sitter, John E. <i>The Cambridge Introduction to Eighteenth-century Poetry</i> . Cambridge: Cambridge UP, 2011. Print. 4. Amigoni, David. <i>Victorian Literature</i> . Edinburgh: Edinburgh UP, 2011. Print. 5. Moran, Maureen. <i>Victorian Literature and Culture</i> . London: Continuum, 2006. Print.	

Learning Assessment											
Level	Bloom's Level of Thinking	Continuous Learning Assessment (50% weightage)								Final Examination (50% weightage)	
		CLA – 1 (10%)		CLA – 2 (10%)		CLA – 3 (20%)		CLA – 4 (10%) #			
		Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice
Level 1	Remember	30%	-	30%	-	30%	-	30%	-	30%	-
	Understand										
Level 2	Apply	40%	-	40%	-	40%	-	40%	-	40%	-
	Analyze										
Level 3	Evaluate	30%	-	30%	-	30%	-	30%	-	30%	-
	Create										
	Total	100 %		100 %		100 %		100 %		100 %	

# CLA – 4 can be from any combination of these: Assignments, Seminars, Tech Talks, Mini-Projects, Case-Studies, Self-Study, MOOCs, Certifications, Conf. Paper etc.,

Course Designers		
Experts from Industry	Experts from Higher Technical Institutions	Internal Experts
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2.Panakal Heera Elizabeth, SRM IST, panakalheeraelizabeth@gmail.com	2 Dr. V. Bharathi Harishankar Professor and Head, University of Madras, <a href="mailto:omkarbharathi@gmail.com">omkarbharathi@gmail.com</a>	Dr Sukanya Saha, SRMIST

Course Code	UEN202027	Course Name	Literary Criticism From Plato To Modernism	Course Category	C	Professional Core	L	T	P	C
							4	2	0	6

Pre-requisite Courses	Nil	Co-requisite Courses	Nil	Progressive Courses	Nil
Course Offering Department	EFL	Data Book / Codes/Standards			

Course Learning Rationale (CLR):	The purpose of learning this course is to:	Learning	Program Learning Outcomes (PLO)
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CLR-1:	To introduce Literary Criticism and its relevance to literature	1	2	3	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
CLR-2:	To grasp a wide range of literary philosophers and critics whose works had informed and shaped the discourse of literary theory																			
CLR-3:	To identify theoretical and critical concepts with critics/texts/movements with which they are associated in their contexts																			
CLR-4:	To understand the historical and philosophical contexts that led to the development of literary criticism and its practice in different traditions and periods																			
CLR-5:	To develop awareness of various literary criticism and the way they enrich and change our thinking about language, literature and society																			
CLR-6:	To sharpen interpretative skills in the light of various literary critical frameworks																			

Course Learning Outcomes (CLO):	At the end of this course, learners will be able to:	Level of Thinking (Bloom)	Expected Proficiency (%)	Expected Attainment (%)	Disciplinary Knowledge of English Literature and Literary Studies	Analytical Reasoning	Problem Solving	Research Related Skills	Self-Directing Learning	Environment & Sustainability	Multicultural Competence	Values: moral and Ethical, Literary and Human	Critical Thinking	Digital Literacy	Sense of History	Communication Skills	Life Long Learning	P.S.O. 1	P.S.O. 2	P.S.O. 3
CLO-1:	Understand the continued relevance of literary criticism	3	80	70	H	L	H	-	H	L	-	-	-	L	L	-	H	-	-	-
CLO-2:	Interpret and critically analyse literary texts	3	85	75	H	M	H	L	M	L	-	-	-	M	L	-	H	-	-	-
CLO-3:	Interpret texts using different schools of thought	3	75	70	H	M	H	M	H	L	-	-	-	M	L	-	H	-	-	-
CLO-4:	Identify and discuss theoretical and philosophical texts important to literary criticism	3	85	80	H	M	H	M	H	L	-	-	-	M	L	-	H	-	-	-
CLO-5:	Understand the key concepts from both Indian and Western perspectives and place them in the right context	3	85	75	H	H	M	H	H	L	-	-	-	M	L	-	H	-	-	-
CLO-6:	Apply these concepts to study new texts and discover new areas	3	80	70	H	L	H	-	H	L	-	-	-	L	L	-	H	-	-	-

Duration (hour)	Learning Unit-I	Learning Unit-II	Learning Unit-III	Learning Unit-IV	Learning Unit-V
S-1	SLO-1 Introduction to Criticism	Classical criticism	Introduction to Renaissance	Elements of Romantic Criticism	Understanding 'Close Reading'
	SLO-2 Introduction to Literary Criticism	Introduction to Plato and Aristotle	Notable Neoclassical Writers	Characteristics of Romanticism	Finding the features of 'New Criticism'
S-2	SLO-1 Origin of Literary Criticism	Reading Plato's main ideas	Reading classical values	Introduction to Romantic critics	Pioneers of 'New Criticism'
	SLO-2 Reading types of Criticism	Reading Aristotle's main ideas	Analyzing 'Imitation'	Famous criticism based literary works in Romantic period	Interpreting 'Artistic Wholes'
S-3	SLO-1 Understanding Theoretical Criticism	Discussing 'Concept of Dialogue'	Analyzing 'Nature'	Reading 'Age of Revolutions'	Reading 'Intentional Fallacy'
	SLO-2 Understanding Practical Criticism	Reading Oratory and Rhetoric	Introduction to the three parts of Neo classical period	Reading 'Industrial Revolution'	Reading 'Affective Fallacy'
S-4	SLO-1 Overview of M H Abrams' works	Oratory and Rhetoric - the beginnings	Introduction to 'The Restoration Age' (1660-1700)	Discussing 'Age of Enlightenment'	Distinction between 'Intentional Fallacy' and 'Affective Fallacy'
	SLO-2 Introduction of 4 critical theories of 'The Mirror and the Lamp'	Oratory and Rhetoric - the flowering	Introduction to 'The Augustan Age' (1700-1750)	Reading 'The Romantic Revival'	Literary works based on 'Intentional Fallacy' and 'Affective Fallacy'
S-5	SLO-1 Analyzing The Mimetic theory	Poetry as Inspiration	Introduction to 'The Age of Johnson' (1750-1798)	Types of Literary Criticism	Understanding 'Distant Reading'
	SLO-2 Analyzing The Pragmatic theory upto 18 <sup>th</sup> century	Myth	Discussing Neo classical theorists	Introduction to Edgar Hyman's 'Modern Criticism'	Finding features of 'Distant Reading'
S-6	SLO-1 Analyzing The Expressive theory (19 <sup>th</sup> century)	Three Styles of Poetry	Introduction to Romanticism	Open Discussion	Franco Moretti's view on 'Distant Reading'
	SLO-2 Analyzing The Objective theory	Music as Integral to Literary Composition	Influence of Classical Greek and Roman thinkers on Neo classical	Reading Keats' 'Negative Capability'	Finding difference between 'Close Reading' and 'Distant Reading'
S-7	SLO-1 Reading Eagleton's 'Introduction: What is Literature?'	The Monophonic Nature of Greek music	Discussing Neo classical Principles	Stanley Fish's criticism on 'Negative Capability'	I A Richards' 'Practical Criticism'
	SLO-2 Discussing the Four elements	The Greek musical scales	Reading Conservatism	Reading Coleridge's 'Fancy and Imagination'	Richards' 'Aesthetics and Literary Criticism'
S-8	SLO-1 Understanding the role of 'Imitation'	Emotions and Ethics and musical modes	Imitation of Classics	Interpreting 'Fancy and Imagination'	Reading 'New Rhetoric'
	SLO-2 Reading the three categories of Platonic dialogues	The concept of Mimesis	Concept of Nature	Reading Matthew Arnold's 'The Touchstone Method'	Reading 'The Semantic Triangle'
S-9	SLO-1 Theory of art and literature	Introduction to selected classical works	Concept of Man	Finding an example literary work of 'The Touchstone Method'	Reading I A Richards' 'The Meaning of Meaning'

	SLO-2	Reading the 'Poetic kinds'	Discussion of famous classical critics	Literary Forms	Reading C M Bowra's <i>Romantic Imagination</i>	Critical Analysis
S-10	SLO-1	Reading 'Spontaneity as criterion'	Discussion of famous classical critics	The New Refrain	Analyzing 'poetry on criticism'	Introduction to Sigmund Freud
	SLO-2	Reading 'The External world'	History of Indian Aesthetics	Features of Neo classical criticism	Analyzing Imagination as an experience	Reading Psychoanalytic Criticism
S-11	SLO-1	Reading 'The Audience'	Reading 'Navarasa'	Pioneers of Neo classical criticism	Discussing "Inspired insight"	Analyzing 'Behaviorism'
	SLO-2	Close Reading of the text	Elements of Art – Five schools of Indian Aesthetics	Reading Alexander Pope's <i>Essays on Criticism</i> Part 1	Blake's "Creative Imagination"	Discussing key terms of Psychoanalytic Criticism
S-12	SLO-1	Reading Andrew Ford's prescribed text	Significance of classical theory of aesthetics	Close Reading of the text	Critical Analysis of the text	Open Discussion – The role of 'Psychoanalytic Criticism' in current scenario
	SLO-2	Analyzing the text	Reading Plato's <i>Republic Book</i>	Close Reading of the text	Close Reading of Arnold's <i>Study of Poetry</i>	Analyzing the characteristics of 'Linguistic Properties'
S-13	SLO-1	Open Discussion	Reading Plato's <i>Republic Book</i>	Discussing common faults' of the poets	Close Reading of Arnold's <i>Study of Poetry</i>	Differentiating 'Cognitive and Tonal Meaning'
	SLO-2	List of suggested works based on the text	Close Reading	Reading Alexander Pope's <i>Essays on Criticism</i> Part 2	Comparison with literary works	Reading Empson's 'Seven Types of Ambiguity' Chapter 1
S-14	SLO-1	Questioning and Clarification	Analyzing the Key terms	Close Reading of the text	Questioning and Clarification	Interpreting the key elements
	SLO-2	Discussing Approaches of literary criticism	Open Discussion with example of texts	Reading Alexander Pope's <i>Essays on Criticism</i> Part 3	Reading The Romantic Artist in society	Reading Brooks' <i>Essay on Formalist Criticism</i>
S-15	SLO-1	Reading 'The Formalistic Approach'	Reading Aristotle's Poetics	Close Reading of the text	Analyzing Coleridge's 'Theory of criticism'	Close Reading of the text
	SLO-2	Reading 'The Moralistic Approach'	Reading Aristotle's Poetics	Analyzing the text	Understanding features of Romanticism	Interpreting the key elements
S-16	SLO-1	Reading 'The Psychological Approach'	Close Reading	Literary works based on the text	Overview of T S Eliot's works	Comparative study of literary works
	SLO-2	Reading 'The Sociological Approach'	Analyzing the Key terms	Open Discussion	Analyzing 'Artistic Beauty'	Understanding Metaphor and Metaphorical Conceit
S-17	SLO-1	Reading 'The Impressionistic Approach'	Open Discussion with example of texts	Presentation	Individualism 'The Romantic Hero'	Using elements of Prescribed works in current literary pieces
	SLO-2	Comparison of all the approaches	Quiz – Comparative study	Questioning and Clarification	Analyzing Wordsworth's conception of poetry: Passion and Reflection	Quiz
S-18	SLO-1	Quiz	Questioning and Clarification	Quiz	Comparative study of prescribed texts	Questioning and Clarification
	SLO-2	Self-Interpretation	Self-Interpretation	Self-Interpretation	Quiz	Self-Interpretation

Learning Resources	1. Dorsch T.S., trans. On the Sublime. By Longinus. Harmondsworth: Penguin Classics, 1965. Print. Classical Literary Criticism Series.	4. Habib, M. A. R. A History of Literary Criticism
	2. Dutton, Richard. Introduction to Literary Criticism. London: Longman, 1984.	5. Lodge, David (Ed.) Twentieth Century Literary Criticism. London: Longman, 1972. Lodge, David, with Nigel Wood. Modern Criticism and Theory: A Reader. 2nd Ed. London: Longman, 1988.: From Plato to the Present. London: Blackwell, 2005.
	3. Eagleton, Terry. Literary Theory. London: Basil Blackwell, 1983.	

Learning Assessment											
Level	Bloom's Level of Thinking	Continuous Learning Assessment (50% weightage)								Final Examination (50% weightage)	
		CLA – 1 (10%)		CLA – 2 (10%)		CLA – 3 (20%)		CLA – 4 (10%) #			
		Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice
Level 1	Remember	30%	-	30%	-	30%	-	30%	-	30%	-
	Understand										
Level 2	Apply	40%	-	40%	-	40%	-	40%	-	40%	-
	Analyze										
Level 3	Evaluate	30%	-	30%	-	30%	-	30%	-	30%	-
	Create										
	Total	100 %		100 %		100 %		100 %		100 %	

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Course Designers		
Experts from Industry	Experts from Higher Technical Institutions	Internal Experts
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Course Code	ULT20G02J	Course Name	Tamil-II	Course Category	G	Generic Elective Course	L	T	P	C
							2	0	2	3

Pre-requisite Courses	Nil	Co-requisite Courses	Nil	Progressive Courses	Nil
Course Offering Department	Tamil	Data Book / Codes/Standards			Nil

Course Learning Rationale (CLR):	The purpose of learning this course is to:	Learning	Program Learning Outcomes (PLO)
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CLR-1 :	To generate in students a sensitivity to gender marginalization and Eco sensitivity.	1	2	3	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
CLR-2 :	An evolved consciousness in the minds to accommodate all is developed																		
CLR-3 :	The ability to accept all and to co-exist is initiated																		
CLR-4 :	To create community connectivity and interdependence is initiated																		
CLR-5 :	To instill language skills																		
CLR-6 :	To give them all the historical insights																		

Course Learning Outcomes (CLO):	At the end of this course, learners will be able to:	Level of Thinking (Bloom)	Expected Proficiency (%)	Expected Attainment (%)	Fundamental Knowledge	Application of Concepts	Link with Related Disciplines	Procedural Knowledge	Skills in Specialization	Ability to Utilize Knowledge	Skills in Modeling	Analyze, Interpret Data	Investigative Skills	Problem Solving Skills	Communication Skills	Analytical Skills	PSO -1	PSO -2	PSO-3
CLO-1 :	To acquire knowledge about Tamil Language	2	75	60	H	H	H	-	-	H	H	H	H	H	H	H	H	H	H
CLO-2 :	To strengthen the knowledge on concept, culture, civilization and translation of Tamil	2	80	70	-	H	-	H	H	H	H	-	-	H	H	H	H	H	H
CLO-3 :	To develop content using the features in Tamil language	2	70	65	H	-	-	H	-	H	H	-	-	H	H	H	H	H	H
CLO-4 :	To use Tamil Language and Literature to enhance their creativity	2	70	70	H	-	H	M	H	-	-	-	H	H	H	H	H	H	H
CLO-5 :	To improve communication and creative expression in Tamil language	2	80	70	-	H	-	H	-	H	H	-	-	H	H	H	H	H	H
CLO-6 :	To enable the students to speak and write in chaste Tamil	2	75	70	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H

Duration (hour)	12	12	12	12	12
S-1 SLO-1	தமிழில் காலந் தோறும் அகமரபு	களப்பிரர்காலம்	பல்லவர்காலம்	சங்ககாலவரலாறு	தமிழ்ச்சிறுகதைப் போக்குகள்
SLO-2	அகஇலக்கியப் போக்குகள்	அறமும் வாழ்வியலும்	பல்லவர்காலஇலக்கியம்	சங்ககாலமக்களின் வாழ்வியல்	தமிழ்ச்சிறுகதையு ம்தமிழ்ச்சமூகவாழ் வியலும்
S-2 SLO-1	எட்டுத்தொகை நூல்களும் பெயர்களு ம்	திருக்குறள் உலகப்பொதுமறை	பக்தியும்தமிழும்	முச்சங்கம் அறிமுகம்	புதுமைப்பித்தன் - அகல்யை
SLO-2	எட்டுத்தொகை யில் அகநூல்கள்	திருக்குறள்கட்ட மைப்பு	பக்திஇலக்கியங்க ள்	முச்சங்கவரலாறு	தொன்மம் கட்டுடைப்பு
S-3 SLO-1	ஐங்குறுநூறு (203)	தமிழில் வினை	சைவசமயஇலக்கி யங்கள்	செம்மொழிஇலக்கி யங்கள்	அகிலன் ஒருவேளைச்சோறு
SLO-2	தலைவனின் நாட் டிப்பெருமை	திருக்குறள் வினைத்திட்டம் (67)	தேவாரமூவர்	பாட்டும் தொகையு ம்	தொழிற்புரட்சியும் விவசாயமும்



S-4	SLO-1	குறுந்தொகை (130)	உழவும்தமிழர்வாழ்வும்	தேவாரம் - திருஞானசம்பந்தர் பாடல்	எட்டுத்தொகைஉருவாக்கப்பின்புலம்	ஆண்டாள்பிரியதர்ஷினி - மாத்திரை
	SLO-2	அகவாழ்வில்நம்பிக்கைவேர்கள்	திருக்குறள் - உழவு (104)	தேவாரம் - திருநாவுக்கரசர்பாடல்	எட்டுத்தொகையும்தமிழர்வாழ்வியலும்	குடும்பம் - கட்டமைப்பு
S-5	SLO-1	பண்டைத்தமிழர்ந்வாழ்வியல்	சமணசமயஇலக்கியங்கள்	திருவாசகம்அறிமுகம்	பத்துப்பாட்டுஉருவாக்கப்பின்புலம்	பாரததேவி - மாப்பிள்ளைவிருந்து
	SLO-2	பண்டைத்தமிழர்உணர்வியல்	நாலடியார்	மாணிக்கவாசகர்பாடல்	பத்துப்பாட்டும்மதமிழர்வாழ்வியலும்	எளியமனிதர்களின்கதை
S-6	SLO-1	அகநானூறு (44)	இலக்கியங்களில்நட்பு	வைணவசமயவளர்ச்சிப்போக்கு	பதினெண்கீழ்க்கணக்குநூல்கள்	சிங்காரவடிவேலு - தவிப்பு
	SLO-2	புறவாழ்வோடுகூடியஅகம்	நட்பில்பிழைபொறுத்தல் (221)	வைணவசமயஇலக்கியங்கள்	பதினெண்கீழ்க்கணக்கும்மதமிழர்அறமரபும்	புறக்கணிப்பின்வலி
S-7	SLO-1	கற்றறிந்தார்ஏத்தும்கலி	தமிழர்மருத்துவம்	நாலாயிரத்திவ்யப்பிரபந்தம்	நீதிஇலக்கியங்கள்	செய்திஅறிக்கைஅறிமுகம்
	SLO-2	கலித்தொகைகட்டமைப்பு	நீதிஇலக்கியத்தில்மருத்துவநூல்கள்	பெரியாழ்வார்பாடல்	நீதிஇலக்கியங்களின்பன்முகத்தன்மைகள்	செய்திஅறிக்கைதயாரித்தல்
S-8	SLO-1	கலித்தொகை(149)	திரிகடுகம்	ஆண்டாள்பாடல்	காப்பியஇலக்கணம்	விமர்சனம்
	SLO-2	வாழ்வியல்அறமும்அகமும்	செங்கோல்அரசு	தொண்டரடிப்பொடிஆழ்வார்பாடல்	காப்பியப்போக்குகள்	இலக்கியம், கலை விமர்சனம்
S-9	SLO-1	தமிழர்புறமரபு	இனியவைநாற்பது அறிமுகம்	தமிழில்இஸ்லாமியஇலக்கியங்கள்	ஐம்பெருங்காப்பியங்கள்	நேர்காணல்அறிமுகம்
	SLO-2	புறஇலக்கியங்கள்	இனியவைநாற்பதின்தனித்தன்மைகள்	இஸ்லாமியஇலக்கியங்களின்கொடை	ஐம்பெருங்காப்பியங்களின்சிறப்புகள்	நேர்காணல் - நுட்பங்கள்
S-10	SLO-1	புறநானூறு (235)	இனியவைநாற்பது (14)	சீறாப்புராணம்	தமிழ்ச்சமூகமும்சமயத்தத்துவங்களும்	நேர்காணல்கேள்விதயாரிப்பு
	SLO-2	கையறுநிலை	இனிமையும்அழகு	மானுக்குப்பிணைநின்றபடலம் (5 பாடல்கள்)	சமயத்தத்துவங்களும்வாழ்வியல்விழுமியங்களும்	நேர்காணல்பதிவும் எழுதுமுறையும்
S-11	SLO-1	ஆற்றுப்படைஅறிமுகம்	பண்டைக்காலப்போரும்வாழ்வும்	கிறித்தவசமயஇலக்கியங்கள்	பன்னிருதிருமுறை - அறிமுகம்	பேச்சுக்கலைஅறிமுகம்
	SLO-2	ஆற்றுப்படைமரபுகள்	போர்இலக்கியங்கள்	கிறித்தவஇலக்கியங்களின்கொடை	பன்னிருதிருமுறை - வரலாறு	தமிழரின்பேச்சுக்கலை
S-12	SLO-1	சிறுபாணாற்றுப்படை	களவழிநாற்பது (14)	ஆதிநந்தாவனப்பிரளயம்	நாலாயிரத்திவ்யப்பிரபந்தம் - அறிமுகம்	பேச்சுக்கலையின்வகைகள்
	SLO-2	நல்லியக்கோடனும்பாணர்வாழ்வியலும்	தமிழர்வீரம்	ஏதேன்தோட்டவருணனை	பன்னிருஆழ்வார்கள்வரலாறு	பேச்சுப்பயிற்சி

Learning Resources	<ol style="list-style-type: none"> <li>மௌவல், தொகுப்பும்பதிப்பும் - தமிழ்த்துறைஆசிரியர்கள், தமிழ்த்துறை, எஸ்.ஆர்.எம். அறிவியல்மற்றும்தொழில்நுட்பக்கல்விநிறுவனம், காட்டாங்குளத்தூர், 603203, 2020.</li> <li>தமிழண்ணல், புதியநோக்கில்தமிழ்இலக்கியவரலாறு, மீனாட்சிபுத்தகநிலையம், மதுரை, 2017</li> <li>மு. அருணாசலம், தமிழ்இலக்கியவரலாறு, நூற்றாண்டுமுறை (9ஆம்நூ. முதல்16 வரை), திபார்க்கர், சென்னை, 2005</li> <li>தமிழ்இணையக்கல்விக்கழகம் - <a href="http://www.tamilvu.org/">http://www.tamilvu.org/</a></li> <li>மதுரைதமிழ்இலக்கியமின்தொகுப்புத்திட்டம் - <a href="https://www.projectmadurai.org/">https://www.projectmadurai.org/</a></li> </ol>
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#### Theory and Practical Combined

Learning Assessment											
	Bloom'sLevel of Thinking	Continuous Learning Assessment (50% weightage)								Final Examination (50% weightage)	
		CLA – 1 (10%)		CLA – 2 (10%)		CLA – 3 (20%)		CLA – 4 (10%)#			
		Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice
Level 1	Remember	20%	20%	15%	15%	15%	15%	15%	15%	15%	15%

	Understand										
Level 2	Apply	20%	20%	20%	20%	20%	20%	20%	20%	20%	20%
	Analyze										
Level 3	Evaluate	10%	10%	15%	15%	15%	15%	15%	15%	15%	15%
	Create										
	Total	100 %		100 %		100 %		100 %		100 %	

# CLA – 4 can be from any combination of these: Assignments, Seminars, Tech Talks, Mini-Projects, Case-Studies, Self-Study, MOOCs, Certifications, Conf. Paper etc.,

Course Designers		
Experts from Industry	Expert from Higher Technical Institutions	Internal Experts
	1. Dr. R.Srinivasan, Associate Professor, Department of Tamil, Presidency College, Chennai.	1. B.Jaiganesh, Assistant Professor & Head, FSH, SRMIST
		2. T.R.Hebzibah Beulah Suganthi, Assistant Professor, FSH, SRMIST
		3.S.Saraswathy, Assistant Professor, FSH, SRMIST



Course Code	ULH20G02J	Course Name	HINDI-II	Course Category	G	Generic Elective Course	L	T	P	C
							2	0	2	3

Pre-requisite Courses	Nil	Co-requisite Courses	Nil	Progressive Courses	Nil
Course Offering Department	HINDI	Data Book / Codes/Standards			Nil

Course Learning Rationale (CLR):	The purpose of learning this course is to:	Learning	Program Learning Outcomes (PLO)
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CLR-1 :	To be able to converse well in the Hindi Language	1	2	3	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
CLR-2 :	To read and write and clarity																		
CLR-3 :	To be willing listeners and translators –where need be																		
CLR-4 :	To acquire the values/thought contents of the writers and practice in it in life.																		
CLR-5 :	To find motivation through the various forms of literature and learn to overcome any challenges of life.																		
CLR-6 :	To discover the importance of the language in making education as a means of growth in life and not mere literacy.																		
Course Learning Outcomes (CLO):	At the end of this course, learners will be able to:	Level of Thinking (Bloom)	Expected Proficiency (%)	Expected Attainment (%)	Fundamental Knowledge	Application of Concepts	Link with Related Disciplines	Procedural Knowledge	Skills in Specialization	Ability to Utilize Knowledge	Skills in Modeling	Analyze, Interpret Data	Investigative Skills	Problem Solving Skills	Communication Skills	Analytical Skills	PSO -1	PSO -2	PSO-3
CLO-1 :	To acquire knowledge about Medieval and Modern Poetry.	2	75	60	H	H	H	-	-	-	-	-	-	-	-	-	-	-	-
CLO-2 :	To consider the relevance of the present trends in Hindi and their contemporary relevance.	2	80	70	-	H	-	H	-	-	-	-	-	-	-	-	-	-	-
CLO-3 :	To help develop better understanding of the Hindi language by studying the stories with reference to current reality.	2	70	65	H	-	-	H	-	-	-	-	-	-	-	-	-	-	-
CLO-4 :	To understand the usage of the present Advertising trends and its creative angles with the varied skills of Hindi Language.	2	70	70	H	-	H	H	H	-	-	-	-	H	-	-	-	-	-
CLO-5 :	To make translation of good literature and any relevant document from the Hindi Language to English and Vice-versa.	2	80	70	-	H	-	H	-	-	-	-	-	-	-	-	-	-	-
CLO-6 :	To help the learner to tackle Administrative terminologies, help them use Idioms and Phrases in their daily life, with ease.	2	75	70	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

Duration (hour)	12	12	12	12	12
S-1	SLO-1	Kavye ke guno se awagat karana - Jaysi	Kahani Idkiyan	VIGYAPAN	ANUVAD
	SLO-2	Ishk hakiki evam moksh bhava se awagat karana	Nari Shakti ki sarthakata	Srijnatamak kshmata jagrit karna	Vidhyarthiyon ko sikhaya jayega anuvad kitna upyogi hai
S-2	SLO-1	Surdas – Vatsalya ras se awagat karana	Kahani gunda Prem ki prakashtha se awagat karvana	VIGYAPAN KYA HAI	ARTH
	SLO-2	Bhakti Bhavna se vidhyarthiyon ko jodna	Prtantr bharat ki samajik vyavstha se awagat karvana	Shabdavali evam chitratamakta se awagat karvana	Vidhyarthiyon dwara arth smajkar samaj ke liye mahtavpurn karya kar payenge
S-3	SLO-1	Tulsidas-Manav mulyon ki prabal bhavna jagrit karna	KAHANI KE TATVA	VIGYAPAN KI BHASHA	PARIBHASHA
	SLO-2	Dharmik Parvarti se awagat karana	Kahani ke tatva ki mahatta se awagat karvana	Bhasha ki abhivyakti ke pryog ko smjhana	ibhinn vidwano dwara di gai paribhasha se us baat ko smjhenge vidhyathi
S-4	SLO-1	Tiruvalluvar – naitik mulyon ko jagrit karna	KAHANI KE AAYAM	VIGYAPAN KA PRBHAV	MAHATVA
	SLO-2	Vidhyarthiyon ko nitivaan bnana	Vidhyarthiyon ko kahani ke vidhinn ayam se awagat karvana	Shravaya-drishya samgri ke prbhav ki upyogita	Samijik jan-jevan ke liye anuvad ke mahtav ko smjhana.
S-5	SLO-1	Desh prem ki bhavna bharna	LEKHAK PARICHAY	VIGYAPAN AUR BAZAR	UDDESHYA
	SLO-2	Krantikari vicharon se Awagat karana	Lekhako ke jivan se awagat karvana	Vidhyarthiyon ko vigyapan se bazar me kaise sthapit kiya ja skata hai batana	Vidhyarthi anuvad ke uddeshya ko smajhkar samaj upyogi karya krne me apni sarthak bhumika nibhayenge
S-6	SLO-1	Badal Raag- Desh prem ki	KAHANI PATH	VIGYAPAN AUR ROZGAR	HINDI-ENGLISH
					KARYALYIN SHABD

		bhavna bhra				
	<b>SLO-2</b>	Krantikari vicharo se awagat karana	Vidhyarthiyon ko kahani path ke dwara unka vak kausal majbut karna	Vidhyarthi savam ka ad-agency bhi bna paye	Hindi adhikarai aur anuvadak ke pad ke liye tayaar karna	Shabd kaise tayar kiye jate hain vidhyarthiyon ko jankari
<b>S-7</b>	<b>SLO-1</b>	Pret ka Byaan -Bhukhmari evam akaal se awagat karana	KAHANI KA SARANSH	VIGYAPAN KI NIYAM	ENGLISH-HINDI	ANGREZI SE HINDI ANUVAD
	<b>SLO-2</b>	Samajik samanta banaye rkhe ki pravarti jagana	Lekhan kshmeta ka vikash hona	Vigyapan ka ek hi niyam bhasha ka kashav jo vidhyarthiyon me viksit kiya jayega	Hindi adhikarai aur anuvadak ke pad ke liye tayaar karna	Hindi adhikarai aur anuvadak ke pad ke liye tayaar karna
<b>S-8</b>	<b>SLO-1</b>	Lahro se dark a nauka paar nhi hoti –chatro ko sahashi banna	KAHANI KA UDDESHYA	VIGYAPAN KA MAHTVA	ANUVAD KI UPYOGITA	HINDI SE ANGREZI ANUVAD
	<b>SLO-2</b>	Karmaththa puran bhavna ko jagrit karna	Kahani ke uddeshy unke jivan ke mahtav ko smjhne me sahayk banna	Vartman me uski prasangikta vidhyarthiyon ko smjhana	Vidhyarthiyon ko vibhin karyalayon me hindi adhikarai pad ki jankari prapt	Hindi adhikarai aur anuvadak ke pad ke liye tayaar karna.
<b>S-9</b>	<b>SLO-1</b>	Javani –rashtr prem ki bhavna jagrit karna	KAHANI KA VISHELESHAN	PRINT VIGYAPAN	ANUVADK KI BHUMIKA	EK DIN EK SHABD
	<b>SLO-2</b>	Vir ras evam virta ki pravarti se awagat karana	Vishleshan kshmeta viksit hota	Vidhyarthi iski bhasha sikhenge	Vidhyarthiyon ko anuvadak ki bhumika ka mahtav smajh aayega jiske adhar par vo kaam karenge	Vidhyarthiyon ko rozgaar se jodna
<b>S-10</b>	<b>SLO-1</b>	Dhool- saman vyavhar ki pravarti jagana	KAHANI PARICHARCHA	RADIO, TV. VIGYAPAN	SAHITYIK ANUVAD	PRYOJANMULAK SHABD KA MAHTAVA
	<b>SLO-2</b>	Satah se jude rahne ke perma dena.	Vaad-vivad se vidhyarthiyon me apni baat ko rkhe ki योग्यता banna	Vidhyarthiyon ko abhyas karvaya jayega	Vibhin bhashaon ke sahitya ka anuvad kaise kiya jane ki chunouti ko samajh payenge	Vidhyarthiyon ko vaighniko dwara tayaar ki gai bhasha ki samaj
<b>S-11</b>	<b>SLO-1</b>	KAVYA BIBM	KAHANI ANDOLAN	Ad agency	ANUVAD KE NIYAM	VIBHINN KSHETRO ME PRYOJANMULAK SHABDO KA MAHTAV
	<b>SLO-2</b>	Vidhyarthiyon ko naye-naye bibm ki jankari prapt hona	Vibhin kahani andolan se bhi awagat karana	Ad agency aur swarozgaar se jodna	Anuvad ke niyamo ko vidhyarthi smajh payenge	Hindi adhikarai pad par karyarat
<b>S-12</b>	<b>SLO-1</b>	SAMUHIK PARICHARCHA	KAHANI KA BADLTA SWAROOP	VIGYAPAN KA SWARUP	SHABDO KA MAHTAV	VAIGYANIK SHABDAVALI KI AVSHYAKATA
	<b>SLO-2</b>	Vidhyarthiyon ki bolne ki kaushal kshamta ko bdhana	Smay ke sath unke swarup ke bdlat ka bhi vidyarthi me samajh paida hona	Vidhyarthiyon ko vigyapan lekha ki barikayon ki samajh utpann hona	Shabda anuvad ke mahtva ko vidhyarthi smajhenge	Vidhyarthiyon ko shabdo ki vaighnikta se jodna

<b>Learning Resources</b>	<b>The Prescribe Text Book Compiled and Edited by Department of Hindi</b> <a href="http://www.kavitakosh.org">www.kavitakosh.org</a> <a href="http://www.shabdkosh.com">www.shabdkosh.com</a>
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### Theory and Practical Combined

Learning Assessment											
	Bloom'sLevel of Thinking	Continuous Learning Assessment (50% weightage)								Final Examination (50% weightage)	
		CLA – 1 (10%)		CLA – 2 (10%)		CLA – 3 (20%)		CLA – 4 (10%)#			
		Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice
Level 1	Remember	20%	20%	15%	15%	15%	15%	15%	15%	15%	15%
	Understand										
Level 2	Apply	20%	20%	20%	20%	20%	20%	20%	20%	20%	20%
	Analyze										
Level 3	Evaluate	10%	10%	15%	15%	15%	15%	15%	15%	15%	15%
	Create										
	Total	100 %		100 %		100 %		100 %		100 %	

# CLA – 4 can be from any combination of these: Assignments, Seminars, Tech Talks, Mini-Projects, Case-Studies, Self-Study, MOOCs, Certifications, Conf. Paper etc.,

Course Designers		
Experts from Industry	Expert from Higher Technical Institutions	Internal Experts
	1. Prof.(Dr.) S.Narayan Raju, Head, Department of Hindi, CUTN, Tamilnadu	1. Dr.S Preeti. Associate Professor & Head, SRMIST
		2. Dr. Md.S. Islam Assistant Professor, SRMIST
		3 Dr. S. Razia Begum, Assistant Professor, SRM IST



Course Code	ULF20G02J	Course Name	French-II	Course Category	G	Generic Elective Course	L	T	P	C
							2	0	2	3

Pre-requisite Courses	Nil	Co-requisite Courses	Nil	Progressive Courses	Nil
Course Offering Department	French	Data Book / Codes/Standards			Nil

Course Learning Rationale (CLR):	The purpose of learning this course is to:	Learning	Program Learning Outcomes (PLO)
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CLR-1 :	Strengthen the language of the students both in oral and written	1	2	3	Level of Thinking (Bloom) Expected Proficiency (%) Expected Attainment (%)	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
CLR-2 :	Express their sentiments, emotions and opinions, reacting to information, situations					Fundamental Knowledge	Application of Concepts	Link with Related Disciplines	Procedural Knowledge	Skills in Specialization	Ability to Utilize Knowledge	Skills in Modeling	Analyze, Interpret Data	Investigative Skills	Problem Solving Skills	Communication Skills	Analytical Skills	PSO -1	PSO -2	PSO-3
CLR-3 :	Make them learn the basic rules of French Grammar.					H	H	H	-	-	-	-	-	-	-	M	-	-	-	-
CLR-4 :	Develop strategies of comprehension of texts of different origin					H	-	-	H	-	-	-	-	-	-	H	-	-	-	-
CLR-5 :	Enable the students to overcome the fear of speaking a foreign language and take position as a foreigner speaking French					H	-	H	H	H	-	-	-	-	-	H	-	-	-	-
CLR-6 :	Extend and expand their savoir-faire through the acquisition of current scenario					-	H	-	H	-	-	-	-	-	-	H	-	-	-	-
Course Learning Outcomes (CLO):		At the end of this course, learners will be able to:																		
CLO-1 :	To acquire knowledge about French language	2	75	60		H	H	H	-	-	-	-	-	-	-	-	-	-	-	-
CLO-2 :	To strengthen the knowledge on concept, culture, civilization and translation of French	2	80	70		-	H	-	H	-	-	-	-	-	M	-	-	-	-	-
CLO-3 :	To develop content using the features in French language	2	70	65		H	-	-	H	-	-	-	-	-	H	-	-	-	-	-
CLO-4 :	To interpret the French language into other language	2	70	70		H	-	H	H	H	-	-	-	-	H	-	-	-	-	-
CLO-5 :	To improve the communication, intercultural elements in French language	2	80	70		-	H	-	H	-	-	-	-	-	H	-	-	-	-	-
CLO-6 :	To enable the students to overcome the fear of speaking a foreign language and take position as a foreigner speaking French	2	75	70		H	-	M-	H	H	-	-	-	-	-	-	-	-	-	-

Duration (hour)	12	12	12	12	12
S-1	SLO-1 Les loisirs	La routine	Où faire ses courses ?	Découvrez et dégustez	Tout le monde s'amuse
	SLO-2 Les activités	Les exemples	Les courses	Dégustez	Le monde
S-2	SLO-1 Les activités quotidiennes	Les adjectifs interrogatifs	Les aliments	Les articles partitifs	Les sorties
	SLO-2 Les quotidiennes	Les trois formes	Les exemples	Du, De la, De l', Des	Les exemples
S-3	SLO-1 Les matières	Les nombres ordinaux	Les quantités	Le pronom en (la quantité)	Situer dans le temps
	SLO-2 Les exemples	Les nombres	Les exemples	Le bon quantité	Les activités
S-4	SLO-1 Le temps	L'heure	Les commerces	Très ?	Les vêtements
	SLO-2 L'heure	Quelle heure est-il ?	Les activités	Beaucoup ?	Les accessoires
S-5	SLO-1 Les fréquences	Le pronom personnel COD	Les commerçants	La phrase négative (2)	Les ados au quotidien
	SLO-2 Les activités	Les exemples	Les exemples	Les négations	La vie quotidienne
S-6	SLO-1 Les sons [u]	Les pronominaux	Demander le prix	C'est /Il est	Les adjectifs démonstratifs
	SLO-2 Les sons [y]	Se promener, se coucher etc...,	Dire le prix	Les activités	Ce, Cet, Cette, Ces
S-7	SLO-1 Les loisirs	Les verbes du premier groupe	Les services	L'impératif	La formation du féminin
	SLO-2 Les exemples	Parler, Demander, Poser	Les exemples	Les exemples	Les exemples
S-8	SLO-1 La routine	groupe en -e_er,é_er,-eler,-eter	Les moyens de paiement	Les verbes devoir, pouvoir	Le pronom indéfini on
	SLO-2 Les activités	Appeler, Jeter etc.,	La carte de crédits	Les verbes savoir, vouloir	Les activités
S-9	SLO-1 Les Mots	Le verbe prendre	les sons [ā]	Il faut	Le futur proche
	SLO-2 Les expressions	Les exemples	Les sons [an]	Le verbe impersonnel	S+Aller+Infinitif du verbe
S-10	SLO-1 Exprimer ses goûts	Parler de ses goûts	Découvrez !	Au restaurant : Commander et commenter	Le passe composé
	SLO-2 Les exemples	Des goûter	Dégustez !	Les restaurant	Les exemples
S-11	SLO-1 Exprimer ses préférences	Parler de ses préférences	Au restaurant : commander	Inviter à une invitation	Les verbes voir et sortir

	<b>SLO-2</b>	Les activités	Les exemples	Au restaurant : commenter	Répondre à une invitation	Décrire une tenue
<b>S-12</b>	<b>SLO-1</b>	Décrire sa journée	Décrire sa journée	Inviter à une invitation	Les Mots	écrire un message amical
	<b>SLO-2</b>	Les exemples	Les activités	Répondre à une invitation	Les expressions	Lire un message

<b>Learning Resources</b>	<b>Theory:</b>					
	1. “Génération-AI” Méthode de français, Marie-Noëlle COCTON, P.DAUDA, L.GIACHINO, C.BARACCO, Les éditions Didier, Paris, 2018. 2. <i>Cahier d'activités avec deux discs compacts.</i>					

### Theory and Practical Combined

Learning Assessment											
	Bloom'sLevel of Thinking	Continuous Learning Assessment (50% weightage)								Final Examination (50% weightage)	
		CLA – 1 (10%)		CLA – 2 (10%)		CLA – 3 (20%)		CLA – 4 (10%)#			
		Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice
Level 1	Remember	20%	20%	15%	15%	15%	15%	15%	15%	15%	15%
	Understand										
Level 2	Apply	20%	20%	20%	20%	20%	20%	20%	20%	20%	20%
	Analyze										
Level 3	Evaluate	10%	10%	15%	15%	15%	15%	15%	15%	15%	15%
	Create										
	Total	100 %		100 %		100 %		100 %		100 %	

# CLA – 4 can be from any combination of these: Assignments, Seminars, Tech Talks, Mini-Projects, Case-Studies, Self-Study, MOOCs, Certifications, Conf. Paper etc.,

Course Designers		
Experts from Industry	Expert from Higher Technical Institutions	Internal Experts
	1. Dr. C.Thirumurugan Associate Professor, Department of French, Pondicherry University	1. Kumaravel K. Assistant Professor & Head, SRMIST
		2. Ponrajadurai M Assistant Professor, SRMIST

Course Code	UEN20G02J	Course Name	Introduction To Gender Studies	Course Category	G	Generic Elective	L	T	P	C
							2	0	2	3

Pre-requisite Courses	Nil	Co-requisite Courses	Nil	Progressive Courses	Nil
Course Offering Department	EFL	Data Book / Codes/Standards			

Course Learning Rationale (CLR):	The purpose of learning this course is to:	Learning	Program Learning Outcomes (PLO)
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<b>CLR-1:</b> Make the students aware of different types of genders and sexualities	1	2	3	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
<b>CLR-2:</b> Enable the students understand humanity in all walks of their lives				Disciplinary Knowledge of English Literature and Literary Studies															
<b>CLR-3:</b> Instigate the students to accept all genders and treat all genders with respect				Analytical Reasoning															
<b>CLR-4:</b> Allow the students to believe in equality logically				Problem Solving															
<b>CLR-5:</b> Assimilate in the human space with dignity and ideological excellence.				Research Related Skills															
<b>CLR-6:</b> Assist the students to create awareness about different cultural aspects in the development of gender				Self-Directing Learning															
				Environment & Sustainability															
				Multicultural Competence															
				Values: moral and Ethical, Literary and Human															
				Critical Thinking															
				Digital Literacy															
				Sense of History															
				Communication Skills															
				Life Long Learning															
				P.S.O. 1															
				P.S.O. 2															
				P.S.O. 3															

Course Learning Outcomes (CLO):	At the end of this course, learners will be able to:	Level of Thinking (Bloom)	Expected Proficiency (%)	Expected Attainment (%)	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
<b>CLO-1:</b> Understand the different types of genders and sexualities		3	80	70	L	H	-	H	L	-	-	-	L	L	-	H	-	-	-	-
<b>CLO-2:</b> Enable themselves towards a better humanity		3	85	75	M	H	L	M	L	-	-	-	M	L	-	H	-	-	-	-
<b>CLO-3:</b> Accept all genders and will be able to treat all genders and sexualities with respect		3	75	70	M	H	M	H	L	-	-	-	M	L	-	H	-	-	-	-
<b>CLO-4:</b> Practice equality without any glitch		3	85	80	M	H	M	H	L	-	-	-	M	L	-	H	-	-	-	-
<b>CLO-5:</b> Assimilate dignity and ideological excellence in gender related studies and practices		3	85	75	H	H	M	H	L	-	-	-	M	L	-	H	-	-	-	-
<b>CLO-6:</b> Be aware and create awareness about different cultural aspects in the development of gender		3	80	70	L	H	-	H	L	-	-	-	L	L	-	H	-	-	-	-

Duration (hour)	12	12	12	12	12
<b>S-1</b>	<b>SLO-1</b> Introduction to Gender studies	Understanding youth	Gender Analysis	Introduction to Devdutt Pattanaik	Introduction to Beauvoir
	<b>SLO-2</b> Discussion on the students' idea of gender	A study on different perspectives of youth based on gender studies	Survey on Gender equality in different countries	Discussion on Life and Works	The Second Sex – Introduction

S-2	SLO-1	Feminist Movement	Gender and Economy	Gender Mainstreaming	Shikandi Part 1	The Second Sex – Part I (Destiny)- Introduction
	SLO-2	An Assignment on the roots of Feminism	A Case Study on the economic status of all the genders and their contribution	An essay on Postfeminism	Shikandi Part I (Reading)	Discussion on several representations of women and men
S-3	SLO-1	Feminist theories- Different types of Feminism – Part I	Gender and Development: Approaches and Strategies	Gender Polity and Governance	Shikandi Part II – Stories 1-5	The second Sex – Destiny – Chapter 1 – Biological Data
	SLO-2	Quiz on Feminism	Challenges faced to bring in a conducive society for all genders and sexualities – An Essay	If you were the government, what are the policies you would bring in for all the genders? – Group Activity	Shikandi Part II – Stories 1-5 (Reading)	Discussion on Biological construct
S-4	SLO-1	Feminist theories- Different types of Feminism – Part II	Gender and Health – Introduction	Gender: Production and Reproduction in West and East – A Global Perspective	Shikandi Part II – Stories 5-10	The second Sex – Destiny – Chapter 1 – Biological Data
	SLO-2	Discussion on Indian Feminism	A Survey on HIV and other sexually transmitted diseases	Discussion on Capitalism in a global scenario	Part II – Stories 5-10 (Reading)	A Write up on biological differences of all the genders
S-5	SLO-1	Feminist theories- Different types of Feminism – Part III	Gender and Health – Medical Scam	Gender: Production and Reproduction in West and East – A Global Perspective	Shikandi Part II – Stories 10-15	The second Sex – Destiny – Chapter 1 – Biological Data
	SLO-2	Discussion on African/ Caribbean Feminism	A Survey on medical scam and other health related scams	Discussion on Capitalism in a global scenario	Part II – Stories 10-15 (Reading)	Physical and Biological differences – An analysis
S-6	SLO-1	Women, Love and Power	Gender and Health – Domestic violence and health	Reproduction in the East	Shikandi Part II – Stories 15-20	The second Sex – Destiny – Chapter 1 – Biological Data
	SLO-2	Discussion on Power Struggle	A Discussion on health issues due to domestic labour	Discussion on production in the East	Part II – Stories 15-20 (Reading)	A psychological analysis based on biological differences between genders
S-7	SLO-1	Women, Love and Power	Beauty Myth – A discussion on colour, fat and body shaming	Reproduction in the West	Shikandi Part II – Stories 20-25	The second Sex – Destiny – Chapter 1 – Biological Data
	SLO-2	Discussion on courtship, marriage and other institutions	Analysis of the book – The Beauty Myth	Discussion on production in the west	Part II – Stories 20-25 (Reading)	A Literature Review on The Second Sex
S-8	SLO-1	Literature Review on Laws passed for Women across the world	Gender and Health – Lecture on Sexually transmitted Diseases and sex based diseases over ageing and other factors	Gender: Production and Reproduction in West and East – A Global Perspective	Shikandi Part II – Stories 25-30	The second Sex – Destiny – Chapter 1 – The Psychoanalytical Point of View
	SLO-2	Discussion on the Laws passed for Women across the world	Role play/ Advertisement for creating awareness on health	Reproduction – A Discussion (collaborative)	Shikandi Part II – Stories 25-30 (Reading)	Psychoanalysis – Freud and Lacan (Discussion)
S-9	SLO-1	Protection of Women from Domestic Violence – Act 2005	Gender and Environment	Gender and Sexualities	Assignment on LGBTQ+ in Indian Mythology	The second Sex – Destiny – Chapter 1 – The Psychoanalytical Point of View
	SLO-2	Case studies on domestic violence	Discussion on Ecofeminism	Group Activity on Sexual Fluidity – An advertisement/ Role play	Introduction to Woolf and discussion on Life and works of Woolf	Psychoanalytic Feminism – A Write up
S-10	SLO-1	Gender Identity – Based on Fine's Delusions of Gender	Ecofeminism – A complete overview based on several anthologies	Gender and Sexualities	Sexual Fluidity in Orlando	The second Sex – Destiny – Chapter 1 – The Point of view of Historical Materialism
	SLO-2	Activity on the students' ideology of Gender Identity – Pictionary	An essay on woman – A creative arc	Power point presentation on Sexualities – A Group Activity	Discussion of the story line	History and Mythology based on gender (Discussion)
S-11	SLO-1	Gender Roles – Based on Judith Butler's Gender Trouble	Gender and Poverty	Issues in Sexual Fluidity	Character sketches of Woolf	The second Sex – Destiny – Chapter 1 – The Point of view of Historical Materialism
	SLO-2	An Assignment on Gender roles and Identities	Discussion on the pay scale differences and cultural imbalances due to gender	Survey on LGBTQ+ community	A situational sequence of what would a student do if the gender is changed overnight.	A general discussion on myths with relation to the third chapter of The Second Sex
S-12	SLO-1	Gender based violence	Gender and Media	Perspectives and Issues in Gender and Sexualities	An Assignment on Western sexual fluidity and Indian sexual fluidity using myths and stereotypes	The Second Sex – Beauvoir (Reading)
	SLO-2	Discussion on the overall feminist theories, feminism, gender identity and roles; and violence based on gender using laws and acts passed	Screening of a movie and discussion on the portrayal of women in the movie screened.	Screening a documentary on biological, psychological and physical changes undergone by all the genders	Orlando – Woolf (Reading)	The Second Sex – Beauvoir (Reading)

Learning Resources	1. Bornstein, Kate. (1994). <i>Gender Outlaw</i> . London: Vintage Publishers.	6. Beauvoir, Simone de. (1997). <i>The Second Sex</i> . London: Vintage Books.
	2. Butler, Judith. (1990). <i>Gender Trouble</i> . United States: Routledge.	7. Pattanaik, Devdutt. (2014). <i>Shikandi and other tales they don't tell you</i> . New Delhi: Penguin Books.
	3. Fine, Cordelia. (2010). <i>Delusions of Gender</i> . New York: W.W. Norton & Company.	
	4. Millett, Kate. (1970). <i>Sexual Politics</i> . United Kingdom: Rupert Hart-Davis.	
	5. Wolf, Naomi. (1993). <i>Fire with Fire</i> . New York: Random House.	8. Woolf, Virginia. (2001). <i>Orlando</i> . India: Peacock Books.

Level	Blooms Level of Thinking	Continuous Learning Assessment (50% weightage)								Final Examination (50% weightage)	
		CLA-1 (10%)		CLA-2 (10%)		CLA-3 (20%)		CLA-4 (10%)			
		Theory	Practic e	Theory	Practic e	Theory	Practic e	Theory	Practic e	Theory	Practic e
1	Remember	20%	20%	15%	15%	15%	15%	20%	20%	15%	15%



	Understand										
2	Apply	20%	20%	20%	20%	20%	20%	20%	20%	20%	20%
	Analyze										
3	Evaluate	10 %	10 %	15%	15 %	15%	15 %	10 %	10 %	15%	15 %
	Create										
	Total	100 %	100 %	100 %	100 %	100 %	100 %	100 %	100 %	100 %	100 %

# CLA – 4 can be from any combination of these: Assignments, Seminars, Tech Talks, Mini-Projects, Case-Studies, Self-Study, MOOCs, Certifications, Conf. Paper etc.,

Course Designers		
Experts from Industry	Experts from Higher Technical Institutions	Internal Experts
1.R. Harini, Cognizant, harini_ravi@yahoo.in	1Dr. K. Ganesh, Professor and Head, Madras Christian College, <a href="mailto:ganeshmckrish@gmail.com">ganeshmckrish@gmail.com</a>	1. Dr. Soundarya, SRMIST
2.Panakal Heera Elizabeth, SRM IST, panakalheeraelizabeth@gmail.com	2 Dr. V. Bharathi Harishankar Professor and Head, University of Madras, <a href="mailto:omkarbharathi@gmail.com">omkarbharathi@gmail.com</a>	2. Dr. Uma Maheshwari, SRMIST

Course Code	Course Name	Communication Skills	Course Category	JK	Life Skill Course	L	T	P	C
UJK20201L						0	0	4	2

Pre-requisite Courses	Nil	Co-requisite Courses	Nil	Progressive Courses	Nil
Course Offering Department	English	Data Book / Codes/Standards		Nil	

Course Learning Rationale (CLR):	The purpose of learning this course is to:	Learning	Program Learning Outcomes (PLO)
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CLR-1 :	To make the students learn the native speakers' accent.	1	2	3	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
CLR-2 :	To educate them about word stress of English																		
CLR-3 :	The enable them to participate in group discussion and debates																		
CLR-4 :	To improve their participation and participation skills																		
CLR-5 :	To improve the listening and speaking abilities in English																		
CLR-6 :	LSRW skills all together is developed in every student																		

Course Learning Outcomes (CLO):	At the end of this course, learners will be able to:	Level of Thinking (Bloom)	Expected Proficiency (%)	Expected Attainment (%)	Fundamental Knowledge	Application of Concepts	Link with Related Disciplines	Procedural Knowledge	Skills in Specialization	Ability to Utilize Knowledge	Skills in Modeling	Analyze, Interpret Data	Investigative Skills	Problem Solving Skills	Communication Skills	Analytical Skills	PSO -1	PSO -2	PSO-3
CLO-1 :	Understand the native speakers' exact pronunciation	2	75	60	H	H	H	H	-	-	-	H	H	H	H	H	-	-	-
CLO-2 :	Master the sound systems of English	2	80	70	H	H	H	-	-	-	-	H	H	H	H	H	-	-	-
CLO-3 :	Have a better Word stress, Rhythm and Intonation	2	70	65	H	H	H	-	H	H	-	-	H	H	H	H	-	-	-
CLO-4 :	Develop Neutral Accent	2	70	70	H	H	H	-	H	-	-	-	-	-	H	H	-	-	-
CLO-5 :	Participate in any conversation with any native speaker	2	80	70	H	H	-	H	-	H	-	H	H	H	H	H	-	-	-
CLO-6 :	Clear any standardized tests conducted to measure the English language ability like IELTS and TOEFL	2	75	70	H	H	H	H	H	H	H	H	H	H	H	H	H	H	-

Duration (hour)	12	12	12	12	12
S-1 SLO-1	Introduction to Digital language lab - helps in the listening skills by providing an interactive environment	Learners are enabled to record their speech and listen to it in order to correct their lacuna	Reading software is used to facilitate reading exercises for the students	To enable the students to familiarize with word processor blogging	Students are enabled to learn and pronounce stressed and unstressed words

		to the students				
	SLO-2	The students will be able to converse fluently	One will know himself where he/ she has gone wrong	Flow in reading will be improved	online publishing. Will be learnt by the students	The practice will lead them to acquire neutral accent and understand foreign accent
S-2	SLO-1	Students are exposed to functional language	Fluency and Pronunciation to be evaluated	The usage of phonetics will be mandated.	Enable the students in learning situational language	Common topics in IELTS speaking test and TOFEL will be provided to assess the students.
	SLO-2	This exposure will help them pick up fluency	Their standard will be measured	reading will be done in the class	Create imaginary situations and students are allowed to engage in conversations	Assessments will be provided for self scrutiny
S-3 - S-4	SLO-1	Lab 1 In the wall of Pink Floyd to be played for the students	Lab 4 Students are given a situation, they need to write a response for it by writing a letter requesting information or explaining the situation	Lab 7 Introduction to the conversation of a native speaker/ interview of a native speaker	Lab 10 learners are asked to describe some visual information (table/charts/nature) in their own words	Lab 13 students will listen to a passage and they need to give a suitable title
	SLO-2	The students will be able to understand the isolation of a wall. It helps them to enhance their pronunciation	This will lead to understanding the English letter conventions	Learners will prove the fluency by listening	They need to have a well organized thought of it using language accurately in an academic style.	Assessment on their language competency and vocabulary
S-5	SLO-1	They get familiarized with pronunciation styles	Learners to record and repeat new words again and again	New words are to be referred in the reading passages and checked with the help of dictionaries	Familiarize the students with e-journals, e-guidance, e-magazines, e-Books, e-Library	Listening topics in the IELTS listening test and TOFEL will be provided
	SLO-2	American and British styles are differentiated	Until right pronunciation is acquired is not allowed to go to the Next session	Those new words are to be used in different contexts and sentences	Help students to access them as much as possible	Assessment on their listening capacity is to be provided
S-6	SLO-1	Listening to news bulletins and songs will be enabled to help them to understand use of vocabulary	Learners can speak English and compare the notes and exchange ideas	Comprehensive skills are enhanced and checked the level	Enable the students to versatile writing	Reading topics in the IELTS reading test and TOFEL will be provided to assess the students.
	SLO-2	Will be enabled to imitate the exact accent and pronunciation	From the exchanged ideas comprehensive questions will be asked by the other students	The levels are informed to the students and a conclusion is explained	Difference in writing and reading is explained	Assessment on their capacity is explained
S-7 - S-8	SLO-1	Lab 2 Ted X will be played for the student	Lab 5 introduction to semi-formal/ neutral discursive essay will be taught.	Lab 8 television news will be broadcasted to them	Lab 11 learners are given with a set of images where they need to write a story from it	Lab 14 students will listen to the great monologues of the time
	SLO-2	It will help them to improve their fluency	It will teach them to write coherently and cohesively.	It will help them to understand the usage of words and the fluency of speaker	It helps them to keen on observation as well as to know their creativity.	They will learn the importance of pronunciation, stress and pause in a speech
S-9	SLO-1	To enable to listen to authentic sounds of the target language	Give different topics to debate to enable them to talk fluently	The right pronunciation is checked with an access to articles fiction verses and speeches	Focus on writing is done	writing topics in the IELTS writing test and TOFEL will be provided to assess the students.
	SLO-2	To enable them to imitate the different sounds and accents and make them repeat it	To check the pace of their speech	Minute details and differences are marked and rectified	Conversational skills are enhanced	Writing skills are assessed and tested
S-10	SLO-1	To enable to practice different accents focusing on intonation and voice modulation	Dialogue delivery be checked by asking them to prepare for their own e- learning materials	Read and repeat passages	Help in professional writing	Model IELTS and TOFEL test will be conducted for the students
	SLO-2	The differences between intonation stress and modulations are explained	Make the students speak and record	Check the ability to repeat the exact pronunciation	Check and assess their writings	Assessment will be provided to the learners
S-11 - S-12	SLO-1	Lab 3 After listening to Ted X, students need to jot down set of questions.	Lab 6 learners will be taught to write a review for a film after watching	Lab 9 conversation between two people in every day context will be played for the students	Lab 12 students will listen to the writer's note on publishing a novel/ short story	Lab 15 they will listen to grammar usage in the form of visual image and song
	SLO-2	This will help them to identify the key information in listening text.	Learner will need to think for the apt word. Through this language competency will be evaluated	It will help them to understand the target language	It will help them to enhance their creativity also the language competence	They will use the foreign language easily and it enhances their competency of it

<b>Learning Resources</b>	<b>Theory:</b>
	1. Horizon- English Text Book – Compiled and Edited by the faculty of English Departement, FSH, SRMIST, 2020
	2. <i>English Grammar in Use</i> by Raymond Murphy
	3. Raymond Murphy, <i>Intermediate English Grammar</i> , Cambridge University Press, 2007
	4. R.P. Bhattacharya, <i>English for Competitive Examinations</i> , Trinity Press, 3 <sup>rd</sup> Edition, 2016
	5. <a href="http://www.apitudetests.org/verbal-reasoning-test">http://www.apitudetests.org/verbal-reasoning-test</a>
	6. <a href="https://www.assessmentday.co.uk/apitudetests_verbal.htm">https://www.assessmentday.co.uk/apitudetests_verbal.htm</a>

Learning Assessment					
Level	Bloom's Level of Thinking	Continuous Learning Assessment (100% weightage)			
		CLA – 1 (20%)	CLA – 2 (20%)	CLA – 3 (30%)	CLA – 4 (30%) #
		Practice	Practice	Practice	Practice
Level 1	Remember	10%	10%	30%	15%
	Understand				
Level 2	Apply	50%	50%	40%	50%
	Analyze				
Level 3	Evaluate	40%	40%	30%	35%
	Create				
Total		100 %	100 %	100 %	100 %

# CLA – 4 can be from any combination of these: Assignments, Seminars, Short Talks, Mini-Projects, Case-Studies, Self-Study, MOOCs, Certifications, Conf. Paper etc.,

Course Designers		
Experts from Industry	Experts from Higher Technical Institutions	Internal Experts
	1. Prof. Daniel David, Prof & Head, Department of English, MCC, Chennai	1. Dr. Shanthichitra, Associate Professor, & Head, Department of English, FSH, SRMIST
		2. Dr K B Geetha, Assistant Professor, Department of English, FSH, SRMIST

Course Code	UCD20S02L	Course Name	Quantitative Aptitude and Reasoning	Course Category	S	Skill Enhancement Course			
						L	T	P	C
						0	0	2	1

Pre-requisite Courses	Nil	Co-requisite Courses	Nil	Progressive Courses	Nil
Course Offering Department	Career Development Centre	Data Book / Codes/Standards	-		

Course Learning Rationale (CLR):	The purpose of learning this course is to:	Learning			Program Learning Outcomes (PLO)														
CLR-1:	Demonstrate various principles involved in solving mathematical concepts	1	2	3	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
CLR-2:	Develop interest and awareness in students regarding profit/ loss, interest calculations and average																		
CLR-3:	Critically evaluate basic mathematical concepts related to mixtures and alligations, permutation and combination, time and work																		
CLR-4:	Provide students with skills necessary to generate and interpret data and concepts related to time, speed and distance and blood relation.																		
CLR-5:	Enable students to understand reasoning skills																		
CLR-6:	Create awareness in students regarding the various concepts in quantitative aptitude and reasoning skills and also its importance in various competitive exams																		
Course Learning Outcomes (CLO):	At the end of this course, learners will be able to:	Level of Thinking (Bloom)																	
CLO-1:	Understand, analyze and solve questions based on numbers, logarithms.	Expected Proficiency (%)	Expected Attainment (%)		Fundamental Knowledge	Application of Concepts	Link with Related Disciplines	Procedural Knowledge	Skills in Specialization	Ability to Utilize Knowledge	Skills in Modeling	Analyze, Interpret Data	Investigative Skills	Problem Solving Skills	Communication Skills	Analytical Skills	ICT Skills	Professional Behavior	Life Long Learning
CLO-2:	Create, solve, interpret and apply basic mathematical models which are applicable in our day to day life	3	80	70	H	H	M	H	L	M	-	H	-	H	-	H	M	-	H
CLO-3:	Understand the concepts of mixtures and alligations, permutation and combinations, probability, time and work and to approach questions in a simpler and innovative method	3	80	75	M	H	M	H	-	M	-	H	-	H	-	H	M	-	H
CLO-3:	Understand the concepts of mixtures and alligations, permutation and combinations, probability, time and work and to approach questions in a simpler and innovative method	3	85	70	M	H	M	H	-	M	-	H	-	H	-	H	M	-	H

CLO-4	Understand the concept in time ,speed and distance	3	85	80	M	H	M	H	-	M	-	H	-	H	-	H	M	-	H
CLO-5	Ability to solve the problems on reasoning	3	85	75	M	H	M	H	-	M	-	H	-	H	-	H	M	-	H
CLO-6	Able to face different competitive exams	3	80	70	M	H	M	H	-	M	-	H	-	M	-	H	M	-	H

Duration (hour)	6	6	6	6	6
S-1	SLO-1 Classification of numbers	Profit and Loss-Introduction	Mixtures and Alligations-Introduction	Time, Speed and Distance-Problems on Trains	Direction Sense-Introduction
	SLO-2 Test of divisibility	Profit and Loss- Basic Problems	Mixtures and Alligations-Problems	Time, Speed and Distance-Boats&Streams	Direction Sense-Problems
S-2	SLO-1 Unit digit	Statistics-Introduction	Permutation –Introduction& Basics	Data Interpretation - Bar chart	Number Series
	SLO-2 Tailed zeroes	Statistics-Mean,Median,Mode	Combination-Introduction& Basics	Data Interpretation - Pie chart	Word Series
S-3	SLO-1 HCF, LCM	Simple Interest-Introduction,Formulas &Problems	Probability-Introduction &Basics	Data Interpretation - Table	Seating Arrangements - Linear
	SLO-2 HCF, LCM - Solving problems	Compound Interest-Introduction,Formulas &Problems	Probability-Problems	Data Interpretation - Line graph	Seating Arrangements - Circular
S-4	SLO-1 Logarithm - Introduction of log rules	Word problems on Line equations-Introduction	Time and work-Introduction	Data sufficiency-Introduction and Basics	Puzzles-Concepts
	SLO-2 Logarithm - Applications of log rules	Word problems on Line equations- Basic problems	Time and work-Men and Work	Data sufficiency-Problems	Puzzles-Problems
S-5	SLO-1 Percentage - Introduction	Averages-Introduction & Basics	Time and work-Pipes &Cisterns(Introduction)	Blood relation-Introduction	Clocks-Concepts Discussion
	SLO-2 Percentage- Basic problems	Averages-Tricky Problems	Time and work-Pipes &Cisterns(Problems)	Blood relation-Problems	Clocks-Problems
S-6	SLO-1 Percentage-Increasing & Decreasing functions	Ratio and Proportions-Introduction	Time, Speed and Distance-Introduction	Coding - Decoding-Introduction	Calendars-Introduction of basic concept
	SLO-2 Percentage-Miscellaneous problems	Ratio and Proportions-Basics & problems	Time, Speed and Distance-Basic problems	Coding - Decoding-Different types	Calendars-Problems

Learning Resources	1. Abhijit Guha, Quantitative Aptitude for Competitive Examinations, Tata McGraw Hill, 5 <sup>th</sup> Edition 2. Dr. Agarwal.R.S, Quantitative Aptitude for Competitive Examinations, S. Chand and Company Limited, 2018 Edition 3. Archana Ram, PlaceMentor: Tests of Aptitude for Placement Readiness, Oxford University Press, Oxford, 2018 4. Edgar Thrope, Test Of Reasoning for Competitive Examinations, Tata McGraw Hill, 6 <sup>th</sup> Edition 5. Dinesh Khattar, The Pearson Guide to Quantitative Aptitude for competitive examinations, Pearson, 3 <sup>rd</sup> Edition 6. P A Anand, Quantitative Aptitude for competitive examinations, Wiley publications, e book, 2019
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Learning Assessment					
Level	Bloom's Level of Thinking	Continuous Learning Assessment (100% weightage)			
		CLA-1 (20%)	CLA-2 (20%)	CLA-3 (30%) #	CLA-4 (30%) ##
		Practice	Practice	Practice	Practice
Level 1	Remember	10%	10%	30%	15%
	Understand				
Level 2	Apply	50%	50%	40%	50%
	Analyze				
Level 3	Evaluate	40%	40%	30%	35%
	Create				
	Total	100 %	100 %	100 %	100 %

# CLA-1, CLA-2 and CLA-3 can be from any combination of these: Online Aptitude Tests, Classroom Activities, Case Studies, Poster Presentations, Power-point Presentations, Mini Talks, Group Discussions, Mock interviews, etc.

## CLA – 4 can be from any combination of these: Assignments, Seminars, Short Talks, Mini-Projects, Case-Studies, Self-Study, MOOCs, Certifications, Conf. Paper etc.,

Course Designers		
Experts from Industry	Experts from Higher Technical Institutions	Internal Experts
1. Ajay Zener, Director, Career Launcher	-	1. Dr. P Madhusoodhanan, HoD, CDC, E&T, SRMIST



## SEMESTER III

Course Code	UEN20301T	Course Name	New British Literature	Course Category	C	Professional Core	L	T	P	C
							4	2	0	6

Pre-requisite Courses	Nil	Co-requisite Courses	Nil	Progressive Courses	Nil
Course Offering Department	EFL	Data Book / Codes/Standards			

Course Learning Rationale (CLR):	The purpose of learning this course is to:	Learning	Program Learning Outcomes (PLO)
CLR-1:	Understand the writers of Scottish, Irish and Welsh background	1 2 3	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15
CLR-2:	Reason out man's transition towards nature		
CLR-3:	Challenge human's belief on religion and morality		
CLR-4:	Understand various literary forms of the writers		
CLR-5:	Understand the impacts of political changes and technology		
CLR-6:	Provide better understanding of contemporary issues like global warming, internal conflicts etc.		

Course Learning Outcomes (CLO):	At the end of this course, learners will be able to:	Level of Thinking (Bloom)	Expected Proficiency (%)	Expected Attainment (%)	Program Learning Outcomes (PLO)
CLO-1:	Understand the literary movements and literature in the 21 <sup>st</sup> century British Literature.	3	80	70	L M - L M M L L M L M H L M M
CLO-2:	Understand the consequences of technological development.	3	85	75	M H M M M L L M L M H H M M
CLO-3:	Question the concept of Morality and Christianity	3	85	70	M M M M M L H M L H H M M
CLO-4:	Understand the importance of looking back to the tradition & Nature.	3	75	80	M H M M M L H M L M H H M M
CLO-5:	Develop an understanding about human's choice of alienation and loneliness	3	85	75	H H M M M L H M L M H M M M
CLO-6:	Explore the different literary forms of the writers	3	80	70	L H - L M L L L L M H M M M

Duration (hour)	18	18	18	18	18
S-1	SLO-1 Introduction to early modernism	Introduction to William Boyd	Prose in the late 20 <sup>th</sup> century	Introduction of short story as a genre	Social, political and scientific influence in 20 <sup>th</sup> century novels
	SLO-2 Introduction to modernism and literature	Introduction to William Boyd	Development of Prose in the late 21 <sup>st</sup> century	Introduction of short story as a genre	Understanding the concept of Darwin, Marx and Freud
S-2	SLO-1 Post modernism in literature	Influence of other writers in Boyd's literary works	Introduction to Muriel Spark	Difference between novels and short stories	Various themes dealt in novels
	SLO-2 Analyzing Post modernism in literature	Influence of other writers in Boyd's literary works	Introduction to Muriel Spark	Difference between novels and short stories	Writers exploration of different forms of expression
S-3	SLO-1 Post modern poetry	Reading the play <i>Longing</i>	Reading the essay <i>The Informed Air</i>	Writer's choice of short story genre	Elements of horror fiction
	SLO-2 Themes involved in Post modern poetry	Reading the play <i>Longing</i>	Reading the essay <i>The Informed Air</i>	Introduction to Graham Swift	Various horror fiction writers
S-4	SLO-1 Introduction to Elizabeth Jennings	Reading the play <i>Longing</i>	Reading the essay <i>The Informed Air</i>	Introduction to Graham Swift	Introduction to Neilspring
	SLO-2 Analyze the poem <i>A Bird in the House</i>	Reading the play <i>Longing</i>	Reading the essay <i>The Informed Air</i>	Reading the short story <i>Learning to swim</i>	Introduction to Neilspring
S-5-6	SLO-1 Discussion on the themes of <i>A Bird in the House</i>	Russian themes in the play <i>Longing</i>	Analysis of the essay <i>The Informed Air</i>	Reading the short story <i>Learning to swim</i>	Background study of the novel
	SLO-2 Literary devices in <i>A Bird in the House</i>	Russian themes in the play <i>Longing</i>	Analysis of the essay <i>The Informed Air</i>	Reading the short story <i>Learning to swim</i>	Background study of the novel
S-7	SLO-1 Autobiographical elements in <i>A Bird in the House</i>	Adaptation of the play to theatre	Autobiographical elements in the essay <i>The Informed Air</i>	Subjective memories' in Swift's <i>Learning to swim</i>	Reading the novel <i>The ghost hunter</i>
	SLO-2 Autobiographical elements in <i>A Bird in the House</i>	Adaptation of the play to theatre	Autobiographical elements in the essay <i>The Informed Air</i>	Subjective memories' in Swift's <i>Learning to swim</i>	Reading the novel <i>The ghost hunter</i>
S-8	SLO-1 Introduction to Stevie Smith	Introduction to Arnold Wesker	Interpretation of the text	Reading the short story 'The Watch'	Reading the novel <i>The ghost hunter</i>
	SLO-2 Reading of <i>Not Waving by Drowning</i>	Introduction to Arnold Wesker	Interpretation of the text	Reading the short story 'The Watch'	Reading the novel <i>The ghost hunter</i>
S-9	SLO-1 Interpretation of the poem <i>Not Waving by Drowning</i>	Reading Arnold Wesker's <i>Shylock (The Merchant)</i>	Analysis of Spark as an essayist	Theme of water in Swift's short stories	Reading the novel <i>The ghost hunter</i>
	SLO-2 Psychological Interpretation of the poem <i>Not Waving by Drowning</i>	Reading Arnold Wesker's <i>Shylock (The Merchant)</i>	Analysis of Spark as an essayist	Theme of water in Swift's short stories	Reading the novel <i>The ghost hunter</i>



S-10	SLO-1	Imagery in the poem <i>Not Waving by Drowning</i>	Reading Arnold Wesker's <i>Shylock (The Merchant)</i>	Analysis of Spark as an essayist	Other themes in swift's short stories	Psycho analysis of the novel <i>The ghost hunter</i>
	SLO-2	Tone of the poem <i>Not Waving by Drowning</i>	Reading Arnold Wesker's <i>Shylock (The Merchant)</i>	Analysis of Spark as an essayist	Other themes in swift's short stories	Psycho analysis of the novel <i>The ghost hunter</i>
S-11	SLO-1	Introduction to Carol Ann Duffy	Social realism in Arnold Wesker's <i>Shylock (The Merchant)</i>	Introduction to post modernism	Narration in swift's short stories	Adaptation of the novel into a television film
	SLO-2	Reading of the poem <i>Education for leisure</i>	Social realism in Arnold Wesker's <i>Shylock (The Merchant)</i>	Introduction to Virginia Woolf	Narration in swift's short stories	Adaptation of the novel into a television film
S-12	SLO-1	Literary Analysis of <i>Education for leisure</i>	Anti-jewish prejudice in Arnold Wesker's <i>Shylock (The Merchant)</i>	Discussion on the other writers of Bloomsbury group	Introduction to Kate Atkinson	Introduction to James Joyce
	SLO-2	Themes of <i>Education for leisure</i>	Anti-jewish prejudice in Arnold Wesker's <i>Shylock (The Merchant)</i>	Reading the prose <i>The Decay of Essay writing</i>	Introduction to Kate Atkinson	Discussion on psychological novels
S-13	SLO-1	Pro-learning in <i>Education for leisure</i>	Introduction to Tom Stoppard	Reading the prose <i>The Decay of Essay writing</i>	Reading the short story <i>Tunnel of Fish</i>	Understanding writer's exploration of new literary methods
	SLO-2	Anti-violence in <i>Education for leisure</i>	Introduction to Tom Stoppard	Reading the prose <i>The Decay of Essay writing</i>	Reading the short story <i>Tunnel of Fish</i>	Discussion on Stream of Consciousness novels
S-14	SLO-1	Introduction to Philip Larkin	Understanding the term 'Stoppardian'	Discussion on the gendering fiction	Magic realism in <i>Tunnel of Fish</i>	Reading the novel <i>Ulysses</i>
	SLO-2	Reading of the poem <i>High Windows</i>	Understanding the term 'Stoppardian' (wit and comedy)	Discussion on the gendering fiction	Magic realism in <i>Tunnel of Fish</i>	Reading the novel <i>Ulysses</i>
S-15	SLO-1	Literary devices in the poem <i>High Windows</i>	Reading the play 'Arcadia'	Analyzing the term personal essay	Reading the short story <i>The Cat Lover</i>	Reading the novel <i>Ulysses</i>
	SLO-2	Theme of freedom in the poem <i>High Windows</i>	Reading the play 'Arcadia'	Analyzing the term personal essay	Reading the short story <i>The Cat Lover</i>	Reading the novel <i>Ulysses</i>
S-16	SLO-1	Introduction to Seamus Heaney	Reading the play 'Arcadia'	Discussion on writer's uniqueness apart from similarities	Magic realism in <i>The Cat Lover</i>	Discussion on the literary devices employed in <i>Ulysses</i>
	SLO-2	Reading the poem 'Death of a Naturalist'	Reading the play 'Arcadia'	Discussion on writer's uniqueness apart from similarities	Magic realism in <i>The Cat Lover</i>	Discussion on the various adaptations of the novel
S-17	SLO-1	Structure and Form in 'Death of a Naturalist'	Modern ideas in the play 'Arcadia'	Reevaluation of the distant past in writing	Myth and reality in Atkinson's short stories	Discussion of myth in <i>Ulysses</i>
	SLO-2	Literary Devices in 'Death of a Naturalist'	Modern ideas in the play 'Arcadia'	Reevaluation of the distant past in writing	Myth and reality in Atkinson's short stories	Discussion of myth in <i>Ulysses</i>
S-18	SLO-1	Themes of Nature and Man in 'Death of a Naturalist'	Opposition of classicism and romanticism in 'Arcadia'	Experimenting the narrative technique of Virginia woolf	Irony in Atkinson's short stories	Motifs involved in <i>Ulysses</i>
	SLO-2	Innocence and sex in 'Death of a Naturalist'	Opposition of classicism and romanticism in 'Arcadia'	Experimenting the narrative technique of Virginia woolf	Fact and fiction in Atkinson's short stories	Character analysis in <i>Ulysses</i>

Learning Resources	1. SD Palwekar, <i>Literature and Environment: A Select Study of British, American and Indian Writings</i> , Lambert Academic Publishing, Germany, 2012.	3. North Michael, <i>Dialect of Modernism: Race, Language and Twentieth century Literature</i> , OUP, 2000.
	2. Ramaswami, and Sethuraman, eds. <i>Modern Fiction – Virginia Woolf</i> . Vol.2. New Delhi: Macmillan, 1986.	4. Bloom, Harold, <i>Twentieth-century British Literature</i> Chelsea House Publishers, New York, 1985-1987.

Learning Assessment											
Level	Bloom's Level of Thinking	Continuous Learning Assessment (50% weightage)								Final Examination (50% weightage)	
		CLA – 1 (10%)		CLA – 2 (10%)		CLA – 3 (20%)		CLA – 4 (10%) #			
		Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice
Level 1	Remember	30%	-	30%	-	30%	-	30%	-	30%	-
	Understand										
Level 2	Apply	40%	-	40%	-	40%	-	40%	-	40%	-
	Analyze										
Level 3	Evaluate	30%	-	30%	-	30%	-	30%	-	30%	-
	Create										
	Total	100 %		100 %		100 %		100 %		100 %	

# CLA – 4 can be from any combination of these: Assignments, Seminars, Tech Talks, Mini-Projects, Case-Studies, Self-Study, MOOCs, Certifications, Conf. Paper etc.,

Course Designers		
Experts from Industry	Experts from Higher Technical Institutions	Internal Experts
1.R. Harini, Cognizant, harini_ravi@yahoo.in	1Dr. K. Ganesh, Professor and Head, Madras Christian College, <a href="mailto:ganeshmckrish@gmail.com">ganeshmckrish@gmail.com</a>	1. Ms Subalaxmi, SRM IST
2.Panakaal Heera Elizabeth, SRM IST, <a href="mailto:panakalheeraelizabeth@gmail.com">panakalheeraelizabeth@gmail.com</a>	2 Dr. V. Bharathi Harishankar Professor and Head, University of Madras, <a href="mailto:omkarbharathi@gmail.com">omkarbharathi@gmail.com</a>	2. Dr B Cauveri, SRM IST

Course Code	UEN20302T	Course Name	American Literature I	Course Category	C	Professional Core	L	T	P	C
							4	2	0	6

Pre-requisite Courses	Nil	Co-requisite Courses	Nil	Progressive Courses	Nil
Course Offering Department	EFL	Data Book / Codes/Standards			

Course Learning Rationale (CLR):		The purpose of learning this course is to:			Learning			Program Learning Outcomes (PLO)															
CLR-1 :	Discern the multicultural aspects, interracial issues and the problems of linguistic and ethnic minorities				1	2	3	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
CLR-2 :	Understand prose, poetry, drama and fiction in relation to their historical, linguistic and cultural contexts.				Level of Thinking (Bloom)		Expected Proficiency (%)	Expected Attainment (%)	Disciplinary Knowledge of English Literature and Literary Studies	Analytical Reasoning	Problem Solving	Research Related Skills	Self-Directing Learning	Environment & Sustainability	Multicultural Competence	Values: moral and Ethical, Literary and Human	Critical Thinking	Digital Literacy	Sense of History	Communication Skills	Life Long Learning	P.S.O. 1	P.S.O. 2
CLR-3 :	Demonstrate a fundamental knowledge of the variety and breadth of literary works created during this period.																						
CLR-4 :	Serve as rudiments for further studies in American Literature.																						
CLR-5 :	Articulate the female consciousness in the context of American and African American life style																						
CLR-6 :	Highlight the adverse effects of slavery																						
Course Learning Outcomes (CLO):		At the end of this course, learners will be able to:																					
CLO-1 :	Read literary works in the contexts of American history, culture and movements				3	80	70	H	H	-	-	-	-	H	H	H	-	-	H	-	H	-	
CLO-2 :	Feel culture shock initially and overcome it gradually				3	85	75	M	H	-	-	-	-	M	H	M	-	-	H	-	-	-	
CLO-3 :	Read and comprehend complex texts				3	75	70	M	H	-	-	-	-	-	H	M	-	-	H	-	M	-	
CLO-4 :	Familiarize themselves with the American dream, ideals and value system				3	85	80	M	H	-	-	-	-	H	H	M	-	-	H	-	M	-	
CLO-5 :	To enhance students freethinking creative freedom				3	85	75	H	H	-	-	-	-	M	H	M	-	-	M	-	H	-	
CLO-6 :	Differentiate the gender issues of their native state and America				3	80	70	H	H	-	-	-	-	M	H	H	-	-	M	-	-	-	

Duration (hour)	18	18	18	18	18
S-1	SLO-1 Introduction to the History of American Literature	Introduction to Walt Whitman	Introduction American Essays	Biographical sketch of Arthur Miller	Introduction to American Fiction
	SLO-2 Defining post colonialism and characteristics	Whitman and the American Renaissance	Significant writers and their styles	Family and Familial Obligation	Author introduction to Toni Morrison
S-2	SLO-1 History and development of American Literature	"One's-Self I Sing"	Introduction to James Baldwin	Trends and movements in American drama	Morrison's writing style
	SLO-2 Prominent works and themes	The Democratic Self and Democratic Poetry	Themes of James Baldwin	Introduction to <i>All My Sons</i>	Introduction to <i>Beloved</i>
S-3	SLO-1 Introduction to post-colonial poets	"For Him I Sing" & "Poets to Come"	Introduction to <i>A Talk to Teachers</i>	Summary and analysis	Briefing the impact of slavery
	SLO-2 Evolution concepts	The ideal American/American Poetry	Summary and analysis of <i>A Talk to Teachers</i>	Summary and analysis	Plot of the novel
S-4	SLO-1 Introduction to different movements	So Long	Summary and analysis of <i>A Talk to Teachers</i>	Themes: Family and Familial Obligation	Summary and analysis
	SLO-2 The impact of literary movements	Death and parting.	Summary and analysis of <i>A Talk to Teachers</i>	Themes: War, Morality, and Consequences	Summary and analysis
S-5-6	SLO-1 Writing and discussion American literature	Author introduction of Emily Dickinson	Writing practice on the key points	Themes: Liability, Culpability, and Guilt	Discussion on Feminist Vs. womanist
	SLO-2 The development of American drama	Style of Emily Dickinson's writings	Introduction to R.W. Emerson	Themes: Memory	
S-7	SLO-1 Themes and characters of American drama	Introduction to Emily's poems	Introduction to R.W. Emerson	Characters: Joe Keller, Kate Keller, Chris Keller, Larry Keller	Summary and analysis
	SLO-2 The impact of migration	Interpretation of <i>Because I could not Stop for Death</i>	Emerson's style	Symbol: Larry's Apple tree	Summary and analysis
S-8	SLO-1 Evolution of American novels	Critical appreciation of the poem	Introduction to <i>Politics</i>	Symbol: Dry Socks	Analysis of female characters of the novels
	SLO-2 Female novelists	Explanation of <i>Success is Counted Sweetest!</i>	Summary and analysis	The metaphor of prison	Analysis of male characters of the novels
S-9	SLO-1 The impact of Great Depression	Analysis of the poem	Summary and analysis	Morality and Ethics	Discussion on the effective use of myth in this novel
	SLO-2 The impact of migration	Comparison and contrast of the prescribed poems	Summary and analysis	Critical appreciation of the drama	Character sketch of Denver and Beloved
S-10	SLO-1 Post war effects	Discussion on the theme of Emily's poems	Summary and analysis	Introduction to Eugene O' Neil	Introduction to Nathaniel Hawthorne
	SLO-2 The impact civil war		Summary and analysis	Eugene O' Neil's writings	Nathaniel Hawthorne's writing career and style
S-11-12	SLO-1 Discussion political movements	Discussion on the influence of Native American literature	General discussion on politics	Enacting the important scenes of <i>A Street Car Named Desire</i>	Discussion on black women and white women characters
	SLO-2				

S-13	SLO-1	Slave trade	Biography of E.E. Cummings	Introduction to 'O' Henry	Introduction to <i>Long Day's Journey into Night</i>	Introduction to <i>The Scarlet Letter</i>
	SLO-2	Slavery	An overview of E.E. Cummings Poems	Introduction to <i>The Gift of Magi</i>	Plot of the drama	Plot of the novel
S-14	SLO-1	Condition of women and children under slavery	Summary and analysis of <i>Anyone Lived in a Pretty How Town</i>	Character analysis of the story	Summary and analysis	Setting of the novel
	SLO-2	Slave narratives	Satire in <i>Anyone Lived in a Pretty How Town</i>	Summary and Analysis	Summary and analysis	Summary and analysis
S-15	SLO-1	Identity crisis	Introduction to African American poets	Introduction to Kate Chopin	Summary and analysis	Summary and analysis
	SLO-2	Racism	Introduction to Maya Angelou	Analysis of <i>The Story of an Hour</i>	Summary and analysis	Summary and analysis
S-16	SLO-1	Emergence of African American writings	Analysis of <i>I Know Why the Caged Bird Sings</i>	Analysis of the characters	Character sketches	Character sketches
	SLO-2	African American women writers	Major Themes	Critical appreciation	Character sketches	Character sketches
S-17-18	SLO-1	Discussion on the themes of African American literature	Discussion on Feminism with reference to Angelou's poem	Debate on the characters of the prescribed short stories	Review questions and answers	Critical analysis of characters
	SLO-2					

Learning Resources	1. Baym, Nina, Wayne Franklin, Philip F. Gura and Arnold Krupat. <i>The Norton Anthology of American Literature</i> (volumes A and B).2007. Print.	4. Oliver, Egbert S. <i>American Literature 1890 – 1965:An Anthology</i> . New Delhi: Eurasia Publishing House Pvt. Ltd. 1967/2002. (Distributors: Chand & Company.) Print.
	2. Gary, Richard. <i>A History of American Literature</i> . Malden, M.A: Blackwell Pub., 2004. Print.	5. Sheilding, Oliver. <i>A History of American Poetry: Contexts – Developments – Readings</i> . Trier WVT, Wiss. Verl. Trier, 2015. Print.
	3. Fisher, Samuelson, Reningar, Vaid, Eds. <i>An Anthology of American Literature of the Nineteenth Century</i> . New Delhi: Eurasia Publishing House Pvt, Ltd. 1967. (Distributors: Chand & Company.) Print.	

Learning Assessment											
Level	Bloom's Level of Thinking	Continuous Learning Assessment (50% weightage)								Final Examination (50% weightage)	
		CLA – 1 (10%)		CLA – 2 (10%)		CLA – 3 (20%)		CLA – 4 (10%) #			
		Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice
Level 1	Remember	30%	-	30%	-	30%	-	30%	-	30%	-
	Understand										
Level 2	Apply	40%	-	40%	-	40%	-	40%	-	40%	-
	Analyze										
Level 3	Evaluate	30%	-	30%	-	30%	-	30%	-	30%	-
	Create										
	Total	100 %		100 %		100 %		100 %		100 %	

# CLA – 4 can be from any combination of these: Assignments, Seminars, Tech Talks, Mini-Projects, Case-Studies, Self-Study, MOOCs, Certifications, Conf. Paper etc.,

Course Designers		
Experts from Industry	Experts from Higher Technical Institutions	Internal Experts
1.R. Harini, Cognizant, harini_ravi@yahoo.in	1Dr. K. Ganesh, Professor and Head, Madras Christian College, <a href="mailto:ganeshmckrish@gmail.com">ganeshmckrish@gmail.com</a>	Dr. M. Alagesan, SRMIST
2.Panakal Heera Elizabeth, SRM IST, panakalheeraelizabeth@gmail.com	2 Dr. V. Bharathi HarishankarProfessor and Head, University of Madras, <a href="mailto:omkarbharathi@gmail.com">omkarbharathi@gmail.com</a>	Dr Poonam, SRMIST

Course Code	UEN20303T	Course Name	Indian Classical Literature	Course Category	C	Professional Core	L	T	P	C
							4	2	0	6

Pre-requisite Courses	Nil	Co-requisite Courses	Nil	Progressive Courses	Nil
Course Offering Department	EFL	Data Book / Codes/Standards			

Course Learning Rationale (CLR):	The purpose of learning this course is to:	Learning	Program Learning Outcomes (PLO)
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CLR-1:	Attain awareness to classical Literature of India .	1	2	3	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
CLR-2:	Inculcate different literary proficiency among them																			
CLR-3:	Reflect on Indian culture and tradition through classical Literature																			
CLR-4:	Create a wide understanding on the different cultural diversity.																			
CLR-5:	Introduce the students the greatest and the best writer of our different literary genres																			
CLR-6:	Develop a comprehensive understanding of the great classics of Indian Literature.																			

Course Learning Outcomes (CLO):	At the end of this course, learners will be able to:	Level of Thinking (Bloom)	Expected Proficiency (%)	Expected Attainment (%)	Disciplinary Knowledge of English Literature and Literary Studies	Analytical Reasoning	Problem Solving	Research Related Skills	Self-Directed Learning	Environment & Sustainability	Multicultural Competence	Values: moral and Ethical, Literary	Critical Thinking	Digital Literacy	Sense of History	Communication Skills	Life Long Learning	P.S.O. 1	P.S.O. 2	P.S.O. 3
CLO-1:	Interpret the text intensively and distinguish its salient features	2	70	65	L	H	L	H	L	H	M	L	L	H	H	M	-	-	-	-
CLO-2:	Identify and describe the unique literary tendencies evident in different aspects.	2	80	70	M	H	L	M	L	M	H	L	M	L	M	H	M	-	-	-
CLO-3:	Comprehend and discuss the works in participatory activities	2	75	60	M	H	M	H	L	H	M	H	M	L	H	H	H	-	-	-
CLO-4:	Analyze and evaluate the works for content, style, structure.	2	70	70	M	H	M	H	L	M	M	M	M	L	H	H	M	-	-	-
CLO-5:	Ability to learn the text on their own and also become thoughtful readers and confident writers	2	80	70	H	H	M	H	L	H	L	H	M	L	M	H	L	-	-	-
CLO-6:	Equip with the knowledge of textual analysis and critical appreciators.	2	75	65	L	H	M	H	L	M	H	L	L	L	L	H	H	-	-	-

Duration (hour)	Learning Unit-I	Learning Unit-II	Learning Unit-III	Learning Unit-IV	Learning Unit-V
S-1	SLO-1 Introductory Concepts of Classical Literature	Highlight the objectives of Kalidasa's Abhijnanasakuntala as a play.	Introduction to Indian classical Literature	The Silappathikaram : ancient roots	Meghaduta (literally meaning "cloud messenger") by Kalidasa
	SLO-2 The genre Classical Literature	Represent mythical narrative and its description on Kalidasa's Abhijnanasakuntala.	Introduction- Mahabaratha	Tamil bardic tradition	Greatest Sanskrit poets in India
S-2	SLO-1 Overview of Indian classical Literature	Life and historical aspect of kalidasa	Highlight the objectives of Mahabaratha	The Cilappatikaram: set in a flourishing seaport city of the early Chola kingdom	Kalidasa's most illustrious works.
	SLO-2 Literary concepts of Sanskrit and Tamil Language and Literature	Minor poems, such as, Meghadūta and Rtusamhāra	Represent mythical narrative and its description on Mahabaratha.	Mentioned or alluded to in the Sangam literature	Meghaduta: Part I: Purvamegha (Previous cloud)
S-3	SLO-1 Introduction : Myth: Kavya	Kalidasa's abhijñānaśakuntalā—An analysis	Life and historical aspect of Mahabaratha	Overview: Five great epic	Yakshas are demi-gods
	SLO-2 Preview of the Kavya: Sanskrit and Tamil	Kalidasa's legendary story and its variation:	A few Hindu Epics	Silappatikaram Civaka Cintāmani Kundalakesi	Gods with divine powers.
S-4	SLO-1 Mahakavya: , is a genre of Indian epic poetry	The hermitage of Kanva	Mahabaratha –An analysis	Manimekalai, Valayapathi.	Invisible and indulge in a variety of supernatural capers
	SLO-2 Natyasastra, (i) Chapter 6, 'The Sentiments' ( Rasa)	The Repudiation of Shankutala	Mahabaratha legendary story and its variation	The epic is a tragic love story of an ordinary couple	Open discussion
S-5	SLO-1 The sages question and answers	Capital of Dushyanta and the pleasure Gardens	The hermitage of Mahabaratha	Epics of 5th- or 6th-century.	Comprehend its holistic ideologies
	SLO-2 Digest, Memorial Verse and Etymology defined	Celestial regions and hermitage of Maricha	The Repudiation of Mahabaratha	Cantos: 1. The Song of Praise.	Kubera : withdrawn the yaksha's divine powers.
S-6	SLO-1 Discussion: Eight Sentiments	Eight Facts about Abhigyan Shakuntalam	Reading Mahabaratha	2. The Setting up of a Home.	Thematic study



	SLO-2	Durable Psychological States	Whole story of presented in Seven Acts :	Reading Mahabharata	7. The Love Songs of the Seaside Grove.	Sight of the majestic cloud:yaksha felt a surge of hope
S-7	SLO-1	Eight Sāttvika States	Connection with origin of country name 'Bharat':	Reading Mahabharata	18. The Wreath of Sorrow.	Culture and Tradition
	SLO-2	Four kinds of Histrionic Representation	Bharat: after whom India was named Bharat.	Reading Mahabharata	19. Kannaki Goes Round the City.	Brief study: Lord Siva
S-8	SLO-1	Relation between Sentiments and Psychological States.	Lost and Regained Memory of King Dushyanta	The Game of Dice	Holistic study	The colossal clouds
	SLO-2	The Erotic Sentiment (śṛṅgāra)	Contd.... Lost and Regained Memory of King Dushyanta	Significance of a Game or a Sport	Creative and proactive participation pertaining to the Epic	Holistic view on the mastered part.
S-9	SLO-1	The Comic Sentiment (hāsyā)	No Tragedy in Love Story	Adi-Parva, First Book: The Origins of the Families	Brief learning: beginning of each Episode	Part II: Uttaramegha (Consequent cloud).
	SLO-2	Chapter VI of Bharata's Nāṭyaśāstra, which treats of Sentiments	Contd..... No Tragedy in Love Story	Fate takes away our reason	Its tradition and culture	Interpretation : Theme and style
S-10	SLO-1	ii) Chapter 20, 'Ten Kinds of Play';	Discussion: Worry, anxiety, sorrow and heartburn, but these emotions are just momentary.	Chance As An Essential Part of Creation	20. The Demand for Justice	Sprinkling rain on the parched earth
	SLO-2	The Nāṭaka: Introductory Scenes (prāveśaka)	Contd.... Worry, anxiety, sorrow and heartburn, but these emotions are just momentary.	The Role of Krishna	21. The Crown of Wrath.	Discussion in groups \ pair
S-11	SLO-1	The Prakaraṇa	Brief of the play described in Mahabharata	The Game of Dice and What is at Stake	22. The Great Fire.	Short Note: A story in the Indian Puranas: Neelakanta
	SLO-2	The Nāṭikā	Contd..... Brief of the play described in Mahabharata	The Ritual of Battle : Krishna in the Mahabharata	24. The Round Dance of the Hill Dwellers...	Analysis and conclusion of the discussion
S-12	SLO-1	The Samavakāra	Contd..... Brief of the play described in Mahabharata	Role of Dharma	26. Removing the Stone.	Expresses his unique experience of transgressing
	SLO-2	chapter XX of Bharata's Nāṭyaśāstra, ends which treats of Ten Kinds of Play.	Contd..... Brief of the play described in Mahabharata	Discussion – R.K.Narayana's Mahabharata	30. The Granting of a Favor	Signboard presentation
S-13	SLO-1	Chapter 35, 'Characteristics of the Jester' (prakṛti)	Story related to Pure Stroke of Luck	The Dicing', Book 2, Sabha Parva Section XLVI-LXXII.	Reading: IlangoAdigal - Cilappatikaram	Visualisation of Meghadūta
	SLO-2	Three Types of Character in a Play	first encounter with Shankuntala.	Draupadi's Narrative	Kannaki and the PanchaKanyas	Progress or the pathos of the picture
S-14	SLO-1	The Four Classes of Jesters	The Play Was First Translated by Sir William Jones	Critically examine the extent and its purpose	Kovalan and connection with Krishna	Open discussion
	SLO-2	Female Inmates of the Harem	The first Indian drama translated into a western language was Abhigyan Shakuntalam	Feminist Re-Tellings	Matavi and the Apsara - Fisher woman	Meghaduta : extremely exquisite – Justification
S-15	SLO-1	Other Inmates of the Harem	Discussion: Sir William Jones (1789)	Master narrative through a process of dispersal and refraction	Pukaarkaandam	Portrait : City of Alakā.
	SLO-2	External Persons : The king	Till 1889 the play was translated in 46 languages	Feminists in their attempts to arrive at an alternative understanding	Chola connection with Sivas, Ikshwakus and Indra	Portrayal of emotions : Kalidasa
S-16	SLO-1	Members of the court (sabhāstāra)	Translated and Narrated By Several International Communities	The Temptation Of Karna', Book 5, Udyog Parva, Section CXL-CXLVI.	Maturaikaandam	Inspiration for many western poets
	SLO-2	Views of Brhaspat	Trigger their imagination and aesthetics	Devoted to the classic scene of the Mahabharata	The City of Maturai	Teach back session
S-17	SLO-1	Chapter XXXIV of Bharata's Nāṭyaśāstra, ends which treats of the Types of Different Characters.	Open discussion	Krishna reveals to Karna his true descent	Vanchikaandam	Trigger their imagination and aesthetics
	SLO-2	Discussion	Open discussion	Activity: Individual / peer learning	The City of Vanchi	Quiz
S-18	SLO-1	Micro teaching	Seminar session	Individualistic composition.	Seminar session	Discussion
	SLO-2	quiz	Role play	Seminar session	quiz	Individualistic composition.



Learning Resources	1. Vyasa. "The Dicing" and "The Sequel to Dicing". Book V. "The Book of Effort" in Tr. and ed. J.A.B. van Buitenen. Chicago: Brill, 1975.	6. Vasu, Nagendranath (1922), <i>The Social History of Kamarupa</i> 7. Maṅgala Dharmakīrti Śrī Anavamadarśi, <i>Laghu Siddhānta Kaumudī (included in Pāṇini Grammar): Sanskrit by Pandit Varadarāja with Tatwadīpikā. A Sinhalese Commentary</i> , Colombo: M.J. Rodrigo Vidane Mohandiram (1926) 8. Jñānavimala Tiṣya, <i>Pāṇini Sanskrit Grammar: Madhya Siddhānta Kaumudī</i> , Panadure: M.H. Salgado 1928. 9. G. V. Devasthali, <i>Sārasiddhāntakaumudī of Varadarāja</i> , University of Poona (1968), review: Rosane Rocher, <i>Journal of the American Oriental Society</i> (1970)
	2. IlangoAdigal. "The Book of Banci", in <i>Cilappatikaram. The Tale of an Anklet</i> . Bk.3.Tr. R. Parthasarathy. New Delhi: Penguin, 2004.	
	3. "Bada'uni, 'Abd al-Qadir." <i>Encyclopædia Britannica</i> . 2005. <i>Encyclopædia Britannica Online</i> . 16 Nov. 2005	
	4. Krishan Lal Kalla (1985). "19. Nightingale of Kashmir". <i>The Literary Heritage of Kashmir</i> . Mittal Publications	
	5. Barua, Kanak Lal (1933), <i>Early History of Kamarupa: from the Earliest Times to the End of the Sixteenth Century</i> , Lawyer's book stall, p. 238	

Learning Assessment											
Level	Bloom's Level of Thinking	Continuous Learning Assessment (50% weightage)								Final Examination (50% weightage)	
		CLA – 1 (10%)		CLA – 2 (10%)		CLA – 3 (20%)		CLA – 4 (10%) #			
		Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice
Level 1	Remember	30%	-	30%	-	30%	-	30%	-	30%	-
	Understand										
Level 2	Apply	40%	-	40%	-	40%	-	40%	-	40%	-
	Analyze										
Level 3	Evaluate	30%	-	30%	-	30%	-	30%	-	30%	-
	Create										
	Total	100 %		100 %		100 %		100 %		100 %	

# CLA – 4 can be from any combination of these: Assignments, Seminars, Tech Talks, Mini-Projects, Case-Studies, Self-Study, MOOCs, Certifications, Conf. Paper etc,

Course Designers		
Experts from Industry	Experts from Higher Technical Institutions	Internal Experts
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Course Code	UEN20D01T	Course Name	Environmental Literature	Course Category	E	Discipline Specific Elective	L	T	P	C
							4	2	0	6

Course Learning Rationale (CLR):		Learning			Program Learning Outcomes (PLO)															
CLR-1 :		1	2	3	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
CLR-2 :																				
CLR-3 :																				
CLR-4 :																				
CLR-5 :																				
CLR-6 :																				
Course Learning Outcomes (CLO):		Level of Thinking (Bloom)	Expected Proficiency (%)	Expected Attainment (%)																
CLO-1 :		3	80	70																
CLO-2 :		3	85	75																
CLO-3 :		3	75	70																
CLO-4 :		3	85	80																
CLO-5 :		3	85	75																
CLO-6 :		3	80	70																

Duration (hour)	14	15	20	20	21
S-1	SLO-1 Basic meaning of the term "Eco criticism" with relevance to literary examples of one's preference	Gary Snyder – Bio literary Details	Black history – Slave trade and racism: Leaving home	Transcendentalism – Historical background; characteristics	Russia during Ibsen's time
	SLO-2 Overview of the chapter "Ecocriticism" by Greg Garrard in <i>Keywords for Environmental Studies</i>	Life experiences shaping his career	Black history – Slave trade and racism: Bondage in the foreign soil	Transcendentalism and Nature	Russia during Ibsen's time
S-2	SLO-1 Eco feminism – grasp and express the relationship between environment and gender through real life examples	Reading "Hay for the Horses"	Racism within Africa – Whites versus the Blacks: Conquering land	Henry David Thoreau – Bio literary details	Context of writing <i>An Enemy of the World</i>
	SLO-2 Overview of the chapter "Ecofeminism" by Greta Gaard	Open discussion on the various aspects of the poem	Racism within Africa – Whites versus the Blacks: Destroying Black culture	<i>Walden</i> – Circumstances in which it was written	Reading excerpts from the play
S-3	SLO-1 Comprehend what is Bio regionalism by remembering and recounting the native plant and animal species of one's own place	Highlighting themes – Man and animal; Poet's empathy with animals	Rich culture of the Blacks – Affinity towards nature	Rationale behind the chapter headings	Reading excerpts from the play
	SLO-2 Overall understanding of "Bio regionalism" by Keith Pezzoli	Man's exploitation of animals – In the poem and connecting it to real	Rich culture of the Blacks – Traditional beliefs and practices	Reading "Spring"	Open discussion

			life			
S-4	SLO-1	Distinction between "indigenous" and "artificial, man made"	Reading "Axe Handles"	Socio historical background – <i>Sula</i>	Thoreau as a nature writer – descriptions of the natural scenery and changes happening in spring	Reading excerpts from the play
	SLO-2	Gist of "Indigeneity" by Kyle Powys White	Open discussion on the various aspects of the poem	Socio historical background – <i>Sula</i>	Reading "Spring"	Open discussion
S-5	SLO-1	Awareness of what is "biodiversity" through pictures	Highlighting themes – Learning from Nature; Drawing parallels – Models shaping instruments and human life	Bio literary details of Toni Morrison	Thoreau as a nature writer – descriptions of active animal life	Environmental issue - Man made spas contaminated by industrial effluents from tanneries; Economic self-interest flouting environmental safety
	SLO-2	Noting main points from "Biodiversity" by Andy Dobson	Concept of time; endless process of one life shaping another	Gist of the plot – <i>Sula</i>	Reading – "Spring"	Highlighting themes: Power of media in exposing environmental issues
S-6	SLO-1	Remembering and mentioning different kinds of landscapes in specific geographical areas	Reading "Getting in the Wood"	Major themes	Thoreau as a keen observer of nature and his knowledge of nature – examples from the text	Debate – <i>An Enemy of the People</i> a play before time?
	SLO-2	Jotting down the main ideas behind "Landscape" by Dorceta E. Taylor	Open discussion on the various aspects of the poem	Deforestation and urbanization of Bottom: process	Reading "Spring"	The losers in the environmental battle – Current incidents
S-7	SLO-1	Illustrate what is Nature writing during Romantic Age and modern age through a discussion of two poems	Highlighting themes – Man using natural resources; autobiographical influence; Anthropocentrism	Deforestation and urbanization of Bottom: Impacts on the native community	Thoreau's nature mysticism – belief that the same sap runs through human and non-human world	Places and issues of today facing similar issues
	SLO-2	Analyse "Nature Writing" as presented by Karla Armbruster	Language and style – Graphic description of felling the tree and the felled tree	Deforestation and urbanization of Bottom: Impacts on the native community	Reading "Spring"	Battle over resources: new global environmental movements
S-8	SLO-1	Trace the causes that gave rise to "Built Environment"	Joy Harjo – Bio literary details	Analysis of women independent women characters: Eva and Sula	Perceiving Nature as a teacher	Tribal world of Mahaswata Devi
	SLO-2	Critical understanding of "Built Environment" by William A. Gleason	Harjo's life experiences shaping her writings	Comparison between Helene, Nel and Sula	Reading "Spring"	Representation of natural resources
S-9	SLO-1	Understand the role of Bio politics through a discussion of three recent movies	Reading the poem "Ah Ah"	Parallels between abuse of land and abuse of women	Use of various literary devices for various purposes	Discussion of the Play <i>Jal</i>
	SLO-2	A critical reading of "Bio politics" by James J. Hughes	Open discussion on the various aspects of the poem	Cultural memories, trauma and resilience associated with land and women	Discussing the impact of the whole chapter	Self Reading
S-10	SLO-1	Recounting a few current events to project our society as a "Risk Society"	Highlighting the themes – Love for and joy in Nature; enjoying the experience canoeing	Projection of stereotypes in <i>Sula</i>	Changes in America – 1960s	Discussion of the Play <i>Jal</i>
	SLO-2	Pick out the notable thoughts in "Risk Society" by Robert J. Brulle	Aesthetic appeal – Rhythm: Language imitating the motion of ocean	Breaking free of stereotypes in <i>Sula</i>	Rebellious spirit pervading America then	Self Reading
S-11	SLO-1	Pointing out the increasing demand for 'environmental justice' form persons belonging to different sectors	Reading "When the World as We Knew It Ended"	Analysis of language and style	Bio literary details of Rachel Carson	Ecocritical angles in <i>Jal</i>
	SLO-2	Write a critical note on the views of Giovanna Di Chiro as expressed in "Environmental Justice"	Open discussion on the various aspects of the poem	Analysis of language and style	Rachel Carson's care for the environment as evinced in her works	Hydropolitics in <i>Jal</i>
S-12	SLO-1	Elucidate the necessity to follow "environmental ethics" to save the world	Attack on twin towers and the imprint it left on the world; Discussing a few news reports on it	Canadian early history: Natives' Nature dependent subsistence	Reading "A Fable for Tomorrow"	India during Tagore's time
	SLO-2	Discuss the perspectives expressed in "Environmental Ethics" by Hava Tirosh Samuelson	Causes behind the attack; Man's greediness and fight for natural resources; Thirst to dominate the human and the environment	Canadian history: Ties and rivalry between Canadians and Europeans	Summarizing the dangers facing a "Risk society"	Context of writing the play <i>The Waterfall</i>
S-13	SLO-1	Differentiate between "bio centrism" and "anthropocentrism" and enlist the advantages and disadvantages of each respectively	Reading "A Map to the Next World"	Canadian history: Ties and rivalry between Canadians and Europeans	Reading "And No Birds will Sing"	Reading excerpts from the play
	SLO-2	Interpret the moral positions taken in the article "Breaking down Bio centrism: Two Distinct Forms of Moral concerns for Nature" by Joshua Rottman	Open discussion on the various aspects of the poem	Conquerors of land and demolishers of native culture	Far reaching effects of pesticides	Open discussion
S-14	SLO-1	Understand the factors that cause "Anthropocene" by making observations on global events	Highlighting the themes – Lost world of the native Indians and the living conditions of their lineage in the modern world	Bio literary details of Margaret Atwood	Reading "And No Birds will Sing"	Reading excerpts from the play
	SLO-2	Compare one's ideas in relation to "Anthropocene" by Jan Zalasiewicz et al.	Map for the present world – Listening to the wisdom of the forefathers; also drawing one's own	Gist of the plot	Carson writing as a scientist	Open discussion

			map to manoeuvre			
S-15	SLO1		Comparison of thoughts between Snyder and Harjo	Drawing out the binaries: References to foreigners (Americans) and natives in <i>Surfacing</i>	Reading "And No Birds will Sing"	Reading excerpts from the play
	SLO2		Comparison of Snyder's and Harjo's style	Reevaluating the conditioned assessment	Carson's intimate knowledge of Nature and the changes happening in it	Open discussion
S-16	SLO1			Analysis of characters: Patriarchal impositions and docile femininity – David and Anna; narrator and her ex husband	Reading "And No Birds will Sing"	Bio politics
	SLO2			Analysis of characters: Stereotypes – Violence against women associated with violence against nature	An idyllic past and deathly present	Constructing a dam to control people living below the mountains
S-17	SLO1			Realization of complicity in the violence perpetrated against environment – Narrator's recalling past incidents	Reading "And No Birds will Sing"	Juxtaposition of central characters – the king and his adopted son
	SLO2			Transformation of self: Refusing to kill animals and releasing captive frogs	Web of Life	Controlling natural elements and loving them
S-18	SLO1			Understanding the web of nature and the role of Nature as a redeemer	Reading "And No Birds will Sing"	Ecological refugees or ecological marginalization
	SLO2			Accepting the need to return to the normal life, mellowed anthropocentrism	Environmental Problems and solutions – Local as the global	Sufferings of the displaced people
S-19	SLO1			Literary work's capacity to hold contradictions and power to dissolve 'otherness'	Reading "And No Birds will Sing"	Machine and modernity versus Man
	SLO2	Basic meaning of the term "Eco criticism" with relevance to literary examples of one's preference	Gary Snyder – Bio literary Details	Black history – Slave trade and racism: Leaving home	Transcendentalism – Historical background; characteristics	Russia during Ibsen's time
S-20	SLO1	Overview of the chapter "Ecocriticism" by Greg Garrard in <i>Keywords for Environmental Studies</i>	Life experiences shaping his career	Black history – Slave trade and racism: Bondage in the foreign soil	Transcendentalism and Nature	Russia during Ibsen's time
	SLO2	Eco feminism – grasp and express the relationship between environment and gender through real life examples	Reading "Hay for the Horses"	Racism within Africa – Whites versus the Blacks: Conquering land	Henry David Thoreau – Bio literary details	Context of writing <i>An Enemy of the World</i>
S-21	SLO1	Overview of the chapter "Ecofeminism" by Greta Gaard	Open discussion on the various aspects of the poem	Racism within Africa – Whites versus the Blacks: Destroying Black culture	<i>Walden</i> – Circumstances in which it was written	Reading excerpts from the play
	SLO2	Comprehend what is Bio regionalism by remembering and recounting the native plant and animal species of one's own place	Highlighting themes – Man and animal; Poet's empathy with animals	Rich culture of the Blacks – Affinity towards nature	Rationale behind the chapter headings	Reading excerpts from the play

<b>Learning Resources</b>	1. Adamson, Joni, William A. Gleason and David N. Pellow, editors. <i>Keywords for Environmental Studies</i> . NYU Press, 2016.	6. Middleton, David L. <i>Toni Morrison's Fiction: Contemporary Criticism</i> . Taylor & Francis, 1997.
	2. Economides, Louise. <i>The Ecology of Wonder in Romantic and post modern Literature</i> . US Macmillan, 2016.	7. Chakravarty, Radha. <i>Feminism and Contemporary Women Writers: Rethinking Subjectivity</i> . Routledge, 2014.
	3. Newman, Lance. <i>The Literary Heritage of the Environmental Justice Movements: Landscapes of Revolution in Transatlantic Romanticism</i> . Palgrave Macmillan, 2019. <i>Literatures, Cultures and the Environment</i>	8. Spring, S. "Rachel Carson, <i>Silent Spring</i> and the Environmental Movement." In Caula A. Beyl, <i>History of the Organic Movement</i> , 1991.
	4. Murphy, Patrick D. <i>Critical Essays on Gary Snyder</i> . G. K. Hall, 1990.	9. Gerrard, Greg. "Poodles and curs: Eugenic Comedy in Ibsen's <i>An enemy of the People</i> ." In <i>Culture, Creativity and Environment</i> , pp. 115–133.
	5. Msalmi, Manel. <i>Material Ecocriticism in Joy Harjo and Gary Snyder's Selected Poems</i> . Lap Lambert Academic Publishing, 2015.	10. Kar, Debamitra. "Liberating the River: Land and Politics in Tagore's Plays." <a href="https://doi.org/10.1163/9789401204781_008">https://doi.org/10.1163/9789401204781_008</a>
		<a href="https://gitanjaliandbeyond.napier.ac.uk/gitanjali/article">https://gitanjaliandbeyond.napier.ac.uk/gitanjali/article</a>

### Learning Assessment

Learning Assessment											
Level	Bloom's Level of Thinking	Continuous Learning Assessment (50% weightage)								Final Examination (50% weightage)	
		CLA – 1 (10%)		CLA – 2 (10%)		CLA – 3 (20%)		CLA – 4 (10%) #			
		Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice
Level 1	Remember	30%	-	30%	-	30%	-	30%	-	30%	-
	Understand										
Level 2	Apply	40%	-	40%	-	40%	-	40%	-	40%	-



	Analyze										
Level 3	Evaluate	30%	-	30%	-	30%	-	30%	-	30%	-
	Create										
	Total	100 %		100 %		100 %		100 %		100 %	

# CLA – 4 can be from any combination of these: Assignments, Seminars, Short Talks, Mini-Projects, Case-Studies, Self-Study, MOOCs, Certifications, Conf. Paper etc.,

Course Designers		
Experts from Industry	Experts from Higher Technical Institutions	Internal Experts
1.R. Harini, Cognizant, harini_ravi@yahoo.in	/Dr. K. Ganesh, Professor and Head, Madras Christian College, <a href="mailto:ganeshmccckrish@gmail.com">ganeshmccckrish@gmail.com</a>	1. Dr. B. Cauveri, Associate Professor, Dept. of EFL, SRMIST, Kattankulathur
2.Panakal Heera Elizabeth, SRM IST, panakalheeraelizabeth@gmail.com	2Dr. V. Bharathi HarishankarProfessor and Head, University of Madras, <a href="mailto:omkarbharathi@gmail.com">omkarbharathi@gmail.com</a>	2. <name>, SRMIST

Course Code	UEN20D02T	Course Name	Diaspora Literature	Course Category	E	Discipline Specific Elective	L	T	P	C
							4	2	0	6

Course Learning Rationale (CLR):		The purpose of learning this course is to:	Learning			Program Learning Outcomes (PLO)															
			1	2	3	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
CLR-1 :		explore arrays of theories and notions of migration and Diaspora	Level of Thinking (Bloom's Taxonomy)	Expected Proficiency (%)	Attainment (%)	Disciplinary Knowledge of English Literature and Language	Analytical Reasoning	Problem Solving	Research Related Skills	Self-Directing Learning Environment & Multicultural	Values: moral and Ethical, Literary and	Critical Thinking	Digital Literacy	Sense of History	Communication Skills	Life Long Learning	P.S.O. 1	P.S.O. 2	P.S.O. 3		
CLR-2 :		focus on ever changing realities of an increasing globalized world																			
CLR-3 :		make the learners pay special attention to the contemporary context																			
CLR-4 :		terms with personal experiences either real or fictional in Diaspora context																			
CLR-5 :		study many human experiences connected to a sense of place																			
CLR-6 :		represent migrant and diaspora identities																			

Course Learning Outcomes (CLO):		At the end of this course, learners will be able to:																			
			2	80	75	H	H	-	H	H	M	H	M	H	L	M	M	L	M	M	M
CLO-1 :		Understand the theory in the field of diaspora literature	3	80	80	H	H	-	H	M	M	M	M	M	M	M	M	M	M	M	M
CLO-2 :		Understand the relation between diaspora literature and its reasons	2	80	85	M	M	M	H	H	M	H	M	H	M	H	M	M	L	M	M
CLO-3 :		Apply the theory and its characters in the text prescribed	3	75	75	H	H	H	H	M	M	H	M	H	L	H	H	M	M	M	M
CLO-4 :		Analyze the prescribed literature on the basis of present study	3	80	80	M	H	H	H	M	M	M	M	H	M	M	M	M	M	M	M
CLO-5 :		Summarize the prescribed texts in the light of the diaspora theories	2	75	80	H	H	H	H	M	M	H	M	H	M	H	H	M	H	H	H
CLO-6 :		Apply the diasporic theories critically analyses the prescribed literature																			

Duration (hour)		Learning Unit-I (Theoretical Concepts)	Learning Unit-II	Learning Unit-III	Learning Unit-IV	Learning Unit-V
S-1	SLO-1	Introduction to migration	Discussion on intense lyricism of Meena Alexander's poems	Introduction of Rohinton Mistrys novels'	Introduction of Salman Rushdie	discussion on Kiran desai's work In diaspora literature
	SLO-2	Scattered population	Analyses of Alexander's native India to New York City	Discussion on Rohinton Mistry's thrid novel	Rushdie's role in diaspora literature	Understanding the importance of history and culture
S-2	SLO-1	Jews migration	ReadingAlexander's poetry as an apt guide	Introduction on family matters	Rushdie as an Essayist.	discussion on –The Inheritance of loss
	SLO-2	African transatlantic slave trade	Analysis of the poem	Novel of impressive and masterful	Migration and Homeland	Background of desai's work
S-3	SLO-1	The southern Chinese trade	Analyzing stanza by stanza	Construction of identity and the nature of the self in the novel	Rushdie's writing styel	'The Inheritance of Loss', portrayed the various issues relating issues
	SLO-2	Indians during the coolie trade	Reading poem	The vital life of Parsi family	"straddle two cultures ... fall between two stools."	Discussion on pathetic life of illegal immigrants in New York and the growing unrest in Kalimpong
S-4	SLO-1	dislocation and locations of cultures	Reading poem	Authors chronic condition and effect of his closest	"past" and "present"	Reading on east-west cultural conflict
	SLO-2	historical, political, economic reasons	Discussion on theme and intention of the poet	Narrated by an omniscient narrator and takes place in 1995	"Bombay" - a lost city	Jemubhai and Biju as Metaphors of Exile and Isolation
S-5	SLO-1	Analysis of issues of location	Reading Alexander's poetry as an apt guide	Novel set in the mid-nineties and tracing the lives of three generation family in Mumbai	Displacement and Belonging	Kiran Desai portrayed the exile in her novels
	SLO-2	Discussion on Alienation	Analysis of the poem	Focuses on History, politics belonging and belonging	Memory and Belonging	Discussion on Kiran Desai's , isolation
S-6	SLO-1	Discussion on the issues of migration	Lamentation of memory	Discussion on Characters' in the novel	" My India "	Discussion on Kiran Desai's alienation
	SLO-2	Adopting new culture	Reading poem	Discussion on characters' in the novel	Analysis of exploitation, migration and colonialism.	Kiran Desai's the process of assimilation
S-7	SLO-1	Meaning of Hybridity	Meena alexander as a modern poet	Family matters depicts the narratives of Migrancy	Writing style	Reading on similarities and Contradictions in diaspora.



	SLO-2	Quest for identity	Modern poetry with reference to Meena Alexander	Kirima pacific rim Book Prize for Fiction	Recollection and reconstruction of homeland	Open Discussion on story and characters
S-8	SLO-1	Understand the meaning of the text	Reading Alexander's poetry as an apt guide	Centre of attraction, Parsi Community	"Illusion is Reality"	Critical interpretation on the inheritance of loss
	SLO-2	greater sense of adjustments, adaptability	Outline and understanding of the poem	Mistry explores contemporary ethnic and religious activity	sociopolitical and literary allusions	Diaspora of Jemubhai
S-9	SLO-1	Expatriation and 'fluid identity'	Discussion on Mask is red and raw as bark against face bones	Discussion on Mumbai was being raped by politicians	Literature and politics	Diasporas of Biju and Jemubhai
	SLO-2	Reading impact on the experience of exile.	Spiders tumbling from their silver web-imagery	Lovers are humiliated and killed	To be Indian outside India.	The Post Colonial Ambiguity In 'The Inheritance Of Loss
S-10	SLO-1	An analyses of post-1980s and posts 2000s generation	Metaphor on when you look through eye holes.	A View of subaltern classes	Intertextuality	The Inheritance of Loss'-the pains of people exile and isolation
	SLO-2	Analyzes of post-1965 migrating generation"	Intention of poets on Rajasthani tribes to ensure rain and a good harvest.	The relevance of epilogue in modern play	Problems with 'Midnight's Children'	Students presentation
S-11	SLO-1	Discussion on ethnic inheritance and individual identity."	Introduction of Agha Shahid Ali poems	Reading corruption in post-colonial Indian society	Discussion of text	Students presentation
	SLO-2	Analyses of history of Indian diaspora writing	Ali's complex relations of various regions	Reading problems of transculturation in India	Discussion of text	Discussion on sub topics
S-12	SLO-1	Discussion on V.S.Naipal work	Ali's role of travel and migration	Reading Mostry's Alienation	"I too had a city and a history to reclaim"	Discussion on summary
	SLO-2	Discussion on occupation of luminal space.	Discussion on Mask is red and raw as bark against face bones	Reading cultural splendor and heritage of parsies	Discussion on text	Student presentation
S-13	SLO-1	Discussion on issue in any investigation of diaspora	Discussion on reconnecting in the poem	Bombay as mumbai	Discussion on text	Critical reading of the inheritance of loss
	SLO-2	Diasporic identity , various factors and sub-factors	Understanding nature in the poem	Analysis of characters trapped in a complex of web actions	Discussion on text	Critical interpretation of the inheritance of loss
S-14	SLO-1	impact of globalization	Basic roots in Tiger Mask Ritual	Political corruption as attribute of modern Bombay	How can culture be preserved without become ossified?	Discussion on native culture and traditions
	SLO-2	Discussion on socio-cultural environment	Interpretation on every appropriate word in tone of poet	Threatening of culture diversity	Discussion on text	Isolation in an alien culture.
S-15	SLO-1	conflict between a person's ethnic inheritance and individual identity	Poets focuses on geographical backgrounds and cultural differences	Understanding Parsi orthodoxy	Discussion on text	Isolation in an alien culture
	SLO-2	Discussion on old generation of diaspora Indian writers	Different tone and effect of the poem	Alination and identy	Discussion on text	Discussion on minor characters'
S-16	SLO-1	Melancholic tone rather than nostalgia	Poet frames the myth of orpheus in the background of the poem	Religious ideology of Parsi	How to change without seeming to play into the hands of our racial enemies?	Art of questioning on various features of diaspora
	SLO-2	Discussion on displacement	Reading snow on the desert	Idea of Politics and religion	Discussion on text	Discussion in groups and pairs on whole migration story
S-17	SLO-1	Reading double perspective of diverse cultural modes"	Reading snow on the desert	Discussion on company of Roxana's family	"The Dean's December"	questioning and clarification
	SLO-2	Interpreting second generation diasporic Indian writers in diaspora"	Anayzing stanza by stanza	Chinoy fammily and Roxana's cfamily	Discussion on text	Critical reading on lost chapter
S-18	SLO-1	Discussion on representation rootlessness and fragmentation	Metaphorical transformations and imaginative resemblance	Parsi dilemma of Assimilation	Diasporic writers and the role of diaspora literature	Critical interpretation on Desai's character in the novel
	SLO-2	Discussion on overview of the unit	Discussion on important points of the unit	Analyses of key points in the poem	Discussion on text	Discussion on features of diaspora

<b>Learning Resources</b>	1.Brah, Avtar "Thinking through the concept of Diaspora" The Post-colonial Studies Reader, 2nd ed. Eds Ashcroft, Bill, Griffiths Gareth, Tiffin Helen London Routledge, 2006. pp 443-446.	5 Kevin Kenny, (2013) Diaspora: A Very Short Introduction, OUP USA Pub-e
	2. Vijay Mishra , Literature of the Indian diaspora: Theorizing the Diasporic Imaginary. Publisher: Taylor & Francis Ltd. 3 Takeyuki Tsuda, "Why Does the Diaspora Return Home?" in Takeyuki Tsuda, ed., Diasporic Homecomings: Ethnic Return Migration in Comparative Perspective (Stanford: Stanford University Press, 2009), 20-43. 4. Stuart Hall, "Cultural Identity and Diaspora," in Jonathan Rutherford, ed., Identity: Community, Culture, Difference (London: Lawrence & Wishart, 1990), 223-237	6. King Bruce, "The Diaspora: Agha Shahid Ali's "Tricultural nostalgia" Modern 7 Asian Diaspora , Indiana University press (26 March 2009). 8. Kalra, V. Kaur, R. and Hutnyuk, J., editors. "Cultural Configurations of Diaspora, "Diaspora & hybridity . Sage Publications, 2005.

Learning Assessment											
Level	Bloom's Level of Thinking	Continuous Learning Assessment (50% weightage)								Final Examination (50% weightage)	
		CLA – 1 (10%)		CLA – 2 (10%)		CLA – 3 (20%)		CLA – 4 (10%) #			
		Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice
Level 1	Remember	30%	-	30%	-	30%	-	30%	-	30%	-
	Understand										
Level 2	Apply	40%	-	40%	-	40%	-	40%	-	40%	-
	Analyze										

Level 3	Evaluate	30%	-	30%	-	30%	-	30%	-	30%	-
	Create										
	Total	100 %		100 %		100 %		100 %		100 %	

# CLA – 4 can be from any combination of these: Assignments, Seminars, Short Talks, Mini-Projects, Case-Studies, Self-Study, MOOCs, Certifications, Conf. Paper etc.,

Course Designers		
Experts from Industry	Experts from Higher Technical Institutions	Internal Experts
1.R. Harini, Cognizant, harini_ravi@yahoo.in	1Dr. K. Ganesh, Professor and Head, Madras Christian College, <a href="mailto:ganeshmckkrish@gmail.com">ganeshmckkrish@gmail.com</a>	1.Dr V.Karunanithi, Asst. Prof. EFL, SRMIST, Kattankulathur
2.Panakal Heera Elizabeth, SRM IST, panakalheeraelizabeth@gmail.com	2 Dr. V. Bharathi Harishankar Professor and Head, University of Madras, <a href="mailto:omkarbharathi@gmail.com">omkarbharathi@gmail.com</a>	2. Dr.. Poonam, Asst. Prof. EFL, SRMIST, KTR.

Course Code	Course Name	Course Category	JK	Life Skill Course	L	T	P	C
UJK20301T	Universal Human Values				2	0	0	2

Pre-requisite Courses	Nil	Co-requisite Courses	Nil	Progressive Courses	Nil
Course Offering Department	English	Data Book / Codes/Standards		Nil	

Course Learning Rationale (CLR):	The purpose of learning this course is to:	Learning	Program Learning Outcomes (PLO)
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CLR-1 :	CLR-2 :	CLR-3 :	CLR-4 :	CLR-5 :	CLR-6 :	1	2	3	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
To generate in students a sensitivity to current regional and national issues such as gender marginalization Eco sensitivity, vision for the Nation and general humanness	An expanded consciousness with a mind to accommodate all is developed	The ability to accept all and to co- exist is initiated	To create community connectivity and interdependence	To instill intrinsic link between freedom and responsibility for both individuals and communities	Make them learn the basic nature of human beings																		

Course Learning Outcomes (CLO):	At the end of this course, learners will be able to:	Level of Thinking (Bloom)	Expected Proficiency (%)	Expected Attainment (%)	Fundamental Knowledge	Application of Concepts	Link with Related Disciplines	Procedural Knowledge	Skills in Specialization	Ability to Utilize Knowledge	Skills in Modeling	Analyze, Interpret Data	Investigative Skills	Problem Solving Skills	Communication Skills	Analytical Skills	PSO -1	PSO -2	PSO-3
CLO-1 :	Become sensitive toward every living life and be able to respect every religion recognizing the universal values	2	75	60	H	H	H	H	-	-	-	H	H	H	H	H	-	-	-
CLO-2 :	Every way of life and culture will kindle the curiosity in them to know them and will be able appreciate the beauty in it	2	80	70	H	H	H	H	-	-	-	H	H	H	H	H	-	-	-
CLO-3 :	The presumptuous or prejudiced mentality will be overcome by them	2	70	65	H	H	H	H	-	-	-	-	-	-	-	-	-	-	-
CLO-4 :	Critical thinking and accommodative nature will become so natural way of thinking for them	2	70	70	H	H	H	H	H	-	-	-	-	-	H	-	-	-	-
CLO-5 :	They will become aware of the social inequalities and justice	2	80	70	H	H	-	H	-	-	-	-	-	-	-	-	-	-	-
CLO-6 :	Will be able to explore their own emotions, hopes & fear and be able to describe them verbally	2	75	70	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H

Duration (hour)	06	06	06	06	06
S-1	SLO-1 What is love? Forms of love. For self, parents, family, friends, spouse, community, nation, humanity and other beings, both for living and non living	Love compassion empathy sympathy and non violence	Narratives and anecdotes from history, literature including local folklore	What will learners lose if they don't practice love and compassion?	Sharing learners' individual and/ or group experiences
	SLO-2 Love and Compassion inter relatedness	Individuals who are remembered in history for practicing compassion and love	Practicing Love and Compassion: what will they gain if they practice compassion?	Simulated situations	Case studies

S-2	SLO-1	What is Truth ?	Universal truth, truth as value, as fact,	Veracity, sincerity, honesty among others	Individuals who are remembered in the history who have practiced these values	Practicing truths
	SLO-2	: what will they gain if they practice truth	What will learners lose if they don't practice truth?	Sharing learners' individual and/ or group experiences	Simulated situations	Case studies
S-3	SLO-1	What is non violence – its need, love compassion,	empathy sympathy for others as pre- requisites for non- violence	<b>Ahimsa as non violence and non killing</b>	Individuals and their organizations which are known for their commitment for non violence	Narratives and anecdotes about non violence from history and literature including local folklore
	SLO-2	Practicing non violence	What will they gain if they practice non violence	What will learners lose if they don't practice non violence?	Simulated situations	Case studies
S-4	SLO-1	What is righteousness ?	Righteousness and Dharma	Righteousness and priority	Individuals who are remembered in the history who have practicing righteousness.	Narratives and anecdotes about Righteousness from history and literature including local folklore
	SLO-2	Practicing Righteousness	: Sharing learners' individual and/ or group experiences	what will learners lose if they don't practice Righteousness	Simulated situations	Case studies
S-5	SLO-1	What is peace?	Need of peace in Relation with harmony and balance	Narratives and anecdotes about peace from history and literature including local folklore	Individuals who are remembered in the history who have practicing peace	Practicing peace
	SLO-2	What will they gain if they practice peace	what will learners lose if they don't practice peace	Sharing learners' individual and/ or group experiences	Simulated situations	Case studies
S-6	SLO-1	What is service and renunciation	Forms of service , & renunciation Individuals who have recommended service in history	Practicing service and renunciation	Narratives and anecdotes about Service & renunciation from history and literature including local folklore	Individuals who are remembered in the history who have practicing renunciation
	SLO-2	Sharing learners' individual and/ or group experiences on renunciation	Sharing learners' individual and/ or group experiences on service	what will learners lose or gain if they do/don't practice Renunciation and service	Simulated situations	Case studies

<b>Learning Resources</b>	<b>Theory:</b> 1. "Universal Human Values: Text Book"– Compiled and Edited by the Faculty of Science and Humanities, SRMIST, 2020.
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Learning Assessment					
Level	Bloom's Level of Thinking	Continuous Learning Assessment (100% weightage)			
		CLA – 1 (20%)	CLA – 2 (20%)	CLA – 3 (30%)	CLA – 4 (30%) #
		Theory	Theory	Theory	Theory
Level 1	Remember	10%	10%	30%	15%
	Understand				
Level 2	Apply	50%	50%	40%	50%
	Analyze				
Level 3	Evaluate	40%	40%	30%	35%
	Create				
	Total	100 %	100 %	100 %	100 %

# CLA – 4 can be from any combination of these: Assignments, Seminars, Tech Talks, Mini-Projects, Case-Studies, Self-Study, MOOCs, Certifications, Conf. Paper etc.,

Course Designers		
Experts from Industry	Experts from Higher Technical Institutions	Internal Experts
	1. Prof. Daniel David, Prof & Head, Department of English, MCC, Chennai	1. Dr. Shanthichitra, Associate Professor, & Head, Department of English, FSH, SRMIST
		2. Dr K B Geetha, Assistant Professor, Department of English, FSH, SRMIST

Course Code	UEN20G03J	Course Name	Introduction To Cultural Studies	Course Category	G.E	Generic Elective	L	T	P	C
							2	0	2	3

Pre-requisite Courses	Nil	Co-requisite Courses	Nil	Progressive Courses	Nil
Course Offering Department	EFL	Data Book / Codes/Standards			

Course Learning Rationale (CLR):	The purpose of learning this course is to:	Learning	Program Learning Outcomes (PLO)
CLR-1: Have a basic understanding of cultural studies		1 2 3	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16
CLR-2: Enable the students understand materialism from a global perspective		Level of Thinking (Bloom)	Disciplinary Knowledge of English Literature and Literary
CLR-3: Instigate the students to accept different races and treat human beings with respect		Expected Proficiency (%)	Analytical Reasoning
CLR-4: Allow the students understand capitalism and materialism		Expected Attainment (%)	Problem Solving
CLR-5: Assimilate in the human space with digital culture.			Research Related Skills
CLR-6: Assist the students in understanding imperialism and orientalism			Self-Directing Learning
			Environment & Sustainability
			Multicultural Competence
			Values: moral and Ethical, Literacy and Human
			Critical Thinking
			Digital Literacy
			Sense of History
			Communication Skills
			Life Long Learning
			P.S.O 1
			P.S.O 2
			P.S.O 3
Course Learning Outcomes (CLO):	At the end of this course, learners will be able to:		
CLO-1: Have a basic understanding of cultural studies		2 80 70	L H - H L - - - L L - H - - - -
CLO-2: Enable themselves to understand materialism from a global perspective		2 85 75	M H L M L - - - M L - H - - - -
CLO-3: Accept different races and treat human beings with respect		3 75 70	M H M H L - - - M L - H - - - -
CLO-4: Understand capitalism and materialism		2 85 80	M H M H L - - - M L - H - - - -
CLO-5: Assimilate in the human space with digital culture		3 85 75	H H M H L - - - M L - H - - - -
CLO-6: Be aware of imperialism and orientalism		2 80 70	L H - H L - - - L L - H - - - -

Duration (hour)	12	12	12	12	12
S-1	SLO-1 Introduction to Cultural studies	Understanding Cultural Studies	Introduction to race	Introduction to Digital Culture	Introduction to Imperialism
	SLO-2 Discussion on the students' idea of cultural studies	A study on Cultural Studies	Understanding race	Discussion on digital culture and digital marketing	Discussion on the students' idea of imperialism
S-2	SLO-1 Introduction to Raymond Williams	Introduction to Stuart Hall	Race and Culture	Contemporary culture	Introduction to Socialism
	SLO-2 A Discussion on Culture and Materialism	A Case Study on the economic status of India	Political connotation	A report on contemporary culture	Discussion on the students' idea of socialism
S-3	SLO-1 Introduction to New Historicism	Cultural Studies - Approaches and Strategies	Racism in Polity and Governance	Contemporary Culture – contd.	Introduction to Postcolonialism
	SLO-2 An Assignment on Cultural Materialism	The State of Cultural Studies in India An Essay	Rcism in language	Discussion on changes in culture across the world	General discussion of Postcolonialism
S-4	SLO-1 New Historicism – Theories	Media Culture	Introduction to Cornel West	Summing up Digital Culture and Contemporary culture	Orientalism – Edward Said (Line by Line analysis) – Introduction
	SLO-2 Discussion on Marxism, historicism and materialism in unison	A survey on the usage of social media in a global perspective	Discussion on the contemporaries of West	Test on Digital culture and Contemporary culture	Differentiate the ideologies of Homibhabha and Edward Said
S-5	SLO-1 Capitalism, Fascism and Materialism	Media and Society	Politics of gender and sexuality	Visual Cultural Expression	Orientalism – Edward Said (Line by Line analysis) – Introduction
	SLO-2 A survey on the state of capitalism, fascism and materialism – global level	A discussion on the impact of media in the society	Gender identity	Giving a situation to a multicultural classroom and inferring	An overview of subaltern theory
S-6	SLO-1 Raymond Williams – Culture and Materialism – Essay 1	Stuart Hall - "Cultural Studies: two paradigms" Media Culture and Society (Line by Line analysis)	Postmodernism in Afro American scenario	Visual Cultural Expression – Contd.	Orientalism – Edward Said (Line by Line analysis) – Introduction
	SLO-2 An assignment on cultures in a global scenario	A Discussion on issues in cultural studies	An Essay on Postmodernism	An Essay on Visual expression	An assignment on the three gods of postcolonialism



S-7	SLO-1	Raymond Williams – Culture and Materialism – Essay 1	Stuart Hall - "Cultural Studies: two paradigms" Media Culture and Society (Line by Line analysis)	Black postmodernist practices- Cornel West	Reading through visual aids	Orientalism – Edward Said (Line by Line analysis) – Introduction
	SLO-2	An essay on Materialism	A Survey on the impact of media in day-to-day life	Analysis on the writing style of West	Report on the usage of visual aids to assist classroom learning	How to remove occidental impact in the future? Can it be removed? – A debate
S-8	SLO-1	Raymond Williams – Culture and Materialism – Essay 1	Stuart Hall - "Cultural Studies: two paradigms" Media Culture and Society (Line by Line analysis)	Black postmodernist practices- Cornel West	Mobile learning	Orientalism – Edward Said (Line by Line analysis) – Introduction
	SLO-2	Discussion on the Essay	Role play/ drama depicting different cultures and economy	Discussion on the book	The impact of mobiles in learning – Literature Review	A short film portraying the affinity towards the occidentals
S-9	SLO-1	Raymond Williams – Culture and Materialism – Essay 1	Stuart Hall - "Cultural Studies: two paradigms" Media Culture and Society (Line by Line analysis)	Black postmodernist practices- Cornel West	Reading India through cinema – Exploring the North	Orientalism – Edward Said (Line by Line analysis) – Introduction
	SLO-2	Seminar on Essay 1 – Overall review	Assignment on other culturalists and materialists	Group Activity on role playing Afro American writers	Reading India through cinema – Exploring the South	Racism and economy: A myth that goes hand in hand - Discuss
S-10	SLO-1	Raymond Williams – Culture and Materialism – Essay 2	Stuart Hall - "Cultural Studies: two paradigms" Media Culture and Society (Line by Line analysis)	Black postmodernist practices- Cornel West	Reading India through cinema – Exploring the West	Orientalism – Edward Said (Line by Line analysis) – Introduction
	SLO-2	An Assignment on production and economy	An essay on Culture – A creative arc	Black postmodernist practices- Cornel West (Reading)	Reading India through cinema – Exploring the East	India and Africa – bring out the similarities and differences
S-11	SLO-1	Raymond Williams – Culture and Materialism – Essay 2	Stuart Hall - "Cultural Studies: two paradigms" Media Culture and Society (Line by Line analysis)	Colour Purple – Alice Walker (Self Reading)	Reading India through cinema – A global perspective	Orientalism – Edward Said (Line by Line analysis) – Introduction
	SLO-2	An Essay on values and beliefs in the global scenario	Discussion on cultural imbalances due to gender and race	Colour Purple – Alice Walker ((Self Reading)	An assignment on Indian cinema	Why do you think India mimics the west? What is modern according to you? – Group discussion
S-12	SLO-1	Raymond Williams – Culture and Materialism – Essay 2	Stuart Hall - "Cultural Studies: two paradigms" Media Culture and Society (Line by Line analysis)	Colour Purple – Alice Walker (Self Reading)	Screening of a movie	Orientalism – Edward Said (Line by Line analysis) – Introduction
	SLO-2	Discussion on Essay 1 and Essay 2	Screening of a movie and discussion on the portrayal of a particular idea due to culture	Colour Purple – Alice Walker (Self Reading)	Screening of a movie	Interview sessions of Edward Said

Learning Resources	1. Mark Currie. <i>Postmodern Narrative Theory</i> . London: Palgrave, 1998.	5. Huyssen, Andreas. <i>After the Great Divide. Modernism, Mass Culture, Postmodernism</i> . Bloomington: Indiana UP, 1986.
	2. Chin, Daryl. "From Popular to Pop. The Arts in/of Commerce: Mass Media and the New Imagery." <i>Performing Arts Journal</i> 13.1 (Jan., 1991): 5-20	6. Jameson, Fredric. <i>Postmodernism, or, the Cultural Logic of Late Capitalism</i> . Durham: Duke UP, 1991.
	3. Barker, Chris. <i>Cultural Studies: Theory and Practice</i> . 3rd ed. London: Sage, 2007.	7. Bradbury, Malcolm, & James McFarlane (eds.), <i>Modernism: A Guide to European Literature 1890–1930</i> (Penguin "Penguin Literary Criticism" series, 1978).
	4. Hutcheon, Linda. <i>The Poetics of Postmodernism: History theory and Fiction</i> . New York: Routledge, 1990.	

Level	Blooms Level of Thinking	Continuous Learning Assessment (50% weightage)								Final Examination (50%weightage)	
		CLA-1 (10%)		CLA-2 (10%)		CLA-3 (20%)		CLA-4 (10%)			
		Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice
1	Remember Understand	20%	20%	15%	15%	15%	15%	20%	20%	15%	15%
2	Apply Analyze	20%	20%	20%	20%	20%	20%	20%	20%	20%	20%
3	Evaluate Create	10 %	10 %	15%	15 %	15%	15 %	10 %	10 %	15%	15 %
	Total	100 %		100 %		100 %		100 %		100 %	

# CLA – 4 can be from any combination of these: Assignments, Seminars, Tech Talks, Mini-Projects, Case-Studies, Self-Study, MOOCs, Certifications, Conf. Paper etc.,

Course Designers		
Experts from Industry	Experts from Higher Technical Institutions	Internal Experts
1.R. Harini, Cognizant, harini_ravi@yahoo.in	1Dr. K. Ganesh, Professor and Head, Madras Christian College, <a href="mailto:ganeshmckkrish@gmail.com">ganeshmckkrish@gmail.com</a>	1.Dr Soundarya, Asst. Prof. EFL, SRMIST, Kattankulathur
2.Panakal Heera Elizabeth, SRM IST, panakalheeraelizabeth@gmail.com	2 Dr. V. Bharathi Harishankar Professor and Head, University of Madras, <a href="mailto:omkarbharathi@gmail.com">omkarbharathi@gmail.com</a>	2. Dr. S. Ramya, Asst. Prof. EFL, SRMIST, Kattankulathur



**R11.3.3 My India Minor project**  
**Assessment Method – Fully Internal**

Components	Marks
Review – I (Activities)	50
Review – II (Project report and Presentation)	50
Total	100

## SEMESTER IV

Course Code	UEN20401T	Course Name	American Literature II	Course Category	C	Professional Core		L	T	P	C
								4	2	0	6

Pre-requisite Courses	Nil	Co-requisite Courses	Nil	Progressive Courses	Nil
Course Offering Department	EFL	Data Book / Codes/Standards			

Course Learning Rationale (CLR):		The purpose of learning this course is to:			Learning			Program Learning Outcomes (PLO)																
CLR-1 :	Analyze literature through discussion and writing				1	2	3	Disciplinary Knowledge of English Literature and Literary Studies	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
CLR-2 :	Demonstrate an understanding of literary terms, themes, strategies, and issues as are relevant to the works being studied;																							
CLR-3 :	Express the relationship between literature and the historical/cultural contexts in which it was written [Arts/Humanities];																							
CLR-4 :	Demonstrate a basic knowledge of the chronology of authors, literary periods, and literary movements;																							
CLR-5 :	Examine literature in relation to the diverse values and concerns of the country																							
CLR-6 :	Demonstrate the ability to view the literature from the perspective of diverse cultural groups and in the context of current social struggles																							
					Level of Thinking (Bloom)	Expected Proficiency (%)	Expected Attainment (%)																	
Course Learning Outcomes (CLO):		At the end of this course, learners will be able to:																						
CLO-1 :	Discuss plot, character, conflict, theme, tone, language, and setting of each work.				3	80	70		L	H	M	H	L	M	-	H	L	L	M	H	-	H	-	-
CLO-2 :	Demonstrate critical reading and critical thinking.				3	85	75		M	H	L	M	H	H	-	M	M	L	H	H	-	M	-	-
CLO-3 :	Identify and discuss culture in relation to the works.				3	75	70		M	H	M	H	H	M	L	H	M	L	H	H	-	M	-	-
CLO-4 :	Use literary terms appropriate to the works.				3	85	80		M	H	M	H	M	M	L	M	M	L	H	H	-	L	M	-
CLO-5 :	State the significance of the works and the authors.				3	85	75		H	H	M	H	H	-	-	-	M	L	-	H	-	H	H	-
CLO-6 :	Demonstrate reading comprehension and will be able to analyze major themes, topics, or motifs in the works				3	80	70		L	H	-	H	H	M	L	H	L	M	M	H	-	H	M	L

Duration (hour)	18	18	18	18	18
S-1	SLO-1 Modernism movements and theory	In a Station of the Metro poem	I Have a Dream-prose	The Hairy Ape	The Adventures of Tom Sawyer
	SLO-2 Definitions, Introduction to Movements	Introduction to the author and poem	American civil rights activist Martin Luther King	a long one-act play	A brief biography of Mark Twain
S-2	SLO-1 Post modern literature	Pound's economical description	civil and economic rights	O'Neill's own sojourn at sea	Historical context of Twain's period.
	SLO-2 Various movements,	abundance of flowery adjectives	the injustice of racial inequality	place of human beings in the universe	Didactic style and Satire
S-3	SLO-1 Modernist Writers,	Imagism, an introduction	women's rights movement	idyllic past and the alienated present	satire of St. Petersburg as a satire of the real world
	SLO-2 European and American Modernists	Imagistic element in Pound	vicious beatings for many participants	conflict between the individual and society	Boyhood Rebellion and Growing Up
S-4	SLO-1 Harlem Renaissance	Critical analysis	campaigns that placed its participants in harm	treating the play naturalistically	critical judgments

	SLO-2	<i>Racism, Artists, Music, Literature and Poetry</i>	Pound's negative feelings towards Walt Whitman	segregation on buses and in stations	Yank as a victim of forces	The Hypocrisy of Adult Society
S-5-6	SLO-1	Reading practice, Writing notes and presentation	Lab 4: Reading and analyzing the poem	Lab 7: Recollecting the one third of the prose Asking questions/presentation	Lab 10: Reading the text/Acting on the stage/characters summarizing	Lab 13: Reading novel/character sketch analysis etc..
	SLO-2					
S-7	SLO-1	African-American Writers	<i>Mending Wall</i> poem	redress of violations of constitutional rights	Expressionism	Sentimentality and Realism
	SLO-2	<i>Toni Morrison, Langston Hughes, Richard Nathaniel Wright, Alice Walker etc...</i>	Introduction to the author and poem	warning of the potential for revolt	Symbolism/ Yank, the protagonist	Symbols: St Petersburg, Island and Treasure
S-8	SLO-1	African-American Writers and works	<i>Good fences make good neighbors</i>	valley of despair	<i>Figure of the ape as symbol</i>	Characters
	SLO-2	<i>Novels, poetry, Drama</i>	<i>Understanding the poem</i>	Repeating the mantra, "I have a dream,	<i>Belonging as symbol</i>	Structure and Narration
S-9	SLO-1	Multiculturalism	mischief and fun	Negro is the victim of the unspeakable horrors	national character and class struggle.as theme	<i>Winter in the Blood</i>
	SLO-2	<i>Culture variation and issues</i>	<i>Styles and meaning of the poem</i>	<i>Achievement of brotherhood.</i>	social inequality as message	modern life of an American Indian
S-10	SLO-1	<i>Multicultural writers and works</i>	<i>Critical analysis</i>	<i>Unfamiliar Fishes</i>	<i>A Streetcar Named Desire</i>	Blackfeet tribe's tragic past
	SLO-2	<i>Poetry, Novels, Drama</i>	<i>Theme of the poem</i>	fulfilment of American imperialist	<i>Biography of Tennessee Williams</i>	four sections of varied lengths
S-11-12	SLO-1					
	SLO-2	<i>Presentation on novels</i>	<i>Reading and analyzing the poem</i>	culture clash	<i>Reading the text and analyzing the text presentation</i>	<i>Character analysis/Reading text</i>
S-13	SLO-1	Expressionism	Anecdote of the Jar poem	genital-worshipping heathens	Fantasy and delusion	the narrator helps his mother and Lame Bull
	SLO-2	<b>Expresionists</b>	<i>Introduction of the author and poem</i>	Americanization of Hawaii	Interior vs Exterior	Teresa's marriage
S-14	SLO-1	Civil War	imagist poem	whalers who fired cannons at the Bible	Idea of Masculinity/Machismo	the narrator's memory of his father
	SLO-2	<b>Effects of civil war</b>	culture and art	emblematic, and exceptional history of the fiftieth state	Idea of Femininity	story of a winter of starvation
S-15	SLO-1	Jewish Culture,	<i>Languages and pattern in the poem</i>	the corrupt and inept King Kalakaua	Streetcar as the "ideal metaphor for the human condition."	women of the tribe envied the beauty
	SLO-2	<b>Jews sufferings</b>	"problem" of reality versus imagination	Greed, death, cultural desecration, manifest destiny	Symbols: Paper Lantern and Paper Moon	visiting Yellow Calf
S-16	SLO-1	Realism, Racism	<i>Critical analysis</i>	cultural assimilation	Symbols: Alcohol and Drunkenness	Grandmother's death
	SLO-2	<b>Different races and movements</b>	<i>Theme of the poem</i>	long-dead Hawaiian monarchs	Symbols: Shadows	bird imagery
S-17-18	SLO-1	<i>Poster Designing, Paintings, Presentation</i>	Lab5: Reading and analyzing the poem	Reading text, Group discussion,	Reading text, Group discussion,	Lab 15: Understanding the novel by reading text/character analysis
	SLO-2					

Learning Resources	1. Connery Lathem, Edward. <i>The poetry of Robert Frost</i> , Holt, Rinehart and Winston, New York, 1969.	4. Jr. King, Martin Luther. <i>I Have a Dream: Writings And Speeches That Changed The World</i> , James M. Washington (etd.) Paperback, - 17 Sep 1992
	2. Cardullo, Robert. Eugene O'Neill's the <i>Hairy Ape</i> : Paperback - 18 Aug 2009	5. David S. Meyer. <i>The politics of protest: social movements in America</i> . Oxford University Press, 2007
	3. Wild, Peter, <i>James Welch</i> , Western Writers Series, Boise State University Press, 1983	

Learning Assessment											
Level	Bloom's Level of Thinking	Continuous Learning Assessment (50% weightage)								Final Examination (50% weightage)	
		CLA – 1 (10%)		CLA – 2 (10%)		CLA – 3 (20%)		CLA – 4 (10%) #			
		Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice
Level 1	Remember	30%	-	30%	-	30%	-	30%	-	30%	-
	Understand										
Level 2	Apply	40%	-	40%	-	40%	-	40%	-	40%	-
	Analyze										
Level 3	Evaluate	30%	-	30%	-	30%	-	30%	-	30%	-
	Create										
	Total	100 %		100 %		100 %		100 %		100 %	

# CLA – 4 can be from any combination of these: Assignments, Seminars, Tech Talks, Mini-Projects, Case-Studies, Self-Study, MOOCs, Certifications, Conf. Paper etc.,

Course Designers		
Experts from Industry	Experts from Higher Technical Institutions	Internal Experts
1.R. Harini, Cognizant, harini_ravi@yahoo.in	1Dr. K. Ganesh, Professor and Head, Madras Christian College, <a href="mailto:ganeshmckkrish@gmail.com">ganeshmckkrish@gmail.com</a>	1. Dr.K.Maragathavel <a href="mailto:SRMIST,maragatk@srmist.edu.in">SRMIST,maragatk@srmist.edu.in</a>
2.Panakal Heera Elizabeth, SRM IST, panakalheeraelizabeth@gmail.com	2 Dr. V. Bharathi Harishankar Professor and Head, University of Madras, <a href="mailto:omkarbharathi@gmail.com">omkarbharathi@gmail.com</a>	2. Dr Sukanya Saha, SRMIST

Course Code	UEN20402T	Course Name	Modern Indian Literature	Course Category	C	Professional Core	L	T	P	C
							4	2	0	6

Pre-requisite Courses	Nil	Co-requisite Courses	Nil	Progressive Courses	Nil
Course Offering Department	EFL	Data Book / Codes/Standards			

Course Learning Rationale (CLR):	The purpose of learning this course is to:	Learning	Program Learning Outcomes (PLO)
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CLR-1 :	Expose students to the corpus of Modern Indian Literature, and acquaint them with socio-political and cultural contexts in which the works were written and received	1	2	3	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
CLR-2 :	Provide the historical framework for understanding and examining the category of Modern Indian Literature																			
CLR-3 :	Enable students to examine the formations of the texts as part of the dialectic between the writer and society																			
CLR-4 :	Make students understand different themes and styles in the genres of fiction, poetry and drama																			
CLR-5 :	Facilitate response to demands of narrative experimentation as well as to new developments in the understanding of language and region.																			
CLR-6 :	Evaluate challenges faced by writers at the turn of the century																			

Course Learning Outcomes (CLO):	At the end of this course, learners will be able to:	Level of Thinking (Bloom)	Expected Proficiency (%)	Expected Attainment (%)	Disciplinary Knowledge of English Literature and Literary Studies	Analytical Reasoning	Problem Solving	Research Related Skills	Self-Directed Learning	Environment & Sustainability	Multicultural Competence	Values: moral and Ethical, Literary and Human	Critical Thinking	Digital Literacy	Sense of History	Communication Skills	Life Long Learning	P.S.O. 1	P.S.O. 2	P.S.O. 3
CLO-1 :	Remember the socio-political and cultural context in which books were written and received.	2	80	75	M	M	L	H	H	M	H	H	M	L	H	H	H	M	L	H
CLO-2 :	Identify the historical framework for understanding and examining the category of Modern Indian Literature.	3	85	80	M	H	L	H	H	M	H	H	M	L	H	H	H	M	L	H
CLO-3 :	Evaluate the formations of the texts as part of the dialectic between the writer and society.	2	85	80	M	H	L	H	H	H	H	H	H	L	H	H	H	H	L	H
CLO-4 :	Understand different themes and styles in the genres of fiction, poetry and drama	3	75	70	H	H	L	H	H	M	H	H	H	L	H	H	H	H	L	H
CLO-5 :	Respond to demands of narrative experimentation and to the developments in the understanding of language and region.	3	80	85	H	H	L	H	H	H	H	H	H	L	H	H	H	H	L	H
CLO-6 :	Examine the challenges faced by writers at the turn of the century.	2	75	80	M	H	L	H	H	H	H	H	H	L	H	H	H	H	L	H

Duration (hour)		UNIT I - POETRY	UNIT II - SHORT STORY	UNIT III - DRAMA	UNIT IV- PROSE	UNIT V- NOVEL
S-1	SLO-1	Nissim Ezekiel's Poet, Lover, Birdwatcher(PLB)	Ambai's "A Kitchen in the Corner of the House"	Vijay Tendulkar's "A Friend's Story"	M.K.Gandhi's "Stealing and Atonement"	Rohinton Mistry's "Swimming lesson"
	SLO-2	Introduction to modern Indian poetry	Discussion on modern Indian writer	Discussion on modern Indian Dramatist	Discussion on writer	Discussion on modern Indian novelist.
S-2	SLO-1	Critical appreciation of PLB	Women Liberation in Ambai's "A Kitchen in the Corner of the House"	Obsession, Jealousy, Betrayal and search for Redemption in "A Friend's Story"	Critical Analysis of "Stealing and Atonement"	Critical Analysis of "Swimming lesson"
	SLO-2	Analysis of the poem	Comparison of "A Kitchen in the corner of the house" with other Ambai's works	Comparison with other works of Tendulka	Discussion on "My experiment with Truth"	Comparison with other works of Rohinton Mistry
S-3	SLO-1	Parallelism in PLB	Women's isolation in Ambai's "A Kitchen in the Corner of the House"	Theme of homosexuality in "A Friend's Story"	The theme of Unchangeable past in "Stealing and Atonement"	Theme of Displacement in "Swimming Lesson"



	SLO-2	Comparing <b>PLB</b> with "The Lunatic, The Lover, and The Poet" (an extract from Shakespeare's A Midsummer's Night Dream)	Discussion on Feminism	Discussion on article 377	Discussion on the nature of truth	Discussion on various themes
<b>S-4</b>	SLO-1	Symbolism in <b>PLB</b>	Space in determining Power in Ambai's "A kitchen in the Corner of the House"	Social and psychological perspective in "A Friend's Story"	Theme of Forgiveness in "Stealing and Atonement"	Water as universal symbol of life and regeneration in "Swimming lesson"
	SLO-2	Symbolism in modern poetry with special reference to Ezekiel's poetry	Discussion on discourse and power struggle	Discussion on social alienation	Discussion on human nature	Discussion on symbols
<b>S-5</b>	SLO-1	Jayant Mahapatra's Hunger	Thakazhi Sivasankara Pillai's "In the Flood"	Mahesh Dattani's "Dance like a Man"	Salman Rushdie's "Imagine no Heaven"	Omprakash Valmiki's "Joothan"
	SLO-2	Discussion on Poet and his works	Discussion on the writer and his works	Discussion on the writer and his works	Discussion on the writer and his works	Discussion on Dalit writers
<b>S-6</b>	SLO-1	Summary and Analysis of "Hunger"	Analysis of "In The Flood"	Ambition, sacrifice, Struggle and compromises in "Dance like a Man"	Orthodox religion as an external force that regulates an individual's life in "Imagine no Heaven"	A Dalit's life in "Joothan"
	SLO-2	Interpretation of poem	Critical interpretation of "In The Flood"	Discussion on varied human emotions	Discussion on various religious practices	Discussion on caste system
<b>S-7</b>	SLO-1	Social concerns in "Hunger"	Character portrayal	Internal conflicts in "Dance like a Man"	Critical analysis of "Imagine no Heaven"	The Reality of Caste Violence in "Joothan"
	SLO-2	Comparison with Jayant Mahapatra's other works	Comparison of Dalit characters	Comparison of other works of Mahesh Dattani	Comparison of other works of Salman Rushdie	Comparison with other Dalit writer's work
<b>S-8</b>	SLO-1	Keki N Daruwalla's "Hawk"	Nature and universal pain of separation "In the Flood"	Human relationship and weakness in "A Dance like a Man"	Individual struggle in "Imagine no Heaven"	Critical analysis of "Joothan"
	SLO-2	Discussion on poet	Student's presentation on natural calamity	Critical analysis of the text	Interpretation of the text	Discussion on orthodox society
<b>S-9</b>	SLO-1	Critical Appreciation of the poem "Hawk"	Narrative Technique of "In The flood"	The clash of hegemonic masculinity in India in "A Dance a Man"	The question of Origin of Mankind in "Imagine no Heaven"	Subalternity in "Joothan"
	SLO-2	Interpretation of the poem	Discussion on different narrative techniques	Discussion on Gender inequality	Discussion on mysticism	Discussion on Subalternity
<b>S-10</b>	SLO-1	Expression of Anger in "Hawk"	Plotting of the story "In The Flood"	Gender Tragedy in "Dance like a Man"	Aspects of morality in "Imagine no Heaven"	A cultural study of dalit autobiographies in India
	SLO-2	Narrative style of Daruwalla	Discussion on plot	Assignment on gender studies	Presentation by student on life and after life	Presentation by students on reservation.
<b>S-11</b>	SLO-1	Images of Poetic reality in Daruwalla's poems	Sequence of events "In The Flood"	Critical analysis of Mahesh Dattani's plays	Freedom as a source of ethical choice and behavior in "Imagine no Heaven"	Character portrayal in "Joothan"
	SLO-2	Session on Imagism	Foreshadowing and Anthropomorphism	Presentation by students on gender studies	Session on individual identity	Interpretation of the novel
<b>S-12</b>	SLO-1	Agha Shahid Ali's "Postcard from Kashmir" (PFK)	Jhumpa Lahiri's "A Temporary Matter"	Girish Kamad's "Hayavadana"	Arundhati Roy's "End of Imagination"	Khushwant Singh's "Train to Pakistan"
	SLO-2	Discussion on the poet	Discussion on the writer and diaspora	Discussion on the writer and his work	Discussion on the writer and her other works	Comparing the novel with its adaptation.
<b>S-13</b>	SLO-1	Critical Summary of the poem PFK	Analysis of "A Temporary Matter"	Analysis of "Hayavadana"	Critical analysis of "End of Imagination"	Theme of morality in "train to Pakistan"
	SLO-2	Interpretation of the poem	Comparison with other stories of "Interpreter of Maladies"	Comparison with other Kamad's work	Comparison with other Arundhati roy;s work	Comparison of other Khushwant Singh's work
<b>S-14</b>	SLO-1	Crisis of National Identity in PFK	Complexity of Married life in "A temporary Matter"	The Mind vs. The Body in "Hayavadana"	Impact of nuclear testing on society in "End of Imagination"	Religious Persecution in "Train to Pakistan"
	SLO-2	Analyzing the poetry	Discussion on cultural identity	Discussion on fidelity	Discussion on Nationality	Discussion on religious practices
<b>S-15</b>	SLO-1	Robins Nagangam's "A Poem for Mother"	Emotional Duplicity in "A Temporary Matter"	Metatheatre and storytelling in "Hayavadana"	Concept of Deterrence in "End of Imagination"	The Partition of India and Religious Warfare in "Train to Pakistan"
	SLO-2	Discussion on Poet	Critical reading of the text	Comparison with other "Play within a Play"	Assignment on societal impact	Assignment on cultural drift
<b>S-16</b>	SLO-1	Summary of the poem 'A poem for mother'	Symbolism in "A Temporary Matter"	Identity, Hybridity and incompleteness in "Hayavadana"	Suicide bombers psyche in "End of Imagination"	Postcolonial Anxiety and National Identity in "Train to Pakistan"
	SLO-2	Discussion on the style of Robins Nagangam	Discussion on motherhood and individualism	Analysis of the text	Analysis of the text	Presentation by students on postcolonial literature
<b>S-17</b>	SLO-1	Dilip Chitre's "Lost Images"	Grief and Deception in "A Temporary Matter"	Indian culture and Nationalism in "Hayavadana"	Multiple voices in "End in Imagination"	Power and Corruption in "Train to Pakistan"
	SLO-2	Discussion on Poet	Critical interpretation of the text	Psychoanalysis of the play	Critical interpretation of the text	Assignment on power and politics
<b>S-18</b>	SLO-1	Modernism in the poetry of Dilip Chitre	Theme of Alienation in "A Temporary Matter"	The portrayal of Hayavadana as a mirror of the society	Arundhati Roy as an Environmentalist	Honor and Heroism in "Train to Pakistan"

	SLO-2	Summary and analysis of "Lost Images"	Discussion on various themes	Discussion on various themes	Discussion on "God of Small things"	Discussion on gender and masculinity
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Learning Resources	7. Salman Rushdie, 'Commonwealth literature does not Exist,' in <i>Imaginary Homeland</i> (London: Granta Books, 1991) pp 61-70	10. Naik, M.K.ed., <i>Aspects of Indian Writing in English</i> . Delhi: Macmillan, 1979. Print<author>, <title>, <edition>, <publisher name>, <year of publication>
	8. Butler, Judith – <i>Gender trouble; Feminism and the subversion of Identity</i> . Linda j. Nicholson. New York: Routledge, 1990	11. <a href="http://www.forschungsnetzwerk.at/downloadpub/Feminism%20for%20Everyone.pdf">http://www.forschungsnetzwerk.at/downloadpub/Feminism%20for%20Everyone.pdf</a>
	9. Iyenger, K.R.S. <i>Indian Writing in English</i> . New Delhi: Sterling, 1985. Print.	12. <a href="https://epdf.pub/the-cultural-studies-reader.html">https://epdf.pub/the-cultural-studies-reader.html</a>

### Learning Assessment

Level	Bloom's Level of Thinking	Continuous Learning Assessment (50% weightage)								Final Examination (50% weightage)	
		CLA – 1 (10%)		CLA – 2 (10%)		CLA – 3 (20%)		CLA – 4 (10%) #			
		Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice
Level 1	Remember	30%	-	30%	-	30%	-	30%	-	30%	-
	Understand										
Level 2	Apply	40%	-	40%	-	40%	-	40%	-	40%	-
	Analyze										
Level 3	Evaluate	30%	-	30%	-	30%	-	30%	-	30%	-
	Create										
	Total	100 %		100 %		100 %		100 %		100 %	

# CLA – 4 can be from any combination of these: Assignments, Seminars, Tech Talks, Mini-Projects, Case-Studies, Self-Study, MOOCs, Certifications, Conf. Paper etc.,

### Course Designers

Experts from Industry	Experts from Higher Technical Institutions	Internal Experts
1.R. Harini, Cognizant, harini_ravi@yahoo.in	1Dr. K. Ganesh, Professor and Head, Madras Christian College, <a href="mailto:ganeshmckkrish@gmail.com">ganeshmckkrish@gmail.com</a>	1. Dr. Poonam, SRMIST
2.Panakal Heera Elizabeth, SRM IST, panakalheeraelizabeth@gmail.com	2 Dr. V. Bharathi Harishankar Professor and Head, University of Madras, <a href="mailto:omkarbharathi@gmail.com">omkarbharathi@gmail.com</a>	2. Dr. Ramya, SRMIST

Course Code	UEN20403J	Course Name	Modern, Postmodern, and Contemporary English Literature	Course Category	C	Professional Core	L	T	P	C
							4	0	4	6

Pre-requisite Courses	Nil	Co-requisite Courses	Nil	Progressive Courses	Nil
Course Offering Department	EFL	Data Book / Codes/Standards			

Course Learning Rationale (CLR):	The purpose of learning this course is to:	Learning	Program Learning Outcomes (PLO)
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CLR-1:	To delve into the historical and cultural context of modern and postmodern literature and their theoretical underpinning	1	2	3	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
CLR-2:	To understand the peculiarities of postmodern condition as represented in literature	Level of Thinking (Bloom)	Expected Proficiency (%)	Expected Attainment (%)	Disciplinary Knowledge of English Literature and Literary Studies	Analytical Reasoning	Problem Solving	Research Related Skills	Self-Directing Learning	Environment & Sustainability	Multicultural Competence	Values: moral and Ethical, Literary and Human	Critical Thinking	Digital Literacy	Sense of History	Communication Skills	Life Long Learning	P.S.O. 1	P.S.O. 2	P.S.O. 3
CLR-3:	To explore a great array of ideas present in the literary domain beyond the canonical texts																			
CLR-4:	To analyze the way the theories of modernism and postmodernism have been problematized in literature and art																			
CLR-5:	To deconstruct and question the metanarratives and study micronarratives with equal appreciation																			
CLR-6:	To interpret literary and cultural texts through critical theories																			

Course Learning Outcomes (CLO):	At the end of this course, learners will be able to:	Level of Thinking (Bloom)	Expected Proficiency (%)	Expected Attainment (%)	Disciplinary Knowledge of English Literature and Literary Studies	Analytical Reasoning	Problem Solving	Research Related Skills	Self-Directing Learning	Environment & Sustainability	Multicultural Competence	Values: moral and Ethical, Literary and Human	Critical Thinking	Digital Literacy	Sense of History	Communication Skills	Life Long Learning	P.S.O. 1	P.S.O. 2	P.S.O. 3
CLO-1:	Read the complex tenor of modern and postmodern texts independently and understand the dynamics of meaning making.	2	75	60	H	H	-	H	M	M	M	L	M	L	M	M	M	H	L	M
CLO-2:	Understand critical concepts and theories of modernism and postmodernism	2	80	70	H	H	-	H	M	M	M	L	M	L	M	M	M	M	L	M
CLO-3:	Interpret various literary and cultural texts in the light of the theoretical and critical arguments of modernism and postmodernism.	2	70	65	H	H	M	H	M	M	H	M	H	M	H	M	M	H	M	H
CLO-4:	Understand the intricacies in the politics of discourse, identity and power	2	70	70	H	H	H	H	M	M	H	M	H	L	H	H	M	H	L	H
CLO-5:	Develop the art of making discourse and problematizing concepts	2	80	70	M	H	H	H	M	M	M	M	H	L	M	M	M	H	L	M
CLO-6:	Develop critical thinking and questioning, discursive writing, alternative views on reality etc.	2	75	70	H	H	H	H	M	M	H	M	H	M	H	H	M	H	M	H

Duration (hour)	24	24	24	24	24
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S-1	SLO-1	From late Victorianism to the rise of modernism	Reading W.B Yeats- Sailing to Byzantium	Reading Robert Bridges- The Testament of Beauty	Reading Ted Hughes- The Thought Fox	Rewriting history as a postmodern technique
	SLO-2	Introduction to early modernism	Analysis of the poem	Interpretation of the text	Interpretation of the poem	Understanding the importance of history
S-2	SLO-1	Modernism in art and literature	Reading W.B Yeats- Sailing to Byzantium	Reading Robert Bridges- The Testament of Beauty	Critical Understanding of the poem	History and Imagination
	SLO-2	Overview of various modernist artistic and literary movements	Analysis of the poem	Interpretation of the text	Themes and style of Hughes	Deconstruction of history
S-3	SLO-1	Art as literature/ literature as art	Yeats as a late romantic poets	Bridges as a late Victorian	Literary elements used in Hughes	Introduction to metafiction
	SLO-2	Literariness of art	Symbolism in modern poetry with special reference to Yeats' Poetry	Bridges as early modern classicist	Imagination and representation	Fundamentals of Historiography
S-4	SLO-1	Art and literature as the representation of modern life	Yeats as an early modern	Difference between early Victorian and late Victorian poetry	Animal symbols in Hughes' poetry	Historiographic metafiction
	SLO-2	Literature as criticism of life and art	History, Myth and modern poetry with reference to Yeats	Changing of human nature and consciousness with the onset of modernism	Postmodern elements in Hughes poetry	Historical fiction as different from Historiographic metafiction
S-5	SLO-1	Analysis of " Modern times"	Comparing Byzantium with Tennyson's Ulysses and Keats Grecian Urn	Reading Sassoon- Suicide in the Trenches	Student presentation on Aesthetics of modern poetry	Examples of Historiographic metafiction
	SLO-2	Analysis of " Modern times"	Discussion on Yeats's journey to another world	Critical analysis of the poem	Student Presentation on various themes in modern poetry	Tradition of Historical writing in English
S-6	SLO-1	Discussion on the issues and problems in modern life	Reading T S Eliot's The Hollow men	Reading Sassoon- Aftermath	Reading Sylvia Plath- Lady Lazarus	Critical reading Hilary Mantel- Wolf Hall
	SLO-2	Analyze the changing pattern in modern life	Analysis of the poem	Critical analysis	Analysis of the poem	Critical interpretation Hilary Mantel- Wolf Hall
S-7	SLO-1	Understand the riddles in modern art	Reading T S Eliot's The Hollow men	Trench Poetry- introduction	Subversion of the stereotype	Critical reading Hilary Mantel- Wolf Hall
	SLO-2	Find the difference between the impressionistic and modern art	Analysis of the poem	Sassoon as a Trench poet	Suffering, resistance and beyond	Self interpretation of Hilary Mantel- Wolf Hall
S-8	SLO-1	Understand the meaning of the text	Allusions and References in Eliot's poetry	War and its consequence	Feministic elements in Plath	Critical interpretation of Hilary Mantel- Wolf Hall
	SLO-2	Appreciate the de-familiarization effects of modern literary text	Myth-literature and intertextuality	War and poetic consciousness	Psychoanalytical study of Plath's poetry	Critical reading Hilary Mantel- Wolf Hall
S-9	SLO-1	Reading Peter Childs- "Modernism"	Discussion on the socio-political condition	Reading W.H Auden's – The Unknown citizen	Reading Philip Larkin's Deception	Theme of Identity in mantel
	SLO-2	Analyzing Peter Childs- "Modernism"	Modernity and meaninglessness in life	Critical analysis of the poem	Reading Philip Larkin's Deception	Rule of the church and Politics during the time of Henry VIII
S-10	SLO-1	Reading Peter Childs- "Modernism"	Reading Ezra Pound's In a station of the metro	Comparative study of Bridge Sassoon and Auden	Reading Philip Larkin's Deception	Open discussion
	SLO-2	Analyzing Peter Childs- "Modernism"	Analysis of the poem	Finding difference and commonality among them	Postmodern elements in Larkin's poetry	Art of questioning to various statements
S-11	SLO-1	Reading Clement Greenberg- "Modernism and Postmodernism"	Haiku, its influence on Pound	Reading the poets in the light of modernism	Understanding the absurdity of modern life	Discussion in groups and pairs on the age of Cromwell
	SLO-2	Analysing Clement Greenberg- "Modernism and Postmodernism"	Analysis of modern living condition in metro	Find Modernist elements in Bridge, Sassoon and Auden	Discussion on The myth of Sysipus	Cross questioning and clarification
S-12	SLO-1	Reading Greenberg's distinction	Imagism, an introduction	Analysis of G B Shaw's St. Joan to know the background history of Joan	Reading Beckett's Endgame	Preparation of power point
	SLO-2	Comparison of Greenberg with other modern theorist	Imagistic element in Pound	Historical background of the play	Reading Beckett's Endgame	Student presentation
S-13	SLO-1	Discussion on Greenberg's ideas	Discussion on life without substance in the burgeoning metropolitan world	Reading St. Joan	Reading Beckett's Endgame	Critical reading Howard Jacobson- The Finkler Question
	SLO-2	Self-Interpretation of Greenberg's Postmodernism	Understanding the vacuum in modern life through discussion	Analysis of St. Joan scene wise	Reading Beckett's Endgame	Critical interpretation Howard Jacobson- The Finkler Question
S-14	SLO-1	Reading Jean- Francois Lyotard- "What is Postmodernism?"	Reading Stephen Spender- An Elementary school Classroom in a slum	Point of view and style	Teleology of absurdity	Critical reading Howard Jacobson- The Finkler Question
	SLO-2	Reading and interpretation	Interpretation	Analysis of Shaw's Historical sense	The waiting with and without a proper structure/ its aesthetics	Self interpretation of Howard Jacobson- The Finkler Question



S-15	SLO-1	Analysis of Lyotard in comparison with Greenberg	Reading Stephen Spender- An Elementary school Classroom in a slum	G B Shaw's irony	Idea on the theatre of anger	Critical interpretation of Howard Jacobson- <i>The Finkler Question</i>
	SLO-2	Reading the distinctiveness of Lyotard's ideas of Postmodernism	Interpretation of the poem	Sha's views on the saints and miracles	Osborn's new style	Critical reading Howard Jacobson- <i>The Finkler Question</i>
S-16	SLO-1	Reading Terry Eagleton- "Capitalism Modernism and Postmodernism"	Modernism in Spender	Discussion on Shaw's epilogue	Reading Osborn's <i>The Entertainer</i>	Howard Jacobson- <i>The Finkler Question</i> as a postmodern novel
	SLO-2	Analyze Terry Eagleton- "Capitalism Modernism and Postmodernism"	Changing nature and social structure in the growing world	The relevance of epilogue in modern play	Reading Osborn's <i>The Entertainer</i>	Locating the problematisation of postmodernism in the novel
S-17	SLO-1	Reading Terry Eagleton- "Capitalism Modernism and Postmodernism"	Reading Stephen Spender- An Elementary school Classroom in a slum	Reading Gaham Greene's <i>The Power and Glory</i>	Reading Osborn's <i>The Entertainer</i>	Question of Jewish Identity
	SLO-2	Analyze Terry Eagleton- "Capitalism Modernism and Postmodernism"	Reading Stephen Spender- An Elementary school Classroom in a slum	Reading Gaham Greene's <i>The Power and Glory</i>	Reading Osborn's <i>The Entertainer</i>	Politics of identity in the postmodern time
S-18	SLO-1	Understand and analyze "postmodern condition" in relation to "capitalism" and Jameson's "late capitalism"	Reading Stephen Spender- An Elementary school Classroom in a slum	Reading Gaham Greene's <i>The Power and Glory</i>	Reading Harold Pinter <i>Betrayal</i>	Idea of failed relationship
	SLO-2			Reading Gaham Greene's <i>The Power and Glory</i>	Reading Harold Pinter <i>Betrayal</i>	Relationship and power politics
S-19	SLO-1	Understanding the new socio-political order	Reading Stephen Spender- An Elementary school Classroom in a slum	Understanding power and glory	Reading Harold Pinter <i>Betrayal</i>	Open discussion
	SLO-2	Understanding the end of History and the death of metanarratives	Reading Stephen Spender- An Elementary school Classroom in a slum	Idea of forgiveness	Harold Pinter's dramatic style and technique	Art of questioning to various statements
S-20	SLO-1	Reading Jean Baudrillard- "Simulacra and Simulation"	Reading Stephen Spender- An Elementary school Classroom in a slum	Idea of Politics and religion	Pinter's drama as a variation of absurd theatre	Discussion in groups and pairs on Jewish identity
	SLO-2	Interpreting Jean Baudrillard "Simulacra and Simulation"	Reading Stephen Spender- An Elementary school Classroom in a slum	Psychoanalysis and Dream consciousness	Silence into art form and silence as art	questioning and clarification
S-21	SLO-1	Reading Jean Baudrillard- "Simulacra and Simulation"	Modernism in Synge	Reading Lawrence's <i>Sons and Lovers</i>	Introduction to Campus novel	Critical reading Julian Barnes- <i>The Noise of Time</i>
	SLO-2	Interpreting Jean Baudrillard- "Simulacra and Simulation"	Images of Modern life/ social condition, changing values in Synge's drama	Reading Lawrence's <i>Sons and Lovers</i>	Academic world as a narrative plot	Critical interpretation Julian Barnes- <i>The Noise of Time</i>
S-22	SLO-1	Interpretation of the Hyperreal in the mediums of representation	Critical Reading Thomas Hardy's <i>Mayor of Casterbridge</i>	Reading Lawrence's <i>Sons and Lovers</i>	Reading Malcom Bradbury's <i>The History man</i>	Critical reading Julian Barnes- <i>The Noise of Time</i>
	SLO-2	Examples of Hyperreal in literature and new media	Critical Reading Thomas Hardy's <i>Mayor of Casterbridge</i>	Reading Lawrence's <i>Sons and Lovers</i>	Reading Malcom Bradbury's <i>The History man</i>	Self interpretation of Julian Barnes- <i>The Noise of Time</i>
S-23	SLO-1	Reading Umberto Eco- <i>Cult, Movies and Intertextual collage</i>	Critical Reading Thomas Hardy's <i>Mayor of Casterbridge</i>	Understanding the intricacies of love and marriage	<i>Introduction to Experimental Novels</i>	Philosophy of and for modern time
	SLO-2	Analysis and comparison (postmodern poetics)	Hardy as a modernist writer	Human passion and suffering and grief	Experimental Novels as a postmodern genre	Role of power courage, ability and destiny
S-24	SLO-1	Intertextuality in literature	Nature, Destiny and human life	Women rights	Reading Zadie Smith- <i>N-Z</i>	Art and Music in <i>The Noise of Time</i>
	SLO-2	Film as new popular culture/ Intertextual vs architextual	Uncertainty as a modern condition as represented in Hardy	Nature vs industrialism	<i>N-Z</i> as a postmodern novel	Family, Love and resistance in Julian Barnes- <i>The Noise of Time</i>

Learning Resources	1. Mark Currie. <i>Postmodern Narrative Theory</i> . London: Palgrave, 1998. 2. Chin, Daryl. "From Popular to Pop. The Arts in/of Commerce: Mass Media and the New Imagery." <i>Performing Arts Journal</i> 13.1 (Jan., 1991): 5-20 3. Barker, Chris. <i>Cultural Studies: Theory and Practice</i> . 3rd ed. London: Sage, 2007. 4. Hutcheon, Linda. <i>The Poetics of Postmodernism: History theory and Fiction</i> . New York: Routledge, 1990.	5. Huyssen, Andreas. <i>After the Great Divide. Modernism, Mass Culture, Postmodernism</i> . Bloomington: Indiana UP, 1986. 6. Jameson, Fredric. <i>Postmodernism, or, the Cultural Logic of Late Capitalism</i> . Durham: Duke UP, 1991. 7. Bradbury, Malcolm, & James McFarlane (eds.), <i>Modernism: A Guide to European Literature 1890-1930</i> (Penguin "Penguin Literary Criticism" series, 1978).



Level	Blooms Level of Thinking	Continuous Learning Assessment (50% weightage)								Final Examination (50%weightage)	
		CLA-1 (10%)		CLA-2 (10%)		CLA-3 (20%)		CLA-4 (10%)			
		Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice
1	Remember Understand	20%	20%	15%	15%	15%	15%	15%	15%	15%	15%
2	Apply Analyze	20%	20%	20%	20%	20%	20%	20%	20%	20%	20%
3	Evaluate Create	10 %	10 %	15%	15 %	15%	15 %	15%	15 %	15%	15 %
	Total	100 %		100 %		100 %		100 %		100 %	

# CLA – 4 can be from any combination of these: Assignments, Seminars, Tech Talks, Mini-Projects, Case-Studies, Self-Study, MOOCs, Certifications, Conf. Paper etc.,

Course Designers		
Experts from Industry	Experts from Higher Technical Institutions	Internal Experts
1.R. Harini, Cognizant, harini_ravi@yahoo.in	1Dr. K. Ganesh, Professor and Head, Madras Christian College, <a href="mailto:ganeshmckrish@gmail.com">ganeshmckrish@gmail.com</a>	1.Dr Narayan Jena, Asst. Prof. EFL, SRMIST, Kattankulathur
2.Panakal Heera Elizabeth, SRM IST, panakalheeraelizabeth@gmail.com	2 Dr. V. Bharathi Harishankar Professor and Head, University of Madras, <a href="mailto:omkarbharathi@gmail.com">omkarbharathi@gmail.com</a>	2. Dr. S. Ramya, Asst. Prof. EFL, SRMIST, Kattankulathur

Course Code	UEN20S03T	Course Name	Grammar, Usage and Writing	Course Category	S	Skill Enhancement Course	L	T	P	C
							2	0	0	2

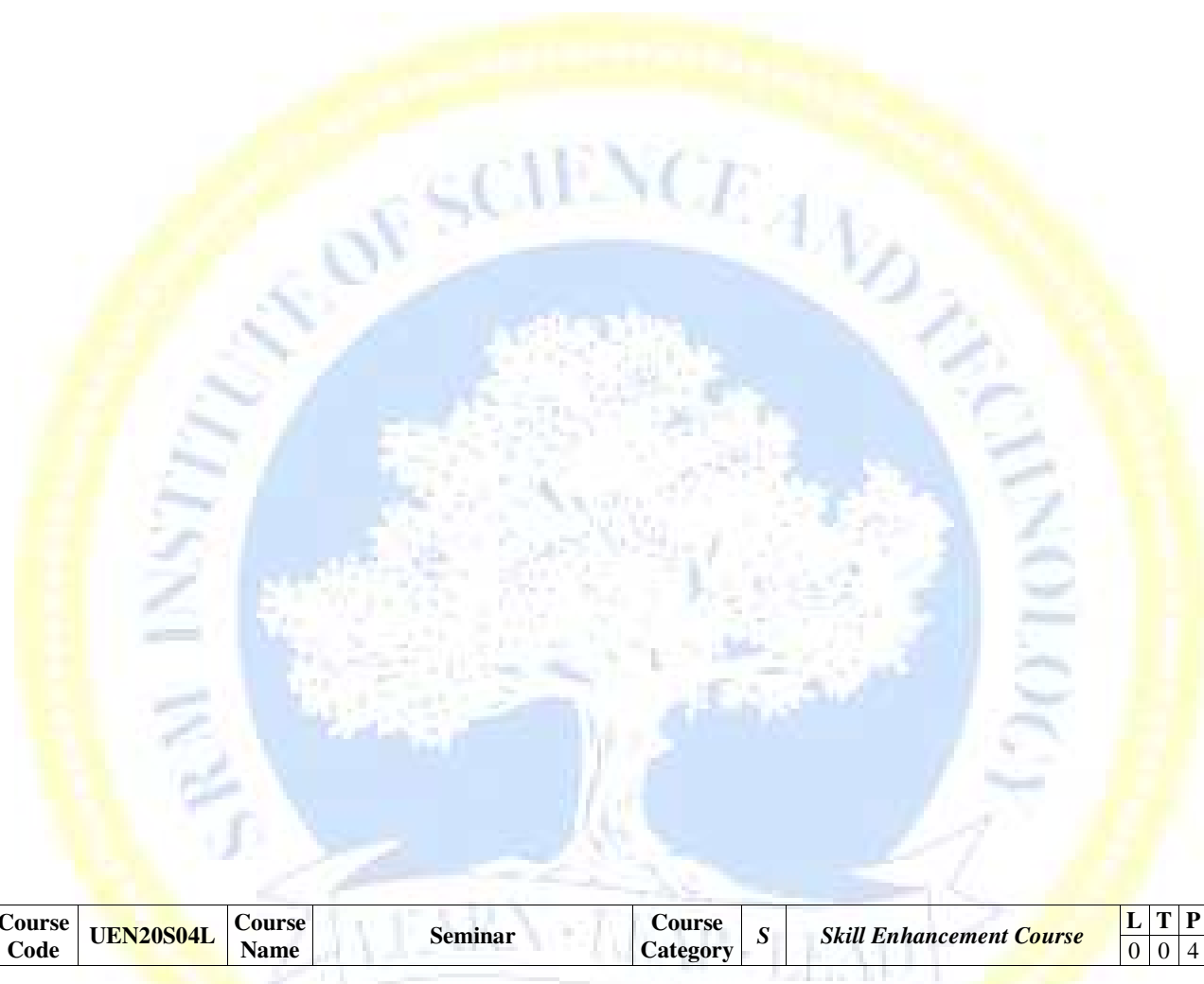
Course Learning Rationale (CLR):		The purpose of learning this course is to:			Learning			Program Learning Outcomes (PLO)															
CLR-1:	Familiarize students with different rhetorical functions of scientific English	Level of Thinking (Bloom)	Expected Proficiency (%)	Expected Attainment (%)	1	2	3	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
CLR-2:	Inculcate the habit of writing leading to effective and efficient communication				Disciplinary Knowledge of English Literature and Literary Studies	Analytical Reasoning	Problem Solving	Research Related Skills	Self-Directing Learning	Environment & Sustainability	Multicultural Competence	Values: moral and Ethical, Literary and Human	Critical Thinking	Digital Literacy	Sense of History	Communication Skills	Life Long Learning	P.S.O. 1	P.S.O. 2	P.S.O. 3			
CLR-3:	Develop learners able to recognize and understand the meaning of targeted grammatical structures in written and spoken form																						
CLR-4:	Build an elementary understanding of form, meaning and use in varied academic and discourse settings																						
CLR-5:	Master the mechanics of writing; the use of correct punctuation marks and capital letters																						
CLR-6:	Make meaningful connection between the grammar being introduced and how it works in the writing																						
Course Learning Outcomes (CLO):		At the end of this course, learners will be able to:																					
CLO-1:	Write effectively and persuasively and produce different types of writing such as narration, description, exposition and argument as well as creative, critical, analytical and evaluative writing.	3	80	75	-	-	-	-	H	M				-	H	H		H	H				
CLO-2:	Demonstrate consistent and appropriate language use in extended conversations and discussions.	3	85	80	-	-	-	-		H	M			-		M	H		H	H			
CLO-3:	Transfer their knowledge of the structure of English into effective, concise and grammatically correct longer types of writing such as multi-paragraph academic essays and personal journals.	3	85	80	-	-	-	-		H	M			-		M	H		H	H			
CLO-4:	Write cohesively and coherently and flawlessly avoiding grammatical errors, using a wide range of vocabulary.	3	75	70	-	-	-	-		H	M			-		M	H		H	H			
CLO-5:	Expand their basic understanding of form, meaning, and use in longer discourse settings including academic discourse, and self-edit their oral and written production	3	85	80	-	-	-	-		H	M			-		M	H		H	H			
CLO-6:	Write paragraphs and essays which use targeted grammar structures and various rhetorical modes.	3	85	80	-	-	-	-		H	M			-		H	M		H	H			

[illegible]

<b>Learning Resources</b>	<ol style="list-style-type: none"> <li>1. Wood, F.T., rev. Flavell, R.H. &amp; Flavell, L.M., Current English Usage, E.L.B.S.</li> <li>2. O'Driscoll, J., Penguin Advanced Writing Skills, Penguin</li> <li>3. Collins Cobuild English Language Dictionary, ed. Gwyneth Fox, Rosamund Moon &amp; Penny Stock.</li> </ol>	<ol style="list-style-type: none"> <li>4. Leech, G., A Communicative Grammar of English, E.L.B.S.</li> <li>5. Kane, T.S., The Oxford Guide to Writing, O.U.P.</li> </ol>
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# CLA – 4 can be from any combination of these: Assignments, Seminars, Short Talks, Mini-Projects, Case-Studies, Self-Study, MOOCs, Certifications, Conf. Paper etc.,

2.Panakal Heera Elizabeth, SRM IST, panakalheeraelizabeth@gmail.com	2 Dr. V. Bharathi Harishankar Professor and Head, University of Madras, <a href="mailto:omkarbharathi@gmail.com">omkarbharathi@gmail.com</a>	2. Dr. Sukanya Saha, Asst. Prof. EFL, SRMIST, Kattankulathur
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Course Code	UEN20S04L	Course Name	Seminar	Course Category	S	Skill Enhancement Course	L	T	P	C
							0	0	4	2

- The course is solely a practice based internal course with an objective to enhance critical thinking, academic intelligence, deep reading and researching skills of the students.
- It is completely a student centric course, where every student has the right to choose 4 topics in the area of his/her interest from literature or its allied domains and students will be asked to prepare Four seminar papers each, being guided by the course instructor. Finally, they will present the critical ideas in the seminar. The ideas will be open for discussion.
- The students will be encouraged to do meticulous and ethical research by using technological tools.
- The department will constitute a committee to continuously assess the students and to give feedback for further improvement.
- The committee will assess student's Subject knowledge, critical analysis, language articulation, referencing and academic integrity.

Learning Assessment					
Level	Bloom's Level of Thinking	Continuous Learning Assessment (100% weightage)			
		CLA – 1 (20%)	CLA – 2 (20%)	CLA – 3 (30%)	CLA – 4 (30%) #
		Practice	Practice	Practice	Practice

Level 1	Remember	10%	10%	30%	15%
	Understand				
Level 2	Apply	50%	50%	40%	50%
	Analyze				
Level 3	Evaluate	40%	40%	30%	35%
	Create				
Total		100 %	100 %	100 %	100 %

**# As there is no semester examination (External) for this paper, the cumulative marks awarded through continuous comprehensive evaluations throughout the semester will be taken into account for student's gradation.**





Course Code	UJK20401T	Course Name	Professional Skills	Course Category	-JK	Life Skill Course	L	T	P	C
							2	0	0	2

Pre-requisite Courses	Nil	Co-requisite Courses	Nil	Progressive Courses	Nil
Course Offering Department	Career Development Centre	Data Book / Codes/Standards	-		

Course Learning Rationale (CLR):	The purpose of learning this course is to:	Learning			Program Learning Outcomes (PLO)														
CLR-1	expose students to the requirements of job market	1	2	3	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
CLR-2	develop resume building practice																		
CLR-3	increase efficiency in speaking during group discussions																		
CLR-4	prepare students for job interviews																		
CLR-5	instill confidence in students and develop skills necessary to face audience																		
CLR-6	develop speaking and presentation skills in students																		
Course Learning Outcomes (CLO):	At the end of this course, learners will be able to:	Level of Thinking (Bloom)	Expected Proficiency (%)	Expected Attainment (%)	Fundamental Knowledge	Application of Concepts	Link with Related Disciplines	Procedural Knowledge	Skills in Specialization	Ability to Utilize Knowledge	Skills in Modeling	Analyze, Interpret Data	Investigative Skills	Problem Solving Skills	Communication Skills	Analytical Skills	ICT Skills	Professional Behavior	Life Long Learning
CLO-1	understand the importance of resume preparation and build resume	3	80	70	M	M	L	L	M	H	-	-	-	M	H	L	H	H	H
CLO-2	acquire group discussion skills	3	85	75	M	M	L	L	M	H	-	-	-	M	H	L	H	H	H
CLO-3	face interviews confidently	3	85	80	M	M	L	L	M	H	-	-	-	M	H	L	H	H	H
CLO-4	Ask appropriate questions during an interview	3	85	80	M	M	L	L	M	H	-	-	-	M	H	L	H	H	H
CLO-5	understand various types of presentation and use presentation skills in projects	3	85	80	M	M	L	L	M	H	-	-	-	M	H	L	H	H	H
CLO-6	build confidence during any presentation	3	85	80	M	M	L	L	M	H	-	-	-	M	H	L	H	H	H

Duration (hour)		6	6	6	6	6
S-1	SLO-1	Introduction of resume and its importance	Meaning and methods of group discussion	Meaning and types of interview (face to face, telephonic, video)	Types - Informative, Instructional, Arousing, Persuasive, Decision-making	PowerPoint presentation–body language and stage etiquettes
	SLO-2	Difference between a CV, Resume and Bio Data	Procedure of group discussion	Dress code, background research	Structure of a presentation – Introduction of the event, Introducing the speaker, vote of thanks	PowerPoint presentation–body language and stage etiquettes
S-2	SLO-1	Essential components of a good resume, common errors people make while preparing a resume	Group discussion – simulation	STAR Technique (situation, task, approach and response) for facing an interview	Working with audience – ice-breaking, Creating a 'Plan B',	PowerPoint presentation–practice session
	SLO-2	Resume building format	Group discussion – common errors	Interview procedure (opening, listening skills, closure, asking questions)	Getting the audience in the mood, working with emotions,	PowerPoint presentation–practice session
S-3	SLO-1	Resume building using templates	Group discussion – types – Topic based	Important questions generally asked in an interview	Improvisation and unprepared presentations, man-woman view, feedback – appreciation and critique	PowerPoint presentation–practice session
	SLO-2	Resume building using templates	Group discussion – types – Case study based	Important questions generally asked in an interview	Improvisation and unprepared presentations, man-woman view, feedback – appreciation and critique	PowerPoint presentation–practice session
S-4	SLO-1	Resume building activity	Group discussion – practice session- Topic based	Mock interview – face to face	Power point presentation, skit, drama, dance, mime, short films and documentary – Dos and Don'ts	PowerPoint presentation–practice session
	SLO-2	Resume building activity - Feedback	Group discussion - Feedback	Mock interview- Feedback	Power point presentation, skit, drama, dance, mime, short	PowerPoint presentation–practice session

					films and documentary – Dos and Don'ts	
S-5	SLO-1	Video resume – Tips and tricks	Group discussion – practice session- Topic based	Mock interview - face to face	PowerPoint presentation – content preparation	PowerPoint presentation–practice session
	SLO-2	Video resume – Do's and Don'ts	Group discussion - Feedback	Mock interview - Feedback	PowerPoint presentation–logical arrangement of content	PowerPoint presentation–practice session
S-6	SLO-1	Video resume – Templates	Group discussion – practice session- Case study based	Mock interview - face to face	PowerPoint presentation–using internet source, citations, bibliography	PowerPoint presentation–practice session
	SLO-2	Video resume – Templates	Group discussion - Feedback	Mock interview- Feedback	PowerPoint presentation–using internet source, citations, bibliography	PowerPoint presentation–practice session

Learning Resources	1. Scott Bennett, <i>The Elements of Resume Style: Essential Rules for Writing Resumes and Cover Letters That Work</i> , AMACOM, 2014	4. Paul Newton, <i>How to deliver a presentation</i> ; e-book
	2. David John, <i>Tricks and Techniques of Group Discussions</i> , Arihant, 2012	5. Eric Garner, <i>A-Z of Presentation</i> , Eric Garner and Ventus Publishing ApS, 2012, bookboon.com
	3. Singh O.P., <i>Art of Effective Communication in Group Discussion and Interview</i> , S Chand & Company, 2014	

Learning Assessment					
Level	Bloom's Level of Thinking	Continuous Learning Assessment (100% weightage)			
		CLA-1 (20%)	CLA-2 (20%)	CLA-3 (30%)	CLA-4 (30%) ##
		Theory	Theory	Theory	Theory
Level 1	Remember	10%	10%	30%	15%
	Understand				
Level 2	Apply	50%	50%	40%	50%
	Analyze				
Level 3	Evaluate	40%	40%	30%	35%
	Create				
	Total	100 %	100 %	100 %	100 %

# CLA-1, CLA-2 and CLA-3 can be from any combination of these: Online Aptitude Tests, Classroom Activities, Case Studies, Poster Presentations, Power-point Presentations, Mini Talks, Group Discussions, Mock interviews, etc.

## CLA – 4 can be from any combination of these: Assignments, Seminars, Short Talks, Mini-Projects, Case-Studies, Self-Study, MOOCs, Certifications, Conf. Paper etc.,

Course Designers		
Experts from Industry	Experts from Higher Technical Institutions	Internal Experts
1. Ajay Zener, Director, Career Launcher	-	1. Mr Priyanand, Assistant Professor, CDC, E&T, SRMIST
		2. Ms Sindhu Thomas, Head in charge, CDC, FSH, SRMIST
		3. Ms Mahalakshmi, Assistant Professor, CDC, FSH, SRMIST

# SEMESTER V

Course Code	UEN20501T	Course Name	Indian Aesthetic Theory	Course Category	C	Professional Core	L	T	P	C
							4	2	0	6

Pre-requisite Courses	Nil	Co-requisite Courses	Nil	Progressive Courses	Nil
Course Offering Department	EFL	Data Book / Codes/Standards			

Course Learning Rationale (CLR):	The purpose of learning this course is to:	Learning	Program Learning Outcomes (PLO)
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CLR-1 :	emphasize Indian aesthetics through Indian culture and tradition	1	2	3	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
CLR-2 :	delve into the philosophical foundations of Indian aesthetic tradition																			
CLR-3 :	emphasize the critical view of art forms																			
CLR-4 :	introduce different art forms																			
CLR-5 :	develop knowledge about aesthetic theories and theorists																			
CLR-6 :	show the practical roots of the selected theories by illustrating their application in diverse art forms																			

Course Learning Outcomes (CLO):	At the end of this course, learners will be able to:	Level of Thinking (Bloom)	Expected Proficiency (%)	Expected Attainment (%)	Disiplinary Knowledge or English Literature and Literary	Analytical Reasoning	Problem Solving	Research Related Skills	Self-Directing Learning	Environment & Sustainability	Multicultural Competence	Values: moral and Ethical, Literacy and Human	Critical Thinking	Digital Literacy	Sense of History	Communication Skills	Life Long Learning	P.S.O.1	P.S.O.2	P.S.O.3
CLO-1 :	Extend the knowledge on Indian culture and tradition	3	80	70	L	H	H	L	L	-	-	-	M	L	-	H	-	M	L	M
CLO-2 :	Build philosophical understanding of Indian aesthetics	3	85	75	M	H	L	M	L	-	-	-	M	L	-	H	-	M	-L	L
CLO-3 :	Learn to view the art forms through critics' lens	3	75	70	M	H	M	H	L	-	-	-	M	L	-	H	-	M	-L	M
CLO-4 :	Extend the knowledge on different art forms	3	85	80	M	H	M	H	L	-	-	-	M	L	-	H	-	L	-M	M
CLO-5 :	Understand aesthetic theories and theorists	3	85	75	H	H	M	H	L	-	-	-	M	L	-	H	-	L	-M	M
CLO-6 :	Understand the application of theories on art forms	3	80	70	L	H	-	H	L	-	-	-	L	L	-	H	-	L	-M	M

Duration (hour)	18	18	18	18	18
S-1	SLO-1 Indian aesthetics - Introduction	Dhvani – Introduction	Alankara – an introduction	Auchitya – an introduction	Introducing Western Aesthetics
	SLO-2 Discussion on tradition, culture and art	Dhvani – Introduction	Alankara – an introduction	Meanings and different interpretations	Introducing Western Aesthetics
S-2	SLO-1 Art of Dance, music and painting	Explaining Dhvani as the philosophy of aesthetic suggestion	Definition and types	Auchitya as unification	Aristotle's Mimetic art
	SLO-2 Discussion with samples	Discussion on the same	Discussion on the same	Discussion on unification of diverse elements	Discussion on the same
S-3	SLO-1 Art of sculpture and architecture	Explaining Dhvani as the philosophy of aesthetic suggestion	Alankara in Indian classical music	Auchitya as unification	Aristotle's Mimetic art
	SLO-2 Discussion with pictorial samples	Discussion on the same	Concept of ornament, decoration	Discussion on unification of diverse elements	Discussion on the same
S-4	SLO-1 Art of poetics in literature	Exploring suggestive meaning	Alankara in Purandara Das' ragas and talas	Interdependence of sabda and arta	Discussion on Emotions and Catharsis
	SLO-2 Discussion with samples	Discussion with suitable samples	Listening to the samples	Discussion on the same	Reading with examples
S-5	SLO-1 Introduction to different schools of aesthetics	Exploring suggestive meaning	Explaining as expression through adornment	Interdependence of sabda and arta	Discussion on Emotions and Catharsis
	SLO-2 Rasa, Dhvani, Alankara, Auchitya and Riti	Discussion with suitable samples	Discussion on the same	Discussion on the same	Reading with examples
S-6	SLO-1 Rasa theory - introduction	Discussing suggestive elements	Discussion on Sabdalamkara	Analysing Auchitya with examples	Abinavagupta and I. A. Richards
	SLO-2 Rasa theory - introduction	Exploring with suitable samples	With suitable samples	Practicing samples	Comparative study
S-7	SLO-1 Nava Rasa - introduction	Discussing suggestive elements	Discussion on Sabdalamkara	Analysing Auchitya with examples	Abinavagupta and I. A. Richards
	SLO-2 Nava Rasa - explanation	Exploring with suitable samples	With suitable samples	Practicing samples	Comparative study
S-8	SLO-1 Sringara and hasya - discussion	Justifying the need of Prathibha	Discussion on Arthalamkara	Riti - Introduction	Finding 'karuna' in Shakespeare's <i>Romeo and Juliet</i>
	SLO-2 Discussion with visual and pictorial examples	With reference to Krishna's words in Bhagavat Gita	With suitable samples	Riti - Introduction	Discussion on the excerpts
S-9	SLO-1 Sringara and hasya - discussion	Justifying the need of Prathibha	Discussion on Arthalamkara	Riti as formless indeterminate essence	Finding 'karuna' in Shakespeare's <i>Romeo and Juliet</i>
	SLO-2 Discussion with visual and pictorial examples	With reference to Krishna's words in Bhagavat Gita	With suitable samples	Riti as formless indeterminate essence	Discussion on the excerpts
S-10	SLO-1 Karuna and Vira	Conflicting statements in Dwani	Explaining Upama (simile)	Riti as soul of kaviya	Finding 'karuna' in Shakespeare's <i>Romeo and Juliet</i>
	SLO-2 Discussion with visual examples	Reference link <a href="http://sreekumarenglishliterature.blogspot.com/2016/10/rasa-dhwani-and-auchityasome-additional.html">http://sreekumarenglishliterature.blogspot.com/2016/10/rasa-dhwani-and-auchityasome-additional.html</a>	Discussing with examples	Riti as soul of kaviya	Discussion on the excerpts
S-11	SLO-1 Karuna and Vira	Aspects of Dhvani - discussion	Explaining Rupaka (Metaphor)	Bridging the concept of riti and athma	'Bayanaka' in 'The Hawk in the Rain'
	SLO-2 With reference to the movie 'The World of Apu' by Satyajit Ray	Abhidha, Lakshana and Vyanjana	Discussing with examples	Discussion on the same	Discussion on the poem
S-12	SLO-1 Raudra and bibhastha	Explaining 'Abhidha' as denotation	Explaining Dipaka (pun)	Riti as mode of expression	'Bayanaka' in 'The Hawk in the Rain'
	SLO-2 Discussion with visual and pictorial examples	Discussion with examples	Discussing with examples	Discussion with examples	Discussion on the poem

	SLO-1	Raudra and bibhata	Explaining 'Laksana' as implication	Explaining Dipaka (pun)	Riti as mode of expression	'Bayanaka' in 'The Hawk in the Rain'
S-13	SLO-2	Discussion with visual and pictorial examples	Discussion with examples	Discussing with examples	Discussion with examples	Discussion on the poem
	SLO-1	Bhayanaka and adbhuta	Explaining 'Vyanjana' as suggestion	Explaining Yamaka (pun)	Riti as style and method of poetry	Alamkara, Auchitya and Riti in Christina Rossetti's 'Goblin Market'
S-14	SLO-2	Discussion with visual and pictorial examples	Discussion with examples	Discussing with examples	Riti as style and method of poetry	Discussion on the same
	SLO-1	Bhayanaka and adbhuta	Connotation and Denotation of Dhvani	Excerpts from Bhamaha's <i>Kavyalamkara</i>	Riti as style and method of poetry	Alamkara, Auchitya and Riti in Christina Rossetti's 'Goblin Market'
S-15	SLO-2	With reference to Aranya Kanda in <i>Ramayana</i>	Meghasandesha passage, "I am Rama. I can understand everything"	Discussion on the same	Riti as style and method of poetry	Discussion on the same
	SLO-1	Bhayanaka and adbhuta	Connotation and Denotation of Dhvani	Excerpts from Bhamaha's <i>Kavyalamkara</i>	Testing students' perceptions	Alamkara, Auchitya and Riti in Christina Rossetti's 'Goblin Market'
S-16	SLO-2	With reference to Aranya Kanda in <i>Ramayana</i>	Meghasandesha passage, "I am Rama. I can understand everything"	Discussion on the same	Discussion on the same	Discussion on the same
	SLO-1	Santa rasa	Dhwani for rejuvenation	Compiling and referring to Maduraikandam	Testing students' perceptions	Student's presentation
S-17	SLO-2	Discussion with visual and pictorial examples	Analysis on Dhvani for rejuvenation	Discussion on the same	Discussion on the same	Discussion on the same
	SLO-1	Santa rasa	Overall discussion	Compiling and referring to Maduraikandam	Testing students' perceptions	Student's presentation
S-18	SLO-2	Discussion with visual and pictorial examples	Testing students' observation	Discussion on the same	Discussion with examples	Student's presentation

Learning Resources	1. Arun, Neeraj, Rakesh Saraswat, and Bharata Muni. <i>A Practical Guide to Indian Aesthetics</i> . New Delhi: Creative, 2009. Print.	3. Pandeya, Kanticaandra. <i>Comparative Aesthetics</i> . Varanasi: Chowkhamba, 1959. Print.
	2. Misra, Vidyanivasa, and Girishwar Misra. <i>Foundations of Indian Aesthetics</i> . Gurgaon, India: Shubhi Publications, 2008. Print.	4. Seturaman, V. S. <i>Indian Aesthetics: An Introduction</i> . Madras: Macmillan India, 1992. Print.

Learning Assessment											
Level	Bloom's Level of Thinking	Continuous Learning Assessment (50% weightage)								Final Examination (50% weightage)	
		CLA – 1 (10%)		CLA – 2 (10%)		CLA – 3 (20%)		CLA – 4 (10%) #			
		Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice
Level 1	Remember	30%	-	30%	-	30%	-	30%	-	30%	-
	Understand										
Level 2	Apply	40%	-	40%	-	40%	-	40%	-	40%	-
	Analyze										
Level 3	Evaluate	30%	-	30%	-	30%	-	30%	-	30%	-
	Create										
	Total	100 %		100 %		100 %		100 %		100 %	

# CLA – 4 can be from any combination of these: Assignments, Seminars, Tech Talks, Mini-Projects, Case-Studies, Self-Study, MOOCs, Certifications, Conf. Paper etc.,

Course Designers		
Experts from Industry	Experts from Higher Technical Institutions	Internal Experts
1.R. Harini, Cognizant, harini_ravi@yahoo.in	1Dr. K. Ganesh, Professor and Head, Madras Christian College, <a href="mailto:ganeshmckkrish@gmail.com">ganeshmckkrish@gmail.com</a>	K Ezhil, SRMIST, <a href="mailto:ezhil@srmist.edu.in">ezhil@srmist.edu.in</a>
2.Panaka Heera Elizabeth, SRM IST, panakalheeraelizabeth@gmail.com	2 Dr. V. Bharathi Harishankar Professor and Head, University of Madras, <a href="mailto:omkarbharathi@gmail.com">omkarbharathi@gmail.com</a>	Dr Sukanya Saha, SRMIST



Course code	UEN20D03T	Course Name	Postcolonial Literatures	Course Category	S	Discipline Specific Elective	L	T	P	C
							4	2	0	6

Course Learning Rationale (CLR):		The purpose of learning this course is to:			Learning			Program Learning Outcomes (PLO)															
CLR-1 :	Enable the students to understand the historical, social and political context of Postcolonial period.	1	2	3	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16			
CLR-2 :	Introduce the students the concepts of postcolonial Literatures.	Level of Thinking (Bloom)	Expected Proficiency (%)	Expected Attainment (%)	English Literature and Literary Studies	Analytical Reasoning	Problem Solving	Research Related Skills	Self-Directing Learning	Environment & Sustainability	Multicultural Competence	Values: moral and Ethical, Literary and Human	Critical Thinking	Digital Literacy	Sense of History	Communication Skills	Life Long Learning	P.S.O. 1	P.S.O. 2	P.S.O. 3			
CLR-3 :	Understand the impact of colonialism.																						
CLR-4 :	Appreciate the literary works of postcolonial writers.																						
CLR-5 :	Enhance literary and linguistic competence of students.																						
CLR-6 :	Apply postcolonial theories to study the literary works.																						
Course Learning Outcomes (CLO):		At the end of this course, learners will be able to:			2	80	75	L	L	H	H	H	L	H	M	L	H	M	H	M	L	H	
CLO-1 :	understand the historical contexts of postcolonial period.	3	85	80	H	H	H	L	M	L	L	M	H	L	H	H	H	H	M	L	H		
CLO-2 :	analyze the literary concepts of postcolonialism.	2	85	80	M	M	H	H	H	L	M	H	H	L	H	M	H	H	L	H			
CLO-3 :	interpret the impact of colonialism.	3	75	70	H	H	L	H	H	L	H	H	H	L	H	H	H	H	L	H			
CLO-4 :	appreciate the works of postcolonial writers.	3	80	85	H	H	L	H	H	L	L	L	H	L	L	M	H	H	L	L			
CLO-5 :	analyze the literary works critically.	2	75	80	H	H	H	H	M	M	H	M	H	M	M	M	H	H	M	M			
CLO-6 :	apply postcolonial theories to the literary texts.																						

Duration (hour)	18	18	18	8	18
S-1	SLO-1	Postcolonialism Introduction	Introduction to the poet David Diop	Genre – Prose- Introduction	Genre –Drama- Introduction
	SLO-2	Emergence of postcolonial literature	Facts about Africa-during colonial period	Chinua Achebe's contribution to the world of literature	Wole Soyinka : The Lion and the Jewel- Introduction
S-2	SLO-1	Postcolonial writers	Reading David Diop- Africa	Reading-Chinua Achebe – The Novelist as a Teacher	Reading Wole Soyinka : The Lion and the Jewel- Introduction
	SLO-2	Themes in postcolonial literature	Analysis of the poem	Explanation and Interpretation	Reading Wole Soyinka : The Lion and the Jewel- Introduction
S-3	SLO-1	Colonialism introduction	Reading David Diop- Africa	Chinua Achebe – The Novelist as a Teacher	Reading Wole Soyinka : The Lion and the Jewel- Introduction
	SLO-2	Historical background of colonialism	Analysis of the poem	Explanation and Interpretation	Reading Wole Soyinka : The Lion and the Jewel- Introduction
S-4	SLO-1	Colonizer/colonized	Interpretation of the poem -Africa	Chinua Achebe – The Novelist as a Teacher	Reading Wole Soyinka : The Lion and the Jewel- Introduction
	SLO-2	Exploitation of colonies	Thematic analysis	Explanation and interpretation	Reading Wole Soyinka : The Lion and the Jewel- Introduction
S-5	SLO-1	Impact of colonialism	Introduction to the poet Derek Walcott	Chinua Achebe – The Novelist as a Teacher	Wole Soyinka : The Lion and the Jewel- Introduction
	SLO-2	Discussion on colonialism in India	Africa as a postcolonial poem-Discussion	Explanation and interpretation	Overview of the play
S-6	SLO-1	Common Wealth literature	Reading Derek Walcott - A Far Cry from Africa	Chinua Achebe – The Novelist as a Teacher	Reading Wole Soyinka : The Lion and the Jewel- Introduction
	SLO-2	Differences between postcolonial and commonwealth literature	Analysis of the poem	Explanation and interpretation	Reading Wole Soyinka : The Lion and the Jewel- Introduction
S-7	SLO-1	Concept of diaspora	Reading Derek Walcott - A Far Cry from Africa	Chinua Achebe – The Novelist as a Teacher	Thematic analysis of the play
	SLO-2	Diasporic Literature	Analysis of the poem	Explanation and interpretation	Character Sketch
S-8	SLO-1	Hybridity - Introduction	Interpretation of A Far Cry from Africa	Introduction to Gayatri Spivak	Postcolonial aspects
	SLO-2	Homi Bhabha's views on Hybridity	Thematic analysis of the poem	Introduction to Subaltern	The Lion and the Jewel as Postcolonial play
S-9	SLO-1	The concept of Subaltern	Introduction to Sujata Bhat – A Different History	Reading -Gayatri Spivak- Can a Subaltern Speak?-Part I	Introduction to the play George Ryga - The Ecstasy of Rita Joe
	SLO-2	Gayatri Spivak's theory of subaltern	Reading-Sujata Bhat – A Different History	Explanation and interpretation	Reading George Ryga - The Ecstasy of Rita Joe
S-10	SLO-1	Ambivalence	Analysis of the poem	Reading -Gayatri Spivak- Can a Subaltern Speak?-Part I	Reading George Ryga - The Ecstasy of Rita Joe
	SLO-2	Orientalism	Critical analysis of the poem	Explanation and interpretation	Reading George Ryga - The Ecstasy of Rita Joe
S-11	SLO-1	Magic Realism	Introduction to A.D. Hope	Reading -Gayatri Spivak- Can a Subaltern Speak?-Part I	Reading George Ryga - The Ecstasy of Rita Joe
	SLO-2	Ethnicity	Reading A.D. Hope- Australia	Explanation and interpretation	Reading George Ryga - The Ecstasy of Rita Joe
S-13	SLO-1	Introduction to African postcolonial literature	Reading A.D. Hope- Australia	Reading -Gayatri Spivak- Can a Subaltern Speak?-Part II	Reading George Ryga - The Ecstasy of Rita Joe
	SLO-2	Prominent African writers - overview	Analysis of the poem	Explanation and interpretation	Reading George Ryga - The Ecstasy of Rita Joe

S-14	SLO-1	Introduction to caribbean literature	Introduction to Margaret Atwood	Reading -Gayathri Spivak- Can a Subaltern Speak?-Part II	Reading George Ryga - The Ecstasy of Rita Joe	The concept of memory in the novel
	SLO-2	Introduction to caribbean literature	Reading Atwood's Journey to the Interior	Explanation and interpretation	Reading George Ryga - The Ecstasy of Rita Joe	Examples from the text
S-15	SLO-1	Introduction canadian literature	Analysis of the poem	Reading -Gayathri Spivak- Can a Subaltern Speak?-Part III	Reading George Ryga - The Ecstasy of Rita Joe	As a autobiographical novel
	SLO-2	Introduction to Indian literature	Reading Atwood's Journey to the Interior	Explanation and interpretation	Reading George Ryga - The Ecstasy of Rita Joe	Discussion on the structure and narrative of the novel
S-16	SLO-1	Postcolonial women writers	Reading Atwood's Journey to the Interior	Reading -Gayathri Spivak- Can a Subaltern Speak?-Part III	Thematic analysis of the play	Student presentation
	SLO-2	Contribution of women writers to literature	Analysis of the poem	Explanation and interpretation	Character Sketch	Student presentation
S-17		Women during colonial period	Interpretation of the poem	Reading -Gayathri Spivak- Can a Subaltern Speak?-Part IV	Postcolonial aspects	Critical interpretation of the novel
		Portrayal of women in literature	Thematic analysis of the poem	Explanation and interpretation	The Lion and the Jewel as Postcolonial play	Open Discussion
S-18		General themes of postcolonial literature	Postcolonial aspects in the select poems	Reading -Gayathri Spivak- Can a Subaltern Speak?-Part IV	Critical analysis of the play	Social and political background of both the novels
		Contemporary postcolonial literature	Interpretation of postcolonial aspects to the select poems	Explanation and interpretation	Comparison of The Lion and the Jewel with other plays of Wole Soyinka	General Discussion on postcolonialism with reference to the prescribed texts

Learning Resources	<p>1. Bhabha, Homi K. The Location of Culture. New York: Routledge, 2012.</p> <p>2. Boehmer, Elleke (ed). Colonial and Postcolonial Literature: Migrant Metaphors second Edition. New York, Oxford U. 1995.</p> <p>3. Ashcroft, Bill., Gareth Griffiths., and Helen Tiffin (eds). Post-Colonial Studies: The Key Concepts. Third Edition. New York: Routledge, 2013.</p> <p>4. Patke, S.Rajeev. Postcolonial Poetry in English. Oxford: Oxford University Press, 2006. Print.</p> <p>5. Loomba, Ania. Colonialism/Postcolonialism. Second Edition. London and New York: Routledge, 2005.</p>
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#### Learning Assessment

Level	Bloom's Level of Thinking	Continuous Learning Assessment (50% weightage)								Final Examination (50% weightage)	
		CLA – 1 (10%)		CLA – 2 (10%)		CLA – 3 (20%)		CLA – 4 (10%) #			
		Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice
Level 1	Remember	30%	-	30%	-	30%	-	30%	-	30%	-
	Understand										
Level 2	Apply	40%	-	40%	-	40%	-	40%	-	40%	-
	Analyze										
Level 3	Evaluate	30%	-	30%	-	30%	-	30%	-	30%	-
	Create										
	Total	100 %		100 %		100 %		100 %		100 %	

# CLA – 4 can be from any combination of these: Assignments, Seminars, Short Talks, Mini-Projects, Case-Studies, Self-Study, MOOCs, Certifications, Conf. Paper etc.,

Course Designers		
Experts from Industry	Experts from Higher Technical Institutions	Internal Experts
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2.Panakal Heera Elizabeth, SRM IST, panakalheeraelizabeth@gmail.com	2Dr. V. Bharathi Harishankar Professor and Head, University of Madras, <a href="mailto:omkarbharathi@gmail.com">omkarbharathi@gmail.com</a>	

Course Code	UEN20D04T	Course Name	Creative Non-Fiction	Course Category	E	Discipline Specific Elective	L	T	P	C
							4	2		6

Course Learning Rationale (CLR):		Learning			Program Learning Outcomes (PLO)															
The purpose of learning this course is to:		1	2	3	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
CLR-1 :	To understand that creative nonfiction is a genre of writing that uses literary styles and techniques to create factually accurate narratives.																			
CLR-2 :	To identify different types of creative nonfiction																			
CLR-3 :	To delineate the elements that transform nonfiction into creative writing																			
CLR-4 :	To explore literary styles and techniques to create factually accurate narratives																			
CLR-5 :	To learn that like other forms of nonfiction, creative nonfiction relies on research, facts, and credibility																			
CLR-6 :	To highlight elements of Creative nonfiction																			
Course Learning Outcomes (CLO):		At the end of this course, learners will be able to:																		
		Level of Thinking (Bloom)	Expected Proficiency (%)	Expected Attainment (%)	Disciplinary Knowledge of English Literature and Literary Studies	Analytical Reasoning	Problem Solving	Research Related Skills	Self-Directing Learning	Environment & Sustainability	Multicultural Competence	Values: moral and Ethical, Literary and Human	Critical Thinking	Digital Literacy	Sense of History	Communication Skills	Life Long Learning	PSO - 1	PSO - 2	PSO 3
CLO-1 :	Read creative nonfiction texts independently and understand the dynamics of meaning making. Students will demonstrate an increased awareness of the elements of superior non-fiction writing and will demonstrate the ability to approach their own written projects strategically and creatively.	2	70	80	L	H	-	H	L	-	-	-	L	L	-	H	-	-	-	L
CLO-2 :	Understand critical concepts and theories of creative nonfiction writing	3	80	80	M	H	L	M	L	-	-	-	M	L	-	H	-	-	-	M
CLO-3 :	Identify the platforms open for creative nonfiction in social media	4	85	80	M	H	M	H	L	-	-	-	M	L	-	H	-	-	-	M
CLO-4 :	Understand the types of creative nonfiction	4	85	80	M	H	M	H	L	-	-	-	M	L	-	H	-	-	-	M
CLO-5 :	Develop the art of creating creative nonfiction narratives	5	70	85	H	H	M	H	L	-	-	-	M	L	-	H	-	-	-	H
CLO-6 :	Understand that critical thinking and questioning, discursive writing, alternative views on reality, factual portrayal are elements of creative nonfiction.	2	80	80	L	H	-	H	L	-	-	-	L	L	-	H	-	-	-	L

Duration (hour)	18	18	18	8	18
S-1	SLO-1	What is journalism?	Reading of 'The Art Of Creative Nonfiction' by Lee gutkind	Reading of George Orwell's 'Politics and the English Language	Travel writing - introduction
	SLO-2	Elements of journalism	Introduction to 'The Art Of Creative Nonfiction' by Lee gutkind	Introduction to George Orwell	Characteristics of travel writing
S-2	SLO-1	What is the purpose of journalism?	Reading of 'The Art Of Creative Nonfiction' by Lee gutkind - Delineating Characteristics of Creative nonfiction	Introduction to "Politics and the English Language	modern travel writing - three distinct categories: freelance journalism, blogging, and book-writing
	SLO-2	Journalist as a 'committed observer'	Reading of 'The Art Of Creative Nonfiction' by Lee gutkind -Delineating Characteristics of Creative nonfiction	Introduction to "Politics and the English Language	Freelance travel journalism-categories,
S-3	SLO-1	New journalism- introduction	Reading of <i>In Search of Our Mothers' Gardens</i> Book by Alice Walker-Understanding that creative nonfiction should be both entertaining and educating	Reading of George Orwell's "Politics and the English Language - Elements of Creative nonfiction	Destination articles, Special interest articles
	SLO-2	Origin of muckraking journalism	Reading of <i>In Search of Our Mothers' Gardens</i> Book by Alice Walker-Understanding that creative nonfiction should be both entertaining and educating	Reading of George Orwell's "Politics and the English Language - Elements of Creative nonfiction	- holidays special events-Roundup articles
S-4-6	SLO-1 SLO-2	LAB	LAB	LAB	LAB
S-7	SLO-1	Definition of muckraking journalism	Reading of <i>In Search of Our Mothers' Gardens</i> Book by Alice Walker- Understanding that creative nonfiction should be informing the reader while remaining true to the story- Real life portrayal	Reading of George Orwell's "Politics and the English Language - Inclusion of personal reflection	Travel Blogs - introductionPopularity of travel blogs,
	SLO-2	Evolution of muckraking journalism	Reading of <i>In Search of Our Mothers' Gardens</i> Book by Alice Walker- Understanding that creative nonfiction should be informing the reader while remaining true to the story- Real life portrayal	Reading of George Orwell's "Politics and the English Language - Inclusion of personal reflection	Categories of Travel BlogsHow-To Articles, Longform posts, Itineraries
S-8	SLO-1	Early 1990s - reincarnation of new journalism into <u>genre</u> called "creative nonfiction"	Reading of <i>In Search of Our Mothers' Gardens</i> Book by Alice Walker- Understanding that creative nonfiction should be informing the reader while remaining true to the story-	Reading of George Orwell's "Politics and the English Language - use of compelling narrative technique	Travel photography - introduction
					Nature writing: Definition
					Characteristics of Nature Writing
					interpretation of nature
					philosophical interpretation of nature
					Nature as a tool of nonfiction
					Emphasis on environmental nonfiction
					LAB
					natural history information personal responses to nature
					The complex relationship between wilderness and Women nonfiction writers



			Real life portrayal- Reading of <i>In Search of Our Mothers' Gardens</i> Book by Alice Walker- - Understanding that creative nonfiction should be informing the reader while remaining true to the story- Real life portrayal-	Reading of George Orwell's "Politics and the English Language" - use of compelling narrative technique	Features of Travel photography	Reading of Terry Tempest Williams, <i>Refuge: An Unnatural History of Family and Place</i> (1991)
	SLO-2	Definition - Creative non fiction				
S-9	SLO-1	Thomas Kennerly Wolfe Jr. - biographic details - As an American novelist, journalist, and social commentator	Reading of <i>In Search of Our Mothers' Gardens</i> Book by Alice Walker- Understanding that creative nonfiction should be research based	Reading of George Orwell's "Politics and the English Language" - use of compelling narrative technique	Travelogue introduction	As an exploration of the intersections of human culture and nature
	SLO-2	As a proponent of <a href="#">New Journalism</a> - application of fiction - writing techniques to journalism	Reading of <i>In Search of Our Mothers' Gardens</i> Book by Alice Walker- Understanding that creative nonfiction should be research based	Reading of George Orwell's "Politics and the English Language" - use of compelling narrative technique	Popularity of travelogue	nature as a healing force
S-10-12	LAB -2	LAB -2	LAB -2	LAB -2	LAB -2	LAB -2
	LAB -2	LAB -2	LAB -2	LAB -2	LAB -2	LAB -2
S-13	SLO-1	Lee Gutkind - biographic details - As a multi-faceted personality	Reading of <i>In Search of Our Mothers' Gardens</i> Book by Alice Walker- Understanding that creative nonfiction should be research based	Reading of George Orwell's "Politics and the English Language" - use of compelling narrative technique	Reading of Claude Levi-Strauss, from <i>Tristes Tropiques</i> -	Reading of <i>Return of the Sea Otter: The Story of the Animal that Evaded Extinction on the Pacific Coast</i> by Todd McLeish
	SLO-2	As a prolific author, His contribution to creative nonfiction.	Reading of <i>In Search of Our Mothers' Gardens</i> Book by Alice Walker- Understanding that creative nonfiction should be research based	Reading of George Orwell's "Politics and the English Language" - use of compelling narrative technique	Claude Lévi-Strauss's search for "a human society reduced to its most basic expression."	Introduction to the author
S-14	SLO-1	Types of creative nonfiction – memoir – characteristics	Reading of <i>In Search of Our Mothers' Gardens</i> Book by Alice Walker- helps to gain insights by reading	Reading of George Orwell's "Politics and the English Language" - writers' style, tone	Tristes Tropiques places the cultural practices of people in Amazon basin in a global context and	As a science journalist's journey along the Pacific Coast
	SLO-2	Autobiography and Biography – characteristics	Reading of <i>In Search of Our Mothers' Gardens</i> Book by Alice Walker- Understanding that creative nonfiction helps to gain insights by reading	Reading of George Orwell's "Politics and the English Language" - writers' style, tone	extrapolates a fascinating theory of culture	As a 'call to action' book
S-15	SLO-1	Characteristics of literary essay or longform journalism	Reading of <i>In Search of Our Mothers' Gardens</i> Book by Alice Walker - Understanding that creative nonfiction helps to gain insights by reading	Reading of George Orwell's "Politics and the English Language" -perspective and purpose	As the book that goes far beyond the fields of anthropology and continental philosophy.	Masterful weaving together of conservation politics with intriguing details of the sea otter's irreplaceable role in the nearshore ecosystem.
	SLO-2	Travelogue, historical nonfiction - characteristics	Reading of <i>In Search of Our Mothers' Gardens</i> Book by Alice Walker - Understanding that creative nonfiction helps to gain insights by reading	Reading of George Orwell's "Politics and the English Language" -perspective and purpose	The author's fresh approach, sense of humor, and openness to the sensuous mystique of the tropics make the scientific thrust of the book eminently accessible.	As a nature writing that is at once heartbreaking and hopeful
S-16	SLO-1	Techniques of New Journalism	Understanding efforts of Adrian Nicole LeBlanc in writing creative nonfiction	Understanding Elements of Nonfiction.	Tracing travel writing in Renaissance	Nature writing in India
	SLO-2	Appeal of New Journalism	Adrian Nicole LeBlanc devoted nearly 10 years to living among the young people and their children whose connected lives comprise her book, "Random Family."	Science and history texts, encyclopedias, pamphlets, brochures, telephone books, maps, atlases, and most of the articles in magazines and newspapers.	travel collections published from the sixteenth to the nineteenth centuries	Tracing nature writing in ancient literature of India
S-17	SLO-1	Mixed reception by journalists	Understanding the insights gained by reading on "A Civil Action."	Understanding major types of creative nonfiction	Understanding key terms of travel writing	An analysis of Indian nature writing.
	SLO-2	New journalism as a challenge to objectivity	Jonathan Harr spent about eight years working on "A Civil Action."	Common literary examples of nonfiction include expository, argumentative, functional, and opinion pieces; essays on art or literature; biographies; memoirs; journalism; and historical, scientific, technical, or economic writings (including electronic ones)	Ethnography and ethnohistory	On Jim Corbett's Trail by AJT Johnsingh: A respected conservationist tells entertaining stories of his quest to follow in Corbett's footsteps, while tracking unusual animals like the dhole or wild dog
S-18	SLO-1	A writing exercise to compile the traces of personal journalism in Britain	In-class writing exercise (rewriting a newspaper article)	A writing exercise to compile the authors interview on their experience as a creative nonfiction writer	A writing exercise of travel writing by using a photograph as a prompt	In-class writing exercise on student's perception of man – nature relationship
	SLO-2	Get a clear knowledge of the history of new journalism	Get hands on experience of writing a creative nonfiction article	Aware of the mindsets of creative nonfiction writers	Get hands on experience of travel writing	Get hands on experience of nature writing



Learning Resources	1. Tom Wolfe, <i>New Journalism</i> , Harper & Row, 1973 2. Sean Prentiss, Joe Wilkins, <i>Environmental and Nature Writing – a Writer's Guide Anthropology</i> , Bloomsbury, 2016 3. <a href="#">Mark Kramer</a> (Editor), <a href="#">Wendy Call</a> (Editor) 'Telling True Stories: A Nonfiction Writers' Guide from the Nieman Foundation at Harvard University 1st Edition, 2007	4. Strunk and White, <i>The Elements of Style</i> , Harcourt, 1920 5. William Zinsser, <i>On Writing Well</i> , HarperCollins, 1976 6. Michael Bugeja, 'A Guide to Writing Magazine Nonfiction', Allyn and Bacon, 1998
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#### Learning Assessment

Level	Bloom's Level of Thinking	Continuous Learning Assessment (50% weightage)								Final Examination (50% weightage)	
		CLA – 1 (10%)		CLA – 2 (10%)		CLA – 3 (20%)		CLA – 4 (10%) #			
		Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice
Level 1	Remember	30%	-	30%	-	30%	-	30%	-	30%	-
	Understand										
Level 2	Apply	40%	-	40%	-	40%	-	40%	-	40%	-
	Analyze										
Level 3	Evaluate	30%	-	30%	-	30%	-	30%	-	30%	-
	Create										
	Total	100 %		100 %		100 %		100 %		100 %	

# CLA – 4 can be from any combination of these: Assignments, Seminars, Short Talks, Mini-Projects, Case-Studies, Self-Study, MOOCs, Certifications, Conf. Paper etc.,

Course Designers		
Experts from Industry	Experts from Higher Technical Institutions	Internal Experts
1.R. Harini, Cognizant, harini_ravi@yahoo.in	1Dr. K. Ganesh, Professor and Head, Madras Christian College, <a href="mailto:ganeshmckrish@gmail.com">ganeshmckrish@gmail.com</a>	1. Dr. M.M.Uma Maheswari, SRMIST
2.Panakal Heera Elizabeth, SRM IST, panakalheeraelizabeth@gmail.com	2 Dr. V. Bharathi Harishankar Professor and Head, University of Madras, <a href="mailto:omkarbharathi@gmail.com">omkarbharathi@gmail.com</a>	2. Dr. B. Cauveri, SRMIST



Course Code	UEN20D05J	Course Name	Research Methodology	Course Category	E	Discipline Specific Elective	L	T	P	C
							2	0	2	3

Pre-requisite Courses	Nil	Co-requisite Courses	Nil	Progressive Courses	Nil
Course Offering Department	EFL	Data Book / Codes/Standards			

Course Learning Rationale (CLR):	The purpose of learning this course is to:	Learning	Program Learning Outcomes (PLO)
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CLR-1 :	To impart knowledge on the basis of research and research process.	1	2	3	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
CLR-2 :	To identify research problems and provide appropriate solutions.																			
CLR-3 :	To know different sources of information for literature review and data collection																			
CLR-4 :	To have basic knowledge on qualitative research techniques.																			
CLR-5 :	To know the primary characteristics of quantitative research techniques.																			
CLR-6 :	To have basic awareness of data analysis and hypothesis testing procedures.																			

Course Learning Outcomes (CLO):	At the end of this course, learners will be able to:	Level of Thinking (Bloom)	Expected Proficiency (%)	Expected Attainment (%)	Disciplinary Knowledge or English Literature and Literary Studies	Analytical Reasoning	Problem Solving	Research Related Skills	Self-Directing Learning	Environment & Sustainability	Multicultural Competence	Values: moral and Ethical, Literacy and Human	Critical Thinking	Digital Literacy	Sense of History	Communication Skills	Life Long Learning	P.S.O. 1	P.S.O. 2	P.S.O. 3
CLO-1 :	The students will be able to understand and analyze research methodologies and process identified in existing literature.	3	80	70	L	H	-	H	L	-	-	-	L	L	-	H	-	-	-	L
CLO-2 :	The students will develop a comprehensive research methodology for research problems.	3	85	75	M	H	L	M	L	-	-	-	M	L	-	H	-	-	-	L
CLO-3 :	The students will be able to collect appropriate information required for their research.	3	75	70	M	H	M	H	L	-	-	-	M	L	-	H	-	-	-	L
CLO-4 :	The students will be able to demonstrate research types.	3	85	80	M	H	M	H	L	-	-	-	M	L	-	H	-	-	-	L
CLO-5 :	The students will be able to identify, compare and prepare the key elements of a research report.	3	85	75	H	H	M	H	L	-	-	-	M	L	-	H	-	-	-	L
CLO-6 :	The students will be able to use Modern Language Association format effectively (MLA) for citations.	3	80	70	L	H	-	H	L	-	-	-	L	L	-	H	-	-	-	L

Duration (hour)		12	12	12	12	12
S-1	SLO-1	Definition of research	Defining the research problems	Nature of research design	Definition of qualitative research	Types of Research report
	SLO-2	Meaning of research	Selecting the problems	Meaning of research design	Computer assisted data management	Significance of report writing
S-2	SLO-1	Objectives of research	Techniques in defining problems	Classification of research design	Types of data and scales	Structure of research report
	SLO-2	Importance of knowing how research is done	Problem identification process	Features of good design	Data analysis	Mechanics of writing research report
S3 to S4	SLO-1	Reading and discussing the meaning and objectives of research.	Preparation and discussion on research problem and process	Collaborative study on research design in the class	Discussion on qualitative and quantitative research	Discussion on Precautions for writing research report
	SLO-2					
S-5	SLO-1	Types of research	Components of research	Methods of data collection	Quantitative research methods	Introduction of the report
	SLO-2	Significance of research	An abstract, introduction, methodology, results, discussion, and references	Collection of data through questionnaires	Hypothesis testing	Body of the report
S-6	SLO-1	Process of Research	Necessity of defining the research problems	Observation and interview method	Process of hypothesis testing	Interpretation of results
	SLO-2	Criteria for good research	Technique involved in defining a problem	Primary and secondary source analysis	Hypothesis testing for comparing two related samples	Why interpretation is required
S7 to S8	SLO-1	Discussion on types of research and research process	Discussion on understanding and analyzing the components of research problems	Discussion on how to collect data for research in class	Discussion on Hypothesis testing and process	Presentation on techniques of interpretation
	SLO-2					
S-9	SLO-1	Ethical conduct in research	Formulating the research hypothesis	Different research designs	Approaches to analysis of qualitative data	Suggested recommendations
	SLO-2	Codes of Ethics and Legal constraints	Basic concepts of testing hypothesis	Descriptive and exploratory research design	Sampling techniques	Rules for writing research report
S-10	SLO-1	Ethical implications	Procedure for hypothesis testing	Concepts related to research design	Coding and content analysis	MLA and APA documentation style
	SLO-2	Responsibility of ethics in research	Hypothesis testing for comparing two related samples	Uses of research design	Parametric and Non Parametric Test	References
S-11 to S12	SLO-1	Discussion on the importance of ethics in research	Discussion on hypothesis and hypothesis testing	Presentation on various research design	Discussion on sampling techniques and parameters testing	Discussion on documentation style
	SLO-2					

Learning Resources	<ol style="list-style-type: none"> <li>1. Creswell, J. <i>Research Design : Qualitative, Quantitative, and Mixed Methods Approaches</i> (Vol. 4) : Sage Publishers, 2014.</li> <li>2. Fowler, F. <i>Survey Research Methods</i> (Applied Research Methods) (Vol. 5) : Sage Publishers, 2013.</li> <li>3. Kothari, C.R. <i>Research Methodology: Methods and Techniques</i> (Second Revised Edition), New Age International Publishers. 2004.</li> </ol>	<ol style="list-style-type: none"> <li>5. Geoffrey R. Marczyk, David DeMatteo, David Festinger. <i>Essentials of Research Design and Methodology</i>. John Wiley &amp; Sons publishers, 2005.</li> <li>6. MLA Handbook for Writers of Research Papers (Eighth</li> </ol>
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4.	Walter, M. <i>Social Research Methods</i> (Vol.3) South Melbourne, VIC : Oxford University press, 2013	Edition).
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Learning Assessment											
	Bloom's Level of Thinking	Continuous Learning Assessment (50% weightage)								Final Examination (50% weightage)	
		CLA – 1 (10%)		CLA – 2 (10%)		CLA – 3 (20%)		CLA – 4 (10%)#		Theory	Practice
		Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice		
Level 1	Remember	20%	20%	15%	15%	15%	15%	15%	15%	15%	15%
	Understand										
Level 2	Apply	20%	20%	20%	20%	20%	20%	20%	20%	20%	20%
	Analyze										
Level 3	Evaluate	10%	10%	15%	15%	15%	15%	15%	15%	15%	15%
	Create										
Total		100 %		100 %		100 %		100 %		100 %	

# CLA – 4 can be from any combination of these: Assignments, Seminars, Tech Talks, Mini-Projects, Case-Studies, Self-Study, MOOCs, Certifications, Conf. Paper etc.,

Course Designers		
Experts from Industry	Experts from Higher Technical Institutions	Internal Experts
1.R. Harini, Cognizant, harini_ravi@yahoo.in	1Dr. K. Ganesh, Professor and Head, Madras Christian College, <a href="mailto:ganeshmckrish@gmail.com">ganeshmckrish@gmail.com</a>	Dr. Michael Raj, AP, SRMIST
2.Panakal Heera Elizabeth, SRM IST, panakalheeraelizabeth@gmail.com	2 Dr. V. Bharathi Harishankar Professor and Head, University of Madras, <a href="mailto:omkarbharathi@gmail.com">omkarbharathi@gmail.com</a>	Dr. Monika Nair, AP, SRMIST



Course Code	UEN20D06J	Course Name	Academic and Technical Writing	Course Category	E	Discipline Specific Elective	L	T	P	C
							2	0	2	3

Pre-requisite Courses	Nil	Co-requisite Courses	Nil	Progressive Courses	Nil
Course Offering Department	EFL	Data Book / Codes/Standards			

Course Learning Rationale (CLR):	The purpose of learning this course is to:	Learning	Program Learning Outcomes (PLO)
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CLR-1 :	To impart knowledge on the basis of research and research process.	1	2	3	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
CLR-2 :	To identify research problems and provide appropriate solutions.																			
CLR-3 :	To know different sources of information for literature review and data collection																			
CLR-4 :	To have basic knowledge on qualitative research techniques.																			
CLR-5 :	To know the primary characteristics of quantitative research techniques.																			
CLR-6 :	To have basic awareness of data analysis and hypothesis testing procedures.																			

Course Learning Outcomes (CLO):	At the end of this course, learners will be able to:	Level of Thinking (Bloom)	Expected Proficiency (%)	Expected Attainment (%)	Disciplinary Knowledge or English Literature and Literary Studies	Analytical Reasoning	Problem Solving	Research Related Skills	Self-Directing Learning	Environment & Sustainability	Multicultural Competence	Values: moral and Ethical, Literacy and Human	Critical Thinking	Digital Literacy	Sense of History	Communication Skills	Life Long Learning	P.S.O.1	P.S.O.2	P.S.O.3
CLO-1 :	Students will have a language competence in academic and technical written communication.	3	80	70	L	H	L	H	L	-	-	-	L	L	-	H	-	-	-	L
CLO-2 :	Students will be able to understand and apply knowledge of human communication in various contexts.	3	85	75	M	H	L	M	L	-	-	-	M	L	-	H	-	-	-	L
CLO-3 :	Students will be able to find, use, and evaluate primary academic writing skills associated with the research.	3	75	70	M	H	M	H	L	-	-	-	M	L	-	H	-	-	-	L
CLO-4 :	The students will be able to analyze a variety of professional situations and produce appropriate documents in response.	3	85	80	M	H	M	H	L	-	-	-	M	L	-	H	-	-	-	L
CLO-5 :	Students will be able to identify and practice the stages required to produce competent, professional writing through planning, drafting, revising, and editing.	3	85	75	H	H	M	H	L	-	-	-	M	L	-	H	-	-	-	L
CLO-6 :	Students will understand and demonstrate how to plan and schedule in an extensive project.	3	80	70	L	H	-	H	L	-	-	-	L	L	-	H	-	-	-	L

Duration (hour)	Unit I – Introduction	Unit II – Structure of a Paragraph	Unit III – Elements of Writing	Unit IV -Technical Writing	Unit -V Documentation
S-1	SLO-1 Definition of academic writing	Definition of a paragraph	Definition of elements of writing	Definition of technical writing	Definition of Paraphrasing
	SLO-2 Characteristics of academic writing	Length of a paragraph	Unity, order, coherence, and completeness	Importance of technical writing	Paraphrasing techniques
S-2	SLO-1 Advancing your writing	General components of a paragraph	The importance of unity	Components of technical writing	Interviewing for information
	SLO-2 How academic writing differs from other writing	Techniques for paragraph development	Central idea, organization and supporting materials	Writing technical documents	Literature review
S-3 to S4	SLO-1 Discussion on academic writing and its techniques	Classroom discussion on paragraph writing	Group presentation on the elements of writing	Discussion on technical writing	Practice on paraphrasing in the class.
	SLO-2 Issues in academic writing in higher education	Identifying and writing topic sentences	Process of writing	Business correspondence	Documenting sources
S-5	SLO-1 Overview of academic writing	Supporting details	Understanding Parts of speech	Instructions and checklists	Analysis on narratives
S-6	SLO-1 Elements of academic writing	Distinguishing between fact and opinion	Tense and voice	Structure of business report	Flowcharts, diagrams, and other written materials that explain how a system works.
	SLO-2 Importance of academic writing	Analysis of fact and opinion	Connecting words used for comparing and contrasting	Letters, Memos and E-mails	Bibliographies and references
S-7 to S8	SLO-1 Group discussion on problems faced by students in academic writing	Paragraph writing practice in the class	Discussion on the process of writing	Presentation on business correspondence	Discussion on documenting sources
	SLO-2 Academic writing in an electronic environment	Expressing opinions	Expression, word choice and point of view	Process of proposal writing	Patents, Copyrights
S-9	SLO-1 Using internet to develop students' academic writing	Expressing Arguments	Organizing comparison and contrast	Purpose of proposal writing	MLA and APA style
S-10	SLO-1 Giving feedback on students' writing	Using transition words to express cause and effect	Importance of coherence	Types of proposal	Documenting projects and research Papers
	SLO-2 Crafting and revising to enhance students' writing	Effectiveness of opinion and argument	Editing for coherence	Writing resume and cover letter.	Dissertation and thesis documentation
S-11 to S12	SLO-1 Writing and revising practice in the class using electronic source	Paragraph writing practice and discussion on opinion ,argument and fact	Written practice on planning, organizing, writing, editing and revising	Proposal and resume writing practice	Practice on report documentation in the class

Learning Resources	1. Dorothy E Zemach Lisa A Rumisek. <i>Academic Writing</i> (from paragraph to essay) Macmillan, 2009. 2. James Hartley. <i>Academic Writing and Publishing</i> , Routledge, Taylor & Francis Group, London and Newyork, 2008. 3. Kristin R. Woolever. <i>Writing for the Technical Professions</i> , Longman, 2008.	5. Rowena Murray and Sarah Moore. <i>The Handbook of Academic Writing A Fresh Approach</i> . McGraw – Hill, Open University Press, 2006. 6. Sue Mehlich, Darlene Smith-Worthington. <i>Technical Writing for Success A School to Work Approach</i> . South Western Educational Publishing, 1997.
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	4. Meenakshi Raman, Sangeetha Sharma. <i>Technical Communication Principles and Practice</i> . Oxford University Press, 2009.	
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Learning Assessment											
	Bloom'sLevel of Thinking	Continuous Learning Assessment (50% weightage)								Final Examination (50% weightage)	
		CLA – 1 (10%)		CLA – 2 (10%)		CLA – 3 (20%)		CLA – 4 (10%)#			
		Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice
Level 1	Remember	20%	20%	15%	15%	15%	15%	15%	15%	15%	15%
	Understand										
Level 2	Apply	20%	20%	20%	20%	20%	20%	20%	20%	20%	20%
	Analyze										
Level 3	Evaluate	10%	10%	15%	15%	15%	15%	15%	15%	15%	15%
	Create										
	Total	100 %		100 %		100 %		100 %		100 %	

# CLA – 4 can be from any combination of these: Assignments, Seminars, Tech Talks, Mini-Projects, Case-Studies, Self-Study, MOOCs, Certifications, Conf. Paper etc.,

Course Designers		
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1.R. Harini, Cognizant, harini_ravi@yahoo.in	1Dr. K. Ganesh, Professor and Head, Madras Christian College, ganeshmccr@gmail.com	Dr. Michael Raj, AP, SRMIST
2.Panaka Heera Elizabeth, SRM IST, panakalheeraelizabeth@gmail.com	2 Dr. V. Bharathi Harishankar Professor and Head, University of Madras, omkarbharathi@gmail.com	Dr. Monika Nair, AP, SRMIST

Course Code	UES20AE1T	Course Name	ENVIRONMENTAL STUDIES	Course Category	A	Ability Enhancement Courses				L	T	P	C
										3	0	0	3

Pre-requisite Courses	Nil	Co-requisite Courses	Nil	Progressive Courses	Nil
Course Offering Department	Computer Applications	Data Book / Codes/Standards			Nil

Course Learning Rationale (CLR):	The purpose of learning this course is to:	Learning	Program Learning Outcomes (PLO)
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CLR-1 :	To teach the importance of environment	1	2	3	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
CLR-2 :	To impart the knowledge about ecosystem	Level of Thinking (Bloom) Expected Proficiency (%) Expected Attainment (%)			Fundamental Knowledge	Application of Concepts	Link with Related Disciplines	Procedural Knowledge	Skills in Specialization	Ability to Utilize Knowledge	Skills in Modeling	Analyze, Interpret Data	Investigative Skills	Problem Solving Skills	Communication Skills	Analytical Skills	PSO -1	PSO -2	PSO-3
CLR-3 :	To teach about Biodiversity				H	H	H	-	-	-	-	-	-	-	-	-	-	-	-
CLR-4 :	To create awareness about environmental pollution				-	H	-	H	-	-	-	-	-	-	-	-	-	-	-
CLR-5 :	To understand about Environment Protection				H	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CLR-5 :	To understand about Environment Protection				H	-	H	H	H	-	-	-	-	-	-	-	-	-	-
CLR-5 :	To understand about Environment Protection				-	H	-	H	-	-	-	-	-	-	-	-	-	-	-

Course Learning Outcomes (CLO):	At the end of this course, learners will be able to:	Level of Thinking (Bloom) Expected Proficiency (%) Expected Attainment (%)
CLO-1 : To gain knowledge on the importance of natural resources and energy		2 75 60
CLO-2 : To understand the structure and function of an ecosystem		2 80 70
CLO-3 : To imbibe an aesthetic value with respect to biodiversity, understand the threats and its conservation and appreciate the concept of interdependence		2 70 65
CLO-4 : To understand the causes of types of pollution and disaster management		2 70 70
CLO-5 : To observe and discover the surrounding environment through field work		2 80 70

Duration (hour)	9	9	9	9	9
S-1	SLO-1 Environmental Studies-Concept	Concept of an ecosystem	Biodiversity at Global, National And Local Levels	Causes, Effects and Control Measures of Nuclear hazards	Need for equitable utilization
	SLO-2 Scope and Importance of Environmental Studies	Ecosystem degradation and Resource utilization	India as a Mega Diversity Nation		Equity – Disparity
S-2	SLO-1 Need for public awareness.	Structure and Functions of an ecosystem	Threats to biodiversity: habitat loss, poaching of wildlife	Solid Waste Management Causes, Effects and Control Measures of Urban and Industrial Waste	Urban – rural equity issues
	SLO-2 Institutions in Environment	Producers, consumers and decomposers	man-wildlife conflicts		The need for Gender Equity

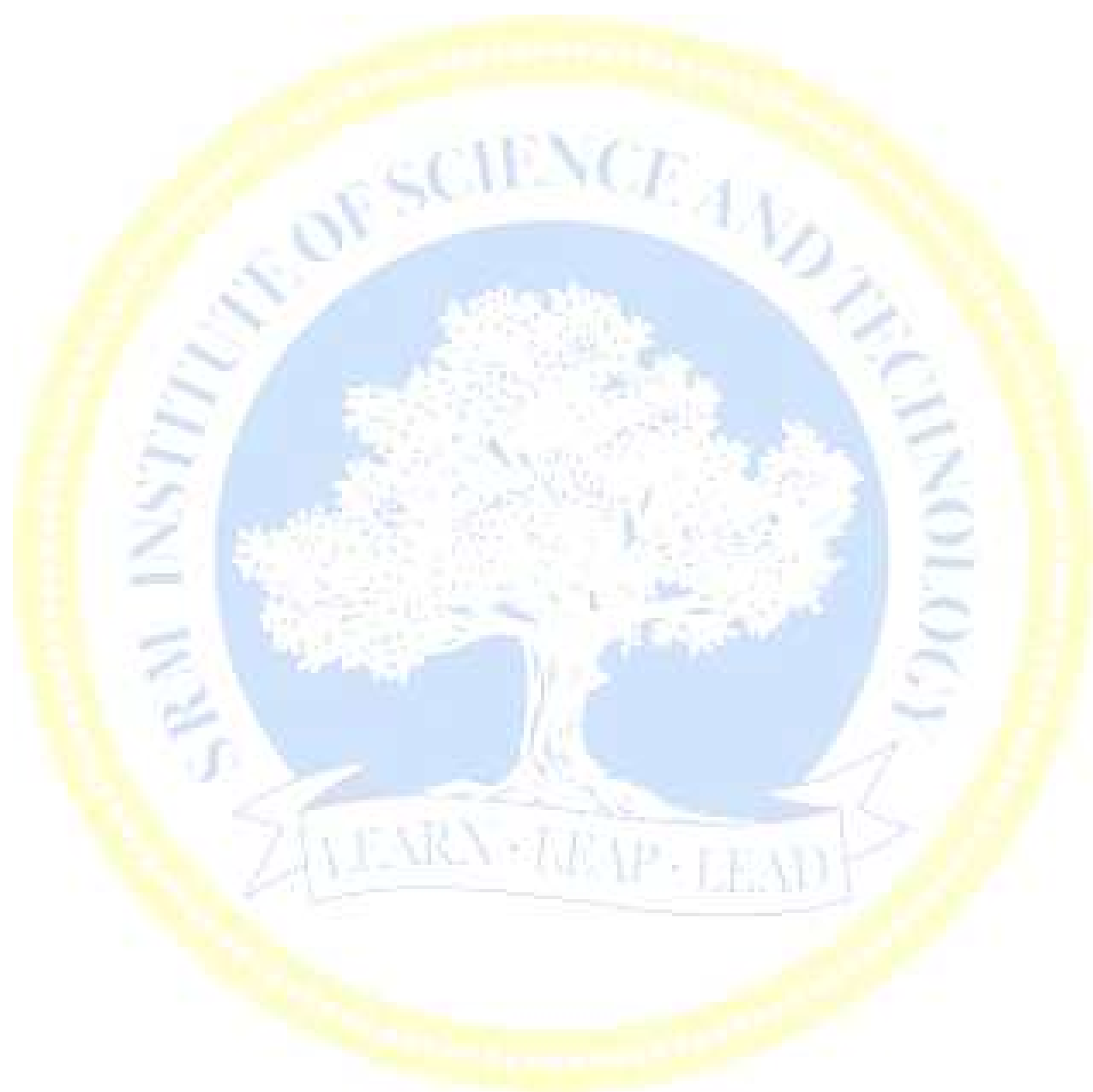
S-3	SLO-1	People in Environment	Energy flow in the ecosystem	Endangered species of India	Role of Individuals In Pollution Prevention	Preserving resources for future generations
	SLO-2	Awareness about Environmental Studies	The water cycle , The Carbon cycle , The Oxygen cycle , The Nitrogen cycle , The energy cycle and, Integration of cycles in nature	Endemic species of India		The rights of animals
S-4	SLO-1	Introduction to natural resources- Associated Problems	Ecological succession	Environmental Pollution- Definition	Disaster management- Nature Floods, Earthquakes	The ethical basis of environment education and awareness
	SLO-2	Renewable and Nonrenewable resources	Food chains, Food webs and Ecological pyramids			
S-5	SLO-1	Forest resources	Ecosystem, Introduction, Types, Characteristic features, Structure and functions	Causes, Effects and Control Measures of Air Pollution	Cyclones Landslides	The conservation ethic and traditional value systems of India
	SLO-2	Water Resources	Forest ecosystem			
S-6	SLO-1	Mineral Resources	Grassland ecosystem	Causes, Effects and Control Measures of Water Pollution	Social Issues and the Environment From Unsustainable to Sustainable Development	Wasteland Reclamation
	SLO-2	Food Resources	Desert ecosystem			
S-7	SLO-1	Energy Resources	Aquatic ecosystems (ponds, lakes, streams)	Causes, Effects and Control Measures of Soil Pollution	Water Conservation	Climate change & Global warming
	SLO-2	Land Resources	Aquatic ecosystems (rivers, estuaries, oceans)			
S-8	SLO-1	Renewable and non-renewable resources- Wind	Value Of Biodiversity	Causes, Effects and Control Measures of Marine pollution	Rain Water Harvesting Watershed	Acid rain & Ozone layer depletion
	SLO-2	Renewable and non-renewable resources- geothermal	Consumptive Value And Productive Value			
S-9	SLO-1	Renewable and non-renewable resources- Solar	Social Value and Ethical Value	Causes, Effects and Control Measures of Noise Pollution	Environmental Ethics: Issues and Possible Solutions	Nuclear Accidents and Nuclear Holocaust
	SLO-2	Renewable and non-renewable resources- Biomass	Aesthetic Value and Option Value	Causes, Effects and Control Measures of Thermal Pollution	Resource consumption patterns	

Learning Resources	Theory:	1. Bharucha Erach, (2013), Textbook of Environmental Studies for Undergraduate Courses (Second edition). Telangana, India: Orient BlackSwan.
		2. Basu Mahua, Savarimuthu Xavier, (2017), SJ Fundamentals of Environmental Studies. Cambridge, United Kingdom: Cambridge University Press
		3. Dr.R.Jeyalakshmi.2014., Text book of Environmental Studies, Devi publications, Chennai
		4. Bharucha Erach, The Biodiversity of India, Mapin Publishing Pvt. Ltd., Ahmedabad – 380013, India, Email:mapin@icenet.net (R)

Learning Assessment											
Level	Bloom's Level of Thinking	Continuous Learning Assessment (50% weightage)								Final Examination (50% weightage)	
		CLA – 1 (10%)		CLA – 2 (10%)		CLA – 3 (20%)		CLA – 4 (10%)#			
		Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice
Level 1	Remember	40%	-	40%	-	40%	-	40%	-	40%	-
	Understand										
Level 2	Apply	30%	-	30%	-	30%	-	30%	-	30%	-
	Analyze										
Level 3	Evaluate	30%	-	30%	-	30%	-	30%	-	30%	-
	Create										
	Total	100 %		100 %		100 %		100 %		100 %	

# CLA – 4 can be from any combination of these: Assignments, Seminars, Tech Talks, Mini-Projects, Case-Studies, Self-Study, MOOCs, Certifications, Conf. Paper etc.,

Course Designers		
Experts from Industry	Experts from Academic	Internal Experts
1. Mr. Suresh S, Program Head, Hello FM	1. Dr. G Balasubramania Raja, Prof & Head, Manonmaniam Sundranar University Mail- gbs_raja@yahoo.com	1. Dr. Rajesh R, Head, SRM IST





Course Code	UJK20501T	Course Name	Leadership Skills	Course Category	JK	Life Skill Courses	L	T	P	C
							2	0	0	2

Pre-requisite Courses	Nil	Co-requisite Courses	Nil	Progressive Courses	Nil
Course Offering Department	Career Development Centre	Data Book / Codes/Standards	-		

Course Learning Rationale (CLR):		The purpose of learning this course is to:		Learning			Program Learning Outcomes (PLO)															
CLR-1	help students to develop essential skills to influence and motivate others	1	2	3	Level of Thinking (Bloom)	Expected Proficiency (%)	Expected Attainment (%)	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
CLR-2	Inculcate emotional and social intelligence and integrative thinking for effective leadership							Fundamental Knowledge Application of Concepts Link with Related Disciplines Procedural Knowledge Skills in Specialization Ability to Utilize Knowledge Skills in Modeling Analyze, Interpret Data Investigative Skills Problem Solving Skills Communication Skills Analytical Skills ICT Skills Professional Behavior Life Long Learning														
CLR-3	create and maintain an effective and motivated team to work for the society																					
CLR-4	nurture a creative and entrepreneurial mindset																					
CLR-5	make students understand the personal values and apply ethical principles in professional and social contexts																					
CLR-6	manage competency-mix at all levels for achieving excellence with ethics																					
Course Learning Outcomes (CLO):		At the end of this course, learners will be able to:																				
CLO-1	examine various leadership models and understand / assess their skills, strengths and abilities that affect their own leadership style and can create their leadership vision	3	80	75				L	M	H	-	M	M	-	-	-	M	H	L	-	H	H
CLO-2	learn and demonstrate a set of practical skills such as time management, self-management, handling conflicts, team leadership, etc	3	80	75				L	M	H	-	M	M	-	-	-	M	H	L	-	H	H
CLO-3	understand the basics of entrepreneurship and develop business plan	3	75	70				L	M	H	-	M	M	-	-	-	M	H	L	-	H	H
CLO-4	apply the design thinking approach for leadership	3	75	70				L	M	H	-	M	M	-	-	-	M	H	L	-	H	H
CLO-5	appreciate the importance of ethics and moral values for making of a balanced personality	3	75	70				L	H	H	-	M	M	-	-	-	M	H	L	-	H	H
CLO-6	be an integral human being	3	75	70				L	H	H	-	M	M	-	-	-	M	H	L	-	H	H

Duration (hour)	6	6	6	6	6
S-1	SLO-1 Leadership - definition	Team building	Management – definition	Women in management	Entrepreneurship
S-1	SLO-2 Leadership – qualities	Team dynamics	Manager – traits	Global gender perspective in business. Do women make good managers? - discussion	Entrepreneurship
S-2	SLO-1 Leadership – styles	Work delegation	Scheduling work	Confronting problems faced by women managers – case study	Successful Indian entrepreneurs – case study
S-2	SLO-2 Leadership – styles	Work delegation – activity	Scheduling work – activity	Confronting problems faced by women managers – case study	Successful Indian entrepreneurs – case study
S-3	SLO-1 Difference between leader and boss	Decision making	Strategic planning	Successful women managers – documentary screening	Successful women entrepreneurs – case study
S-3	SLO-2 Case study (based on leadership styles)	Decision making - activity	Strategic planning	Successful women managers – documentary screening	Successful women entrepreneurs – case study
S-4	SLO-1 Case study (based on leadership styles)	Motivation	Change management	Women labour force in work place	Ethics – definition
S-4	SLO-2 Case study (based on leadership styles)	Motivating for results	Change management – activity	Problems faced by women labour force in work place - case study	Corporate ethics
S-5	SLO-1 Leadership in diverse organizational structures, cultures and	Argumentation, Persuasion	Energy management	Sexual harassment of women at workplace (prevention, prohibition, and	Essential elements of business ethics

		communications			redressal) Act, 2013	
	SLO-2	Leadership in diverse organizational structures, cultures and communications	Negotiation , Networking	<i>Novel ways to manage energy in work place – activity</i>	Documentary screening - Sexual harassment of women at workplace	<i>Activity (students formulate ethical code of their business organization)</i>
S-6	SLO-1	Leading the organisation through stability and turbulence	Budget planning	<i>Work force management</i>	Transgender persons protection of rights act, 2019	<i>Ethical dilemma</i>
	SLO-2	Case study	Taking risk	<i>Grievance redressal policy in organisations</i>	Documentary screening – based on inclusiveness of the third gender in workplace	<i>Ethical dilemma - case study</i>

Learning Resources	1. Craig E Johnson, <i>Meeting the ethical challenges of leadership</i> , Sage publications, 2018	4. Alexander Osterwalder, <i>Business Model Generation</i> , Wiley, 2013
	2. Allan R Cohen, David L Bradford, <i>Influence without authority</i> , Wiley, 2018	5. Deborah Tannen, <i>Talking from nine to five: Women and men in the workplace</i> , Harper Collins publishers, 2010
	3. T V Rao, <i>Managers who make a difference: Sharpening your management skill</i> , Random house India, 2016	6. Amish Tandon, <i>Law of sexual harassment at workplace: Practice and procedure</i> , Niyogi books, 2017
		7. Rashmi Bansal, <i>Connect the dots</i> , Westland books, 2012

Learning Assessment					
Level	Bloom's Level of Thinking	Continuous Learning Assessment (100% weightage)			
		CLA-1 (20%)	CLA-2 (20%)	CLA-3 (30%)	CLA-4 (30%) ##
		Theory	Theory	Theory	Theory
Level 1	Remember	10%	10%	30%	15%
	Understand				
Level 2	Apply	50%	50%	40%	50%
	Analyze				
Level 3	Evaluate	40%	40%	30%	35%
	Create				
	Total	100 %	100 %	100 %	100 %

# CLA-1, CLA-2 and CLA-3 can be from any combination of these: Online Aptitude Tests, Classroom Activities, Case Studies, Poster Presentations, Power-point Presentations, Mini Talks, Group Discussions, Mock interviews, etc.

## CLA – 4 can be from any combination of these: Assignments, Seminars, Short Talks, Mini-Projects, Case-Studies, Self-Study, MOOCs, Certifications, Conf. Paper etc.,

Course Designers		
Experts from Industry	Experts from Higher Technical Institutions	Internal Experts
1. Ajay Zener, Director, Career Launcher	-	1. Ms Sindhu Thomas B, Assistant Professor & Head in Charge, CDC, FSH, SRMIST
		2. Mr Rajsekar, Assistant Professor, CDC, FOM, SRMIST

Course Code	UEN20S07T	Course Name	Language Learning Strategies	Course Category	S	Skill Enhancement Course	L	T	P	C													
							2	0	0	2													
Course Learning Rationale (CLR):		The purpose of learning this course is to:			Learning		Program Learning Outcomes (PLO)																
CLR-1 :	Highlight the participatory role of learning strategies in teaching and learning act			1	2	3	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	
CLR-2 :	Delineate the use of prior knowledge in planning a learning strategy																						
CLR-3 :	Stress on the influence of learning strategy in selecting, acquiring, organizing or integrating new knowledge.																						
CLR-4 :	Facilitate the learners with the hands on experience in developing and practicing learning strategies																						
CLR-5 :	Make learners realize the importance of their learning strategies in learning and mastering a language																						
CLR-6 :	Develop the skills of formulating learning strategies based on the need																						
Course Learning Outcomes (CLO):		At the end of this course, learners will be able to:			Level of Thinking (Bloom)	Expected Proficiency (%)	Expected Attainment (%)	Disciplinary Knowledge of English Literature and Literary Studies	Analytical Reasoning	Problem Solving	Research Related Skills	Self-Directing Learning	Environment & Sustainability	Multicultural Competence	Values: moral and Ethical, Literary and Human	Critical Thinking	Digital Literacy	Sense of History	Communication Skills	Life Long Learning	PSO - 1	PSO -2	PSO 3
CLO-1 :	understand that learners play a participatory role in teaching and learning act			2	80	75	H	L	H	-	H	L	-	-	-	L	L	-	H	-	-	-	-
CLO-2 :	Learn how to learn, remember, think, and motivate themselves			2	85	80	H	M	H	L	M	L	-	-	-	M	L	-	H	-	-	-	-
CLO-3 :	Realize that the goal of any particular learning strategy affects the way in which the learner selects, acquires, organizes, or integrates new knowledge			4	85	80	H	M	H	M	H	L	-	-	-	M	L	-	H	-	-	-	-
CLO-4 :	Use prior knowledge to plan a strategy for approaching a learning task			3	75	70	H	M	H	M	H	L	-	-	-	M	L	-	H	-	-	-	-
CLO-5 :	take necessary steps to overcome impediments to learning			5	80	85	M	H	H	M	H	L	-	-	-	M	L	-	H	-	-	-	-
CLO-6 :	modify his/her approach based on his/her reflection and evaluation of the learning process			6	75	80	H	L	H	-	H	L	-	-	-	L	L	-	H	-	-	-	-

Duration (hour)	6	6	6	6	6
S-1	SLO-1	Origin of language	Learning strategies introduced	Getting introduced to affective strategy	Understanding cognition strategies
	SLO-2	Language as a tool for communication	Definition of learning strategies	Understanding affective strategy	Learning Rehearsal strategies copying, underlining, or shadowing , summarizing
S-2	SLO-1	Language Learning	Get introduced to Characteristics of learning strategies	Understanding the characteristics of extempore speech	Presentation on Pronunciation (IPA Chart)
	SLO-2	The Process involved in language learning	Understand Characteristics of learning strategies	Understanding the characteristics of prepared speech	Analyse the impact of Rehearsal strategies on chart preparation
S-3	SLO-1	Acquisition of language-introduction	Role of Learning Strategies in Language learning	Learning to be alert and relaxed	Understanding Elaboration strategies
	SLO-2	Acquisition of language-described	Importance of language learning strategies	Identifying factors that cause anxiety	paraphrasing or summarizing
S-4	SLO-1	Get introduced to First Language acquisition	Get introduced to Affective strategy	Extempore speech delivered	Critical essay on Eco Consciousness –
	SLO-2	Understand First Language acquisition LSRW	Understand Affective strategy	Analyse the influence of affective strategy on the speaking task	Analyse the impact of Elaboration strategies on essay writing
S-5	SLO-1	Second Language Learning	Get introduced to cognition strategies	Understanding the Role of the learner in creating, monitoring, and controlling a prepared speech task	Understanding Organizational strategies
	SLO-2	Foreign Language learning	Understand cognition strategies	Internalizing the strategy learnt	outlining or creating a hierarchy
S-6	SLO-1	Difference between acquisition and learning	Get introduced to metacognition strategies	Delivery of prepared speech on any topic from Popular Literature	Expository writing on Tragedy
	SLO-2	First language and second language learning processes compared	Understanding metacognition strategies	Analyse the influence of affective strategy on the speaking task	Analyze the impact of Organizational strategies on the writing task

#### Suggested reading for activities planning

- O'Malley, J., & Chamot, A. (1990). Learning strategies: Methods and research. In *Learning Strategies in Second Language Acquisition* (Cambridge Applied Linguistics, pp. 85-113). Cambridge: Cambridge University Press. doi:10.1017/CBO9781139524490.006
- [http://www.viviancook.uk/SLA/L2\\_learning\\_strategies.htm](http://www.viviancook.uk/SLA/L2_learning_strategies.htm)
- <http://www.viviancook.uk/SLA/Krashen.htm>
- <http://www.viviancook.uk/SLA/LearningStratsTest.htm>

Learning Resources	1.	J. Michael O'Malley, Michael J. O' Malley, Anna Uhl Chamot, O'Malley J Michael 'Learning Strategies in Second Language Acquisition', Cambridge University Press, 1990	4.	Magdalena Szyszka, 'Pronunciation Learning Strategies and Language Anxiety: In Search of an Interplay', Springer, 2017
	2.	Ron White and Valerie Arndt, 'Process writing', Longman, 1991	5.	Carol Griffiths, <i>The Strategy Factor in Successful Language Learning: The Tornado Effect- 2nd Edition</i> , Short Run Press Ltd., 2018
	3.	Tricia Hedge, 'Writing', Oxford University Press, 2010	6.	<a href="https://www.teachingenglish.org.uk/sites/teacheng/files/mind_map.pdf">https://www.teachingenglish.org.uk/sites/teacheng/files/mind_map.pdf</a> - to learn mind

		map
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Learning Assessment											
Level	Bloom's Level of Thinking	Continuous Learning Assessment (50% weightage)								Final Examination (50% weightage)	
		CLA – 1 (10%)		CLA – 2 (10%)		CLA – 3 (20%)		CLA – 4 (10%) #			
		Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice
Level 1	Remember	30%	-	30%	-	30%	-	30%	-	30%	-
	Understand										
Level 2	Apply	40%	-	40%	-	40%	-	40%	-	40%	-
	Analyze										
Level 3	Evaluate	30%	-	30%	-	30%	-	30%	-	30%	-
	Create										
	Total	100 %		100 %		100 %		100 %		100 %	

# CLA – 4 can be from any combination of these: Assignments, Seminars, Short Talks, Mini-Projects, Case-Studies, Self-Study, MOOCs, Certifications, Conf. Paper etc.,

Course Designers		
Experts from Industry	Experts from Higher Technical Institutions	Internal Experts
1.R. Harini, Cognizant, harini_ravi@yahoo.in	1Dr. K. Ganesh, Professor and Head, Madras Christian College, <a href="mailto:ganeshmckrish@gmail.com">ganeshmckrish@gmail.com</a>	Dr. M.M.Uma Maheswari, SRMIST
2.Panakal Heera Elizabeth, SRM IST, panakalheeraelizabeth@gmail.com	2 Dr. V. Bharathi Harishankar Professor and Head, University of Madras, <a href="mailto:omkarbharathi@gmail.com">omkarbharathi@gmail.com</a>	Dr. B Cauveri, SRMIST

Course Code	UEN20S08L	Course Name	Presentations	Course Category	S	Skill Enhancement Course	L	T	P	C
							0	0	4	2

Course Learning Rationale (CLR):		The purpose of learning this course is to:	
CLR-1 :	To understand the techniques necessary for an effective presentation which can reduce the anxiety and stress of the audience and in turn promotes motivation and learning.		
CLR-2 :	To provide a structured methodology that helps in preparing and rendering an effective presentation.		
CLR-3 :	To review the role of multimedia in creating and organising an effective presentation		
CLR-4 :	To enhance the speaking skills and create confidence to address a large crowd		
CLR-5 :			
CLR-6 :			

Learning		
1	2	3
Thinking (Bloom)	Proficiency (%)	Assessment (%)

Program Learning Outcomes (PLO)															
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Knowledge of English Literature and Literary Studies	Reasoning	Writing	Integrated Skills	Self-Directing Learning	Sustainability	Competence	Values: moral and Ethical, Literary and Human	Digital Literacy	Sense of History	Communication Skills	Life Long Learning	PSO - 1	PSO - 2	PSO - 3	

Course Learning Outcomes (CLO):		Learning			Program Learning Outcomes (PLO)															
		1	2	3	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
CLO-1 :	Consider ways of grabbing the listener's attention, holding their interest, and concluding strongly	3	80	75	L	L	H	-	H	L	-	-	-	M	L	-	H	-	-	-
CLO-2 :	Learn, practice and acquire the skills necessary to deliver effective presentation with clarity and impact																			
CLO-3 :	Use a structured presentation methodology (Pyramid Method) to prepare presentation material and effective visual aids																			
CLO-4 :	Deliver an enthusiastic and well-practiced presentation																			
CLO-5 :																				
CLO-6 :																				

Duration (hour)		Learning Unit-I (Introduction to Effective Communication)	Learning Unit-II (Introduction to Effective Presentation)	Learning Unit-III (Preparing a Presentation)	Learning Unit-IV (Delivering a Presentation)	Learning Unit-V (Presentation and Multimedia)
S-1-2	SLO-1	Importance of Communication, Definition and Process of Communication	Importance of an effective presentation	Aim of the presentation, Choosing topic of Interest	Effective Body language, Using cuecards	What is Multimedia- Role and nature of multimedia in presentation
	SLO-2	Types of Communication,	Types of Presentation: Informative,	Choosing powerful words or	Connecting with audience using	Using audio, images, diagrams, photographs, animation, video etc



		Channels of Communication, Barriers of Communication	Instructional, Arousing, Persuasive, Decision making	vocabulary	verbal and non verbal communication	
S-3-4	SLO-1	Lab- Ice Breaking Session Introduce yourself and your friend	Lab- Presentation selecting one of the types	Lab- Listening to powerful speeches	Lab- Spin a yarn activity using apt body language	Lab- Presentation using images, diagrams and photographs
	SLO-2	Lab- Ice Breaking Session Introduce yourself and your friend	Lab- Presentation selecting one of the types	Presentation writing	Lab- Spin a yarn activity using apt body language	Lab- Presentation using images, diagrams and photographs
S-5-6	SLO-1	Lab- Discussion on the various barriers and prepare a ppt	Lab- Presentation selecting one of the types	The five stages: pre-introduction, introduction, main body, summary, and conclusion	Lab- Spin a yarn activity using apt body language	Lab- Presentation using audio, animation and video
	SLO-2	Lab- Discussion on the various barriers and prepare a ppt	Lab- Presentation selecting one of the types	Preparing 5 slides on the given topic and oral presentation	Lab- Spin a yarn activity using apt body language	Lab- Presentation using audio, animation and video
S-7-8	SLO-1	Importance of Effective Communication Language Skills- Listening and Speaking	Planning a presentation	Relevant statistical details	Practice- Being assertive- Check Voice: Volume, Pace, Pitch	Tools: PowerPoint, Browser tools( Prezi, Emprer), Editing tools
	SLO-2	Language Skills- Reading and Writing	Four stages of presentation planning: identify your aim, profile your audience, define your key message statement, and outline the scope	Preparing 15 slides on the given topic and oral presentation	Organising and checking the number of slides	Animation tools- Using the tools before, during and after presentation
S-9-10	SLO-1	What is a presentation?	Group Discussion	Logical sequencing, Rehearsing and timing	Situational talk	Using hyperlinks
	SLO-2	Presentation techniques	Group Discussion	Lab-Shipwreck with timing	Situational talk	Advantages and Disadvantages of using multimedia
S-11-12	SLO-1	Lab- One minute talk on a topic	Group Discussion	Lab- Shipwreck with timing	Concentrate on Key message, Using apt anecdotes and quotations	Lab- Project powerpoint using the tools and hyperlinks
	SLO-2	Lab- One minute talk on a topic	Group Discussion	Preparing 15 slides on the given topic and oral presentation	Knitting humour in between- taking deep breath and enjoying one's own presentation	Lab- Project powerpoint using the tools and hyperlinks

Learning Resources	1. Chivers, Barbara, and Michael Shoolbred. <i>A Students Guide to Presentations: Making Your Presentation Count</i> . SAGE Publications, 2007.	4. Mandel, Steven. <i>Effective Presentation Skills</i> . CRISP, 2000.
	2. Dilts, Robert. <i>Effective Presentation Skills</i> . Dilts Strategy Group, 2017. 3. Emden, Joan Van, and Lucinda M. Becker. <i>Presentation Skills for Students</i> . Macmillan Education, 2016.	5. Noonan, Peggy. <i>On Speaking Well: How to Give a Speech with Style, Substance, and Clarity</i> . ReganBooks, 1999.

Learning Assessment					
Level	Bloom's Level of Thinking	Continuous Learning Assessment (100% weightage)			
		CLA – 1 (20%)	CLA – 2 (20%)	CLA – 3 (30%)	CLA – 4 (30%) #
		Practice	Practice	Practice	Practice
Level 1	Remember	10%	10%	30%	15%
	Understand				
Level 2	Apply	50%	50%	40%	50%
	Analyze				
Level 3	Evaluate	40%	40%	30%	35%
	Create				
	Total	100 %	100 %	100 %	100 %

# CLA – 4 can be from any combination of these: Assignments, Seminars, Short Talks, Mini-Projects, Case-Studies, Self-Study, MOOCs, Certifications, Conf. Paper etc.,

Course Designers		
Experts from Industry	Experts from Higher Technical Institutions	Internal Experts
1.R. Harini, Cognizant, harini_ravi@yahoo.in	1Dr. K. Ganesh, Professor and Head, Madras Christian College, <a href="mailto:ganeshmckrish@gmail.com">ganeshmckrish@gmail.com</a>	1. Dr. B. Monika Nair, Assistant Professor, English, SRMIST
2.Panakal Heera Elizabeth, SRM IST, panakalheeraelizabeth@gmail.com	2 Dr. V. Bharathi Harishankar Professor and Head, University of Madras, <a href="mailto:omkarbharathi@gmail.com">omkarbharathi@gmail.com</a>	2. Dr. Ramya, SRMIST



	SLO-2	Students discussions Wolfgang Iser and with Derridean theories of discourse	Students discussions on The birth of the reader'	Case Study: Blue Velvet	Studying 'Can Subalterns Speak?'- Gayatri Spivak	DiscussionsDecentering the human:
S-7	SLO-1	Critical analysis of syntactic slide	Introduction to metaphor and metonymy, Synecdoche	Reading about French Feminist Theory: Simone de Beauvoir, Chantal Chawaf, Helene Cixous, Catherine Clement, Christine Delphy	Studying and reflecting over 'Can Subalterns Speak?'- Gayatri Spivak	Introduction to Ergodic Literature
	SLO-2	Case study: Rushdie's The Satanic Verses	Understanding Jacobson: Similarity/substitution and spatial/temporal closeness	Presentations on Marguerite Duras, Colette Guillaumin, Madeleine Gagnon, Luce Irigaray, Julia Kristeva, Nicole-Claude Mathieu, Michele Montreley, Monique Plaza, Paola Tabet and Monique Wittig	Analysis of counter discourse	Analyzing cybertexts (online narratives) as ergodic
S-8	SLO-1	Analyzing literary discourses	Introduction to Fabula, Focalize (focalizer, focalized object) and Szuzhet, Frame Narrative, Hermeneutic and Proairetic Codes, Voice-Over Narration	Introduction to L'Ecriture Feminine	Introduction to Homi K. Bhabha's 'hybridity'	Introduction to Humanism
	SLO-2	Case study: Tolkien's The Lord of the Rings	Presentations on First-Person Narration, Third-Person Limited Narration or Limited Omniscience, Third-Person, Omniscient Narration	Students discussions on Helene Cixous' "The Laugh of the Medusa"	Presentations on Colonizer/colonized-interdependence and mutual construction of subjectivities	Students discussions on Jeffrey Jerome Cohen's 'Monster Theory' (1996)
S-9	SLO-1	Introduction to Post structuralism	Introduction to Mimesis, Digesis	Students discussions on Feminisms: Liberal, Radical, Ecofeminism,	Reading Postcolonial forms	
	SLO-2	Students discussions on Roland Barthes	Students discussions on the narrative structures of Victorian novels	Students discussions on : Marxist, Socialist, Womanist, Lesbian	Understanding Deconstructive and contrapuntal processes	Discussions: Reading the Monster
S-10	SLO-1	Reading about 'Readerly' and 'writerly'	Case Study: John Agard's 'Half Castle'	Critical analysis of Separatist, Power, Revalorist, Structural	Case study: Foe	Humanist ethics: Richard Dawkin's 'meme'
	SLO-2	Analysis of literary texts		Case study: the Suzanne Moore controversy		
S-11	SLO-1	Reader response theory today: analysis	Students discussions on Levi Strauss's mythemes	Reflections over the Third Wave Feminism and beyond	Reading about the criticism of postcolonial theory	Discussions: Humanism and literature
	SLO-2	Reader response theory today: analysis	Students discussions on Analepsis and Prolepsis, Diegesis	Understanding and reflecting on Post Feminism: Freedom of choice, Diversity,	Discussions on Ahmad's 'In Theory'(1992)	Understanding liberal humanism
S-12	SLO-1	Students discussions on The deconstructive process	Introduction to Deconstruction	Discussing Post-feminist culture and feminism	Analyzing the relevance of Post colonialism today	Paul Gilroy's gender and colour blind 'planetary humanism' (2000)
	SLO-2	Students discussions Deconstructing texts: analysis	Understanding "limitless," "infinite," and "indefinite"	Understanding Intersectionality	Students discussions s on racist attitude, 'othering'	Understanding Post humanism, Trans humanism
S-13	SLO-1	Reading about New materialism	Presentations on Différance Trance	Introduction to Queer theory	Understanding Diaspora	Case study: Never Let Me Go
	SLO-2	Can a reading ever be 'wrong'?- analysis	Case Study: Jane Eyre	Understanding "homosexual" and "heterosexual."	Discussions on world diaspora	
S-14	SLO-1	Introduction to Marxism	Students discussions on Genealogy, The heterotopia	Students discussions on Compulsory heterosexuality	Understanding Hybridity, Third space	Analyzing The Ethical text and Morality
	SLO-2	Students discussions 'Base and superstructure'	Students discussions on Intertextuality	Discussing Lesbian continuum	Students discussions on 'mimicry', 'difference', 'ambivalence'	Discussions: Ethics
S-15	SLO-1	Presentations on The proletariat, The bourgeoisie Ideologies	Introduction to Narration (voice), focalization (mood), and narrative situation	Presentations on -Sedgwick's 'Homosocial'	Quiz on post colonialist texts and writings	Reflecting over The notion of the 'Other', The Ethico-political,
	SLO-2	Louis Althusser's Ideology and Ideological State Apparatuses		Gender studies: Genders and Sexualities		Discussion: The new sincerity
S-16	SLO-1	Presentations on Ideologies References from: Louis Althusser's 'Ideology and Ideological State Apparatuses' (1970)	Presentations – Actions, story analysis, tellability	Understanding Gender performativity	Brainstorming over 'What is Culture?'	Understanding: Anthropocentrism
	SLO-2			Case Study: Trumpet	Discussions: Coding and decoding	Discussions: Nature, Ecology of thought
S-17	SLO-1	Presentations on Hegemony	Presentations – Tense, time and narrative modes	AnalyzingSex and Gender	Understanding -Dominant/hegemonic position	Discussions: -Ambient poetics
	SLO-2	Understanding that state control through coercion rather than force.		Discussions on Queering literature	-Negotiated position	-Ecomimesis
S-18	SLO-1	Presentations on Bourdieu's Cultural Capital	Introduction and discussions on narrative genres	Understanding Undoing Gender	Critiquing -mas culture	-Review, Recapitulations of key ideas
	SLO-2	Understanding 'Cultural Reproduction and Social Reproduction'		Presentations on bisexuality, pansexuality, asexuality, and other alternative expressions	-Cultural identities, Subcultures	

<b>Learning Resources</b>	1. Sara Upstone, <i>Literary Theory</i>	6. Julian Wolfrey, <i>Introducing Criticism at the 21st Century</i> 7. Jurgen Habermas, <i>Modernity versus Post modernity, Introducing Series, Icon Books.</i> 8. <i>The Norton Anthology of Theory and Criticism</i> 9. <a href="http://academia.edu/2095338/Contemporary_Literary_and_Cultural_Theory_The_Johns_Hopkins_Guide">academia.edu/2095338/Contemporary_Literary_and_Cultural_Theory_The_Johns_Hopkins_Guide</a>
	2. Wilfred L. Guerin (ed.), <i>A Handbook of Critical Approaches to Literature 5th edition</i>	
	3. Raman Selden, Peter Widowsen and Peter Brooker (ed.): <i>A Readers Guide to Contemporary Literary Theory</i>	
	4. Peter Barry, <i>Beginning Theory</i>	
	5. Patricia Waugh, <i>Literary Theory and Criticism: An Oxford Guide</i>	

Learning Assessment											
Level	Bloom's Level of Thinking	Continuous Learning Assessment (50% weightage)								Final Examination (50% weightage)	
		CLA – 1 (10%)		CLA – 2 (10%)		CLA – 3 (20%)		CLA – 4 (10%) #			
		Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice
Level 1	Remember	30%	-	30%	-	30%	-	30%	-	30%	-
	Understand										
Level 2	Apply	40%	-	40%	-	40%	-	40%	-	40%	-
	Analyze										
Level 3	Evaluate	30%	-	30%	-	30%	-	30%	-	30%	-
	Create										
	Total	100 %		100 %		100 %		100 %		100 %	

# CLA – 4 can be from any combination of these: Assignments, Seminars, Tech Talks, Mini-Projects, Case-Studies, Self-Study, MOOCs, Certifications, Conf. Paper etc.,

<b>Course Designers</b>		
Experts from Industry	Experts from Higher Technical Institutions	Internal Experts
1.R. Harini, Cognizant, harini_ravi@yahoo.in	1Dr. K. Ganesh, Professor and Head, Madras Christian College, <a href="mailto:ganeshmckrish@gmail.com">ganeshmckrish@gmail.com</a>	1. Dr. Sukanya Saha, SRMIST
2.Panakal Heera Elizabeth, SRM IST, panakalheeraelizabeth@gmail.com	2 Dr. V. Bharathi Harishankar Professor and Head, University of Madras, <a href="mailto:omkarbharathi@gmail.com">omkarbharathi@gmail.com</a>	2. Dr. B. Cauveri, SRMIST

<b>Course Code</b>	<b>UEN20D07L</b>	<b>Course Name</b>	<b>Project work and Dissertation</b>	<b>Course Category</b>	<b>E</b>	<b>Discipline Specific Elective</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
							<b>0</b>	<b>0</b>	<b>12</b>	<b>6</b>

<b>Learning Assessment</b>		
<b>Project Work / Internship</b>	<b>Continuous Learning Assessment</b>	<b>Final Evaluation</b>



	(50% weightage)		(50% weightage)	
	Review – 1	Review – 2	Project Report	Viva-Voce
	20%	30 %	30 %	20 %

Course Designers			
Experts from Industry		Experts from Higher Technical Institutions	Internal Experts
1.R. Harini, Cognizant, harini_ravi@yahoo.in		1Dr. K. Ganesh, Professor and Head, Madras Christian College, <a href="mailto:ganeshmckrish@gmail.com">ganeshmckrish@gmail.com</a>	
2.Panakal Heera Elizabeth, SRM IST, panakalheeraelizabeth@gmail.com		2 Dr. V. Bharathi Harishankar Professor and Head, University of Madras, <a href="mailto:omkarbharathi@gmail.com">omkarbharathi@gmail.com</a>	



Course Code	UEN20G04J	Course Name	INTRODUCTION TO TEXT AND PERFORMANCE	Course Category	G.E	Generic Elective	L	T	P	C
							2	0	2	3

Course Learning Rationale (CLR):		The purpose of learning this course is to:			Learning			Program Learning Outcomes (PLO)																
CLR-1 :		Develop a deep understanding of Performance and Performativity.			Level of Thinking (Bloom)	Expected Proficiency (%)	Expected Attainment (%)	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15		
CLR-2 :		Develop an understanding of embodied performance of identity.						Disciplinary Knowledge of English Literature and Literary Studies																
CLR-3 :		Introduce the students to theories of Performance.						Analytical Reasoning																
CLR-4 :		Introduce the students to interdisciplinarity of Performance Theory.						Problem Solving																
CLR-5 :		Develop sensitivity to cultural differences and diversity.						Research Related Skills																
CLR-6 :		Analyze, and interpret texts and performances, both legible and embodied.						Self-Directing Learning																
								Environment & Sustainability																
								Multicultural Competence																
								Values: moral and Ethical, Literary and Human																
								Critical Thinking																
								Digital Literacy																
								Sense of History																
								Communication Skills																
								Life Long Learning																
								P.S.O. 1																
								P.S.O. 2																
								P.S.O. 3																
Course Learning Outcomes (CLO):		At the end of this course, learners will be able to:																						
CLO-1 :		Recognize the idea of performance as a paradigm.			3	30	80	H	M	-	M	M	-	H	M	M	-	-	-	-	-	H		
CLO-2 :		Understand the evolving idea of "text".			3	20	80	H	H	-	H	L	-	M	M	M	M	L	-	-	L	-	H	
CLO-3 :		Demonstrate understanding of the nuances of Performance Theory			3	30	80	H	H	-	M	L	-	M	M	M	-	L	-	-	-	-	H	
CLO-4 :		Develop an understanding of the Body as text.			3	20	85	H	M	-	H	M	-	M	M	H	-	-	M	L	-	-	H	
CLO-5 :		Critically understand the performative aspects of identity			3	20	85	H	L	M	H	M	-	H	M	H	-	-	M	-	-	-	H	
CLO-6 :		Demonstrate an extended understanding of recent developments in the discipline of Performance Studies			3	20	80	H	L	-	H	M	-	M	M	H	M	-	L	-	-	-	H	

Duration (hour)		12	12	12	12	12
S-1	SLO-1	What is it to Perform?	The Object of Performance Studies	"All the World's a Stage" - Shakespeare	Ritual, Play and Performance	Drama is no longer... coextensive with theatre. (R.W. 304)
	SLO-2	Eight kinds of performance	Performance Turn	Expressions and Impressions - Goffman	Varieties of Ritual	Drama as habitual experience. (R.W. 305)
S-2	SLO-1	Restoration of behavior	On the Balinese Theatre – Antonin Artaud	Front Stage and Back Stage - Goffman	Sacred and Secular Rituals	Dramatized society
	SLO-2	Is and As Performance / make-belief and make-believe	Texts and Textuality of behavior - Worthen	Encounter	Structures, functions, processes and experiences	Dramatic/Dramaturgical continuum.
S 3-4	SLO-1	Discuss the function(s) of performance.	Text as the signifier of the essentially performative nature of play. - Worthen	Discuss the Performance of Self in Ritual Context	Rituals as action, as performance	The individual at the center of Modern drama
	SLO-2	Discuss the function(s) of Natya.	Discuss Artaud's Essay with reference to Worthen's essay	Discuss the Performance of Self in Social Context	Human and animal rituals	"France, you know, is a bad bourgeois novel." Discuss.
S 5	SLO-1	Ritual and Theatre	Performance as a medium of knowledge transmission	Dramatic Realization	Ritual as Liminal performance	Frígyes Karinthy's "Chain-Links"
	SLO-2	Insiders, Outsiders	History, Memory and Performance	Idealization	Liminal, Liminality, Liminoid	Social Networks from SixDegrees.com to Facebook
S- 6	SLO-1	Kinemes	PerforWAT Studies	Maintenance of Expressive Control	Limens, lintels and stages	Social Media: changing concepts of identity and community.
	SLO-2	Paul Ekman	Is Performance precarious? The Archive and the Repertoire	Misrepresentation	Communitas and anti-structure	Social Networks: Identity and Impersonation
S 7-8	SLO-1	Compare Paul Ekman's theory of facial expression Navrasas of Natyashastra.	Culture, Ethnography and Performance	Mystification	Ritual time/space	Definitions and Dimensions of authenticity
	SLO-2	Performance effects: Fischer's Cartography	Spectacle	Managing mystery in everyday performance of Self	Social drama and Efficacy-entertainment dyad	Twitter: hacked by a spambot
S-9	SLO-1	Performativity	Mythologies of the Female body	Performance is an exercise of power	Homo Ludens	Impersonation amongst Friends: Frape
	SLO-2	Theatricality	"Docile bodies" – Foucault	Identity as performance	Play as a function of culture	From 'disembodiment' in online interactions...
S-10	SLO-1	Narrativity	The Rise of the Enigmatic Body	Self-Fashioning	Play as non serious activity	...To 'fleshy identities' in social networks
	SLO-2	Performance magnitudes	The under-determined body	Renaissance Self-Fashioning	Can Ritual be play?	Body-blogs and ego-shooters
S 11-12	SLO-1	Identify Performance Magnitudes.	Corporeal realism	Discuss Greenblatt's Introduction w.r.t. Goffman's Theory	Discuss a play activity based.	Discuss the blog as the body
	SLO-2	Discuss Performance Magnitudes in terms of Performativity, Theatricality and Narrativity	Mediating Theories, Mediating Bodies	-do -	Deconstruct the activity based on the theories studied.	Discuss Fotolog: The ego-shot and its nuances

Learning Resources		
	<ol style="list-style-type: none"> <li>Philip Auslander (Ed). Performance: Critical Concepts in Literary and Cultural Studies (Vol 2). Ed.. Routledge: London. 2003.</li> <li>Richard Schechner. Performance Studies: An Introduction. Routledge: London. 2013.</li> <li>Richard Schechner. Performance Theory. Routledge: New York. 2003.</li> <li>Henry Bial, Introduction to The Performance Studies Reader. Routledge: New York, 2007.</li> </ol>	<ol style="list-style-type: none"> <li>Erving Goffman, "Presentation of Self in Everyday Life. Doubleday: New York. 1959</li> <li>Philip Seargeant and Caroline Tagg, The Language of Social Media: Identity and Community on the Internet. Palgrave: London. 2014.</li> </ol>

Learning Assessment											
	Bloom'sLevel of Thinking	Continuous Learning Assessment (50% weightage)								Final Examination (50% weightage)	
		CLA – 1 (10%)		CLA – 2 (10%)		CLA – 3 (20%)		CLA – 4 (10%)#			
		Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice
Level 1	Remember	20%	20%	15%	15%	15%	15%	15%	15%	15%	15%
	Understand										
Level 2	Apply	20%	20%	20%	20%	20%	20%	20%	20%	20%	20%
	Analyze										
Level 3	Evaluate	10%	10%	15%	15%	15%	15%	15%	15%	15%	15%
	Create										
	Total	100 %		100 %		100 %		100 %		100 %	

# CLA – 4 can be from any combination of these: Assignments, Seminars, Short Talks, Mini-Projects, Case-Studies, Self-Study, MOOCs, Certifications, Conf. Paper etc.,

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2.Panakal Heera Elizabeth, SRM IST, panakalheeraelizabeth@gmail.com	2 Dr. V. Bharathi Harishankar Professor and Head, University of Madras, <a href="mailto:omkarbharathi@gmail.com">omkarbharathi@gmail.com</a>	2. Dr. B Cauveri, SRMIST

Course Code	UEN20S01T	Course Name	Corporate Communication	Course Category	S	Skill Enhancement Course	L	T	P	C
							2	0	0	2

Course Learning Rationale (CLR):		The purpose of learning this course is to:	Learning			Program Learning Outcomes (PLO)															
CLR-1	:	To provide a comprehensive outlook on corporate world and communication within a corporate.	1	2	3	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
CLR-2	:	To aid an understanding between organisation and the stake holders																			
CLR-3	:	To understand corporate communication as to improve corporate performance.																			
CLR-4	:	To elucidate the importance of communication in corporate success.																			
CLR-5	:	To review the role of media in achieving the corporate's vision.																			
CLR-6	:	To research on corporate communication through case studies																			
Course Learning Outcomes (CLO):		At the end of this course, learners will be able to:	Level of Thinking (Bloom)	Expected Proficiency (%)	Expected Attainment (%)																
CLO-1	:	Understand the importance of global and corporate communication	3	80	75	L	L	L	M	M	L	H	L	M	H	H	H	H	-	-	-
CLO-2	:	Realise the relationship between the Public, the stakeholders and the Corporate	3	80	85	L	L	M	L	H	L	H	H	M	L	H	L	H	-	-	-
CLO-3	:	Develop skills for communicating with a company's key audience which depends upon all of the company's internal and external communication	3	90	85	L	M	M	L	H	M	H	M	H	H	L	H	H	-	-	-
CLO-4	:	Know work place communication and its effect on morale and productivity	3	85	80	L	M	L	M	H	M	M	H	M	M	L	M	H	-	-	-
CLO-5	:	Analyse media's role in improving sale, reputation and in creating positivity in the company or industry.	3	90	95	L	H	M	H	H	M	H	H	M	H	H	H	H	-	-	-
CLO-6	:	Explore corporate identity, corporate reputation, and orchestration of communication	3	80	75	L	H	H	M	H	L	M	M	M	H	L	H	H	-	-	-

Duration (hour)		6	6	6	6	6
S-1	SLO-1	Importance of Communication	Evolution and Root of Corporate Communication	Introduction to Public Relations	Explicating Internal and External Communication	Structuring communication for strategy implementation
	SLO-2	Definition and Process of Communication	Three distinct channels: company to people, system to people and people to people	Function of Public relations	Employee Communication- Outsourcing internal Communication	Fostering competitiveness at business level
S-2	SLO-1	Types of Communication	Trinity in Corporate Communication	Market strategy- Creating a student market	Role of Media in Corporate Communication and Public Relations	Building a strategic communication function
	SLO-2	Channels of Communication in Industry	The communication policy, the corporate language policy and the corporate information portal.	The Image builder	Media for Internal and External Communication	Contributing to value creation
S-3	SLO-1	Importance of Effective Communication	Management Hierarchy	Corporate Communication versus Public Relations	Media Relations and Initiatives	Overcoming fragmentation
	SLO-2	Barriers of Communication	Corporate and stakeholders relationship	Chosing a path, overlap and differences	Writing for Media	Budgeting for corporate communication
S-4	SLO-1	Language Skills- Listening and Speaking	Corporate Communication and Business relationship	Public Relations and Social Responsibility	Business and Government	Building a coherent communication system
	SLO-2	Language Skills- Reading and Writing	The Interaction approach and The Network approach	Building long term values and quality standards	Financial Communication	Company's reputational capital
S-5	SLO-1	Definition of Corporate Communication-	Corporate communication in India	Corporate Identity and Branding	Brand Promotion and Advertising	Case studies and Project
	SLO-2	Nature and Scope of Corporate Communication	Strategies Used and Challenges faced in India	Building brand passion and the fabric of brand success	Strategies in Brand promotion	Case studies and Project
S-6	SLO-1	Corporate world and demands	Corporate reputation.	Corporate Social Responsibility	Crisis Communication	Case studies and Project
	SLO-2	Role of Corporate Communication	Developing a reputation platform	Business and Non profit organisation	Case studies	Case studies and Project

Learning Resources	1. Fernandez, Joseph. Corporate communications: A 21st century primer. SAGE, 2004. 2. Jethwaney, Jaishri N. Corporate Communication: Principles and Practice. SAGE Publications India Pvt Ltd, 2018. 3. Raman, Meenakshi, and Prakash Singh. BUSINESS COMMUNICATION. OXFORD University Press, 2012.	4. Tynan, Liz, et al. Communication for Business. Oxford University Press, 2013. 5. Van Riel, Cees BM, and Charles J. Fombrun. Essentials of corporate communication: Implementing practices for effective reputation management. Routledge, 2007.
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Learning Assessment											
Level	Bloom's Level of Thinking	Continuous Learning Assessment (50% weightage)								Final Examination (50% weightage)	
		CLA – 1 (10%)		CLA – 2 (10%)		CLA – 3 (20%)		CLA – 4 (10%) #			
		Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice
Level 1	Remember	30%	-	30%	-	30%	-	30%	-	30%	-
	Understand										
Level 2	Apply	40%	-	40%	-	40%	-	40%	-	40%	-
	Analyze										
Level 3	Evaluate	30%	-	30%	-	30%	-	30%	-	30%	-
	Create										
	Total	100 %		100 %		100 %		100 %		100 %	

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2.Panakal Heera Elizabeth, SRM IST, panakalheeraelizabeth@gmail.com	2 Dr. V. Bharathi Harishankar Professor and Head, University of Madras, <a href="mailto:omkarbharathi@gmail.com">omkarbharathi@gmail.com</a>	2. Dr. S. Ramya, SRMIST

Course Code	UEN20S02T	Course Name	Rhetoric and Prosody	Course Category	S	Skill Enhancement Course	L	T	P	C
							2	0	0	2

<b>Course Learning Rationale (CLR):</b> <i>The purpose of learning this course is to:</i>		<b>Learning</b>			<b>Program Learning Outcomes (PLO)</b>														
CLR-1 :	familiarize the students with the nature of literature and literary studies	1	2	3	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
CLR-2 :	create an understanding of the characteristics and functions of different literary genres																		
CLR-3 :	enable students to acquire the basic knowledge of rhetoric and prosody																		
CLR-4 :	Equip students with the tools of critical analysis in reading and writing about different works of literature																		
<b>Course Learning Outcomes (CLO):</b> <i>At the end of this course, learners will be able to:</i>		<b>Learning</b>			<b>Program Learning Outcomes (PLO)</b>														
CLO-1 :	Understand the nature of literature and literary language																		
CLO-2 :	Identify and analyze the characteristics and functions of different literary genres																		
CLO-3 :	Acquire working knowledge of rhetoric and prosody																		
CLO-4 :	Apply the tools of critical analysis in reading and writing about different works of literature																		

Duration (hour)		6	6	6	6	6
		Unit 1: Introduction to Rhetoric	Unit 2: Figures of Speech	Unit 3: Figures of Speech (cont...)	Unit 4: Prosody and Poetry	Unit 5: Verse, Meter, Diction
S-1	SLO-1	Introduction to Rhetoric	Students Presentations: Figures based on imagination - personification, prosopopoeia	Students Presentations: Figures based on analogy, agreement or similarity – Simile, Metaphor	Introduction to Prosody	Allegory, Ballad, Blank verse, Burlesque
	SLO-2	Students discussions and idea sharing on Figures of speech	Pathetic fallacy, Apostrophe, Hyperbole	Simile and metaphors in poetry	Discussions: meter, rhythm, tempo, pitch, and loudness	Elegy, Epic, Cacophony, Canzone, Conceit, Dactyl
S-2	SLO-1	Rhetoric: A Brief History: The classical tradition, Medieval to early modern times	Students Presentations: Figures based on indirectness: Innuendo, Irony	Students Presentations: Figures based on association – Synecdoche, Metonymy,	Introduction to Accentual Prosody	Free verse, Haiku, Limerick, Lyric, Ode, Sonnet, Syllabic prosody, Accentual prosody
	SLO-2	The seventeenth, eighteenth, nineteenth centuries and later developments	Sarcasm, Periphrasis, Euphemism, Litotes	Transferred epithet (hypallage), allusion	syllables, accent, tone, and quantity	Meter and Foot: Poetic metres: iambic meter (unstressed/stressed)
S-3	SLO-1	Understanding of Rhetoric concept based on Argument and Claim	Students Presentations: Figures based on sound: Onomatopoeia, Alliteration	Students Presentations Figures based on difference or contrast - Antithesis, epigram	Introduction to Syllabic Prosody	Trochaic meter (stressed/unstressed) Spondaic meter, (stressed/stressed)
	SLO-2	Counterargument	Paronomasia, Pun	Oxymoron	Analyzing Germanic, old English, and modern English verses.	Anapestic meter (unstressed/unstressed/ stressed) Dactylic meter (stressed/unstressed/unstressed)
S-4	SLO-1	Understanding Rhetoric concept based on Evidence	Students Presentations on Figures based on construction: Zeugma, Chiasmus	Climax, anti-climax	Accentual-syllabic Prosody	Introduction to Poetic Diction: The vocabulary, phrasing, and grammatical usage deemed appropriate to verse as well as the deviations allowable for effect within it
	SLO-2	Genre, Invention	Students Presentations: Figures based on emotion: interrogation (erotesis), exclamation	Bathos	Analyzing number of syllables and accents in each poetic line	Rhyme schemes and stanza patterns: Rhyme schemes
S-5	SLO-1	Understanding Rhetoric concept based on Qualification	Students Presentations: Figures based on construction: hendiadys, chiasmus, Ellipsis, Zeugma, polysyndeton and asyndeton	Syllepsis (condensed sentence), paradox	Quantitative Prosody	Alternate rhyme, Ballade
	SLO-2	Reasoning	hyperbaton (inversion), anaphora (epanaphora), epistrophe (epiphora)	Zeugma – Oxymoron	Understanding duration of syllables	Coupled rhyme, Enclosed rhyme
S-6	SLO-1	Understanding Rhetoric concept based on Values	periphrasis (circumlocution), Euphemism,	Miscellaneous figures Tautology, Pleonasm, Prolepsis,	Poetry: Introduction	Simple four-line rhyme
	SLO-2	Voice	Meiosis, litotes	Paraleipsis, Cataphoresis, Ornamental epithet, posiopeisis	Kinds of poetry	Review and Analysis

<b>Learning Resources</b>	1.	Poetic Meter and Poetic Form by Paul Fussell	4.	Encyclopedia of Rhetoric Oxford University Press, USA
	2.	George Saintsbury's 3 volume History of English Prosody	5.	Classical Rhetoric for the Modern Student by Edward P. J. Corbett, Robert J. Connors
	3.	A Handlist of Rhetorical Terms, Second edition by Richard A. Lanham		A Handbook of Rhetoric and Prosody by Jaydip Sarkar and Anindya Bhattacharya

Learning Assessment											
Level	Bloom's Level of Thinking	Continuous Learning Assessment (50% weightage)								Final Examination (50% weightage)	
		CLA – 1 (10%)		CLA – 2 (10%)		CLA – 3 (20%)		CLA – 4 (10%) #			
		Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice
Level 1	Remember	30%	-	30%	-	30%	-	30%	-	30%	-
	Understand										
Level 2	Apply	40%	-	40%	-	40%	-	40%	-	40%	-
	Analyze										
Level 3	Evaluate	30%	-	30%	-	30%	-	30%	-	30%	-
	Create										
	Total	100 %		100 %		100 %		100 %		100 %	

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Course Code	UEN20S05T	Course Name	Journalistic Writing	Course Category	H	Skill Enhancement	L	T	P	C
							2	0	0	2

<b>Course Learning Rationale (CLR):</b>		<i>The purpose of learning this course is to:</i>			<b>Learning</b>			<b>Program Learning Outcomes (PLO)</b>																		
<b>CLR-1 :</b>	<i>to familiarize the learner with the the creativity involved in journalistic writings,</i>				1	2	3	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16			
<b>CLR-2 :</b>	<i>to make them understand the rules and usage of language</i>				Level of Thinking (Bloom)	Expected Proficiency (%)	Expected Attainment (%)	Fundamental Knowledge	Application of Concepts	Link with Related Disciplines	Procedural Knowledge	Skills in Specialization	Ability to Utilize Knowledge	Skills in Modeling	Analyze, Interpret Data	Investigative Skills	Problem Solving Skills	Communication Skills	Analytical Skills	ICT Skills	Professional Behavior	Life Long Learning	PSO - 1	PSO - 2	PSO 3	
<b>CLR-3 :</b>	<i>To help them identify the basic elements of storytelling, feature writing, news articles, interviews, profile writing.</i>																									
<b>CLR-4 :</b>	<i>To learn the art of eliciting information from various sources</i>																									
<b>CLR-5 :</b>	<i>To differentiate types of news articles and stories</i>																									
<b>CLR-6 :</b>	<i>To examine the appropriate and diverse news sources and interviews</i>																									
<b>Course Learning Outcomes (CLO):</b>		<i>At the end of this course, learners will be able to:</i>																								
<b>CLO-1 :</b>	<i>Understand the creativity involved in journalistic writings</i>				2	80	75	H	H	M	H	H	M	H	L	H	L	M	M	M	M	M	M	M	M	
<b>CLO-2 :</b>	<i>Identify the basic elements of storytelling, feature writing, news articles, interviews, profile writing.</i>				2	85	80	H	H	M	H	L	M	M	L	H	L	M	M	M	M	M	M	M	M	
<b>CLO-3 :</b>	<i>Write different types of news articles and stories using appropriate description, detail and quotes and be able to meet deadlines</i>				2	85	80	H	H	M	H	L	M	H	L	H	L	H	M	M	M	L	M	M	M	
<b>CLO-4 :</b>	<i>Research about appropriate and diverse news sources, interview them and build news stories</i>				3	75	70	H	H	H	H	M	M	H	L	H	L	H	H	M	M	M	M	M	M	
<b>CLO-5 :</b>	<i>Conduct interviews that elicit information and quotes for use in news and feature stories.</i>				3	80	85	H	H	H	H	M	M	M	L	H	L	M	M	M	M	M	M	M	M	
<b>CLO-6 :</b>	<i>Edit news reports spotting the grammar errors</i>				3	75	80	H	H	H	H	H	M	H	L	H	L	H	H	M	H	H	L	M	M	

Duration (hour)	Learning Unit-I (Theoretical Concepts)	Learning Unit-II	Learning Unit-III	Learning Unit-IV	Learning Unit-V
S-1	SLO-1 Introduction to journalism	Rules and usage for clear, written communication	Common features and how they differ from other types of articles	Composing news stories including a lead	Introduction to interviewing
	SLO-2 Journalism in a Time of Change - discussion	Grammar exercises - quiz	Using newspaper and journals to identify the type	Interpreting a news story	Role play
S-2	SLO-1 Purpose of Journalism	common writing errors - Spelling and Punctuation- active and passive voice	Introduction to news - What are the differences between news and feature articles? What are the similarities?	sentences and story plans - mechanics of using quotes and paraphrasing in news stories	Narrowing the question
	SLO-2 Citing real life examples	Grammar exercises – Voice, error correction	Quiz	Activity on mechanics of writing	Framing interview questions
S-3	SLO-1 Journalist's responsibilities	Direct and Indirect Narration - Tenses and Aspect	Rules/social conventions that guide journalistic coverage of events	Narrative elements - Human Interest Stories - Government Stories – Specialty Stories – Covering deadline stories and non-deadline speeches and meetings -	Characteristics of profile writing
	SLO-2 Role play as a journalist in different scenario	Grammar exercises - tenses	Interpretation of events from print media	Individual presentation	Group Presentation
S-4	SLO-1 The Qualities of Great Journalism	Types of paragraphs – abbreviations and acronyms – synonyms, antonyms, homonyms- common idioms and phrases	Polishing the Work	Element of news story 5 ws	Converting speeches, meetings and press conferences
	SLO-2 Group presentations	Exercise on identifying topic sentence	Narrating an incident - writing	Analyzing a news story	Listen to a speech and write
S-5	SLO-1 Beginning to Write: Focus and Leads Writing for Clarity	Types of journalistic writing	Multimedia Packaging and Presentation	inverted method - language of news – style of writing	Writing the profile- ethics of profile writing
	SLO-2 Collect samples of leads and discuss	Finding articles based on the types of journalistic writing	Presentation of news article on social media	Identifying various styles and making a collage	Samples of good profile in print media – discussion
S-6	SLO-1 Differences between the print, electronic and online journalism	Report writing	Method of writing a news and feature articles	digital storytelling, reporting across media platforms and the multimedia skills	Usage of language based culture and gender sensitivity



	SLO-2	Writing task	Analysis various types of reports	Writing a news article and feature article	Discussion on news in media platform	Discussion on problems created by negative usage
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<b>Learning Resources</b>	1. MacDougall and Curtis Daniel <i>Principles of Editorial Writing</i> , W.C. Brown Co. Publishers, 1973. 2. Mencher, Melvin. <i>News Reporting and Writing</i> . MC Graw Hill, NY. 2003 3. M.L. Stein, Susan Paterno & R. Christopher Burnett. <i>News writer's Handbook: An Introduction to Journalism</i> ; Blackwell Publishing, 2006. 4. George Rodmann. <i>Mass Media in a Changing World</i> ; McGraw Hill Publication, 2007.	5. Carole Flemming and Emma Hemmingway. <i>An Introduction to Journalism</i> ; Vistaar Publications, 2006. 6. Bruce D. Itule and Douglas A. Anderson. <i>News writing and reporting for today's media</i> ; McGraw Hill Publication, 2000
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#### Learning Assessment

Level	Bloom's Level of Thinking	Continuous Learning Assessment (50% weightage)								Final Examination (50% weightage)	
		CLA – 1 (10%)		CLA – 2 (10%)		CLA – 3 (20%)		CLA – 4 (10%) #			
		Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice
Level 1	Remember	30%	-	30%	-	30%	-	30%	-	30%	-
	Understand										
Level 2	Apply	40%	-	40%	-	40%	-	40%	-	40%	-
	Analyze										
Level 3	Evaluate	30%	-	30%	-	30%	-	30%	-	30%	-
	Create										
	Total	100 %		100 %		100 %		100 %		100 %	

# CLA – 4 can be from any combination of these: Assignments, Seminars, Short Talks, Mini-Projects, Case-Studies, Self-Study, MOOCs, Certifications, Conf. Paper etc.,

Course Designers		
Experts from Industry	Experts from Higher Technical Institutions	Internal Experts
1.R. Harini, Cognizant, harini_ravi@yahoo.in	1 Dr. K. Ganesh, Professor and Head, Madras Christian College, <a href="mailto:ganeshmckrish@gmail.com">ganeshmckrish@gmail.com</a>	1. Dr Ramya, Asst. Prof. EFL, SRMIST, Kattankulathur
2.Panakal Heera Elizabeth, SRM IST, panakalheeraelizabeth@gmail.com	2 Dr. V. Bharathi Harishankar Professor and Head, University of Madras, <a href="mailto:omkarbharathi@gmail.com">omkarbharathi@gmail.com</a>	2. Dr Narayan Jena, Asst. Prof. EFL, SRMIST, Kattankulathur

Course Code	UEN20S06T	Course Name	Creative Writing	Course Category	H	Skill Enhancement	L	T	O	C
							2	0	0	2

Course Learning Rationale (CLR):		The purpose of learning this course is to:			Learning			Program Learning Outcomes (PLO)																	
CLR-1 :	to familiarize the learner with the dynamics of imaginative literature, the synergy of form and content,				1	2	3	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16		
CLR-2 :	To hone their skills are efficient writers																								
CLR-3 :	To examine how texts function across a range of genres, contexts, and cultures.																								
CLR-4 :	To develop a critical vocabulary that will aid them in discussing poems and fiction produced in this field																								
CLR-5 :	To experiment with writing poetry, short fiction, and creative nonfiction in a writing workshop setting																								
CLR-6 :	To compose written, oral, visual, and other forms of discourse for a variety of scholarly, professional, and creative purposes.																								
Course Learning Outcomes (CLO):		At the end of this course, learners will be able to:			Level of Thinking (Bloom)	Expected Proficiency (%)	Expected Attainment (%)	Fundamental Knowledge																	
CLO-1 :	Know the importance of reading as part of a creative writer’s development				2	80	75	Application of Concepts																	
CLO-2 :	Understand critical concepts and methods involved in creative writing				2	85	80	Link with Related Disciplines																	
CLO-3 :	Recognise how critical reading supplies writers with inspiration and ideas				2	85	80	Procedural Knowledge																	
CLO-4 :	Understand through writing practice one or more of the genres of fiction, creative nonfiction, poetry and scriptwriting				3	75	70	Skills in Specialization																	
CLO-5 :	Develop the art of discursive writing Develop critical thinking and questioning, , alternative views on reality etc.				3	80	85	Ability to Utilize Knowledge																	
CLO-6 :	Apply the concepts learnt and create or compose a literary text				3	75	80	Skills in Modeling																	
								Analyze, Interpret Data																	
								Investigative Skills																	
								Problem Solving Skills																	
								Communication Skills																	
								Analytical Skills																	
								ICT Skills																	
								Professional Behavior																	
								Life Long Learning																	
								PSO - 1																	
								PSO - 2																	
								PSO - 3																	

Duration (hour)	Learning Unit-I (Theoretical Concepts)		Learning Unit-II	Learning Unit-III	Learning Unit-IV	Learning Unit-V
S-1	SLO-1	Introduction to literary terms	Reading of "The Ballad of the Landlord" - Introduction to Harlem Renaissance	Elements of Fiction	Elements of Drama	Elements Prose
	SLO-2	Introduction to poetic forms	Analysis of the poem	Elements of Fiction – different genres	Elements of Drama	Understanding the importance of history
S-2	SLO-1	Elements of Poetry - Rhythm & Meter	Reading of Wordsworth's "Daffodils"&Reading of "This other World" – (selected haiku)	Reading of "The story of an hour" by Kate Chopin	Analysing differences between Drama and short fiction - the plot , setting characterization etc.	Elements of Biography & Memoir
	SLO-2	Practice on literary terms & poetics forms	Analysis of the poem	Interpretation of the text	Themes and style in drama	Deconstruction of history
S-3	SLO-1	Poetic forms – Ballad & Ode	Reading of "The Ballad of the Landlord" – Introduction to Harlem Renaissance	Reading of "The story of an hour" by Kate Chopin	Reading of <i>The Sun</i> by John Galsworthy	Types of Essays and its elements
	SLO-2	Ballad & Ode samples & Characteristics	Analysis of the poem	Interpretation of the text	Interpretation of the text	Fundamentals of Historiography
S-4	SLO-1	Poetic forms – Lyrics	Reading of "Elegy Written in a Country Churchyard"– Background, Text	Elements of short story	Reading of <i>The Sun</i> by John Galsworthy	Reading chapter 5 – An Excerpt from <i>All Creatures Great and Small</i>
	SLO-2	Lyrics samples & Characteristics	Analysis of the poem	Elements of short story	Interpretation of the text	Interpretation of the text
S-5	SLO-1	Poetic forms – Elegy	Reading of "Ode to a Nightingale"	Reading "My Lost Dollar" by Stephen Leacock	Student presentation on various forms of drama (video)	Reading chapter 5 – An Excerpt from <i>All Creatures Great and Small</i>
	SLO-2	Elegy samples & Characteristics	Analysis of the poem	Interpretation of the text	Student presentation on various forms of drama (video)	Interpretation of the text

S-6	SLO-1	Poetic forms – Haiku & Sonnets	Reading of “On His blindness”	Students will write one short story	Write a review on the drama read in the class	Write a personal essay
	SLO-2	Haiku & Sonnets samples & Characteristics	Analysis of the poem	Students will write a plot and give a setting for a short fiction	Write a review on the drama read in the class	Write a ballad

Learning Resources	1. Abrams, M.H. <i>A Glossary of Literary Terms</i> . 11 <sup>th</sup> edition. Wadsworth Publishers, 2014.	4. Shelly Clark and Marjone Saisa, 2009. <i>Road Trip: Conversations with Writers</i> , The Backwaters Press, Nebraska, USA
	2. Leach, Heather and Robert Graham. <i>Everything you need to know about Creative Writing</i> . Viva Continuum Edition, 2008.	5. Nikki Moustaki (ed.), 1998. <i>Writing Fiction: The Practical Guide from New York's Acclaimed Creative Writing School</i> , Publisher: Bloomsbury, ISBN: 0156005743.
	3. Candace H. Schaefer, Rick Diamond. 1998. <i>The Creative Writing Guide: A Path to Poetry, Nonfiction, and Drama</i> . Longman, New York, USA	6. Prasad, B. A <i>Background to The Study of English Literature</i> . Revised by Haripriya Ramadoss. New Delhi: Trinity Press, 2015.

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