

FACULTY OF SCIENCE AND HUMANITIES

## ACADEMIC CURRICULA

POSTGRADUATE DEGREE PROGRAMME  
(REGULATIONS - 2025)

MASTER OF ARTS  
IN  
ENGLISH

Two Years (Full-Time)

National Education Policy

Learning Outcomes based Curriculum Framework (LOCF)

National Credit Framework

Academic Year  
2025 – 2026



**SRM INSTITUTE OF SCIENCE AND TECHNOLOGY**

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

Kattankulathur, Chengalpattu District 603203, Tamil Nadu, India

1. Department Vision Statement	
Stmt - 1	It aims to enable students gain subject knowledge and creates a conducive academic environment for promoting new areas of research and innovative teaching method.
Stmt - 2	To provide students with necessary resources and skills to meet emerging global trends and challenges.
Stmt - 3	It enables students to become effective monitors of their language & communication skills.

2. Department Mission Statement	
Stmt - 1	To equip young minds to acquire knowledge, social values and professional skills in humanities and languages and to use them for social transformation.
Stmt - 2	To enhance students communicative and discursive skills to compete with global trends
Stmt - 3	To create a learner – centric platform and design innovative curriculum and methods of teaching
Stmt - 4	To sharpen the research aptitude by providing opportunities and ambience to our faculty members and scholars.
Stmt - 5	To expand the scope of the department by offering Online Diploma Programs, Training Programs and MOOCs.

3. Program Education Objectives (PEO)	
PEO - 1	To furnish an in-depth understanding of the basic concepts of Literary Studies.
PEO - 2	To expand learners analytical skills in problems solving, critical thinking and analytical reasoning.
PEO - 3	To facilitate students to continue their higher studies, research and analysis in various disciplines of English Studies.
PEO - 4	To instil a sense of social responsibility in students by providing opportunities to be a part of community life.
PEO - 5	To provide students a holistic development through participatory and cultural learning

4. 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	3	2	3	2	2
PEO - 2	3	2	3	3	2
PEO - 3	2	3	2	2	1
PEO - 4	2	2	3	3	2
PEO - 5	2	2	2	3	3

3 – High Correlation, 2 – Medium Correlation, 1 – Low Correlation

5. Consistency of PEO's with Program Learning Outcomes (PO)												
	Program Learning Outcomes (PO)											
	1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.	12.
	Disciplinary Knowledge	Problem Solving	Design & Development	Analysis, Design, Research	Modern Tool Usage	Society & Culture	Environment & Sustainability	Ethical Practices & Social Responsibility	Individual & Team Work	Communication	Project Management & Finance	Life Long Learning
PEO - 1	3	3	2	2	2	2	1	2	2	2	2	3
PEO - 2	3	3	3	2	3	2	1	3	3	3	3	3
PEO - 3	3	3	3	3	3	2	2	2	2	3	2	3
PEO - 4	3	3	3	2	3	2	2	3	3	3	3	3
PEO - 5	2	2	2	2	2	3	3	3	3	2	2	3

3 – High Correlation, 2 – Medium Correlation, 1 – Low Correlation

**6. Programme Structure (Total Credits :80 Credits)**

1. Professional Core Courses (C) (8Courses)					
Course Code	Course Title	Hours/Week			C
		L	T	P	
PEL25101J	Literary Gerontology and Thanatological Studies	3	0	2	4
PEL25102J	Literary Criticism and Theory	3	0	2	4
PEL25103J	English Language Teaching	3	0	2	4
PEL25201J	Modern Literary and Cultural Theory	3	0	2	4
PEL25202J	Vulnerability Studies	3	0	2	4
PEL25203T	Movements in American Literature	4	0	0	4
PEL25301J	Film Criticism	3	0	2	4
PEL25302J	Cultural Anthropology	3	0	2	4
PEL25303J	Hate Studies	3	0	2	4
PEL25304J	Children Literature	3	0	2	4
<b>Total Learning Credits</b>					<b>40</b>

  

2. Discipline Elective Courses (D) (3 Courses)					
Course Code	Course Title	Hours/Week			C
		L	T	P	
PEL25D01J	Literature and Environment	3	0	2	4
PEL25D02J	World Literature				
PEL25D03J	Modernist Novels				
PEL25D04J	Language and Linguistics	3	0	2	4
PEL25D05J	Peripheral Narratives				
PEL25D06J	Shakespeare in Theory				
PEL25D07J	Pre-Modern: Literature	3	0	2	4
PEL25D08J	Gender Studies				
PEL25D09J	Revisiting: Folklores and Mythologies				
<b>Total Learning Credits</b>					<b>12</b>

  

3. Generic Elective Courses (G) (2 Courses)					
Course Code	Course Title	Hours/Week			C
		L	T	P	
PEL25G01T	AI in Academic Writing	2	0	0	2
PEL25G02T	Narratives in Artificial Intelligence				
PEL25G03T	AI and Technical Communication				
PEL25G04T	Public Speaking and Presentation Skills	2	0	0	2
PEL25G05T	Academic and Technical Writing				
PEL25G06T	Mythology and Storytelling Across Cultures				
<b>Total Learning Credits</b>					<b>4</b>

  

4. Skill Enhancement Courses (S) (2 Courses)					
Course Code	Course Title	Hours/Week			C
		L	T	P	
PEL25S01J	Translation Studies	3	0	2	4
PEL25S02J	Research Methodology	3	0	2	4
<b>Total Learning Credits</b>					<b>8</b>

  

5. Project Work, Internship in Industry/Higher Technical Institutions (P) (2 Courses)					
Course Code	Course Title	Hours/Week			C
		L	T	P	
PEL25P01L	Internship	0	0	0	2
PEL25P02L	Project Work	0	0	20	10
<b>Total Learning Credits</b>					<b>12</b>

  

6. Ability Enhancement Courses (AE) (2 Courses))					
Course Code	Course Title	Hours/Week			C
		L	T	P	
PCD25AE1T	Comprehensive Skills in Quantitative and Logical Reasoning	2	0	0	2
PCD25AE2T	Soft Skills and Verbal Mastery	2	0	0	2
<b>Total Learning Credits</b>					<b>4</b>

## 7. Implementation Plan

Semester - I					
Code	Course Title	Hours/ Week			C
		L	T	P	
PEL25101J	Literary Gerontology and Thanatological Studies	3	0	2	4
PEL25102J	Literary Criticism and Theory	3	0	2	4
PEL25103J	English Language Teaching	3	0	2	4
PEL25D01J	Literature and Environment	3	0	2	4
PEL25D02J	World Literature				
PEL25D03J	Modernist Novels				
PEL25G01T	AI in Academic Writing	2	0	0	2
PEL25G02T	Narratives in Artificial Intelligence				
PEL25G03T	AI and Technical Communication				
PEL25S01J	Translation Studies	3	0	2	4
PCD25AE1T	Comprehensive Skills in Quantitative and Logical Reasoning	2	0	0	2
Total		29			24

Semester - II					
Code	Course Title	Hours/ Week			C
		L	T	P	
PEL25201J	Modern Literary and Cultural Theory	3	0	2	4
PEL25202J	Vulnerability Studies	3	0	2	4
PEL25203T	Movements in American Literature	4	0	0	4
PEL25D04J	Language and Linguistics	3	0	2	4
PEL25D05J	Peripheral Narratives				
PEL25D06J	Shakespeare in Theory				
PEL25S02J	Research Methodology	3	0	2	4
PCD25AE2T	Soft Skills and Verbal Mastery	2	0	0	2
Total		26			22

Semester - III					
Code	Course Title	Hours/ Week			C
		L	T	P	
PEL25301J	Film Criticism	3	0	2	4
PEL25302J	Cultural Anthropology	3	0	2	4
PEL25303J	Hate Studies	3	0	2	4
PEL25304J	Children Literature	3	0	2	4
PEL25D07J	Pre-Modern: Literature	3	0	2	4
PEL25D08J	Gender Studies				
PEL25D09J	Revisiting: Folklores and Mythologies				
PEL25G04T	Public Speaking and Presentation Skills	2	0	0	2
PEL25G05T	Academic and Technical Writing				
PEL25G06T	Mythology and Storytelling Across Cultures				
PEL25P01L	Internship	0	0	0	2
Total		27			24

Semester - IV					
Code	Course Title	Hours/ Week			C
		L	T	P	
PEL25P02L	Project Work	0	0	20	10
Total		20			10

**Total Number of Subjects: 21**  
**Total Number of Credits: 80**

**8. Program Articulation Matrix**

Course Code	Course Title	Programme Learning Outcomes (PO)											
		Disciplinary Knowledge	Problem Solving	Design & Development	Analysis, Design, Research	Modern Tool Usage	Society & Culture	Environment & Sustainability	Ethical Practices & Social Responsibility	Individual & Team Work	Communication	Project Management & Finance	Life Long Learning
PEL25101J	Literary Gerontology and Thanatological Studies	3	3	2	1	3	3	1	2	2	3	3	3
PEL25102J	Literary Criticism and Theory	3	3	3	3	2	3	2	2	2	1	3	3
PEL25103J	English Language Teaching	3	2	1	1	2	3	2	2	2	1	3	2
PEL25D01J	<i>Literature and Environment</i>	3	2	1	1	2	3	2	2	2	1	3	2
PEL25D02J	<i>World Literature</i>	3	3	2	1	3	3	1	2	2	3	3	3
PEL25D03J	<i>Modernist Novels</i>	3	3	3	3	2	3	2	2	2	1	3	3
PEL25G01T	<i>AI in Academic Writing</i>	3	3	3	3	2	3	2	2	2	1	3	3
PEL25G02T	<i>Narratives in Artificial Intelligence</i>	3	3	2	1	3	3	1	2	2	3	3	3
PEL25G03T	<i>AI and Technical Communication</i>	3	3	3	3	2	3	2	2	2	1	3	3
PEL25S01J	Translation Studies	3	2	1	1	2	3	2	2	2	1	3	2
PCD25AE1T	Comprehensive Skills in Quantitative and Logical Reasoning	3	2	1	1	2	3	2	2	2	1	3	2
PEL25201J	Modern Literary and Cultural Theory	3	3	3	3	2	3	2	2	2	1	3	3
PEL25202J	Vulnerability Studies	3	3	2	1	3	3	1	2	2	3	3	3
PEL25203T	Movements in American Literature	3	3	3	3	2	3	2	2	2	1	3	3
PEL25D04J	<i>Language and Linguistics</i>	3	2	1	1	2	3	2	2	2	1	3	2
PEL25D05J	<i>Peripheral Narratives</i>	3	2	1	1	2	3	2	2	2	1	3	2
PEL25D06J	<i>Shakespeare in Theory</i>	3	3	2	1	3	3	1	2	2	3	3	3
PEL25S02J	Research Methodology	3	2	1	1	2	3	2	2	2	1	3	2
PCD25AE2T	Soft Skills and Verbal Mastery	3	2	1	1	2	3	2	2	2	1	3	2
PEL25301J	Film Criticism	3	2	1	1	2	3	2	2	2	1	3	2
PEL25302J	Cultural Anthropology	3	3	2	1	3	3	1	2	2	3	3	3
PEL25303J	Hate Studies	3	3	3	3	2	3	2	2	2	1	3	3
PEL25304J	Children Literature	3	2	1	1	2	3	2	2	2	1	3	2
PEL25D07J	<i>Pre-Modern: Literature</i>	3	3	2	1	3	3	1	2	2	3	3	3
PEL25D08J	<i>Gender Studies</i>	3	3	3	3	2	3	2	2	2	1	3	3
PEL25D09J	<i>Revisiting: Folklores and Mythologies</i>	3	2	1	1	2	3	2	2	2	1	3	2
PEL25G04T	<i>Public Speaking and Presentation Skills</i>	3	2	1	1	2	3	2	2	2	1	3	2
PEL25G05T	<i>Academic and Technical Writing</i>	3	3	2	1	3	3	1	2	2	3	3	3
PEL25G06T	<i>Mythology and Storytelling Across Cultures</i>	3	3	3	3	2	3	2	2	2	1	3	3
PEL25P01L	<i>Internship</i>	3	3	2	1	3	3	1	2	2	3	3	3
PEL25P02L	<i>Project Work</i>	3	3	3	3	2	3	2	2	2	1	3	3
	Program Average	3	3	2	1	3	3	1	2	2	3	3	3

**SEMESTER - I**

<b>Code</b>	<b>PEL25101J</b>	<b>Title</b>	<b>Literary Gerontology and Thanatological Studies</b>	<b>Category</b>	<b>C</b>	<b>Core</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
							<b>3</b>	<b>0</b>	<b>2</b>	<b>4</b>

<b>Offering Department</b>	English	<b>Pre-requisite Courses</b>		<b>Co-requisite Courses</b>		<b>Progressive Courses</b>		<b>Data Book / Codes/Standards</b>	
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<b>Rationale (CR)</b>	<i>The purpose of learning this course is to:</i>	<b>Depth</b>				<b>Attainment</b>			<b>Program Outcomes (PO)</b>														
		1	2	3	4	1	2	3	1	2	3	4	5	6	7	8	9	10	11	12			
CR-1	To introduce philosophical and existential perspectives on aging and death through literature.					Level of Thinking			Disciplinary Knowledge														
CR-2	To explore how aging affects personal identity, memory, and perceptions of time.					Expected Proficiency (%)			Analytical Reasoning														
CR-3	To analyze literary representations of mourning and the emotional complexities of loss.					Expected Attainment (%)			Problem Solving														
CR-4	To examine how different cultures and societies construct aging and end-of-life experiences.								Research Related Skills														
CR-5	To explore the tension between resisting and accepting death in literature.								Self-Directing Learning														
									Environment & Multicultural Competence														
									Values: moral and Critical Thinking														
									Digital Literacy														
									Sense of History														
									Communication Skills														

<b>Outcomes (CO)</b>	<i>At the end of this course, learners will be able to:</i>	Conceive	Design	Implement	Operate	Level of Thinking	Expected Proficiency (%)	Expected Attainment (%)												
									1	2	3	4	5	6	7	8	9	10	11	12
CO-1	Analyze the existential and philosophical themes of mortality and aging in literature, with a focus on personal transformation and self-deception.	✓				5	85	75	1	-	-	3	-	2	-	2	3	3	-	3
CO-2	Explore the complex relationships between aging, memory, and identity through literary works, with an emphasis on the passage of time and its impact on the self.	✓	✓	✓		4	85	75	3	-	-	3	3	-	-	-	3	3	-	3
CO-3	Critically assess the portrayal of grief and mourning in literature, examining the emotional nuances and complexities of loss and its lasting effects.		✓			6	85	75	3	-	-	3	-	-	-	-	3	3	-	3
CO-4	Examine how different cultures and societies shape their perceptions of aging and death through literature, focusing on societal neglect, love, and memory.	✓	✓	✓	✓	3	85	75	3	1	2	3	3	3	-	-	3	3	-	3
CO-5	Evaluate literary representations of defiance and acceptance in the face of death, considering the tension between resistance and surrender in both prose and poetry.	✓	✓			2	85	75	3	3	2	3	-	3	3	3	3	3	-	3

<b>Title &amp; Session Outcomes</b>	<b>Unit 1: The Philosophy of Aging and MortalityCO-1</b>	<b>Unit 2: Memory, Time, and the Aging SelfCO-2</b>	<b>Unit 3: Death, Grief, and BereavementCO-3</b>	<b>Unit 4: Cultural and Social Dimensions of Aging and DeathCO-4</b>	<b>Unit 5: Resisting Mortality—Defiance and AcceptanceCO-5</b>
<b>Duration (hour)</b>	<b>15</b>	<b>15</b>	<b>15</b>	<b>15</b>	<b>15</b>
<b>SO-1</b>	<i>Analyze existential themes – Examine mortality, self-deception, and meaning in The Death of Ivan Ilyich.</i>	<i>Examine time and identity – Analyze how Woolf portrays the fluidity of selfhood across different life stages.</i>	<i>Analyze the psychology of grief – Examine how Didion portrays mourning, denial, and the process of coping with loss.</i>	<i>Analyze societal attitudes toward aging – Examine how Everest Hotel portrays the marginalization and isolation of the elderly.</i>	<i>Analyze resistance to death – Examine how Thomas uses language and imagery to convey defiance against the inevitability of death.</i>

<b>SO-2</b>	<i>Evaluate aging and dying – Explore psychological and philosophical views on death.</i>	<i>Explore memory and perception – Discuss how the novel’s shifting monologues reflect the characters’ evolving relationships with the past.</i>	<i>Explore narrative structure and style – Discuss how Didion’s fragmented and introspective writing reflects the disorientation of grief.</i>	<i>Explore memory and identity in old age – Discuss how aging characters reflect on their past and construct their sense of self.</i>	<i>Explore the emotional and philosophical aspects of mortality – Discuss the tension between defiance and acceptance as presented in the poem.</i>
<b>SO-3</b>	<i>Compare literary and philosophical perspectives – Relate Tolstoy’s work to existential thought.</i>	<i>Analyze narrative structure – Understand how Woolf’s experimental form mirrors the experience of aging and the passage of time.</i>	<i>Connect personal and universal experiences of loss – Compare Didion’s portrayal of bereavement to broader cultural and literary representations of mourning.</i>	<i>Evaluate cultural perceptions of aging – Compare the novel’s depiction of aging with real-world societal attitudes toward the elderly.</i>	<i>Evaluate poetic form and structure – Analyze how Thomas’s use of the villanelle form reinforces the poem’s themes of resistance and urgency.</i>
<b>SO 4-5</b>	<p><i>Leo Tolstoy – The Death of Ivan Ilyich (1886) Practice 4: Close Reading &amp; Discussion (20 min): – Analyze key passages on death and self-deception.</i></p> <p><i>Reflective Writing (20 min): – Respond: How does death shape life’s meaning?</i></p> <p><i>Debate (30 min): – Argue: Is death more terrifying for its pain or regret?</i></p>	<p><i>Virginia Woolf – The Waves (1931) Practice 4: Close Reading (20 mins) – Analyze a passage where a character reflects on aging; discuss how Woolf uses language to depict time’s passage.</i></p> <p><i>Reflective Writing (20 mins) – Respond: How does memory shape the characters’ sense of self over time? Share insights.</i></p> <p><i>Discussion &amp; Analysis (30 mins) – Explore: How does Woolf’s experimental narrative mirror the experience of aging? Debate its effectiveness.</i></p>	<p><i>Joan Didion – The Year of Magical Thinking (2005, Memoir) Practice 7: Close Reading (20 mins) – Analyze a passage where Didion describes her grieving process; discuss how her language conveys emotional disorientation.</i></p> <p><i>Reflective Writing (20 mins) – Respond: How does grief alter one’s perception of reality? Share insights in pairs.</i></p> <p><i>Discussion &amp; Comparison (30 mins) – Compare Didion’s portrayal of grief with personal or literary experiences of mourning; discuss universal vs. individual aspects of loss.</i></p>	<p><i>Allan Sealy – Everest Hotel (1998) Practice 10: Close Reading (20 mins) – Analyze a passage depicting aging and societal neglect; discuss how Sealy portrays the elderly’s struggles.</i></p> <p><i>Reflective Writing (20 mins) – Respond: How does memory shape identity in old age? Share insights in pairs.</i></p> <p><i>Discussion &amp; Comparison (30 mins) – Compare Sealy’s depiction of aging with cultural attitudes toward the elderly in different societies; discuss themes of neglect, dignity, and resilience.</i></p>	<p><i>Dylan Thomas – Do Not Go Gentle into That Good Night (1951, Poem) Practice 13: Form Analysis (20 mins) – Discuss how the villanelle’s structure emphasizes defiance against death.</i></p> <p><i>Close Reading (20 mins) – Analyze the first stanza; focus on how repetition intensifies the poem’s emotional tone.</i></p> <p><i>Group Discussion (30 mins) – Explore how the villanelle mirrors the struggle against mortality and compare it to other poetic forms.</i></p>
<b>SO-6</b>	<i>Examine themes of aging and mortality – Analyze how Roth portrays physical decline and existential reflection.</i>	<i>Analyze memory and regret – Explore how Krapp’s recorded tapes reveal the tension between past aspirations and present disillusionment.</i>	<i>Analyze grief and trauma – Examine how the novel depicts the lasting psychological and emotional effects of loss.</i>	<i>Examine the portrayal of love and aging – Analyze how Márquez challenges societal perceptions of romance and desire in old age.</i>	<i>Examine the intersection of intellect and mortality – Analyze how the protagonist uses wit and intellect to cope with her terminal illness.</i>
<b>SO-7</b>	<i>Explore nostalgia and regret – Discuss the role of memory and past choices in shaping identity.</i>	<i>Examine aging and identity – Discuss how Krapp’s shifting self-perception reflects the fragmentation of identity over time.</i>	<i>Explore memory and the supernatural – Discuss how the ghostly presence in Beloved symbolizes unresolved grief and historical trauma.</i>	<i>Explore memory and nostalgia – Discuss how the characters’ reflections on the past shape their present identities and relationships.</i>	<i>Explore themes of life and death – Discuss how Wit portrays the process of facing death with dignity and humor.</i>

<b>SO-8</b>	<i>Compare literary depictions of death – Relate Everyman to other works on aging and mortality.</i>	<i>Interpret form and structure – Analyze how Beckett’s use of monologue and silence enhances themes of memory, time, and aging.</i>	<i>Evaluate narrative structure – Analyze how Morrison’s fragmented storytelling reflects the complexity of mourning and remembrance.</i>	<i>Evaluate cultural taboos – Analyze how the novel critiques societal attitudes toward aging, passion, and emotional fulfillment in later life.</i>	<i>Evaluate character development – Analyze how the protagonist’s journey with illness leads to personal transformation and acceptance of mortality.</i>
<b>SO 9-10</b>	<p><i>Philip Roth – Everyman (2006)</i></p> <p><i>Practice 2: Close Reading (20 mins) – Analyze a passage on aging and regret; discuss its impact.</i></p> <p><i>Reflective Writing (20 mins) – Respond: What is more troubling—aging or regret? Share briefly.</i></p> <p><i>Debate (30 mins) – Argue: Does the novel portray death as physical decline or emotional burden?</i></p>	<p><i>Samuel Beckett – Krapp’s Last Tape (1958, Play) Practice 5: Close Reading (20 mins) –Analyze a key monologue where Krapp reacts to his past recordings; discuss how memory shapes his present identity.</i></p> <p><i>Reflective Writing (20 mins) – Respond: Does Krapp’s reflection on the past bring understanding or only regret? Share insights.</i></p> <p><i>Performance &amp; Discussion (30 mins) – Read/act out a scene; discuss how Beckett’s use of pauses and repetition reinforces themes of aging and memory.</i></p>	<p><i>Toni Morrison – Beloved (1987)</i></p> <p><i>Practice 8: Close Reading (20 mins) – Analyze a passage where Beloved’s presence influences Sethe’s emotions; discuss how Morrison portrays grief and trauma.</i></p> <p><i>Reflective Writing (20 mins) – Respond: How does memory shape the characters’ experiences of loss? Share insights in pairs.</i></p> <p><i>Discussion &amp; Analysis (30 mins) – Debate: Is Beloved a literal ghost or a manifestation of unresolved grief? Use textual evidence to support arguments.</i></p>	<p><i>Gabriel García Márquez – Love in the Time of Cholera (1985) Practice 11 :Close Reading (20 mins) – Analyze a passage where aging influences the characters’ experiences of love; discuss how Márquez portrays romance in later life.</i></p> <p><i>Reflective Writing (20 mins) – Respond: Does love change with age, or does it remain constant? Share insights in small groups.</i></p> <p><i>Debate &amp; Discussion (30 mins) – Debate: Does the novel challenge or reinforce cultural taboos about love and aging? Use textual evidence to support arguments.</i></p>	<p><i>Margaret Edson – Wit (1999), PlayPractice 14: Character Analysis (20 mins) – Focus on the protagonist’s use of humor and intellect; discuss how it helps her cope with her illness and shapes her identity.</i></p> <p><i>Close Reading (20 mins) – Analyze a key moment where the protagonist confronts her diagnosis; discuss how the play balances humor and tragedy.</i></p> <p><i>Group Discussion (30 mins) – Discuss how Wit challenges traditional portrayals of illness and death. Compare the protagonist’s experience with other literary representations of mortality.</i></p>
<b>SO-11</b>	<i>Analyze mortality and dignity – Examine how Beauvoir portrays her mother’s decline and the complexities of dying with dignity.</i>	<i>Analyze memory and regret – Examine how Stevens’ reflections reveal the impact of time on self-perception and lost opportunities.</i>	<i>Examine the personal and philosophical dimensions of grief – Analyze how Lewis grapples with mourning, faith, and the search for meaning after loss.</i>	<i>Examine the impact of aging on identity – Analyze how Alice’s memory loss challenges her sense of self and relationships.</i>	<i>Analyze the experience of death – Examine how Dickinson uses vivid imagery to portray the emotional and psychological experience of facing mortality.</i>
<b>SO-12</b>	<i>Explore existential themes – Discuss how the memoir reflects Beauvoir’s philosophical views on death and the human condition.</i>	<i>Explore aging and identity – Discuss how duty, repression, and nostalgia shape the protagonist’s understanding of his past.</i>	<i>Explore the evolving nature of grief – Discuss how Lewis’s reflections shift over time, illustrating the fluid and nonlinear process of bereavement.</i>	<i>Explore societal perceptions of cognitive decline – Discuss how the novel portrays the stigma and emotional toll of Alzheimer’s on both the individual and their family.</i>	<i>Explore themes of defiance and surrender – Discuss how the poem reflects the tension between resisting and accepting death.</i>
<b>SO-13</b>	<i>Compare personal and philosophical perspectives on death – Relate Beauvoir’s account to other existential and literary works on mortality.</i>	<i>Evaluate narrative perspective – Analyze how Ishiguro’s use of unreliable narration deepens themes of memory and self-deception.</i>	<i>Compare religious and secular responses to loss – Evaluate how Lewis’s struggle with faith in grief</i>	<i>Evaluate the narrative perspective – Analyze how Genova’s use of Alice’s point of view enhances the reader’s</i>	<i>Evaluate form and symbolism – Analyze Dickinson’s use of form, symbolism, and rhythm to convey the</i>

			contrasts with other literary portrayals of mourning.	understanding of memory loss and its disorienting effects.	inevitability of death and the complexity of the human response.
<b>SO 14-15</b>	<p><i>Simone de Beauvoir – A Very Easy Death (1964) Practice 3: Close Reading (20 mins) – Analyze a passage on suffering and dignity; discuss Beauvoir’s perspective.</i></p> <p><i>Reflective Writing (20 mins) – Respond: Is death an individual or shared experience? Share insights. Debate (30 mins) – Argue: Can one truly die with dignity? Use textual evidence.</i></p>	<p><i>Kazuo Ishiguro – The Remains of the Day (1989) Practice 6: Close Reading (20 mins) – Analyze a passage where Stevens reflects on his past; discuss how memory shapes his identity.</i></p> <p><i>Reflective Writing (20 mins) – Respond: Does Stevens’ loyalty bring him fulfilment or regret? Share insights.</i></p> <p><i>Debate &amp; Discussion (30 mins) – Argue: Is Stevens an unreliable narrator, or is he simply unwilling to confront his regrets? Use textual evidence.</i></p>	<p><i>C.S. Lewis – A Grief Observed (1961, Memoir) Practice 9: Close Reading (20 mins) – Analyze a passage where Lewis questions his faith; discuss how grief challenges his beliefs.</i></p> <p><i>Reflective Writing (20 mins) – Respond: Does grief offer personal growth or only suffering? Share insights in pairs.</i></p> <p><i>Discussion &amp; Comparison (30 mins) – Compare Lewis’s experience of grief with Didion’s (The Year of Magical Thinking); discuss faith, memory, and coping mechanisms.</i></p>	<p><i>Lisa Genova – Still Alice (2007) Practice 12: Close Reading (20 mins) – Analyze a passage where Alice grapples with her memory loss; discuss how Genova portrays the emotional and cognitive impact of Alzheimer’s.</i></p> <p><i>Reflective Writing (20 mins) – Respond: How does Alzheimer’s affect Alice’s sense of identity and her relationships? Share insights in small groups.</i></p> <p><i>Discussion &amp; Comparison (30 mins) – Compare Still Alice with Everest Hotel and Love in the Time of Cholera in terms of aging and memory; discuss cultural attitudes toward aging and cognitive decline.</i></p>	<p><i>Emily Dickinson – "I Felt a Funeral in My Brain" (1862, Poem) Practice 15: Imagery and Symbolism Analysis (20 mins) – Examine the poem’s imagery, focusing on the funeral as a metaphor for death. Discuss how Dickinson uses it to explore the experience of mortality.</i></p> <p><i>Close Reading (20 mins) – Analyze a specific stanza, paying attention to the emotional tone and the tension between defiance and acceptance of death.</i></p> <p><i>Group Discussion (30 mins) – Discuss the poem’s themes of loss and resistance. Compare Dickinson’s portrayal of death with those in Do Not Go Gentle into That Good Night and Wit.</i></p>

Assessment											
Level of Thinking	Continuous Learning Assessment (CLA) (50 % weightage)										Final Exam (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											
2 Understand	20%	20%	15%	15%	15%	15%	20%	20%	20%	20%	
3 Apply											
4 Analyze	20%	20%	20%	20%	20%	20%	20%	20%	20%	20%	
5 Evaluate											
6 Create	10%	10%	15%	15%	15%	15%	10%	10%	10%	10%	
<b>Total</b>	100 %		100 %		100 %		100 %		100 %		

Strategies				
Technology		Pedagogy / Andragogy		Sustainable Development
Simulations	✓	Case Studies	✓	No Poverty ✓
Emulations	✓	Group Discussion	✓	Zero Hunger ✓
Prototypes		Hands-on Practice	✓	Good Health & Well Being ✓
Hands-on Practice Tools		Inquiry Learning	✓	Quality Education
Mathematical Computing Tools		Interactive Lecture	✓	Gender Equality
Field Visit		Leading Question		Clean Water & Sanitation
		Mind Map		Affordable & Clean Energy
		Minute Paper		
		Peer Review		
		Problem Based Learning		

Resources	
1	Roth, Philip, Everyman, 1st ed., Houghton Mifflin Harcourt, 2006..
2	Beckett, Samuel, Krapp's Last Tape, 1st ed., Grove Press, 1958.
3	Didion, Joan, The Year of Magical Thinking, 1st ed., Alfred A. Knopf, 2005.
4	<a href="https://www.youtube.com/watch?v=jmfz9NDLuP0">https://www.youtube.com/watch?v=jmfz9NDLuP0</a> , Insight Talk Gerontology, Studying Aging, What is it all About and Why Does it Matter?
5	Edson, Margaret, Wit, 1st ed., Theatre Communications Group, 1999.
6	<a href="https://www.youtube.com/watch?v=WMk4tqbqHHo">https://www.youtube.com/watch?v=WMk4tqbqHHo</a> , What is Thanatology?
7	Dickinson, Emily, "I Felt a Funeral in My Brain", 1st ed., The Poems of Emily Dickinson, Thomas H. Johnson (ed.), Belknap Press, 1955.
8	<a href="https://www.youtube.com/watch?v=EEEnyAXVO-II">https://www.youtube.com/watch?v=EEEnyAXVO-II</a> , A look at reading old age with Dr. Louise Aronson, a leading geriatrician, writer, educator, professor of medicine at UCSF and the author of the New York Times bestseller and Pulitzer Prize finalist Elderhood: Redefining Aging, Transforming Medicine, and Reimagining Life.

Designers		
Professional Experts	Higher Institution Experts	Internal Experts
1 Mr. Krishna Raj Sr Associate, Sutherland, Chennai	1 Dr. J.Mangayarkarasi Head, Department of English, Ethiraj College for Women, Chennai.	1 Dr. Shanthichitra Professor, Department of English, Faculty of Science and Humanities, SRM Institute of Science & Technology, Kattankulathur 2 Dr. S.V.Karthiga Assistant Professor and Head, Department of English, Faculty of Science and Humanities, SRM Institute of Science & Technology, Kattankulathur

<b>Code</b>	<b>PEL25102J</b>	<b>Title</b>	<b>Literary Criticism and Theory</b>				<b>Category</b>	<b>C</b>	<b>Professional Core Course</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
									<b>3</b>	<b>0</b>	<b>2</b>	<b>4</b>	

<b>Offering Department</b>	ENGLISH	<b>Pre-requisite Courses</b>	nil	<b>Co-requisite Courses</b>	nil	<b>Progressive Courses</b>	nil	<b>Data Book / Codes/Standards</b>	
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<b>Rationale (CR)</b>	<i>The purpose of learning this course is to:</i>	<b>Depth</b>				<b>Attainment</b>			<b>Program Outcomes (PO)</b>														
		1	2	3	4	1	2	3	1	2	3	4	5	6	7	8	9	10	11	12			
CR-1	Enable students to understand literary criticism								Disciplinary Knowledge														
CR-2	Make them understand how criticism is relevant to literature.								Analytical Reasoning														
CR-3	Studying major critics over history and in various countries.								Problem Solving														
CR-4	Providing a link to the criticism and analysing them with various texts.								Research Related Skills														
CR-5	Enable an exploration of different literary criticisms and theories in English.								Self-Directing Learning														
									Environment & Multicultural Competence														
									Values: moral and Critical Thinking														
									Digital Literacy														
									Sense of History														
									Communication Skills														

<b>Outcomes (CO)</b>	<i>At the end of this course, learners will be able to:</i>	<b>Depth</b>				<b>Attainment</b>			<b>Program Outcomes (PO)</b>														
		Conceive	Design	Implement	Operate	Level of Thinking	Expected Proficiency (%)	Expected Attainment (%)	1	2	3	4	5	6	7	8	9	10	11	12			
CO-1	Have a broad understanding of the important literary criticism and theories.	✓				3	80	70	1	-	-	3	-	2	-	2	3	3	-	3			
CO-2	Demonstrate an ability to read and understand various theories and critics.	✓	✓	✓		3	85	75	3	-	-	3	3	-	-	-	3	3	-	3			
CO-3	Demonstrate a knowledge of these theories and their application.		✓			3	75	70	3	-	-	3	-	-	-	-	3	3	-	3			
CO-4	Demonstrate a familiarity with critically analysing a text.	✓	✓	✓	✓	3	85	80	3	1	2	3	3	-	-	-	3	3	-	3			
CO-5	Demonstrate an understanding of the influences of the theorist.	✓	✓			3	85	75	3	3	2	3	-	3	3	3	3	3	-	3			

<b>Title &amp; Session Outcomes</b>	<b>Introduction to Literary Criticism</b>	<b>Text Analysis</b>	<b>Approaches in Literary Criticism</b>	<b>Textual Analysis</b>	<b>Theoretical Learning</b>
Duration (hour)	<b>15</b>	<b>15</b>	<b>15</b>	<b>15</b>	<b>15</b>
SO-1	<i>Introduction to Greek Philosophers- Plato and Aristotle</i>	<i>Introduction to Samuel Johnson's Preface to Shakespeare</i>	<i>New Criticism</i>	<i>Roland Barthes - An Introduction</i>	<i>Introduction to S.N. Das Gupta</i>
SO-2	<i>Introduction to Greek Philosophers- Longinus</i>	<i>Preface to Shakespeare- Text Analysis</i>	<i>Wolfgang Isher- An Introduction</i>	<i>Roland Barthes – "The Death of the Author"-An Introduction</i>	<i>Works of S.N. Das Gupta</i>
SO-3-4	<i>Introduction to Roman Philosopher- Horace</i>	<i>Preface to Shakespeare- Text Analysis</i>	<i>Reading Process: A Phenomenological Approach- Text analysis</i>	<i>Roland Barthes – "The Death of the Author"-Text analysis</i>	<i>SN Das Gupta's Philosophy- A Discussion</i>
SO 5	<i>Practice: Discussion on Greek and Roman Philosophers</i>	<i>Practice: Debate on Shakespeare writing</i>	<i>Practice: Quiz</i>	<i>Practice: Quiz</i>	<i>Introduction to The Theory of Rasa.</i>

SO-6	<i>Philip Sydney- An Introduction</i>	<i>Samuel Taylor Coleridge– An Introduction</i>	<i>Introduction to Viktor Shklovsky</i>	<i>Gayatri Spivak – An Introduction</i>	<i>Introduction to Kunjunni Raja</i>
SO-7	<i>An Apology for Poetry- An Introduction</i>	<i>Biographia Literaria (Chapter XVII and Chapter XVIII)- An Introduction</i>	<i>Introduction to Art as Technique</i>	<i>Gayatri Spivak – “Feminism and Critical Theory”- An Introduction</i>	<i>Writings of Kunjunni Raja</i>
SO-8	<i>An Apology for Poetry-Text analysis</i>	<i>Biographia Literaria (Chapter XVII and Chapter XVIII)- text analysis</i>	<i>Art as Technique- Analysis</i>	<i>Gayatri Spivak – “Feminism and Critical Theory”- text analysis</i>	<i>Introduction to Theory of Dhvani</i>
SO 9-10	<i>Practice: Quiz</i>	<i>Practice: Quiz</i>	<i>Practice: Discussion - Art as Technique.</i>	<i>Practice: Quiz</i>	<i>Practice: The Theory of Rasa- A Discussion</i>
SO-11	<i>John Dryden- An Introduction</i>	<i>Cleanth Brooks – An Introduction</i>	<i>Introduction to Northrop Fyre</i>	<i>Stuart Hall – An Introduction</i>	<i>Theory of Dhvani- Analysis</i>
SO-12	<i>An Essay of Dramatic Poesy- An Introduction</i>	<i>“Language of Paradox”- An Introduction</i>	<i>Introduction to Archetypes of Literature</i>	<i>Stuart Hall – “Cultural Identity and Diaspora”- An Introduction</i>	<i>Application to text- Theory of Dhvani</i>
SO-13	<i>An Essay of Dramatic Poesy- Text analysis</i>	<i>“Language of Paradox”- Text analysis</i>	<i>Archetypes of Literature- Analysis</i>	<i>Stuart Hall – “Cultural Identity and Diaspora”- Text analysis</i>	<i>Application to text- Rasa Theory</i>
SO 14-15	<i>Practice: Quiz</i>	<i>Practice: Quiz</i>	<i>Practice: Archetypes of Literature - Discussion</i>	<i>Practice: Quiz</i>	<i>Practice: Quiz</i>

Assessment											
Level of Thinking		Continuous Learning Assessment (CLA) (50 % weightage)								Final Exam (50% Weightage)	
		CLA – 1 (10 %)		CLA – 2 (10%)		CLA – 3 (20 %)		CLA – 4 (10 %)			
		Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice		
1	Remember										
2	Understand	20%	20%	15%	15%	15%	15%	20%	20%	20%	20%
3	Apply										
4	Analyze	20%	20%	20%	20%	20%	20%	20%	20%	20%	20%
5	Evaluate										
6	Create	10%	10%	15%	15%	15%	15%	10%	10%	10%	10%
<b>Total</b>		100 %		100 %		100 %		100 %		100 %	

Strategies					
Technology		Pedagogy / Andragogy		Sustainable Development	
Simulations	✓	Case Studies	✓	No Poverty	✓
Emulations	✓	Group Discussion	✓	Zero Hunger	✓
Prototypes		Hands-on Practice	✓	Good Health & Well Being	✓
Hands-on Practice Tools		Inquiry Learning	✓	Quality Education	
Mathematical Computing Tools		Interactive Lecture	✓	Gender Equality	
Field Visit		Leading Question		Clean Water & Sanitation	
		Mind Map		Affordable & Clean Energy	
		Minute Paper			
		Peer Review			
		Problem Based Learning			

Resources	
1	G. N. Devy, Indian Literary Criticism (Orient Longman, 2002)
3	Latimer, Dan. Contemporary Critical Theory. San Diego: Harcourt, 1989.
5	Lodge, David (Ed.) Twentieth Century Literary Criticism. London: Longman, 1972.
7	
2	Natoli, Joseph, ed. Tracing Literary Theory. Chicago: U of Illinois P, 1987.
4	Ramamurthi, Lalitha. An Introduction to Literary Theory. Chennai: University of
6	Nagarajan M.S. English Literary Criticism and Theory: An Introductory
8	

Designers		
Professional Experts	Higher Institution Experts	Internal Experts
1	1	1
Mr. Krishna Raj Sr Associate, Sutherland, Chennai	Dr. J.Mangayarkarasi Head, Department of English, Ethiraj College for Women, Chennai.	Dr. Annie Vimala. D Assistant Professor, Department of English, Faculty of Science and Humanities, SRM Institute of Science & Technology, Kattankulathur
		2
		Dr. Abirami Assistant Professor, Department of English, Faculty of Science and Humanities, SRM Institute of Science & Technology, Kattankulathur



SO-2	Second-language acquisition	Discussion on Bow-wow theory	Emotional and social based language teaching and its importance	Discussion on Definition and scope of first and second language acquisition	Change the Goal of Teaching English and Change in Teaching Content and Text Design
SO-3	Importance of Methods in teaching second language	Explanation on the ding- dong theory	Aspects involved in Alternative approaches to language teaching	Acquisition vs. Learning, Competence vs. Performance, Deductive vs. Inductive processing, Explanation on Cognitivism	Early Start in Teaching English and Change in Teaching Culture
SO 4-5	How to implement a method to create a task	Implement the theory to a method in designing a task	Creating Learning Materials and its credentials	A task on Error analysis in second language acquisition	Go to a primary school and find out the changes in teaching and learning
SO-6	Teaching through Grammar Translation Method	R. M. Gagné - Theory of Instruction An overview	Engaging Learning Environments: An overview	Discussion on the need of Universal Grammar and the Language Acquisition Device	Importance of E-Learning
SO-7	Teaching students with Direct method	Explanation to Gagné's eight types of learning	Maintaining proper Teaching Strategies	Explanation on First Language Acquisition	Discussion on Strategic Teaching and Learning
SO-8	Suggestopedia method and its benefits	Social Learning Theory: An overview	Lexical Approach: An Overview	Aspects involved in acquisition	Blended Learning and Gamification
SO 9-10	Design an activity using the methods	Design a task using the theory	Role plays by words in a language	Difference Between First Language and Second Language Acquisition	Go to a school and implement technology in learning and teaching language
SO-11	Communicative approach for the second language learners	B. S. Bloom Cognitive domain and Affective domain	Lexicography and Lexicographers: An overview	Five processes of Interlanguage by Salinker	Incorporate cultural lessons and Try Tongue Twisters
SO-12	The silent way method	Discuss Bloom theory	Total Physical Response (TPR): An overview	Discussion on the interlanguage	Aspects and techniques of second language teaching and learning and Have students Read Aloud
SO-13	audio lingual method and eclectic method	The cognitive domain in bloom theory	Features of Total Physical Response and its types	Salient features of interlanguage	Role of Film and audio file to enhance student's ability
SO 14-15	Implement an method to design a task	Implement the theory in a task	Designing activity based on Total Physical Response	How the Five processes of Interlanguage by Salinker can be brought into practice	Implement technology to enhance LSRW skills of the learners

Assessment											
Level of Thinking		Continuous Learning Assessment (CLA) (50 % weightage)								Final Exam (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										
2	Understand	20%	20%	15%	15%	15%	15%	20%	20%	20%	20%
3	Apply										
4	Analyze	20%	20%	20%	20%	20%	20%	20%	20%	20%	20%
5	Evaluate										
6	Create	10%	10%	15%	15%	15%	15%	10%	10%	10%	10%
<b>Total</b>		100 %		100 %		100 %		100 %		100 %	

Strategies					
Technology		Pedagogy / Andragogy		Sustainable Development	
Simulations	✓	Case Studies	✓	No Poverty	✓
Emulations	✓	Group Discussion	✓	Zero Hunger	✓
Prototypes		Hands-on Practice	✓	Good Health & Well Being	✓
Hands-on Practice Tools		Inquiry Learning	✓	Quality Education	
Mathematical Computing Tools		Interactive Lecture	✓	Gender Equality	
Field Visit		Leading Question		Clean Water & Sanitation	
		Mind Map		Affordable & Clean Energy	
		Minute Paper			
		Peer Review			
		Problem Based Learning			

Resources							
1	Brown, H. D. (2007). <i>Principles of language learning and teaching</i> (5th ed.). Pearson Longman	2	Harmer, J. (2015). <i>The practice of English language teaching</i> (5th ed.). Pearson Education.				
3	Larsen-Freeman, D., & Anderson, M. (2011). <i>Techniques and principles in language teaching</i> (3rd ed.). Oxford University Press.	4	Cook, V. (2016). <i>Second language learning and language teaching</i> (5th ed.). Routledge				
5	Richards, J. C., & Rodgers, T. S. (2014). <i>Approaches and methods in language teaching</i> (3rd ed.). Cambridge University Press	6	Brown, J. D. (2001). <i>Using surveys in language programs</i> . Cambridge University Press				
7	Lightbown, P. M., & Spada, N. (2021). <i>How languages are learned</i> (5th ed.). Oxford University Press.	8	Krashen, S. D. (1982). <i>Principles and practice in second language acquisition</i> . Pergamon Press.				

Designers					
Professional Experts		Higher Institution Experts		Internal Experts	
1	Mr. Krishna Raj Sr Associate, Sutherland, Chennai	1	Dr. J.Mangayarkarasi Head, Department of English, Ethiraj College for Women, Chennai.	1	Dr.Karthiga.S.V, SRM IST, <a href="mailto:hod.efl.ktr.sh@srmist.edu.in">hod.efl.ktr.sh@srmist.edu.in</a>
				2	Dr.Shalini Infanta.L, SRMIST, <a href="mailto:shaliinil@srmist.edu.in">shaliinil@srmist.edu.in</a>



SO-6	<i>Study of Ecocriticism, Pastoral Ecocriticism</i>	<i>Poem analysis and Discussion</i>	<i>Analytical View and Discussion on Darwin's theory by natural selection</i>	<i>Discussion on the Characters</i>	<i>Discussion on the myths.</i>
SO-7	<i>Ecofeminism, Eco Marxism</i>	<i>Introduction to D. H. Lawrence and the background history of 20th century Literature</i>	<i>Contrasting analysis on the perspective of Bible and Darwin in Ecology</i>	<i>Themes and ideas related to Nature and its conservation – discussion</i>	<i>Introduction to the writer Octavia Butler</i>
SO-8	<i>Eco aesthetics, Ecopsychology</i>	<i>Poem discussion</i>	<i>Introduction to Salim Ali and his period, Discussion on birds, Indian birds and exploitation</i>	<i>Introduction to the Russian History</i>	<i>Discussion on the title of the novel</i>
SO 9-10	<i>Ecotheology, Eco philosophy</i>	<i>Introduction for African writings and the writer Kofi Awooner</i>	<i>Salim Ali's life and the changes of his life in India and Pakistan, Salim Ali's Ornithologist life and the ecocritical message in his writings</i>	<i>Introduction to Maxim Gorkey</i>	<i>Discussion on the outline structure of the novel</i>
SO-11	<i>Anthropocene theory</i>	<i>Poem discussion</i>	<i>Introduction to Henry David Thoreau, Discussion on self-reliance and Thoreau's chapters.</i>	<i>Discussion on the other writings of Maxim Gorky</i>	<i>Discussion on the various views of religion, culture, tradition, belief</i>
SO-12	<i>Climate Change Criticism</i>	<i>Introduction to Mary Oliver's poem</i>	<i>Discussion on the Transcendental spirit of one's life and the ecological message from Walden.</i>	<i>Discussion on the Play</i>	<i>Discussion on the myths.</i>
SO-13	<i>Environmental Ethics</i>	<i>Poem analysis and discussion</i>	<i>David Wallace Wells - The Uninhabitable Earth</i>	<i>Discussion on the Characters</i>	<i>Discussion on the environmental degradation and its exploitation</i>
SO 14-15	<i>Deep Analysis on all Ecological Terms and Climate Change theory</i>	<i>Deep Analysis on all prescribed Ecological poems by applying Ecocritical theories</i>	<i>Discussion on the view of Wallace's work</i>	<i>Themes and ideas related to Nature and its conservation – discussion</i>	<i>Discussion on the techniques of nature conservation through the literary works and the writer's expressional ideas.</i>

Assessment											
Level of Thinking	Continuous Learning Assessment (CLA) (50 % weightage)										Final Exam (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											
2 Understand	20%	20%	15%	15%	15%	15%	20%	20%	20%	20%	
3 Apply											
4 Analyze	20%	20%	20%	20%	20%	20%	20%	20%	20%	20%	
5 Evaluate											
6 Create	10%	10%	15%	15%	15%	15%	10%	10%	10%	10%	
<b>Total</b>	100 %		100 %		100 %		100 %		100 %		

Strategies				
Technology		Pedagogy / Andragogy		Sustainable Development
Simulations	✓	Case Studies	✓	No Poverty ✓
Emulations	✓	Group Discussion	✓	Zero Hunger ✓
Prototypes		Hands-on Practice	✓	Good Health & Well Being ✓
Hands-on Practice Tools		Inquiry Learning	✓	Quality Education
Mathematical Computing Tools		Interactive Lecture	✓	Gender Equality
Field Visit		Leading Question		Clean Water & Sanitation
		Mind Map		Affordable & Clean Energy
		Minute Paper		
		Peer Review		
		Problem Based Learning		

Resources		
1	The Cambridge Introduction to Literature and the Environment, Part of Cambridge Introductions to Literature, Timothy Clark, University of Durham, January 2011, ISBN: 9780521720908	2 New King James Version Bible – app, online, Hard Binding -Bible Society of India
3	Bate, Jonathan. <i>Romantic Ecology: Wordsworth and the Environmental Tradition</i> . Routledge, 1991. (Romanticism & Ecocriticism), Naess, Arne. <i>Ecology, Community, and Lifestyle: Outline of an Ecosophy</i> . Cambridge University Press, 1989. (Deep Ecology & Eco Philosophy), Garrard, Greg. <i>Ecocriticism</i> . Routledge, 2004. (Ecocriticism & Pastoral Ecocriticism)	4 Kipling, R. (1910). <i>The way through the woods</i> . Macmillan. Berry, W. (1998). The peace of wild things. In <i>The selected poems of Wendell Berry</i> . Counterpoint Press. Lawrence, D. H. (1994). Man, and bat. In <i>The complete poems of D. H. Lawrence</i> . Penguin Books. Awoonor, K. (2007). The sea eats the land at home. In <i>The Penguin book of modern African poetry</i> . Penguin. Oliver, M. (1992). The summer day. In <i>New and selected poems</i> . Beacon Press.
5	Darwin, C. (1859). <i>On the origin of species by means of natural selection</i> . John Murray. Ali, S. (1985). <i>The fall of a sparrow</i> . Oxford University Press. Thoreau, H. D. (1854). <i>Walden; or, life in the woods</i> . Ticknor and Fields. Wallace-Wells, D. (2019). <i>The uninhabitable earth: Life after warming</i> . Tim Duggan Books.	6 Sygne, J. M. (1904). <i>Riders to the sea</i> . Maunsel & Co. Gorky, M. (2010). <i>Children of the sun</i> (P. Tegel, Trans.). Methuen Drama. (Original work published 1905)
7	Burnett, F. H. (1911). <i>The secret garden</i> . HarperCollins.	8 Butler, O. E. (1993). <i>Parable of the sower</i> . Four Walls Eight Windows.

Designers		
Professional Experts	Higher Institution Experts	Internal Experts
1 <i>Mr. Krishna Raj</i> <i>Sr Associate, Sutherland, Chennai</i>	1 <i>Dr. J.Mangayarkarasi</i> <i>Head, Department of English, Ethiraj College for Women, Chennai.</i>	1 <i>Dr. Fredrick Jorgenson C, Assistant Professor, Department of English, Faculty of Science and Humanities, SRM Institute of Science &amp; Technology, Kattankulathur</i>
		2 <i>Dr. Shalini Infanta.L, Assistant Professor, Department of English, FSH, SRMIST, KTR.</i>



SO-3	Introduction to the concept of World Literature, its broad scope, and its connection to cultural and historical contexts.	<i>Introduction to A Grain of Wheat</i> by Ngũgĩ wa Thiong'o	Discussion on the common themes of Mohsin Hamid	<i>Introduction to Night Sky with Exit Wounds</i> by Ocean Vuong <i>Explore the ways in which Vuong's poetry examines the impact of war, particularly the Vietnam War</i>	<i>Introduction to The Overstory</i> by Richard Powers Examine the central theme of environmentalism in <i>The Overstory</i> , focusing on how Powers portrays the interconnectedness of human and ecological systems.
SO 4-5	Explore how literature moves across borders and languages and its role in the development of global awareness. Discuss how a "literary canon" is formed and how World Literature challenges or reinforces these selections.	Analyze the representation of colonialism and its impact on identity, culture, and resistance in <i>A Grain of Wheat</i> .  Examine the role of betrayal, loyalty, and personal sacrifice in the context of the Kenyan independence struggle in Ngũgĩ's novel.	Exit West by Mohsin Hamid  Introduction to Exit, Analyze Hamid's use of magical realism, particularly the doors that allow people to move instantaneously across the world, as a metaphor for both the possibilities and limitations of migration.	<i>Analyze the role of trauma and displacement in Night Sky with Exit Wounds</i>  Discuss the usage of language by Vuong to convey the psychological and emotional impacts of migration and war.	Discuss how trees are used as metaphors for life and the environment, and the importance of deep ecological awareness.  Analyze the complex and often fraught relationship between humans and the natural world in the novel.
SO-6	<i>"The Penguin Book of World Poetry" (Edited by Stephen Cushman et al.) – Selected Poems</i>	Discuss the postcolonial critique presented in <i>A Grain of Wheat</i> regarding the failures of post-independence governance and the persistence of colonial legacies.	Analyze the depiction of migration in Exit West  Examining how the use of magical realism conveys both the possibilities and limitations of global movement.	<i>Introduction to The January Children</i> by Safia Elhillo <i>Explore how Elhillo's poetry engages with themes of exile, specifically the experience of being displaced due to war and political upheaval</i>	<i>Discuss how the characters' evolving understanding of the environment shifts their views on activism, conservation, and their roles within the ecosystem.</i>
SO-7	Discuss various poetic traditions from around the world and their unique forms, such as the sonnet, haiku, ghazal, etc.	Introduction to Claudia Rankine	<i>Introduction to Yaa Gyasi</i>  <i>Homegoing</i> by Yaa Gyasi	Investigate how <i>The January Children</i> portrays the complexities of identity and exile, with particular focus on the themes of language, cultural heritage, and political conflict in the Sudanese diaspora.	<i>Explore the symbolic use of trees throughout the novel as symbols of resilience, continuity, and the interconnectedness of all life. Focus on the importance of trees in the narrative structure and character development.</i>
SO-8	Explore recurring themes in global poetry, including love, identity, exile, nature, war, and death.	<i>Citizen: An American Lyric</i> by Claudia Rankine	Examine the impact of the transatlantic slave trade in <i>Homegoing</i> , focusing on how the novel explores the legacy of slavery through the lens of migration and intergenerational trauma.  Discuss the ways in which <i>Homegoing</i> portrays the complexities of cultural displacement across multiple	Discuss how Elhillo uses memory and history to construct a narrative of belonging and displacement, and how these themes resonate with broader socio-political struggles in the Sudanese diaspora.	<i>The Ministry for the Future</i> by Kim Stanley Robinson  Discuss how the novel portrays Climate change and its Consequences, Global Cooperation vs. National Interests

			generations, both in Africa and the Americas.		
SO 9-10	<i>A Boat Beneath a Sunny Sky</i> by Lewis Carroll Focus on Carroll's use of wordplay and whimsical language.	<i>Introduction to Citizen: An American Lyric</i>	<i>Introduction</i> Viet Thanh Nguyen	Examine Elhillo's use of sound, rhythm, and imagery to evoke the emotional experience of exile and the longing for home, analyzing the interplay between personal and collective histories.	Analyze Robinson's portrayal of global politics in <i>The Ministry for the Future</i>
SO-11	Carroll's choice of structure, Discuss the historical and cultural context of the Victorian era and how it informs the poem's tone and themes.	Evaluate the portrayal of race and citizenship in Claudia Rankine's <i>Citizen</i>	<i>The Refugees</i> by Viet Thanh Nguyen Discuss the historical context of <i>The Refugees</i> , specifically the Vietnam War and the experience of Vietnamese refugees fleeing after the fall of Saigon.	Introduction to Tracy K. Smith	Examine the technological solutions presented in <i>The Ministry for the Future</i> and discuss the potential ethical and environmental risks of these innovations.
SO-12	<i>I Am Not One Who Left the Land</i> by Mahmoud Darwish Examine how Darwish uses poetry to explore the Palestinian experience of exile, loss, and longing for homeland.	Explore how race shapes identity in contemporary America.	Analyze the portrayal of post-war migration in <i>The Refugees</i>	Discussion to <i>Life on Mars</i> by Tracy K. Smith	<i>Investigate how The Ministry for the Future critiques capitalism and its role in exacerbating environmental degradation, and explore its vision of a post-capitalist world focused on sustainability.</i>
SO-13	Discuss how Darwish's poetry reflects themes of national identity, belonging, and the tension between personal and collective histories.	Analyze Rankine's use of everyday racism and microaggressions to convey the psychological toll of racial violence on marginalized communities.	Discuss the Vietnamese refugee experience and the effects of the Vietnam War on migration patterns.	Explore how Smith uses the metaphor of space and science fiction to address existential questions about life, death, and humanity's place in the universe.	<i>Compare the portrayal of activism in both novels, considering the different forms of environmental resistance and their effectiveness in addressing global ecological challenges.</i>
SO 14-15	Analyze how Darwish's use of language functions as a tool for cultural preservation and resistance against political oppression.	Explore how <i>Citizen</i> combines poetic and visual forms to create a multifaceted critique of systemic racism in the United States. Examine the theme of belonging in <i>Citizen</i> , particularly how Rankine challenges the concept of American citizenship for marginalized racial groups.	Discuss the tension between assimilation and cultural preservation in <i>The Refugees</i> , exploring how characters navigate their identities in the context of their new lives in the United States.	Analyze how <i>Life on Mars</i> engages with the theme of grief and personal loss, particularly the way Smith uses cosmic imagery and scientific references to mediate existential questions.	<i>Discuss the role of hope and despair in the context of global environmental crises in both novels, and how the authors balance these emotions in their depictions of the future.</i>

Assessment											
Level of Thinking	Continuous Learning Assessment (CLA) (50 % weightage)										Final Exam (50% Weightage)
	CLA – 1 (10 %)		CLA – 2 (10 %)		CLA – 3 (20 %)		CLA – 4 (10 %)				
	Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice	
7 Remember											
8 Understand	20%	20%	15%	15%	15%	15%	20%	20%	20%	20%	
9 Apply											
11 Analyze	20%	20%	20%	20%	20%	20%	20%	20%	20%	20%	
1 Evaluate											
1; Create	10%	10%	15%	15%	15%	15%	10%	10%	10%	10%	
<b>Total</b>	100 %		100 %		100 %		100 %		100 %		

Strategies				
Technology		Pedagogy / Andragogy		Sustainable Development
Simulations	✓	Case Studies	✓	No Poverty ✓
Emulations	✓	Group Discussion	✓	Zero Hunger ✓
Prototypes		Hands-on Practice	✓	Good Health & Well Being ✓
Hands-on Practice Tools		Inquiry Learning	✓	Quality Education
Mathematical Computing Tools		Interactive Lecture	✓	Gender Equality
Field Visit		Leading Question		Clean Water & Sanitation
		Mind Map		Affordable & Clean Energy
		Minute Paper		
		Peer Review		
		Problem Based Learning		

Resources			
9	David Damrosch, What Is World Literature?, First Edition, Princeton University Press, 2003.	10	Mohsin Hamid, Exit West, First Edition, Riverhead Books, 2017.
11	Stephen Cushman et al. (Editors), The Penguin Book of World Poetry, First Edition, Penguin Classics, 2005.	12	Yaa Gyasi, Homegoing, First Edition, Alfred A. Knopf, 2016.
13	Ngũgĩ wa Thiong'o, A Grain of Wheat, Revised Edition, Penguin Classics, 2012.	14	Ocean Vuong, Night Sky with Exit Wounds, First Edition, Copper Canyon Press, 2016.
15	Claudia Rankine, Citizen: An American Lyric, First Edition, Graywolf Press, 2014.	16	Richard Powers, The Overstory, First Edition, W.W. Norton & Company, 2018.

Designers					
Professional Experts		Higher Institution Experts		Internal Experts	
1	Krishna Raj Sutherland <a href="mailto:Krishna.Raj1@sutherlandglobal.com">Krishna.Raj1@sutherlandglobal.com</a>	1	Dr. JMangayarkarasi, Associate Professor and Head, Dept. of English Ethiraj College for Women, Chennai, <a href="mailto:jmbwilson97@gmail.com">jmbwilson97@gmail.com</a>	1	Dr. Daryl Cressida G, SRMIST, <a href="mailto:darylcr@srmist.edu.in">darylcr@srmist.edu.in</a>
				2	Dr. Shalini Infanta L, SRMIST, <a href="mailto:shalinil@srmist.edu.in">shalinil@srmist.edu.in</a>

<b>Code</b>	<b>PEL25D03J</b>	<b>Title</b>	<b>Modernist Novels</b>	<b>Category</b>	<b>D</b>	<b>Discipline Elective Course</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
							<b>3</b>	<b>0</b>	<b>2</b>	<b>4</b>

<b>Offering Department</b>		<b>Pre-requisite Courses</b>		<b>Co-requisite Courses</b>		<b>Progressive Courses</b>		<b>Data Book / Codes/Standards</b>	
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Rationale (CR)	The purpose of learning this course is to:	Depth				Attainment			Program Outcomes (PO)													
		1	2	3	4	1	2	3	1	2	3	4	5	6	7	8	9	10	11	12		
CR-1	Learn the rise of modernism through novels and theories																					
CR-2	Learn aesthetic innovations, narrative techniques and thematic analysis																					
CR-3	Social, cultural and technological changes																					
CR-4	Critical analysis of literary texts, theme and background																					
CR-5	Develop a research based on modernism and its key aspects.																					
Outcomes (CO)	At the end of this course, learners will be able to:	Conceive	Design	Implement	Operate	Level of Thinking	Expected Proficiency (%)	Expected Attainment (%)	Critical thinking	Digital technology	Collaborating skills	Critical analysis	Problem solving	Independent thinking	Research	Leadership skills	Analytical skills	Historical knowledge	Logical reasoning	Value inculcation		
CO-1	Analyze modernist texts, identify literary techniques like stream of consciousness	✓				5	85	75	1	-	-	3	-	2	-	2	3	3	-	3		
CO-2	Contextualize modernist literature within historical and cultural milieu	✓	✓	✓		4	85	75	3	-	-	3	3	-	-	-	3	3	-	3		
CO-3	Critically engage with theoretical framework like formalism and post-structuralism, analyze themes and characteristics of literature		✓			6	85	75	3	-	-	3	-	-	-	-	3	3	-	3		
CO-4	Develop research proposals that reflect interdisciplinary approaches	✓	✓	✓	✓	3	85	75	3	1	2	3	3	-	-	-	3	3	-	3		
CO-5	Communicate complex ideas effectively through written essays, presentations and digital projects.	✓	✓			2	85	75	3	3	2	3	-	3	3	3	3	3	-	3		

Title & Session Outcomes	Unit-1	Unit-2	Unit-3	Unit-4	Unit-5
Duration (hour)	15	15	15	15	15
SO-1	Introduction to modernism in literature	Introduction to novel	Modernism and the breakdown of conventional narrative forms	Social and Political issues in modernist novels	From modernism to post-modernism
SO-2	Modernism as cultural and literary movement	Different types of novel	Narrative structures, non-linear plots, unreliable narrators	Psychological and social tensions in the modernist novels	Tracing the transition from modernism and post-modernism
SO-3	Major themes of modernism	Major novelist of modernism	Franz Kafka's The Trial	D H Lawrence's writing style and narrative techniques	Narrative techniques used in post-modernism
SO 4-5	Major modernist writers and their works	James Joyce's A Portrait of the Artist as a Young Man	Kafka's sense of existential crisis	D H Lawrence's Sons and Lovers	Thomas Pynchon's The Crying of Lot 49

SO-6	Early modernist writers and birth of modernist novel	Critical analysis of the novel A Portrait of the Artist as a Young Man	Discuss the major themes of The Trial	Critical analysis of the novel Sons and Lovers	Analyze the theme of postmodernism in The Crying of Lot 49
SO-7	Introduction to Stream of consciousness	Discuss the Themes and symbolism in A Portrait of the Artist as a Young Man	Analyze the novel in terms of modernist perspective	Debate on gender roles and their identity in modernist novels	Discuss the characters in the novel
SO-8	Major writers of stream of consciousness	Discuss the reflections of modernism in the novel A Portrait of the Artist as a Young Man	Debate on existential anxiety	Joseph Conrad's Heart of Darkness	Debate on the reflections of modernism in the 20 <sup>th</sup> century novels
SO 9-10	Psychological realism	Virginia Woolf's To the Lighthouse	William Faulkner's As I Lay Dying	Discuss on the themes of hypocrisy, futility, ambiguity and moral confusion	Ernest Hemingway's The Sun Also Rises
SO-11	Theme of time and memory	Class discussion on the stream of consciousness in To the Lighthouse	Critical analysis of the novel As I Lay Dying	Critical analysis of the symbols and imagery employed in Heart of Darkness	Analyze the novel in various perspectives
SO-12	Rise of psychoanalysis	Critical analysis of the characters in To the Lighthouse	Class discussion on the social issues addressed in As I Lay Dying	Class discussion on colonialism and European civilization.	Submit an assignment on critical analysis of any modernist novel
SO-13	Introduction to cultural shifts	Discuss Woolf's writing style and narrative techniques	Reflect modernism in As I Lay Dying	Conduct a quiz on modernism and its themes	Group discussion on post modernism and its themes
SO 14-15	Socio-political issues during 20 <sup>th</sup> century.	Assignment on stream of consciousness in any novel.	Group discussion on alienation, isolation, and absurdity of existence	Analyze a modernist novel in different perspectives	Discuss the contemporary novels in modernist perspective.

Assessment											
Level of Thinking	Continuous Learning Assessment (CLA) (50 % weightage)										Final Exam (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											
2 Understand	20%	20%	15%	15%	15%	15%	20%	20%	20%	20%	
3 Apply											
4 Analyze	20%	20%	20%	20%	20%	20%	20%	20%	20%	20%	
5 Evaluate											
6 Create	10%	10%	15%	15%	15%	15%	10%	10%	10%	10%	
<b>Total</b>	100 %		100 %		100 %		100 %		100 %		

Strategies				
Technology		Pedagogy / Andragogy		Sustainable Development
Simulations	✓	Case Studies	✓	No Poverty ✓
Emulations	✓	Group Discussion	✓	Zero Hunger ✓
Prototypes		Hands-on Practice	✓	Good Health & Well Being ✓
Hands-on Practice Tools		Inquiry Learning	✓	Quality Education
Mathematical Computing Tools		Interactive Lecture	✓	Gender Equality
Field Visit		Leading Question		Clean Water & Sanitation
		Mind Map		Affordable & Clean Energy
		Minute Paper		
		Peer Review		
		Problem Based Learning		

Resources			
1	Joyce, J. <i>A Portrait of the Artist as a Young Man</i> . Oxford University Press. 1992	2	Faulkner, W. <i>As I Lay Dying</i> . Vintage International. 2006
3	Kafka, F. <i>The Trial</i> . Schocken Books. 1998	4	Conrad, J. <i>Heart of Darkness</i> . Dover Publications. 1999
5	Lawrence, D.H. <i>Sons and Lovers</i> . Penguin Classics. 2000	6	Hemingway, E. <i>The Sun also Rises</i> . Scribner. 2006
7	Woolf, V. <i>To the Lighthouse</i> . Harcourt Brace. 2000	8	

Designers					
Professional Experts		Higher Institution Experts		Internal Experts	
1	Mr. Krishna Raj	1	Dr. J. Mangayarkarasi	1	Dr Abirami T, SRMIST, abiramit1@srmist.edu.in
	Sr Associate, Sutherland, Chennai		Head, Department of English, Ethiraj College for Women, Chennai.	2	Dr. Shalini Infanta. L, Assistant Professor, Department of English, FSH, SRMIST, KTR.



SO 4	<i>AI's Role in Second Language Acquisition (SLA) and Writing</i>	<i>AI's Impact on Writing Fluency and Accuracy in ESL/EFL Learners</i>	<i>AI in Writing Research Abstracts, Introductions, and Conclusions</i>	<i>The Role of AI in Personalized Learning for Writing Development</i>	<i>Developing Institutional Policies for AI in Academic Writing Instruction</i>
SO-5	<i>Benefits and Limitations of AI for Academic Writing</i>	<i>Limitations of AI in Understanding Context, Nuance, and Tone</i>	<i>Addressing Paraphrasing and Citation Errors Using AI Assistance</i>	<i>Using AI for Formative and Summative Assessment of Writing Skills</i>	<i>Encouraging Critical Thinking in AI-Augmented Writing Processes</i>
SO-6	<i>AI's Influence on Writing Styles Across Different Academic Disciplines</i>	<i>Best Practices for AI-Assisted Self-Editing and Proofreading</i>	<i>AI's Role in Streamlining the Literature Review Process</i>	<i>Developing an AI-Based Writing Curriculum for Language Learners</i>	<i>Teaching Students to Recognize AI-Generated Misinformation</i>

Assessment									
Level of Thinking		Continuous Learning Assessment (CLA) (100 % weightage)							
		CLA – 1		CLA – 2		CLA – 3		CLA – 4	
		(20 %)		(20 %)		(40 %)		(20 %)	
		Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice
1.	Remember								
2.	Understand	25%	-	20%	-	30%	-	50%	-
3.	Apply								
4.	Analyze	50%	-	50%	-	40%	-	25%	-
5.	Evaluate								
6.	Create	25%	-	30%	-	30%	-	25%	-
<b>Total</b>		100 %		100 %		100 %		100 %	

Strategies				
Technology		Pedagogy / Andragogy		Sustainable Development
Simulations	✓	Case Studies	✓	No Poverty ✓
Emulations	✓	Group Discussion	✓	Zero Hunger ✓
Prototypes		Hands-on Practice	✓	Good Health & Well Being ✓
Hands-on Practice Tools		Inquiry Learning	✓	Quality Education
Mathematical Computing Tools		Interactive Lecture	✓	Gender Equality
Field Visit		Leading Question		Clean Water & Sanitation
		Mind Map		Affordable & Clean Energy
		Minute Paper		
		Peer Review		
		Problem Based Learning		

Resources				
	Joseph Campbell, <i>The Hero with a Thousand Faces</i> , 1st edition, Princeton University Press, 1949.	2.	Richard Erdoes and Alfonso Ortiz, <i>American Indian Myths and Legends</i> , 1st edition, Pantheon Books, 1984.	
3.	Claude Lévi-Strauss, <i>Myth and Meaning</i> , 1st edition, Schocken Books, 1978.	4.	R. K. Narayan, <i>The Ramayana: A Shortened Modern Prose Version of the Indian Epic</i> , 1st edition, Penguin Classics, 2006.	
5.	Donna Rosenberg, <i>World Mythology: An Anthology of the Great Myths and Epics</i> , 3rd edition, McGraw-Hill Education, 2008.	6.	<i>Mark P. O. Morford, Robert J. Lenardon, and Michael Sham, Classical Mythology, 10th edition, Oxford University Press, 2014.</i>	
7.	Stephen Belcher, <i>African Myths of Origin</i> , 1st edition, Penguin Classics, 2005.	8.	Edith Hamilton, <i>Mythology: Timeless Tales of Gods and Heroes</i> , 1st edition, Little, Brown and Company, 1942.	

Designers		
Professional Experts	Higher Institution Experts	Internal Experts
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		2 Dr. Daryl Cressida G SRMIST, <a href="mailto:darylcr@srmist.edu.in">darylcr@srmist.edu.in</a>

<b>Code</b>	<b>PEL25G02T</b>	<b>Title</b>	<b>Narratives in Artificial Intelligence</b>	<b>Category</b>	<b>G</b>	<b>Generic Elective Course</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
							2	0	0	2

<b>Offering Department</b>	English	<b>Pre-requisite Courses</b>		<b>Co-requisite Courses</b>		<b>Progressive Courses</b>		<b>Data Book / Codes/Standards</b>	
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Rationale (CR)	The purpose of learning this course is to:	Depth				Attainment			Program Outcomes (PO)														
		1	2	3	4	1	2	3	1	2	3	4	5	6	7	8	9	10	11	12			
CR-1	Understand how people from different cultures share similar ideas, emotions, and lessons through their stories and myths.								Level of Thinking Expected Proficiency (%) Expected Attainment (%)	Disciplinary Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	
CR-2	Discover how each culture uses stories to explain their beliefs, customs, and way of life.										Analytical Reasoning	1	2	3	4	5	6	7	8	9	10	11	12
CR-3	Practice thinking clearly and comparing different myths to find deeper meanings and connections.										Problem Solving	1	2	3	4	5	6	7	8	9	10	11	12
CR-4	Learn how storytelling helps pass down history, traditions, and knowledge from one generation to another.										Research Related Skills	1	2	3	4	5	6	7	8	9	10	11	12
CR-5	Understand how old myths still influence movies, books, and daily life in the modern world.										Self-Directing Learning Environment & Multicultural Competence	1	2	3	4	5	6	7	8	9	10	11	12
									Values: moral and Critical Thinking Digital Literacy Sense of History Communication Skills	1	2	3	4	5	6	7	8	9	10	11	12		
Outcomes (CO)	At the end of this course, learners will be able to:					Conceive	Design	Implement	Operate														
CO-1	Identify key myths from different cultures and explain their main characters, plots, and meanings.	✓				5	85	75	1	-	-	3	-	2	-	2	3	3	-	3			
CO-2	Compare stories from around the world to find common themes like creation, heroism, and good vs. evil.	✓	✓	✓		4	85	75	3	-	-	3	3	-	-	3	3	-	3				
CO-3	Explain the cultural importance of myths and how they shape beliefs, traditions, and identity.		✓			6	85	75	3	-	-	3	-	-	-	3	3	-	3				
CO-4	Analyze stories using simple tools like symbolism, character types, and moral lessons.	✓	✓	✓	✓	3	85	75	3	1	2	3	3	-	-	3	3	-	3				
CO-5	Create or retell stories inspired by myths using writing, art, or performance to show understanding and creativity.	✓	✓			2	85	75	3	3	2	3	-	3	3	3	3	-	3				

Title & Session Outcomes	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
Duration (hour)	6	6	6	6	6
SO-1	Overview of AI in Literature & Creative Writing	Narrative Theory & AI Applications	Science Fiction & AI: Exploring the Future of Storytelling	The Debate on AI Authorship & Copyright Issues	Hands-on AI Narrative Generation: Tools & Software
SO-2	Historical Development of AI in Storytelling	Computational Linguistics in Storytelling	AI in Poetry: Experimentation & New Forms	AI Bias in Narrative Generation	AI-Assisted Editing & Style Refinement
SO-3	AI vs. Human Creativity: Comparative Analysis	AI Models for Narrative Generation: GPT, BERT, & Others	AI's Impact on Nonfiction & Journalism	The Role of AI in Literary Canon & Cultural Representation	Developing Original AI-Human Collaborative Projects
SO 4	Hands-on session using AI tools for generating short narratives	Hands-on session experimenting with AI-driven story generation	Creating AI-generated pieces across multiple genres	Case study analysis of AI-generated content and ethical dilemmas	AI-driven storytelling exercises and live demonstrations

SO-5	<i>AI's Role in Genre-Specific Writing: Fiction, Poetry &amp; Nonfiction</i>	<i>Story Structure &amp; Plot Development Using AI</i>	<i>Interactive &amp; Adaptive Storytelling: AI in Video Games &amp; Digital Media</i>	<i>The Future of AI in Publishing &amp; Editing</i>	<i>Workshop: Writing &amp; Refining AI-Assisted Stories</i>
SO-6	<i>Experiment with AI-assisted storytelling in different genres</i>	<i>Experiment with AI-assisted storytelling in different genres</i>	<i>Hybrid Writing: Human-AI Collaborative Narratives</i>	<i>AI's Impact on Creative Writing as a Profession</i>	<i>Critical Analysis of AI-Generated Narratives</i>

Assessment									
Level of Thinking		Continuous Learning Assessment (CLA) (100 % weightage)							
		CLA – 1 (20 %)		CLA – 2 (20 %)		CLA – 3 (40 %)		CLA – 4 (20 %)	
		Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice
1.	Remember								
2.	Understand	25%	-	20%	-	30%	-	50%	-
3.	Apply								
4.	Analyze	50%	-	50%	-	40%	-	25%	-
5.	Evaluate								
6.	Create	25%		30%		30%	-	25%	
<b>Total</b>		100 %		100 %		100 %		100 %	

Strategies				
Technology		Pedagogy / Andragogy		Sustainable Development
Simulations	✓	Case Studies	✓	No Poverty ✓
Emulations	✓	Group Discussion	✓	Zero Hunger ✓
Prototypes		Hands-on Practice	✓	Good Health & Well Being ✓
Hands-on Practice Tools		Inquiry Learning	✓	Quality Education
Mathematical Computing Tools		Interactive Lecture	✓	Gender Equality
Field Visit		Leading Question		Clean Water & Sanitation
		Mind Map		Affordable & Clean Energy
		Minute Paper		
		Peer Review		
		Problem Based Learning		

Resources	
1. Joseph Campbell, <i>The Hero with a Thousand Faces</i> , 1st edition, Princeton University Press, 1949.	2. Richard Erdoes and Alfonso Ortiz, <i>American Indian Myths and Legends</i> , 1st edition, Pantheon Books, 1984.
3. Claude Lévi-Strauss, <i>Myth and Meaning</i> , 1st edition, Schocken Books, 1978.	4. R. K. Narayan, <i>The Ramayana: A Shortened Modern Prose Version of the Indian Epic</i> , 1st edition, Penguin Classics, 2006.
5. Donna Rosenberg, <i>World Mythology: An Anthology of the Great Myths and Epics</i> , 3rd edition, McGraw-Hill Education, 2008.	6. <i>Mark P. O. Morford, Robert J. Lenardon, and Michael Sham, Classical Mythology, 10th edition, Oxford University Press, 2014.</i>
7. Stephen Belcher, <i>African Myths of Origin</i> , 1st edition, Penguin Classics, 2005.	8. Edith Hamilton, <i>Mythology: Timeless Tales of Gods and Heroes</i> , 1st edition, Little, Brown and Company, 1942.

Designers		
Professional Experts	Higher Institution Experts	Internal Experts
1 <i>Krishna Raj Sutherland</i> <a href="mailto:Krishna.Raj1@sutherlandglobal.com">Krishna.Raj1@sutherlandglobal.com</a>	1 <i>Dr.JMangayarkarasi, Associate Professor and Head, Dept.of English Ethiraj College for Women, Chennai, <a href="mailto:jmbwilson97@gmail.com">jmbwilson97@gmail.com</a></i>	1 <i>Dr.Arunprabu C S, SRMIST, <a href="mailto:csa@srmist.edu.in">csa@srmist.edu.in</a></i>
		2 <i>Dr. Daryl Cressida G SRMIST, <a href="mailto:darylcr@srmist.edu.in">darylcr@srmist.edu.in</a></i>

<b>Code</b>	<b>PEL25G03T</b>	<b>Title</b>	<b>AI and Technical Communication</b>	<b>Category</b>	<b>G</b>	<b>Generic Elective Course</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
							2	0	0	2

<b>Offering Department</b>	English	<b>Pre-requisite Courses</b>		<b>Co-requisite Courses</b>		<b>Progressive Courses</b>		<b>Data Book / Codes/Standards</b>	
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Rationale (CR)	The purpose of learning this course is to:	Depth				Attainment			Program Outcomes (PO)															
		1	2	3	4	1	2	3	1	2	3	4	5	6	7	8	9	10	11	12				
CR-1	Understand how people from different cultures share similar ideas, emotions, and lessons through their stories and myths.																							
CR-2	Discover how each culture uses stories to explain their beliefs, customs, and way of life.																							
CR-3	Practice thinking clearly and comparing different myths to find deeper meanings and connections.																							
CR-4	Learn how storytelling helps pass down history, traditions, and knowledge from one generation to another.																							
CR-5	Understand how old myths still influence movies, books, and daily life in the modern world.																							
Outcomes (CO)	At the end of this course, learners will be able to:	Conceive	Design	Implement	Operate	Level of Thinking	Expected Proficiency (%)	Expected Attainment (%)	Disciplinary Knowledge	Analytical Reasoning	Problem Solving	Research Related Skills	Self-Directing Learning	Environment & Multicultural Competence	Values: moral and	Critical Thinking	Digital Literacy	Sense of History	Communication Skills					
CO-1	Identify key myths from different cultures and explain their main characters, plots, and meanings.	✓				5	85	75	1	-	-	3	-	2	-	2	3	3	-	3				
CO-2	Compare stories from around the world to find common themes like creation, heroism, and good vs. evil.	✓	✓	✓		4	85	75	3	-	-	3	3	-	-	3	3	-	3					
CO-3	Explain the cultural importance of myths and how they shape beliefs, traditions, and identity.		✓			6	85	75	3	-	-	3	-	-	-	3	3	-	3					
CO-4	Analyze stories using simple tools like symbolism, character types, and moral lessons.	✓	✓	✓	✓	3	85	75	3	1	2	3	3	-	-	3	3	-	3					
CO-5	Create or retell stories inspired by myths using writing, art, or performance to show understanding and creativity.	✓	✓			2	85	75	3	3	2	3	-	3	3	3	3	-	3					

Title & Session Outcomes	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
Duration (hour)	6	6	6	6	6
SO-1	Introduction to AI in Language and Technical Communication	AI-Powered Editing and Proofreading Tools	AI-Driven Language Teaching Platforms (e.g., Duolingo, Grammarly)	Linguistic Challenges in AI-Generated Texts	Hands-on Experience with AI Writing and Teaching Tools
SO-2	Contemporary Film Studies & Its Connection to Criticism	AI in Content Generation: Reports, Manuals, and Proposals	AI in Pronunciation Training & Speech Recognition	AI and Bias in Language Processing	AI in Curriculum Design and Instructional Material Development
SO-3	AI-Powered Writing Assistants & Their Applications	Ethical Concerns in AI-Generated Texts	AI-Enhanced Adaptive Learning and Personalization	AI in Sentiment Analysis and Communication Analytics	Developing AI-Driven Language Learning Applications
SO 4	Hands-on experience with AI-powered writing assistants	Exploring AI-driven content creation tools	The Use of Chatbots in Language Education	The Future of AI in Journalism and Public Communication	AI-Assisted Public Speaking and Presentation Training

SO-5	<i>AI and Document Design: Visual &amp; Textual Enhancement</i>	<i>AI in Translation &amp; Cross-Linguistic Communication</i>	<i>The role of AI in assessment and feedback systems</i>	<i>Case Studies on AI's Influence on Linguistic Standards</i>	<i>Workshop on AI-Enhanced Business &amp; Technical Writing</i>
SO-6	<i>Language Processing &amp; AI: NLP in Technical Communication</i>	<i>AI-Assisted Resume and Business Communication Writing</i>	<i>Case studies on AI in second language acquisition</i>	<i>The Future of AI in Journalism and Public Communication</i>	<i>Critical Analysis of AI-Generated Educational Materials</i>

Assessment									
Level of Thinking		Continuous Learning Assessment (CLA) (100 % weightage)							
		CLA – 1 (20 %)		CLA – 2 (20 %)		CLA – 3 (40 %)		CLA – 4 (20 %)	
		Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice
1.	Remember								
2.	Understand	25%	-	20%	-	30%	-	50%	-
3.	Apply								
4.	Analyze	50%	-	50%	-	40%	-	25%	-
5.	Evaluate								
6.	Create	25%		30%		30%	-	25%	
<b>Total</b>		100 %		100 %		100 %		100 %	

Strategies				
Technology		Pedagogy / Andragogy		Sustainable Development
Simulations	✓	Case Studies	✓	No Poverty ✓
Emulations	✓	Group Discussion	✓	Zero Hunger ✓
Prototypes		Hands-on Practice	✓	Good Health & Well Being ✓
Hands-on Practice Tools		Inquiry Learning	✓	Quality Education
Mathematical Computing Tools		Interactive Lecture	✓	Gender Equality
Field Visit		Leading Question		Clean Water & Sanitation
		Mind Map		Affordable & Clean Energy
		Minute Paper		
		Peer Review		
		Problem Based Learning		

Resources	
1. Joseph Campbell, <i>The Hero with a Thousand Faces</i> , 1st edition, Princeton University Press, 1949.	2. Richard Erdoes and Alfonso Ortiz, <i>American Indian Myths and Legends</i> , 1st edition, Pantheon Books, 1984.
3. Claude Lévi-Strauss, <i>Myth and Meaning</i> , 1st edition, Schocken Books, 1978.	4. R. K. Narayan, <i>The Ramayana: A Shortened Modern Prose Version of the Indian Epic</i> , 1st edition, Penguin Classics, 2006.
5. Donna Rosenberg, <i>World Mythology: An Anthology of the Great Myths and Epics</i> , 3rd edition, McGraw-Hill Education, 2008.	6. <i>Mark P. O. Morford, Robert J. Lenardon, and Michael Sham, Classical Mythology, 10th edition, Oxford University Press, 2014.</i>
7. Stephen Belcher, <i>African Myths of Origin</i> , 1st edition, Penguin Classics, 2005.	8. Edith Hamilton, <i>Mythology: Timeless Tales of Gods and Heroes</i> , 1st edition, Little, Brown and Company, 1942.

Designers		
Professional Experts	Higher Institution Experts	Internal Experts
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<b>Code</b>	<b>PEL25S01J</b>	<b>Title</b>	<b>Translation Studies</b>	<b>Category</b>	<b>S</b>	<b>Skill Enhancement Course</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
							3	0	2	4

<b>Offering Department</b>	English	<b>Pre-requisite Courses</b>	Nil	<b>Co-requisite Courses</b>	Nil	<b>Progressive Courses</b>	Nil	<b>Data Book / Codes/Standards</b>	
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<b>Rationale (CR)</b>	<i>The purpose of learning this course is to:</i>	<b>Depth</b>				<b>Attainment</b>			<b>Program Outcomes (PO)</b>														
		1	2	3	4	1	2	3	1	2	3	4	5	6	7	8	9	10	11	12			
CR-1	Enable students to understand the importance of translation studies.																						
CR-2	Make them learn different kinds of translation.																						
CR-3	Studying the different techniques employed in translation.																						
CR-4	Understanding the problems in translation.																						
CR-5	Enable an exploration of different translated works.																						

  

<b>Outcomes (CO)</b>	<i>At the end of this course, learners will be able to:</i>	Conceive	Design	Implement	Operate	Level of Thinking	Expected Proficiency (%)	Expected Attainment (%)	<b>Program Outcomes (PO)</b>														
									1	2	3	4	5	6	7	8	9	10	11	12			
CO-1	Have a broad understanding of translation studies.	✓				3	80	70	Disciplinary Knowledge	1	-	-	3	-	2	-	2	3	3	-	3		
CO-2	Gain experience in translating texts.	✓	✓	✓		3	85	75	Analytical Reasoning	3	-	-	3	3	-	-	-	3	3	-	3		
CO-3	Demonstrate a knowledge of famous translations.		✓			3	75	70	Problem Solving	3	-	-	3	-	-	-	-	3	3	-	3		
CO-4	Demonstrate a familiarity with translation styles.	✓	✓	✓	✓	3	85	80	Research Related Skills	3	1	2	3	3	-	-	-	3	3	-	3		
CO-5	Demonstrate an understanding of translation theories.	✓	✓			3	85	75	Self-Directing Learning	3	3	2	3	-	3	3	3	3	3	-	3		

<b>Title &amp; Session Outcomes</b>	<b>Unit I</b>	<b>Unit II</b>	<b>Unit III</b>	<b>Unit IV</b>	<b>Unit V</b>
Duration (hour)	<b>15</b>	<b>15</b>	<b>15</b>	<b>15</b>	<b>15</b>
SO-1	<i>Introduction to Translation Studies</i>	<i>Two early theories of Translation. (Word to word, Sense to Sense)</i>	<i>Theory of Dryden on Translation</i>	<i>Eugene Nida's Theory on Translation</i>	<i>Role of Translation</i>
SO-2	<i>Why Translation</i>	<i>Levels of Translation</i>	<i>Catford theory on Translation</i>	<i>Eugene Nida's Theory on Translation- Its current application</i>	<i>Machine and AI translations</i>
SO-3-4	<i>Practice: Reading excerpts of Bama's Sangati in Tamil</i>	<i>Practice: Reading excerpts of Shakespeare select play in English</i>	<i>Practice: Translate an English Song to Tamil</i>	<i>Practice: Watch a movie and check the subtitles</i>	<i>Practice: Mini Project</i>
SO 5-6	<i>Practice: Reading excerpts of Bama's Sangati in English</i>	<i>Practice: Reading excerpts of Shakespeare select play in Tamil</i>	<i>Practice: Translate a tamil Song to English</i>	<i>Practice: Discussion on the subtitle and the exact utterances in the movie.</i>	<i>Practice: Mini Project</i>

SO-7	History of Translation	Linguistic Approach to Translation	Catford theory on Translation- Its current application	Susan Bassnett's Theory on Translation	The problems in translation
SO-8	Bible Translation	Communicative Approach to Translation	Catford theory on Translation- Merits and Demerits	Susan Bassnett's Theory on Translation- Its current application	The problems in translation
SO-9-10	Practice: A discussion on Bama's original and translation	Practice: A discussion on Shakespeare original and translation	Practice: Discussion on the difficulties	Practice: Watch an English Movie	Practice: Mini Project
SO 11-12	Practice: Pros and cons of English translation of Sangati	Practice: Pros and cons of English translation of Shakespeare	Practice: Pros and cons of word to word translation- A discussion	Practice: Write the subtitle for at least a select sequences in the movie	Practice: Mini Project
SO-13	Translation in India	Socio-Semiotic Approach to Translation	Peter Newmark's Theory on Translation	Lawrence Venuti's Theory on Translation	Ethics of Translation
SO-14	The Translator's Task- Walter Benjamin	Theory of Roman Jakobson's on Translation	Peter Newmark's Theory on Translation- and its current application	Lawrence Venuti's Theory on Translation- Its current application	Ethics of Translation- in modern era
SO-15	Practice: Quiz	Practice: Debate on three approaches of translation	Practice: Pros and cons of sense to sense translation- A discussion	Practice: Share your experience and comment on each other's translation.	Practice: Mini Project

Assessment											
Level of Thinking	Continuous Learning Assessment (CLA) (50 % weightage)										Final Exam (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											
2 Understand	20%	20%	15%	15%	15%	15%	20%	20%	20%	20%	
3 Apply											
4 Analyze	20%	20%	20%	20%	20%	20%	20%	20%	20%	20%	
5 Evaluate											
6 Create	10%	10%	15%	15%	15%	15%	10%	10%	10%	10%	
<b>Total</b>	100 %		100 %		100 %		100 %		100 %		

Strategies				
Technology		Pedagogy / Andragogy		Sustainable Development
Simulations	✓	Case Studies	✓	No Poverty ✓
Emulations	✓	Group Discussion	✓	Zero Hunger ✓
Prototypes		Hands-on Practice	✓	Good Health & Well Being ✓
Hands-on Practice Tools		Inquiry Learning	✓	Quality Education
Mathematical Computing Tools		Interactive Lecture	✓	Gender Equality
Field Visit		Leading Question		Clean Water & Sanitation
		Mind Map		Affordable & Clean Energy
		Minute Paper		
		Peer Review		
		Problem Based Learning		

Resources			
1	Jeremy Munday, <i>Introducing Translation Studies: Theories and Applications</i> , 5th edition, Routledge, 2022.	2	Basil Hatim & Jeremy Munday, <i>Translation: An Advanced Resource Book</i> , Routledge, 2004.
3	Mona Baker, <i>In Other Words: A Coursebook on Translation</i> , 3rd edition, Routledge, 2018.	4	Handbook of Translation Studies Online
5	Eugene Nida, <i>Toward a Science of Translating</i> , Brill, 1964.	6	Online Translation Studies
7	Lawrence Venuti, <i>The Translator's Invisibility: A History of Translation</i> , 2nd edition, Routledge, 2008.	8	Translation Studies Research Guide

Designers					
Professional Experts		Higher Institution Experts		Internal Experts	
1	Mr. Krishna Raj Sr Associate, Sutherland, Chennai	1	Dr. J.Mangayarkarasi Head, Department of English, Ethiraj College for Women, Chennai.	1	Dr. Annie Vimala D, SRMIST, annied@srmist.edu.in
				2	Dr. Abirami, Assistant Professor, Department of English, Faculty of Science and Humanities, SRM Institute of Science & Technology, Kattankulathur

<b>Code</b>	<b>PCD25AE1T</b>	<b>Title</b>	<b>Comprehensive Skills in Quantitative and Logical Reasoning</b>				<b>Category</b>	<b>AE</b>	<b>Ability Enhancement Course</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
									<b>2</b>	<b>0</b>	<b>0</b>	<b>2</b>	

<b>Offering Department</b>	Career Guidance	<b>Pre-requisite Courses</b>	Nil	<b>Co-requisite Courses</b>	Nil	<b>Progressive Courses</b>	Nil	<b>Data Book / Codes/Standards</b>	Nil
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<b>Rationale (CR)</b>	The purpose of learning this course is to:	<b>Depth</b>				<b>Attainment</b>			<b>Program Outcomes (PO)</b>																	
		1	2	3	4	1	2	3	1	2	3	4	5	6	7	8	9	10	11	12						
CR-1	Build a strong foundation in numerical concepts and arithmetic techniques, enabling learners to solve mathematical problems accurately and efficiently.																									
CR-2	Equip learners with essential skills for understanding and solving financial and proportional reasoning problems relevant to real-life scenarios and career needs.																									
CR-3	Develop problem-solving skills in time, work, speed, distance, and ratio-based applications, enabling learners to tackle real-world mathematical challenges efficiently..																									
CR-4	Enhance learners' logical reasoning and data interpretation skills, enabling them to solve real-life problems involving clocks, calendars, directions, relationships, and data analysis.																									
CR-5	Sharpen learners' logical thinking and problem-solving abilities, helping them develop skills in tackling number puzzles, logical puzzles, reasoning-based problems, and coding challenges.																									
<b>Outcomes (CO)</b>	At the end of this course, learners will be able to:	Conceive	Design	Implement	Operate	Level of Thinking	Expected Proficiency (%)	Expected Attainment (%)	Disciplinary Knowledge	Problem Solving	Design & Development	Analysis, Design, Research	Modern Tool Usage	Society & Culture	Environment & Sustainability	Ethical practices & Social Responsibility	Individual & Team Work	Communication	Project Management & Finance	Life Long Learning						
CO-1	Apply numerical methods to solve problems involving number classification, divisibility tests, progressions, HCF & LCM, simplification techniques, and vinculum-based calculations.	✓	✓	✓	✓	1	85	75	-	3	1	3	1	-	-	-	2	-	-	-						
CO-2	Calculate interest, analyze profit and loss, and solve problems related to percentages, discounts, permutations, combinations, and probability, enhancing their quantitative reasoning skills.	✓	✓	✓	✓	3	85	75	-	3	1	3	1	-	-	-	2	-	-	-						
CO-3	Solve problems related to time and work, speed and distance, boats and streams, mixtures and alligations, height and distance, and age-based calculations with accuracy and efficiency.	✓	✓	✓	✓	4	85	75	-	3	1	3	1	-	-	-	2	-	-	-						
CO-4	Solve problems related to clocks, calendars, directions, blood relations, and interpret data from various graphical representations, including tables, bar charts, pie charts, and line graphs, with accuracy and clarity.	✓	✓	✓	✓	4	85	75	-	3	1	3	1	-	-	-	2	-	-	-						
CO-5	Solve number puzzles, logical puzzles, sequential output tracing, and reasoning problems, as well as alphanumeric series and coding/decoding problems, with precision and speed.	✓	✓	✓	✓	5	85	75	-	3	1	3	1	-	-	-	2	-	-	-						

Title & Session Outcomes	Numbers and Basic Arithmetic	Business Mathematics and Applications	Applied Arithmetic Problems	Logical Reasoning and Data Interpretation	Reasoning and Puzzle Solving
Duration (hour)	6	6	6	6	6
SO-1	Classification of Numbers & Tests of Divisibility	Problems on Averages and Percentage	Time and work - Problems	Clock - Problems	Number Puzzles - Problems
SO-2	Unit Digit & Trailing Zeroes	Problems on Discount	Time, Speed and Distance Problems	Problems on Calendar	Logical Puzzles –Problems
SO-3	Arithmetic Progression Geometric Progression	Problems on Simple Interest and Compound Interest	Boats and Streams - Problems	Direction Sense - Problems	Sequential Output Tracing - Problems
SO-4	Highest Common Factor (HCF) Least Common Multiples (LCM)	Profit and Loss - Problems	Mixtures and Alligations - Problems	Blood relation-Problems	Inductive, Logical, Abstract and Diagrammatic Reasoning - Problems
SO-5	Simplification - Problems	Permutation and Combination – Problems	Height and Distance - Problems	Data Interpretation – Table and Bar chart	Alphanumeric Series - Problems
SO-6	Vimaculum - Problems	Problems on Probability	Problems based on Ages	Data Interpretation – Pie Chart and Line graph	Coding and Decoding - Problems

Assessment								
Level of Thinking	Continuous Learning Assessment (CLA) (100 % weightage)							
	CLA- 1		CLA- 2		CLA- 3		CLA - 4	
	(20%)		(20%)		(30%)		(30%)	
	Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice
1 Remember								
2 Understand	40%	-	40%	-	40%	-	40%	-
3 Apply								
4 Analyze	40%	-	40%	-	40%	-	40%	-
5 Evaluate								
6 Create	20%	-	20%	-	20%	-	20%	-
<b>Total</b>	100 %		100 %		100 %		100%	

Strategies			
Technology	Pedagogy / Andragogy	Sustainable Development	
Simulations	✓ Case Studies	No Poverty	
Emulations	Group Discussion	✓ Zero Hunger	
Prototypes	Hands-on Practice	✓ Good Health & Well Being	
Hands-on Practice Tools	✓ Inquiry Learning	✓ Quality Education	✓
Mathematical Computing Tools	✓ Interactive Lecture	✓ Gender Equality	
Field Visit	Leading Question	✓ Clean Water & Sanitation	
	Mind Map	Affordable & Clean Energy	
	Minute Paper		
	Peer Review		
	Problem Based Learning	✓	

Resources			
1	Dr. Agarwal.R.S, Quantitative Aptitude for Competitive Examinations, S. Chand and Company Limited, 2018 Edition	2	Archana Ram, PlaceMentor: Tests of Aptitude for Placement Readiness, Oxford University Press, Oxford, 2018
3	AbhijitGuha, Quantitative Aptitude for Competitive Examinations, Tata McGraw Hill, 5th Edition	4	Edgar Thrope, Test Of Reasoning for Competitive Examinations, Tata McGraw Hill, 6th Edition

Designers		
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1	1	1
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**SEMESTER II**

<b>Code</b>	PEL25201J	<b>Title</b>	Modern Literary and Cultural Theory				<b>Course Category</b>	C	<b>Professional Core Course</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
									3	0	2	4	

<b>Offering Department</b>	English	<b>Pre-requisite Courses</b>	nil	<b>Co-requisite Courses</b>	nil	<b>Progressive Courses</b>	nil	<b>Data Book / Codes/Standards</b>	
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Rationale (CR)	The purpose of learning this course is to:	Depth				Attainment			Program Outcomes (PO)															
		1	2	3	4	1	2	3	1	2	3	4	5	6	7	8	9	10	11	12				
CR-1	Enable students to comprehend literary theory.																							
CR-2	Make them analyze how these theories are applicable in literature.																							
CR-3	Studying the various schools of thought.																							
CR-4	Understanding the key factors of various concepts that connect with literature.																							
CR-5	Enable an exploration of different literary theories in the modern period.																							
Outcomes (CO)	At the end of this course, learners will be able to:	Conceive	Design	Implement	Operate	Level of Thinking	Expected Proficiency (%)	Expected Attainment (%)	Disciplinary Knowledge	Analytical Reasoning	Problem Solving	Research Related Skills	Self-Directing Learning	Environment & Multicultural Competence	Values: moral and	Critical Thinking	Digital Literacy	Sense of History	Communication	Skills				
CO-1	Have a broad understanding of the important modern and cultural theories.	✓				3	80	70	1	-	-	3	-	2	-	2	3	3	-	3				
CO-2	Demonstrate an ability to read and critically analyze various literary texts.	✓	✓	✓		3	85	75	3	-	-	3	3	-	-	-	3	3	-	3				
CO-3	Demonstrate a knowledge of various theories and its evolution.		✓			3	75	70	3	-	-	3	-	-	-	-	3	3	-	3				
CO-4	Demonstrate a familiarity with different theorists.	✓	✓	✓	✓	3	85	80	3	1	2	3	3	-	-	-	3	3	-	3				
CO-5	Demonstrate an understanding of the influences of the theorists.	✓	✓			3	85	75	3	3	2	3	-	3	3	3	3	3	-	3				

Title & Session Outcomes	UNIT I	UNIT II	UNIT III	UNIT IV	UNIT V
Duration (hour)	15	15	15	15	15
SO-1	<i>Transition from Literary Criticism to Theory – An Introduction</i>	<i>Blue Humanities – An Introduction</i>	<i>Post Truth Theory- An Introduction</i>	<i>New Materialism- An Introduction</i>	<i>Digital Humanities- An Introduction</i>
SO-2	<i>Introduction to Structuralism</i>	<i>Steve Mentz and his ideas.</i>	<i>Jayson Harsinand his ideas.</i>	<i>Karen Barad and his ideas</i>	<i>Franco Moretti and his ideas</i>
SO-3	<i>Critical analysis of structuralism</i>	<i>Melody Jue and her ideas</i>	<i>Lee McIntyre and his ideas.</i>	<i>Jane Bennett and her ideas</i>	<i>Johanna Drucker and her ideas</i>

SO 4-5	Introduction to Saussure- mA Discussion	Practice: he Drowned Giant by J.G. Ballard – A surreal exploration of humanity's relationship with the sea and the unknown.	Practice: Harrison Bergeron by Kurt Vonnegut – Examines how truth and perception can be manipulated in dystopian societies.	Practice: The Things by Peter Watts – A retelling of The Thing from the alien's perspective, questioning the boundaries between subject and object.	Practice: Cat Pictures Please by Naomi Kritzer – A story about an AI that tries to help humans, reflecting on digital consciousness and ethics.
SO-6	Major works and ideas	Green Humanities- An Introduction	Affect Theory- An Introduction	Transnational Studies- An Introduction	Queer Ecologies
SO-7	Saussure's linguistic model	Timothy Morton and his ideas	Sara Ahmed and her ideas	Paul Gilroy and his ideas	Catriona Mortimer and his ideas
SO-8	Jacques Derrida – Works and ideas	Ursula Heise and her ideas	Lauren Berlant and his ideas	Arjun Appadurai and his ideas	Bruce Erickson and his ideas
SO 9-10	Post-Structuralism- A discussion	Practice: A Fable for Tomorrow by Rachel Carson – Highlights environmental degradation and the consequences of human actions on nature.	Practice: The Yellow Wallpaper by Charlotte Perkins Gilman – Examines how emotions and mental states are shaped by oppressive social structures.	Practice: The Third and Final Continent by Jhumpa Lahiri – Examines migration, cultural displacement, and identity in a globalized world.	Practice: Stone Butch Blues (excerpt) by Leslie Feinberg – Explores gender fluidity in a world that enforces rigid categories, mirroring the fluidity of nature.
SO-11	Deconstruction	Animal Studies- An Introduction	Memory Studies- An Introduction	Energy Studies- An Introduction	Popular Cultural Studies
SO-12	Logocentrism	Cary Wolfe and his ideas	Harianne Hirsch and her ideas	Imre Szeman and his ideas	Stuart Hall and his ideas
SO-13	Differance	Jacques Derrida and his ideas	Paul Ricoeur and his ideas	Dominic Boyer and his ideas	Henry Jenkins and his ideas
SO 14-15	Practice 3: Quiz	Practice: he Tiger's Bride by Angela Carter – Challenges anthropocentrism and explores human-animal boundaries in a feminist retelling of Beauty and the Beast.	Practice: A Marker on the Side of the Boat by Bao Ninh – Reflects on war trauma and the role of memory in personal and collective history.	Practice: There Will Come Soft Rains by Ray Bradbury – A post-apocalyptic vision where an automated house continues functioning after humanity's extinction, critiquing dependence on technology.	Practice: The Lottery by Shirley Jackson – Reflects on how cultural rituals and mass behavior shape societal norms and violence.

Assessment											
Level of Thinking	Continuous Learning Assessment (CLA) (50 % weightage)								Final Exam (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											
2 Understand	20%	20%	15%	15%	15%	15%	20%	20%	20%	20%	
3 Apply											
4 Analyze	20%	20%	20%	20%	20%	20%	20%	20%	20%	20%	
5 Evaluate											
6 Create	10%	10%	15%	15%	15%	15%	10%	10%	10%	10%	
<b>Total</b>	100 %		100 %		100 %		100 %		100 %		

Strategies			
Technology	Pedagogy / Andragogy	Sustainable Development	
Simulations	✓ Case Studies	✓ No Poverty	✓
Emulations	✓ Group Discussion	✓ Zero Hunger	✓
Prototypes	Hands-on Practice	✓ Good Health & Well Being	✓
Hands-on Practice Tools	Inquiry Learning	✓ Quality Education	
Mathematical Computing Tools	Interactive Lecture	✓ Gender Equality	
Field Visit	Leading Question	Clean Water & Sanitation	
	Mind Map	Affordable & Clean Energy	
	Minute Paper		
	Peer Review		
	Problem Based Learning		

Resources			
1	Adams, Hazard. Critical Theory Since Plato. New York, Harcourt Brace Jovanovich, 1971.	2	Robert Con Davis (ed.). Contemporary Literary Criticism: Modernism Through Post Structuralism, London: Longman, 1986
3	Abrams, M. H. A Glossary of Literary Terms. (8th Edition) New Delhi: Akash Press, 2007.	4	Wilbur Scott (ed.). Five Approaches of Literary Criticism, New York: Macmillan (1978)
5	David Lodge(ed.). Twentieth Century Literary Criticism Reader, London, Longman, 1972.	6	V.S.Sethuraman(ed.). Contemporary Criticism; An Anthology, Madras: Macmillan(1989)
7	David Lodge(ed.). Modern Criticism and Theory, London, Longman, 1988.	8	David Lodge(ed.). Twentieth Century Literary Criticism Reader, London, Longman, 1972.

Designers		
Professional Experts	Higher Institution Experts	Internal Experts
1 Mr. Krishna Raj Sr Associate, Sutherland, Chennai	1 Dr. J.Mangayarkarasi Head, Department of English, Ethiraj College for Women, Chennai.	1 Dr. Annie Vimala D, SRMIST, annied@smist.edu.in Dr. 2 S.V.Karthiga Assistant Professor and Head, Department of English, Faculty of Science and Humanities, SRM Institute of Science & Technology, Kattankulathur



<b>SO-1</b>	Analyze how <i>The Great Nicobar Betrayal</i> portrays the impact of ecological destruction on indigenous communities and marginalized populations.	<b>Analyze</b> how Steinbeck portrays economic displacement and its impact on family and identity.	Analyze how Angelou's memoir portrays the intersection of race and gender in shaping personal and social vulnerabilities.	Analyze how religious identity shapes personal and collective experiences of persecution and survival in <i>Night</i> .	Analyze how Morrison portrays the effects of internalized racism and beauty standards on Black identity in <i>The Bluest Eye</i> .
<b>SO-2</b>	Evaluate the role of governmental policies and corporate interests in exacerbating environmental vulnerabilities as depicted in the text.	<b>Evaluate</b> the role of systemic economic forces in shaping migration and labor exploitation in the novel.	Examine the role of resilience and self-expression in overcoming gender-based oppression in the text.	Examine the role of faith and its transformation in the face of extreme vulnerability and trauma.	Examine the role of systemic discrimination in shaping the vulnerabilities of marginalized communities in the novel.
<b>SO-3</b>	Discuss the ethical and humanitarian responsibilities of societies in addressing ecological displacement and environmental justice.	<b>Compare</b> the novel's depiction of economic vulnerability with contemporary issues of poverty and displacement.	Evaluate the impact of societal norms and systemic discrimination on the narrator's experiences and identity formation.	Evaluate the historical and social contexts that contribute to religious oppression and resilience	Evaluate Morrison's narrative techniques in conveying racial trauma and oppression.
<b>SO 4-5</b>	<p>Pankaj Sekhsaria, <i>The Great Nicobar Betrayal</i> (2022)</p> <p>Practice 1: Thematic Analysis – Analyze key passages on environmental destruction, displacement, and resistance in <i>The Great Nicobar Betrayal</i>.</p> <p>Case Study Comparison – Research and compare the book's ecological issues with real-world crises like Amazon deforestation or rising sea levels.</p> <p>Debate: Development vs. Conservation – Students role-play stakeholders to argue for or against development in ecologically sensitive areas.</p>	<p>John Steinbeck, <i>The Grapes of Wrath</i> (1939) Practice 4: Close Reading: Analyze passages on the Joads' migration and economic hardship.</p> <p>Debate: Argue whether the novel critiques capitalism or highlights its flaws.</p> <p>Creative Task: Rewrite a scene in a modern economic crisis.</p>	<p>Maya Angelou, <i>I Know Why the Caged Bird Sings</i> (1969) Practice 7: Close Reading &amp; Discussion – Analyze key passages where Angelou describes gendered and racial oppression, discussing their impact on identity and agency.</p> <p>Comparative Analysis – Compare Angelou's experiences with those of other marginalized voices in literature, focusing on themes of vulnerability and resilience.</p> <p>Personal Reflection Essay – Write a short essay connecting themes from the text to contemporary gender issues, drawing on real-world examples.</p>	<p>Elie Wiesel, <i>Night</i> (1956) Practice 10: Close Reading &amp; Discussion: Analyze key passages in <i>Night</i> that depict religious vulnerability and faith crisis. Discuss how Wiesel portrays the struggle between belief and suffering.</p> <p>Historical Context Analysis: Research the Holocaust's impact on Jewish identity and survival. Present findings on how systemic persecution created vulnerabilities.</p> <p>Personal Reflection &amp; Writing: Write a short reflection on how faith, doubt, and resilience interact in <i>Night</i>. Compare it to a contemporary example of religious persecution.</p>	<p>Toni Morrison, <i>The Bluest Eye</i> (1970) Practice 13: Character Analysis Workshop – Examine the psychological and social struggles of Pecola Breedlove and discuss how Morrison portrays racial self-hatred and vulnerability.</p> <p>Close Reading Exercise – Analyze key passages that depict systemic racism and beauty standards, focusing on language, imagery, and symbolism.</p> <p>Comparative Discussion – Compare <i>The Bluest Eye</i> with another text exploring racial vulnerability, such as <i>Native Son</i> or <i>Between the World and Me</i>.</p>
<b>SO-6</b>	<b>Analyze Environmental Vulnerability</b> – Examine how climate change and natural disasters shape the lives of marginalized communities in the Sundarbans.	Analyze how Adiga critiques economic inequality and the caste system in India.	<b>Analyze the impact of patriarchal control</b> – Examine how Gilead's laws and social structures enforce gender-based oppression and vulnerability.	Analyze how <i>Shame</i> portrays the intersection of religion and political oppression in Pakistan.	<b>Analyze the impact of race and migration</b> by examining how Ifemelu navigates racial identity in both Nigeria and the US.

SO-7	<b>Evaluate Human-Nature Interactions</b> – Discuss the tensions between conservation efforts, human livelihoods, and displacement in the novel.	Evaluate the protagonist’s journey from servitude to entrepreneurship as a response to vulnerability.	<b>Evaluate resistance and agency</b> – Explore how women in the novel resist oppression, analyzing their strategies for survival and autonomy.	Examine the role of religious identity in shaping vulnerability and exile in the novel.	<b>Evaluate societal perceptions of race and privilege</b> through Adichie’s exploration of colorism, immigration, and cultural adaptation.
SO-8	<b>Interpret Narrative Perspectives</b> – Assess how Ghosh uses multiple viewpoints to portray ecological and social vulnerability.	Examine the role of corruption and power dynamics in shaping economic mobility.	<b>Connect to real-world gender issues</b> – Compare themes of reproductive rights, gender-based violence, and systemic oppression in the novel to contemporary societal issues.	Evaluate Rushdie’s use of magical realism to critique religious and societal constraints.	<b>Compare transnational experiences of race</b> by discussing how American and Nigerian societies construct racial identity differently.
SO 9-10	Amitav Ghosh, <i>The Hungry Tide</i> (2004) Practice 2: Analyze Environmental Vulnerability – Examine how climate change and natural disasters shape the lives of marginalized communities in the Sundarbans.  Debate on Conservation vs. Livelihood – Organize a structured debate on whether environmental conservation should take precedence over human survival. Comparative Analysis – Compare <i>The Hungry Tide</i> with real-world case studies of climate displacement and discuss similarities and differences.	Aravind Adiga, <i>The White Tiger</i> (2008) Practice 5: Debate & Discussion – Organize a class debate on whether Balram’s actions are a justified response to systemic economic oppression.  Character Analysis – Write a reflective essay on how Balram’s transformation illustrates economic vulnerability and resistance.  Comparative Study – Compare <i>The White Tiger</i> with another novel exploring economic disparity, analyzing key themes and narrative techniques.	Margaret Atwood, <i>The Handmaid’s Tale</i> (1985) Practice 8: Close Reading & Discussion – Analyze key passages where gender oppression is enforced and discuss how Atwood constructs vulnerability through language and narrative.  Comparative Analysis – Compare Gilead’s society with real-world historical and contemporary examples of gender-based oppression, such as restrictive laws on reproductive rights.  Creative Response – Write a journal entry from the perspective of a Handmaid, exploring fear, resistance, or hope in the face of systemic oppression.	Salman Rushdie, <i>Shame</i> (1983) Salman Rushdie, <i>Shame</i> (1983) Practice 11: Textual Analysis: Identify passages in <i>Shame</i> that illustrate religious persecution and discuss their impact on the characters’ lives.  Comparative Discussion: Compare the portrayal of religious vulnerability in <i>Shame</i> with another text from the unit, analyzing similarities and differences.  Creative Response: Rewrite a key scene from <i>Shame</i> from the perspective of a marginalized character, emphasizing their experiences of religious oppression.	Chimamanda Ngozi Adichie, <i>Americanah</i> (2013) Practice 14: Close Reading & Discussion: Analyze key passages where Ifemelu experiences racial identity shifts in Nigeria and the US, discussing the role of context in shaping self-perception.  Comparative Essay: Compare Ifemelu’s experiences of race and privilege with those of another immigrant character in literature, focusing on cultural adaptation and discrimination.  Media & Identity Reflection: Examine Ifemelu’s blog posts in <i>Americanah</i> alongside real-world media representations of race, then write a personal reflection on how race is portrayed in different cultural contexts.
SO-11	<b>Analyze</b> how Ward portrays the intersection of race, poverty, and environmental disaster in the experiences of the Batiste family.	<b>Analyze the impact of low-wage labor</b> – Examine how Ehrenreich’s experiences reveal the systemic challenges faced by low-income workers.	<b>Analyze the intersection of gender and class</b> – Examine how economic hardship compounds the protagonist’s struggles with gender identity and societal exclusion.	Analyze how Persepolis portrays the impact of religious fundamentalism on personal identity and freedom.	<b>Analyze Structural Racism:</b> Examine how Coates articulates the systemic oppression and historical realities that contribute to Black vulnerability in America.

SO-12	<b>Evaluate</b> the role of resilience and familial bonds in coping with natural disasters and systemic neglect.	<b>Evaluate economic policies</b> – Assess the role of minimum wage, labor laws, and social safety nets in shaping economic vulnerability.	<b>Explore themes of resilience and community</b> – Investigate how relationships and collective activism help mitigate vulnerability and create spaces of belonging.	Examine the role of visual storytelling in depicting religious oppression and resilience in Persepolis.	<b>Evaluate Personal Narrative &amp; Argumentation:</b> Assess how Coates blends memoir and social critique to construct a compelling argument about race and identity.
SO-13	<b>Examine</b> the novel's depiction of Hurricane Katrina's impact and compare it with real-life narratives of disaster vulnerability.	<b>Critically engage with class narratives</b> – Explore how the memoir challenges common perceptions of poverty and the working poor in America.	<b>Evaluate narrative style and impact</b> – Discuss how Feinberg's use of autobiographical fiction enhances the reader's understanding of transgender experiences and systemic oppression.	Evaluate the intersection of gender and religious vulnerability in Marjane Satrapi's experiences.	<b>Compare Perspectives on Racial Injustice:</b> Contrast Coates's views on Black vulnerability with those of other writers, exploring differing approaches to resistance and survival.
SO 14-15	<p>Jesmyn Ward, <i>Salvage the Bones</i> (2011) Practice 3: Close Reading &amp; Discussion – Analyze key passages depicting the hurricane's approach and aftermath, focusing on language, imagery, and emotional intensity.</p> <p>Comparative Analysis – Compare the novel's portrayal of Hurricane Katrina with nonfiction accounts, discussing themes of racial and economic vulnerability.</p> <p>Creative Response – Write a short narrative from the perspective of a marginalized character experiencing a natural disaster, inspired by Ward's storytelling techniques.</p>	<p>Barbara Ehrenreich, <i>Nickel and Dimed</i> (2001) Practice 6: Close Reading &amp; Discussion – Analyze key passages where Ehrenreich describes her experiences in low-wage jobs. Discuss how her observations expose systemic economic vulnerabilities.</p> <p>Policy Analysis Exercise – Compare the book's findings with real-world labor statistics and policies. Debate whether conditions have improved or worsened since its publication.</p> <p>Personal Reflection &amp; Writing – Ask students to write a short reflection on economic privilege, financial insecurity, or their own experiences (direct or observed) with low-wage labor.</p>	<p>Leslie Feinberg, <i>Stone Butch Blues</i> (1993) Practice 9: Close Reading &amp; Discussion – Analyze key passages that depict the protagonist's experiences with gender identity, discrimination, and labor struggles.</p> <p>Comparative Analysis – Compare <i>Stone Butch Blues</i> with other gender-focused narratives to examine different representations of gender vulnerability and resilience.</p> <p>Personal Reflection &amp; Writing – Write a short reflective piece on how Feinberg's novel challenges societal norms and expands the understanding of gender and class struggles.</p>	<p>Marjane Satrapi, <i>Persepolis</i> (2000) Practice 12: Visual Analysis: Examine key graphic panels in <i>Persepolis</i> to discuss how imagery conveys religious oppression and personal struggle.</p> <p>Comparative Reflection: Compare Marjane Satrapi's experiences with other accounts of religious persecution, analyzing similarities and differences.</p> <p>Debate &amp; Discussion: Debate the role of religious authority in shaping individual freedoms, using <i>Persepolis</i> as a central case study.</p>	<p>Ta-Nehisi Coates, <i>Between the World and Me</i> (2015) Practice 15: Close Reading &amp; Discussion: Analyze key passages where Coates discusses racial vulnerability, focusing on tone, imagery, and historical references.</p> <p>Comparative Analysis: Compare Coates's perspective on Black identity and systemic oppression with other texts from the unit, identifying common themes and differing approaches.</p> <p>Personal Reflection Essay: Write a reflective piece connecting Coates's experiences to contemporary racial issues, considering personal or societal perspectives on racial vulnerability.</p>

Assessment											
Level of Thinking	Continuous Learning Assessment (CLA) (50 % weightage)										Final Exam (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											
2 Understand	20%	20%	15%	15%	15%	15%	20%	20%	20%	20%	
3 Apply											
4 Analyze	20%	20%	20%	20%	20%	20%	20%	20%	20%	20%	
5 Evaluate											
6 Create	10%	10%	15%	15%	15%	15%	10%	10%	10%	10%	
<b>Total</b>	100 %		100 %		100 %		100 %		100 %		

Strategies				
Technology		Pedagogy / Andragogy		Sustainable Development
Simulations	✓	Case Studies	✓	No Poverty ✓
Emulations	✓	Group Discussion	✓	Zero Hunger ✓
Prototypes		Hands-on Practice	✓	Good Health & Well Being ✓
Hands-on Practice Tools		Inquiry Learning	✓	Quality Education
Mathematical Computing Tools		Interactive Lecture	✓	Gender Equality
Field Visit		Leading Question		Clean Water & Sanitation
		Mind Map		Affordable & Clean Energy
		Minute Paper		
		Peer Review		
		Problem Based Learning		

Resources	
1	Judith Butler, Precarious Life: The Powers of Mourning and Violence, 1st edition, Verso, 2004
2	Rob Nixon, Slow Violence and the Environmentalism of the Poor, 1st edition, Harvard University Press, 2011
3	Nancy Fraser, Fortunes of Feminism: From State-Managed Capitalism to Neoliberal Crisis, 1st edition, Verso, 2013
4	<a href="https://www.youtube.com/watch?v=NgmJinwZDgw">https://www.youtube.com/watch?v=NgmJinwZDgw</a> , Courage is borne out of vulnerability, not strength. This finding of Brené Brown's research on shame and "wholeheartedness" shook the perfectionist ground beneath her own feet. And now it's inspiring millions to reconsider the way they live, parent, and lead.
5	Achille Mbembe, Necropolitics, 1st edition, Duke University Press, 2019
6	<a href="https://www.youtube.com/watch?v=FDumQIKu0IA">https://www.youtube.com/watch?v=FDumQIKu0IA</a> , The Indian Animal Studies Collective aims to bring together all those who are interested in humans and nonhuman animals and the dynamics of their co-existence, particularly in India
7	David Harvey, A Brief History of Neoliberalism, 1st edition, Oxford University Press, 2005
8	<a href="https://www.youtube.com/watch?v=CrtbqT0_oLc">https://www.youtube.com/watch?v=CrtbqT0_oLc</a> , This panel will reflect on vulnerable landscapes, together with the closely interwoven questions of ecology, labour, livelihood, and culture.

Designers		
Professional Experts	Higher Institution Experts	Internal Experts
1	1	1
Mr. Krishna Raj Sr Associate, Sutherland, Chennai	Dr. J.Mangayarkarasi Head, Department of English, Ethiraj College for Women, Chennai.	Dr. Shanthichitra Professor, Department of English, Faculty of Science and Humanities, SRM Institute of Science & Technology, Kattankulathur
		2
		Dr. S.V.Karthiga Assistant Professor and Head, Department of English, Faculty of Science and Humanities, SRM Institute of Science & Technology, Kattankulathur

<b>Code</b>	<b>PEL25203T</b>	<b>Title</b>	<b>Movements in American Literature</b>				<b>Category</b>	C	<b>Professional Core Course</b>	L	T	P	C
									4	0	0	4	

<b>Offering Department</b>	Journalism and Mass Communication	<b>Pre-requisite Courses</b>	Nil	<b>Co-requisite Courses</b>	Nil	<b>Progressive Courses</b>	Nil	<b>Data Book / Codes/Standards</b>	Nil
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<b>Rationale (CR)</b>	<i>The purpose of learning this course is to:</i>	<b>Depth</b>				<b>Attainment</b>			<b>Program Outcomes (PO)</b>																	
		1	2	3	4	1	2	3	1	2	3	4	5	6	7	8	9	10	11	12						
CR-1	Enable students to comprehend various movements in American literature.																									
CR-2	Make them analyze how these movements are relevant in literature.																									
CR-3	Studying prose, poetry, and drama in relation to the movements.																									
CR-4	Providing a link to the movements and the literary works of that age.																									
CR-5	Enable an exploration of different folklores that was prevalent in American culture.																									
<b>Outcomes (CO)</b>	<i>At the end of this course, learners will be able to:</i>	Conceive	Design	Implement	Operate	Level of Thinking	Expected Proficiency (%)	Expected Attainment (%)	Disciplinary Knowledge	Analytical Reasoning	Problem Solving	Research Related Skills	Self-Directing Learning Environment &	Multicultural Competence	Values: moral and	Critical Thinking	Digital Literacy	Sense of History	Communication Skills							
CO-1	Have a broad understanding of the important literary movements in America.	✓				5	85	75	1	-	-	3	-	2	-	3	3	-	3							
CO-2	Demonstrate an ability to understand a variety of Native American cultures and traditions.	✓	✓	✓		4	85	75	3	-	-	3	3	-	-	-	3	3	-	3						
CO-3	Demonstrate knowledge of various movements in English and their impact.		✓			6	85	75	3	-	-	3	-	-	-	-	3	3	-	3						
CO-4	Demonstrate a familiarity with the styles of authors in the major genres of literature in relation to the movements.	✓	✓	✓	✓	3	85	75	3	1	2	3	3	-	-	-	3	3	-	3						
CO-5	Demonstrate an understanding of the influences of the writers.	✓	✓			2	85	75	3	3	2	3	-	3	3	3	3	3	-	3						

<b>Title &amp; Session Outcomes</b>	<b>CLO -1</b>	<b>CLO -2</b>	<b>CLO -3</b>	<b>CLO -4</b>	<b>CLO -5</b>
Duration (hour)	<b>12</b>	<b>12</b>	<b>12</b>	<b>12</b>	<b>12</b>
SO-1	<i>Evaluate how race and gender influence the writing and reception of American literature in the colonial era.</i>	<i>Analyze Franklin's views on self-reliance, industry, and personal morality.</i>	<i>Introduce the historical background and key characteristics of American Romanticism and Transcendentalism.</i>	<i>Evaluate the significance of Long Day's Journey Into Night in shaping American theater and its influence on later playwrights.</i>	<i>Understand the cultural and socio-economic background that shapes The House on Mango Street as a work of Chicana literature.</i>
SO-2	<i>Understand Native American cultural contributions through "Song of the Sky Loom."</i>	<i>Critically evaluate Benjamin Franklin's The Autobiography of Benjamin Franklin</i>	<i>Discuss the portrayal of time and historical change in Rip Van Winkle.</i>	<i>Examine the themes of addiction, family dysfunction, and existential despair</i>	<i>Examine the themes of identity, gender roles, and the immigrant experience.</i>

SO-3	Connect the themes of interconnectedness and spirituality in "Song of the Sky Loom"	Examine Franklin's influence on American political and social thought.	. Analyze the themes of escapism and societal detachment in Rip Van Winkle.	Understand the historical and autobiographical context of Long Day's Journey Into Night	Evaluate the significance of The House on Mango Street in contemporary American literature
SO-4	Explain the importance of oral traditions and their preservation through written works like "Song of the Sky Loom."	Discuss Franklin's thoughts on self-improvement, education, and the role of reason in shaping a productive society.	Examine the role of nature as a transformative force in Romantic literature.	Explain how O'Neill portrays psychological realism and the impact of past trauma on the present.	Develop an understanding of Chicana feminism and its representation in The House on Mango Street.
SO-5	Explore Anne Bradstreet's "The Prologue" in the context of gender and colonial society.	Assess the significance of Common Sense in shaping public opinion during the American Revolution.	Explore Poe's use of psychological horror and unreliable narration in The Tell-Tale Heart.	Examine Mulatto as a reflection of broader American racial struggles in the early 20th century.	Understand the postmodern themes of hyperreality, consumerism, and media influence as presented in White Noise.
SO-6	Analyze Bradstreet's approach to self-expression and self-critique in a patriarchal society.	Critically examine Paine's arguments for independence and the natural rights of individuals.	Discuss the idea of guilt and paranoia in The Tell-Tale Heart.	Understand the racial, historical, and social contexts that shaped Langston Hughes' Mulatto as a work of the Harlem Renaissance.	Evaluate DeLillo's use of satire and irony in critiquing modern society.
SO-7	Evaluate the role of religion and divine providence in shaping Bradstreet's literary output and worldview.	Explore Paine's use of emotional and logical appeals in his pamphlet.	Analyze the role of light and darkness as motifs in Poe's The Tell-Tale Heart.	Analyze the themes of racial identity, power dynamics, and generational conflict in the play.	Critically analyze the role of fear, death, and existential uncertainty in shaping human behavior within the novel.
SO-8	Understand the challenges of being a female writer in the early American literary canon.	Evaluate the lasting impact of Common Sense on democratic principles and political movements.	Examine the portrayal of psychological obsession in The Tell-Tale Heart.	Debate the portrayal of race relations and the psychological impact of racial prejudice on identity formation.	Evaluate DeLillo's use of satire and irony in critiquing modern society.
SO-9	Discuss Phillis Wheatley's "On Being Brought from Africa to America" in relation to race, identity, and slavery.	Discuss how Jefferson's Declaration represents the values of the Age of Reason.	Examine how Transcendental Wild Oats challenges idealized notions of self-reliance.	Understand the cultural and historical significance of colorism and its representation in Color Struck.	Evaluate Slaughterhouse-Five as a seminal anti-war novel and its influence on contemporary war literature.
SO-10	Critically assess the complex relationship between slavery, race, and religion in Wheatley's poem.	Examine Jefferson's articulation of the ideals of liberty, equality, and self-governance in the Declaration of Independence.	Analyze how Alcott critiques the practicality of utopian experiments through gender roles and labor.	Evaluate Color Struck as an essential work in African American literature.	Understand the historical and autobiographical context of Slaughterhouse-Five, particularly Vonnegut's experiences in World War II.
SO-11	Explore the ethical and moral considerations embedded in Wheatley's work,	Understand the Declaration's role in establishing the foundational principles of American democracy.	Investigate Alcott's personal experiences with utopian communities and their impact on her writing.	Compare Color Struck with other Harlem Renaissance texts.	Evaluate Slaughterhouse-Five as a seminal anti-war novel
SO-12	Interpret Wheatley's reflection on her transformation and the perceived 'blessing' of her enslavement.	Explore the ethical implications of Jefferson's framing of "all men are created equal" while maintaining a system of slavery.	Debate the success and failure of transcendental ideals in Transcendental Wild Oats.	Examine the significance of Color Struck in modern discourses on race, self-perception, and cultural heritage.	Examine Vonnegut's satire and dark humor in conveying anti-war sentiment and societal critique.

Assessment											
Level of Thinking	Continuous Learning Assessment (CLA) (50 % weightage)										FinalExam (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											
2 Understand	40%		30%		30%		40%		40%		40%
3 Apply											
4 Analyze	40%		40%		40%		40%		40%		40%
5 Evaluate											
6 Create	20%		30%		30%		20%		20%		20%
<b>Total</b>	100 %		100 %		100 %		100 %		100 %		

Strategies					
Technology		Pedagogy / Andragogy		Sustainable Development	
✓ Simulations		✓ Case Studies		✓ No Poverty	✓
✓ Emulations		✓ Group Discussion		✓ Zero Hunger	✓
Prototypes		Hands-on Practice		✓ Good Health & Well Being	✓
Hands-on Practice Tools		Inquiry Learning		✓ Quality Education	
Mathematical Computing Tools		Interactive Lecture		✓ Gender Equality	
Field Visit		Leading Question		Clean Water & Sanitation	
		Mind Map		Affordable & Clean Energy	
		Minute Paper			
		Peer Review			
		Problem Based Learning			

Resources	
1	Gerald Vizenor. Native American Literature. New York: HarperCollins. 1995
2	Mark Hawkins-Dady. (ed.) Readers Guide to Literature in English. Fitzroy Dearborn Publishers
3	The Columbia Literary History of the United States. New York: Columbia University Press, 1988.
4	A History of American Literature. Malden: Blackwell Publishing, 2004.
5	The Norton Anthology of American Literature. New York: W.W. Norton & Company, 2011.
6	The Oxford Encyclopedia of American Literature. New York: Oxford University Press, 2004.
7	The Cambridge History of American Literature. Cambridge: Cambridge University Press, 1994.
8	The Best Poems of the English Language: From Chaucer Through Frost. New York: HarperCollins, 2004.

Designers		
Professional Experts	Higher Institution Experts	Internal Experts
1	1	1
Mr. Krishna Raj Sr Associate, Sutherland, Chennai	Dr. J.Mangayarkarasi Head, Department of English, Ethiraj College for Women, Chennai.	Dr. ShalinInfanta.L Assistant Professor, Department of English, Faculty of Science and Humanities, SRM Institute of Science & Technology, Kattankulathur
		2
		Dr. Daryl Cressida, Assistant Professor, Department of English, Faculty of Science and Humanities, SRM Institute of Science & Technology, ktr

<b>Code</b>	<b>PEL25D04J</b>	<b>Title</b>	<b>Language and Linguistics</b>	<b>Category</b>	<b>D</b>	<b>Discipline Elective Course</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
							3	0	2	4

<b>Offering Department</b>		<b>Pre-requisite Courses</b>		<b>Co-requisite Courses</b>		<b>Progressive Courses</b>		<b>Data Book / Codes/Standards</b>	
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<b>Rationale (CR)</b>	<i>The purpose of learning this course is to:</i>	<b>Depth</b>				<b>Attainment</b>			<b>Program Outcomes (PO)</b>													
		1	2	3	4	1	2	3	1	2	3	4	5	6	7	8	9	10	11	12		
CR-1	<i>Understanding the Fundamentals of Language and Linguistics</i>					Level of Thinking			Disciplinary Knowledge													
CR-2	<i>Exploring Language Structure, Change, and Diversity</i>					Expected Proficiency (%)			Analytical Reasoning													
CR-3	<i>Enhancing Analytical and Practical Linguistic Skills</i>					Expected Attainment (%)			Problem Solving													
CR-4	<i>Investigating Language Acquisition and Its Applications</i>								Research Related Skills													
CR-5	<i>Integrating Linguistics with Technology and Global Perspectives</i>								Self-Directing Learning													
									Environment & Multicultural Competence													
									Values: moral and Critical Thinking													
									Digital Literacy													
									Sense of History													
									Communication Skills													

<b>Title &amp; Session Outcomes</b>	<b>UNIT I</b>	<b>UNIT II</b>	<b>UNIT III</b>	<b>UNIT IV</b>	<b>UNIT V</b>
Duration (hour)	15	15	15	15	15
SO-1	<i>Introduction to Language and Linguistics</i>	<i>Scope and Branches of Linguistics</i>	<i>Language as a System of Communication</i>	<i>Key Concepts in Linguistics (Phonetics, Phonology, Morphology)</i>	<i>Language and Society: Sociolinguistics Overview</i>
SO-2	<i>Theories of Language Origin</i>	<i>Structural and Functional Aspects of Language</i>	<i>Language Change and Historical Linguistics</i>	<i>Language Families and Classification</i>	<i>Psycholinguistics: Language and the Mind</i>
SO-3	<i>Phonetics and Phonology: Sounds of Language</i>	<i>Morphology: Word Formation Processes</i>	<i>Syntax: Sentence Structure and Grammar</i>	<i>Semantics and Pragmatics: Meaning in Language</i>	<i>Discourse Analysis and Stylistics</i>

SO 4-5	<i>Practice 1: Phonetic Transcription Exercise</i>	<i>Practice 4: Morphological Analysis of Words</i>	<i>Practice 7: Sentence Structure and Parsing</i>	<i>Practice 10: Analyzing Meaning in Texts</i>	<i>Practice 13: SDG Mini Project</i>
SO-6	<i>Applied Linguistics and Language Teaching</i>	<i>Corpus Linguistics and Computational Linguistics</i>	<i>Language and Identity: Dialects and Registers</i>	<i>Linguistic Relativity and Universals</i>	<i>The Impact of Globalization on Language</i>
SO-7	<i>Bilingualism and Multilingualism</i>	<i>Language Acquisition Theories</i>	<i>First vs. Second Language Acquisition</i>	<i>Language Disorders and Neurolinguistics</i>	<i>Language Policy and Planning</i>
SO-8	<i>Linguistics in AI and Machine Learning</i>	<i>Translation Studies and Language Interpretation</i>	<i>Evolution of Writing Systems</i>	<i>Language Documentation and Preservation</i>	<i>Ethics in Linguistic Research</i>
SO 9-10	<i>Practice 2: Phonemic Analysis Task</i>	<i>Practice 5: Morphological Tree Diagrams</i>	<i>Practice 8: Syntax Tree Construction</i>	<i>Practice 11: Semantics and Pragmatics Case Study</i>	<i>Practice 14:SDG Mini Project</i>
SO-11	<i>The Role of Technology in Linguistics</i>	<i>Forensic Linguistics and Language Analysis</i>	<i>Linguistic Fieldwork Methods</i>	<i>Cultural Linguistics and Language Diversity</i>	<i>Future Trends in Linguistics</i>
SO-12	<i>Conducting Linguistic Research</i>	<i>Writing a Linguistics Research Paper</i>	<i>Language and Power: Critical Discourse Analysis</i>	<i>Speech Recognition and NLP</i>	<i>Language Revitalization Efforts</i>
SO-13	<i>Linguistic Approaches to Literature</i>	<i>Language and Media: The Power of Words</i>	<i>Sociophonetics: Social Variation in Speech</i>	<i>Language in Professional Contexts</i>	<i>The Influence of Social Media on Language</i>
SO 14-15	<i>Practice 3: Phonological Variation Analysis</i>	<i>Practice 6: Syntactic Tree Application</i>	<i>Practice 9: Semantic Analysis of Texts</i>	<i>Practice 12: Discourse Analysis of a Speech</i>	<i>Practice 15: SDG Mini Project</i>

Assessment											
Level of Thinking		Continuous Learning Assessment (CLA) (50 % weightage)								Final Exam (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										
2	Understand	20%	20%	15%	15%	15%	15%	20%	20%	20%	20%
3	Apply										
4	Analyze	20%	20%	20%	20%	20%	20%	20%	20%	20%	20%
5	Evaluate										
6	Create	10%	10%	15%	15%	15%	15%	10%	10%	10%	10%
<b>Total</b>		100 %		100 %		100 %		100 %		100 %	

Strategies				
Technology		Pedagogy / Andragogy		Sustainable Development
Simulations	✓	Case Studies	✓	No Poverty ✓
Emulations	✓	Group Discussion	✓	Zero Hunger ✓
Prototypes		Hands-on Practice	✓	Good Health & Well Being ✓
Hands-on Practice Tools		Inquiry Learning	✓	Quality Education
Mathematical Computing Tools		Interactive Lecture	✓	Gender Equality
Field Visit		Leading Question		Clean Water & Sanitation
		Mind Map		Affordable & Clean Energy
		Minute Paper		
		Peer Review		
		Problem Based Learning		

Resources				
	Fromkin, V., Rodman, R., & Hyams, N. (2017). <i>An introduction to language</i> (11th ed.). Cengage Learning.	2	Meyer, C. F. (2009). <i>Introducing English linguistics</i> . Cambridge University Press.	
3	Yule, G. (2020). <i>The study of language</i> (7th ed.). Cambridge University Press		4	Aitchison, J. (2012). <i>The articulate mammal: An introduction to psycholinguistics</i> (5th ed.). Routledge.
5	O'Grady, W., Archibald, J., Aronoff, M., & Rees-Miller, J. (2017). <i>Contemporary linguistics: An introduction</i> (7th ed.). Bedford/St. Martin's.		6	Crystal, D. (2010). <i>The Cambridge encyclopedia of language</i> (3rd ed.). Cambridge University Press.
7	Radford, A. (2009). <i>Analysing English sentences: A minimalist approach</i> . Cambridge University Press.	8	Jurafsky, D., & Martin, J. H. (2023). <i>Speech and language processing: An introduction to natural language processing, computational linguistics, and speech recognition</i> (3rd ed.). Pearson	

Designers					
Professional Experts		Higher Institution Experts		Internal Experts	
1	Mr. Krishna Raj Sr Associate, Sutherland, Chennai	1	Dr. J.Mangayarkarasi Head, Department of English, Ethiraj College for Women, Chennai.	1	Dr.Karthiga.S.V, SRM IST, <a href="mailto:hod.efl.ktr.sh@srmist.edu.in">hod.efl.ktr.sh@srmist.edu.in</a>
				2	Dr.C.S Arunprabhu, SRMIST.

<b>Code</b>	<b>PEL25D05J</b>	<b>Title</b>	<b>Peripheral Narratives</b>				<b>Category</b>	D	<b>Discipline Elective Course</b>	L	T	P	C
									3	0	2	4	

<b>Offering Department</b>	English	<b>Pre-requisite Courses</b>	Nil	<b>Co-requisite Courses</b>	Nil	<b>Progressive Courses</b>	Nil	<b>Data Book / Codes/Standards</b>	Nil
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<b>Rationale (CR)</b>	<i>The purpose of learning this course is to:</i>	<b>Depth</b>				<b>Attainment</b>			<b>Program Outcomes (PO)</b>															
		1	2	3	4	1	2	3	1	2	3	4	5	6	7	8	9	10	11	12				
CR-1	Enable students to comprehend John Milton's works.																							
CR-2	Make them analyze his unique writing style.																							
CR-3	Studying prose, poetry in relation to Milton's work.																							
CR-4	Comprehending how the puritan age had a significant effect on Milton's texts.																							
CR-5	Enable an exploration of different literary techniques employed by Milton.																							
<b>Outcomes (CO)</b>	<i>At the end of this course, learners will be able to:</i>	Conceive	Design	Implement	Operate	Level of Thinking	Expected Proficiency (%)	Expected Attainment (%)	Disciplinary Knowledge	Analytical Reasoning	Problem Solving	Research Related Skills	Self-Directing Learning	Environment &	Multicultural Competence	Values: moral and	Critical Thinking	Digital Literacy	Sense of History	Communication Skills				
CO-1	Have a broad understanding of the important literary texts.	✓				5	85	75	1	-	-	3	-	2	-	2	3	3	-	3				
CO-2	Demonstrate an capability to read and understand a variety of classical literary texts.	✓	✓	✓		4	85	75	3	-	-	3	3	-	-	-	3	3	-	3				
CO-3	Demonstrate knowledge of the various literary works of John Milton.		✓			6	85	75	3	-	-	3	-	-	-	-	3	3	-	3				
CO-4	Demonstrate an understanding of the influences of the writer.	✓	✓	✓	✓	3	85	75	3	1	2	3	3	-	-	-	3	3	-	3				
CO-5	Demonstrate an ability to do their own research on Milton's works.	✓	✓			2	85	75	3	3	2	3	-	3	3	3	3	3	-	3				

<b>Title &amp; Session Outcomes</b>	CLO - 1	CLO - 2	CLO - 3	CLO - 4	CLO - 5
<b>Duration (hour)</b>	<b>15</b>	<b>15</b>	<b>15</b>	<b>15</b>	<b>15</b>
SO-1	<i>Introduction to the subject title</i>	<i>General introduction of poetry based subaltern perspective</i>	<i>Can the subaltern speak introduction</i>	<i>General Introduction on Subaltern short stories</i>	<i>Introduction to the Bama and her Culture</i>
SO-2	<i>Discussion on subaltern by GayathriSpivak</i>	<i>Introduction for Maya Angelou and works</i>	<i>Can the subaltern speak discussion</i>	<i>General Introduction on subaltern Dramas</i>	<i>Discussion on Karukku</i>
SO-3	<i>Discussion on subaltern by GayathriSpivak</i>	<i>Still I rise Poem analysis and Discussion</i>	<i>Can the Subaltern speak discussion</i>	<i>Introduction and Discussion on Mahasweta Devi and works</i>	<i>Discussion on Karukku</i>
SO-4	<i>Discussion on humiliation</i>	<i>Still I Rise poem discussion</i>	<i>Can the Subaltern Speak discussion and Conclusion</i>	<i>Discussion on Draupadi</i>	<i>Discussion on Karukku</i>
SO-5	<i>Discussion on alienation</i>	<i>General views on MeenaKandasamy and her works</i>	<i>Introduction on Dravidian States ( South India)</i>	<i>Discussion on Draupadi</i>	<i>Discussion on Karukku</i>
SO-6	<i>Discussion on inequality and discrimination</i>	<i>Touch Poem discussion</i>	<i>General Introduction on C.N.Annadurai's biography and works</i>	<i>Discussion on Draupadi</i>	<i>Discussion on Karukku</i>

SO-7	Discussion on colonial historiography	Touch Poem discussion	Annadurai's Speech at Parliament discussion	Discussion on Rabindranath Tagore and his works	Introduction about MulrajAnand and his works
SO-8	Discussion on the Democratic structure of India	Discussion on Sukirtharani's works and her cultural place, poem introduction	Conclusion for Annadurai's Speech	Discussion on Chandalika	Discussion on the novel Untouchable
SO-9	Discussion on Dravidian Patriotism	Portrait of my Village poem analysis	Introduction and General views on Homi.K. Bhabha	Discussion on Chandalika	Discussion on Untouchable
SO-10	Discussion on freedom	General discussion on Oodegroo and her works and poem introduction	The Location of Culture - discussion	Discussion on Chandalika	Discussion on Untouchable
SO-11	Discussion on deconstruction after freedom	Views and analysis on the poem A song of hope	The Location of Culture - discussion	Discussion on Chandalika	Discussion on Untouchable
SO-12	Discussion on the oppressed community	Analysis on the Power structures	Humiliation as a theme in subaltern studies	Discussion on the caste based struggle	Analysis on the gender inequality in the society
SO-13	Discussion on the hegemony	Discussion on the Indigenous people	Analysis on the hybridist	Analysis on the spiritual and libration themes	Discussion on the historical narratives
SO-14	Discussion on the historical narratives	Analysis on the cultural interference	Discussion on the racial pride	Discussion on the hierarchical issues in the society	Analysis on the cultural significance
SO-15	Overview of the above titles	Discussion and conclusion of Subaltern poetry	The Location of Culture - discussion	Conclusion from the above titles	Conclusion from both the works and the purpose of learning this paper.

Assessment										
Level of Thinking	Continuous Learning Assessment (CLA) (50 % weightage)								Final Exam (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										
2 Understand	20%	20%	15%	15%	15%	15%	20%	20%	20%	20%
3 Apply										
4 Analyze	20%	20%	20%	20%	20%	20%	20%	20%	20%	20%
5 Evaluate										
6 Create	10%	10%	15%	15%	15%	15%	10%	10%	10%	10%
<b>Total</b>	100 %		100 %		100 %		100 %		100 %	

Strategies			
Technology	Pedagogy / Andragogy	Sustainable Development	
Simulations	✓ Case Studies	✓ No Poverty	✓
Emulations	✓ Group Discussion	✓ Zero Hunger	✓
Prototypes	Hands-on Practice	✓ Good Health & Well Being	✓
Hands-on Practice Tools	Inquiry Learning	✓ Quality Education	
Mathematical Computing Tools	Interactive Lecture	✓ Gender Equality	
Field Visit	Leading Question	Clean Water & Sanitation	
	Mind Map	Affordable & Clean Energy	
	Minute Paper		
	Peer Review		
	Problem Based Learning		

Resources	
1. The Location of Culture. New York: Routledge, 1994.	2. Hopes and Impediments: Selected Essays, 1965-1987. New York: Anchor Books, 1988.
3. Can the Subaltern Speak? Urbana: University of Illinois Press, 1988.	4. Poetics of Relation. Ann Arbor: University of Michigan Press, 1990.
5. Culture and Imperialism. New York: Knopf, 1993.	6. Discourse on Colonialism. New York: Monthly Review Press, 1972.
7. Borderlands/La Frontera: The New Mestiza. San Francisco: Aunt Lute Books, 1987.	8. The Invention of Africa: Gnosis, Philosophy, and the Order of Knowledge. Bloomington: Indiana University Press, 1988.

Designers		
Professional Experts	Higher Institution Experts	Internal Experts
1 Mr. Krishna Raj Sr Associate, Sutherland, Chennai	1 Dr. J.Mangayarkarasi Head, Department of English, Ethiraj College for Women, Chennai.	1 Dr. ShaliniInfanta.L Assistant Professor, Department of English, Faculty of Science and Humanities, SRM Institute of Science & Technology, Kattankulathur  2 Dr. Daryl Cressida Assistant Professor, Department of English, Faculty of Science and Humanities, SRM Institute of Science & Technology, ktr

\*The evaluation can be done in one or more parameters that include, (i) Seminars, (ii) Mini-Projects, (iii) Case-Studies, (iv) MOOC certification, (v) Publication of Articles, (vi) Presentation of research work in conferences, (vii) Assignments

<b>Code</b>	PEL25D06J	<b>Title</b>	Shakespeare in Theory	<b>Category</b>	D	<b>Discipline Elective Course</b>	L	T	P	C
							3	0	2	4

<b>Offering Department</b>	FSH, ENGLISH	<b>Pre-requisite Courses</b>		<b>Co-requisite Courses</b>		<b>Progressive Courses</b>		<b>Data Book / Codes/Standards</b>	
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Rationale (CR)	The purpose of learning this course is to:	Depth				Attainment			Program Outcomes (PO)																	
		1	2	3	4	1	2	3	1	2	3	4	5	6	7	8	9	10	11	12						
CR-1	Enable students to understand the greatest literary works of Shakespeare.																									
CR-2	Make them analyze the themes used by Shakespeare.																									
CR-3	Studying the various dramas in relation to the themes.																									
CR-4	Understanding how Shakespeare's texts connect with today's world.																									
CR-5	Comprehending the contemporary cultures of Shakespeare and the influences.																									
Outcomes (CO)	At the end of this course, learners will be able to:	Conceive	Design	Implement	Operate	Level of Thinking	Expected Proficiency (%)	Expected Attainment (%)	Disciplinary Knowledge	Analytical Reasoning	Problem Solving	Research Related Skills	Self-Directing Learning	Environment & Multicultural Competence	Values: moral and	Critical Thinking	Digital Literacy	Sense of History	Communication Skills							
CO-1	Have a broad understanding of the significant theories applicable in Shakespeare's works.	✓				5	85	75	1	-	-	3	-	2	-	2	3	3	-	3						
CO-2	Demonstrate an ability to read and critically analyze various literary texts.	✓	✓	✓		4	85	75	3	-	-	3	3	-	-	-	3	3	-	3						
CO-3	Demonstrate a knowledge of various theories in Shakespearean literature.		✓			6	85	75	3	-	-	3	-	-	-	-	3	3	-	3						
CO-4	Demonstrate a familiarity with different adaptations of Shakespeare.	✓	✓	✓	✓	3	85	75	3	1	2	3	3	-	-	-	3	3	-	3						
CO-5	Demonstrate an understanding of the influences of the dramatist.	✓	✓			2	85	75	3	3	2	3	-	3	3	3	3	3	-	3						

Title & Session Outcomes	Unit I	Unit II	Unit III	Unit IV	Unit V
Duration (hour)	15	15	15	15	15
SO-1	Introduction to Shakespeare - His major works	Various themes that Shakespeare employs, the moral ideals and how its rupture occurs	The theories on Shakespeare	The various adaptations of Shakespeare, Comprehending the Governing systems	The relevance of Shakespeare in today's world
SO-2	His writing style- The critics on Shakespeare	The concept of Love and Marriage, Gender and Sexuality	Gender Bending	The strengths of a ruling government - The representations seen in various texts	Shakespeare's use of language
SO-3	The cultural transposition seen in his works -- Shakespearean verse	Discussion on Uxorious/ Uxoricide, The female Subordination	Identifying one's own self	Discussion on Bad Quarto theory	Ideas on Old Age

SO 4-5	The language of a culture - Discussion on how culture has an effect on the habits of people	Influences of nobility, Nobility and marriage and career	Master and servant relationships	Henry V - Understanding the plot	King Lear
SO-6	The cultures which Shakespeare brought out, the values a culture upholds	Comprehending Discrimination, Introducing Midsummer Night's Dream	'Exploring Shakespeare' – analyzing	Examining the history play	The plot of the play
SO-7	The relevance of cultural values, Major ideas from Shakespeare's works that projects culture	Identifying the comic elements in the play	The values in comedies	The social background of the play	Analyzing the play
SO-8	Romeo and Juliet – Character study	The major themes in the play, The critical analysis of the play	Twelfth Night - Storyline	Hamlet	The main characters
SO 9-10	<i>Critical analysis on major themes</i>	Introducing Othello	Analyzing romantic comedy	The tragedy of Hamlet	The effect of old age on King Lear
SO-11	Study on Merchant of Venice	Ideas on race and love	As you Like It	His tragic flaw	Discussion on insaneness
SO-12	The plot and controversies	The major themes	Exploring the story	The Main characters	Macbeth
SO-13	The character analysis	The characteristics of the tragedy	The major themes	Critical analysis	Macbeth's tragedy discussion
SO 14-15	The major themes and motifs	The Tragic flaw	The idea of a fool, The aspects of the pastoral comedy	<i>Assignment</i>	Political ambitions ,Critical analysis,The major characters

Assessment											
Level of Thinking	Continuous Learning Assessment (CLA) (50 % weightage)										Final Exam (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											
2 Understand	20%	20%	15%	15%	15%	15%	20%	20%	20%	20%	
3 Apply											
4 Analyze	20%	20%	20%	20%	20%	20%	20%	20%	20%	20%	
5 Evaluate											
6 Create	10%	10%	15%	15%	15%	15%	10%	10%	10%	10%	
<b>Total</b>	100 %		100 %		100 %		100 %		100 %		

Strategies				
Technology		Pedagogy / Andragogy		Sustainable Development
Simulations	✓	Case Studies	✓	No Poverty ✓
Emulations	✓	Group Discussion	✓	Zero Hunger ✓
Prototypes		Hands-on Practice	✓	Good Health & Well Being ✓
Hands-on Practice Tools		Inquiry Learning	✓	Quality Education
Mathematical Computing Tools		Interactive Lecture	✓	Gender Equality
Field Visit		Leading Question		Clean Water & Sanitation
		Mind Map		Affordable & Clean Energy
		Minute Paper		
		Peer Review		
		Problem Based Learning		

<b>Resources</b>			
1	Shakespeare, William. <i>The Arden Shakespeare: Complete Works</i> . Ed. Ann Thompson. Singapore: Cengage Learning, 2002.	2	C.L. Barber: <i>Shakespeare's Festive Comedy</i>
3	A.C. Bradley: <i>Shakespearean Tragedy</i>	4	E.M.W. Tillyard. <i>Shakespeare's History Plays</i> . New Delhi: Penguin Books Ltd, New Impression Ed, 1970. Print.
5	S. Viswanathan, <i>Exploring Shakespeare</i> , Orient Blackswan Pvt. Ltd.	6	
<b>Designers</b>			
<b>Professional Experts</b>		<b>Higher Institution Experts</b>	
1	<i>Mr. Krishna Raj</i> <i>Sr Associate, Sutherland, Chennai</i>	1	<i>Dr. J. Mangayarkarasi</i> <i>Head, Department of English, Ethiraj College for Women, Chennai.</i>
			2 <i>Dr. Fredrick Jorgenson C, Assistant Professor and Head, Department of English, Faculty of Science and Humanities, SRM Institute of Science &amp; Technology, Kattankulathur</i>
			2 <i>Dr. Shalini Infanta L, Assistant Professor, Department of English, FSH, SRMIST, KTR.</i>

<b>Code</b>	<b>PEL25S02J</b>	<b>Title</b>	<b>Research Methodology</b>	<b>Category</b>	<b>C</b>	<b>Skill Enhancement Courses</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
							<b>3</b>	<b>0</b>	<b>2</b>	<b>4</b>

<b>Offering Department</b>	<b>FSH, ENGLISH</b>	<b>Pre-requisite Courses</b>	<b>Co-requisite Courses</b>	<b>Progressive Courses</b>	<b>Data Book / Codes/Standards</b>
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<b>Rationale (CR)</b>	<i>The purpose of learning this course is to:</i>	<b>Depth</b>				<b>Attainment</b>			<b>Program Outcomes (PO)</b>														
		1	2	3	4	1	2	3	1	2	3	4	5	6	7	8	9	10	11	12			
CR-1	Enable students to comprehend the relevance of research methodology					Conceive Design Implement Operate	Level of Thinking Expected Proficiency (%) Expected Attainment (%)	Research skills Analytical reasoning Problem solving Identifying research topic Self-directing learning Multicultural competence Digital literacy Sense of history Creative thinking Critical thinking P.S.O.1 P.S.O.2	1	2	3	4	5	6	7	8	9	10	11	12			
CR-2	Make them understand research design								5	85	75	1	-	-	3	-	2	-	2	3	3	-	3
CR-3	Studying the various types of research								4	85	75	3	-	-	3	3	-	-	-	3	3	-	3
CR-4	Learning data collection, literature review								6	85	75	3	-	-	3	-	-	-	-	3	3	-	3
CR-5	Learn how to apply methodologies in their research								3	85	75	3	1	2	3	3	-	-	-	3	3	-	3
						2	85	75	3	3	2	3	-	3	3	3	3	3	-	3			

<b>Title &amp; Session Outcomes</b>	<b>Unit-1</b>	<b>Unit-2</b>	<b>Unit-3</b>	<b>Unit-4</b>	<b>Unit-5</b>
Duration (hour)	<b>15</b>	<b>15</b>	<b>15</b>	<b>15</b>	<b>15</b>
SO-1	<i>Introduction to Research methodology</i>	<i>Research design</i>	<i>Data collection</i>	<i>Research papers</i>	<i>Literature Reviews</i>
SO-2	<i>Objectives and methods in research</i>	<i>Types of research design</i>	<i>Qualitative data</i>	<i>Types of research papers</i>	<i>How to write a literature review?</i>
SO-3	<i>Finding a research topic</i>	<i>Features of good research design</i>	<i>Quantitative data, Methods of data collection</i>	<i>How to write research papers?</i>	<i>Types of review</i>
SO 4-5	<i>Practice: frame an objective for any research problem</i>	<i>Practice: write a literature review for any research problem</i>	<i>Practice: frame a research design for any research problem</i>	<i>Practice: frame research objective and collect data for the same</i>	<i>Surveying article</i>
SO-6	<i>Components of research, Literature review</i>	<i>Survey design, Experimental design</i>	<i>Primary data</i>	<i>Citations, Types of research journals</i>	<i>Finding article online</i>

SO-7	Ideas of research	Sampling design	Conducting interviews	Journal indexing	Surveying books, dissertations, conference proceedings, published materials
SO-8	Types of research	Uses of research design	Primary and secondary source analysis	Subtitles	Format for reviews
SO 9-10	Process of research	Defining research problem	Process of data collection in class	Literature review	Identifying themes, and analyzing it
SO-11	Identifying research gap	Formulating research hypothesis	Secondary data	Establishing a niche	Documentation and citation
SO-12	Finding a topic of research	Testing hypothesis	Collection of secondary data	Results of methodology	Works cited
SO-13	Primary sources	Ideas on creating hypothesis	Cases and schedules regarding data	Conclusion	In text citation
SO 14-15	Secondary sources	Procedure for hypothesis testing	Concluding data collection	Writing abstract	Submit a project on any topic by following the same process

Assessment										
Level of Thinking	Continuous Learning Assessment (CLA) (50 % weightage)								Final Exam (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										
2 Understand	20%	20%	15%	15%	15%	15%	20%	20%	20%	20%
3 Apply										
4 Analyze	20%	20%	20%	20%	20%	20%	20%	20%	20%	20%
5 Evaluate										
6 Create	10%	10%	15%	15%	15%	15%	10%	10%	10%	10%
<b>Total</b>	<b>100 %</b>	<b>100 %</b>	<b>100 %</b>	<b>100 %</b>	<b>100 %</b>	<b>100 %</b>	<b>100 %</b>	<b>100 %</b>	<b>100 %</b>	<b>100 %</b>

Strategies			
Technology	Pedagogy / Andragogy		Sustainable Development
Simulations	✓	Case Studies	✓ No Poverty ✓
Emulations	✓	Group Discussion	✓ Zero Hunger ✓
Prototypes		Hands-on Practice	✓ Good Health & Well Being ✓
Hands-on Practice Tools		Inquiry Learning	✓ Quality Education
Mathematical Computing Tools		Interactive Lecture	✓ Gender Equality
Field Visit		Leading Question	Clean Water & Sanitation
		Mind Map	Affordable & Clean Energy
		Minute Paper	
		Peer Review	
		Problem Based Learning	

Resources			
1	Bell, J. Doing Your Research Project. 4 <sup>th</sup> Edition. Open University Press. 2005	2	Kothari, C.R. Research Methodology: Methods and Techniques. New Age International. 2004
3	Craswell, G. <i>Writing for Academic Success.</i> : Sage Publications. 2004	4	Modern Language Association. MLA Handbook. 9 <sup>th</sup> ed., 2021.
5	Day, R. and Gastel, B. <i>How to Write and Publish a Scientific Paper.</i> Cambridge University Press. 2006	6	
7	Kumar, R. <i>Research Methodology: A Step-by Step Guide for Beginners.</i> Sage Publications. 2011	8	

Designers			
Professional Experts	Higher Institution Experts	Internal Experts	
Mr. Krishna Raj Sr Associate, Sutherland, Chennai	Dr. J.Mangayarkarasi Head, Department of English, Ethiraj College for Women, Chennai.	1	Dr Abirami T, SRMIST, abiramit1@srmist.edu.in
		2	Dr. Annie Vimala, Assistant Professor, Department of English, Faculty of Science and Humanities, SRM Institute of Science & Technology, Kattankulathur,



SO-1	Self-analysis through SWOT, The Johari Window	Personal, Professional and Social Etiquette	Resume Preparation and Activity	Synonyms and Antonyms	Statement and Assumption
SO-2	Goal Setting Importance, Goal Setting based on the Principle of SMART	Professional Communication - Presentation Skills	E-mail Drafting and Practice	One Word Substitution	Paragraph Summary
SO-3	Emotional Intelligence (Identifying, Managing and Understanding Emotions)	Presentation for Internal and External Communication - online & offline Meetings	Techniques to Follow in Group Discussion	Word Analogy	Idioms and Phrases
SO-4	Process of Career Exploration	Time Management and Planning Tools	Mock Group Discussion	Verbal Classification	Cloze Test
SO-5	STAR Technique (situation, task, approach and response) for Facing an Interview	Decision Making Skills	Interview Techniques	Spotting Errors	Theme Detection
SO-6	Professional Attitude – Entrepreneurial, Rational, Optimistic Attitude	Teamwork in Workspace - Resilience and Stress Management	Mock Personal Interview	Sentence Correction	Reading Comprehension

Assessment									
Level of Thinking	Continuous Assessment (CA) (100 % weightage)								
	CLA – 1 (20 %)		CLA – 2 (20 %)		CLA – 3 (30 %)		CLA – 4 (30%)		
	Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice	
1 Remember									
2 Understand	25%	-	20%	-	30%	-	50%	-	
3 Apply		-		-		-	25%	-	
4 Analyze	50%		50%		40%				
5 Evaluate		-		-		-	25%	-	
6 Create	25%		30%		30%				
<b>Total</b>	100 %		100 %		100 %		100%		

Strategies				
Technology		Pedagogy / Andragogy		Sustainable Development
Simulations	✓	Case Studies	✓	No Poverty
Emulations	✓	Group Discussion	✓	Zero Hunger
Prototypes		Hands-on Practice	✓	Good Health & Well Being
Hands-on Practice Tools	✓	Inquiry Learning	✓	Quality Education
Mathematical Computing Tools		Interactive Lecture	✓	Gender Equality
Field Visit		Leading Question	✓	Clean Water & Sanitation
		Mind Map	✓	Affordable & Clean Energy
		Minute Paper		
		Peer Review	✓	
		Problem Based Learning	✓	

Resources			
	"The Johari Window: A Model for Self-awareness and Personal Growth" by Joseph Luft & Harrington Ingham	2	Campus Recruitment complete Reference , Praxis Groups
3	"The 7 Habits of Highly Effective People" by Stephen R. Covey	4	A Modern Approach to Verbal and Non Verbal Reasoning – Dr A S Agarwal
5	"SMART Goals: How to Set and Achieve Your Personal and Professional Goals" by S.J. Scott	6	Verbal Ability & Reading Comprehension for CAT - Arun Sharma

Designers		
Professional Experts	Higher Institution Experts	Internal Experts
1	1	1
Mr. Varadha Rajan M (External Expert), Assistant Manager – Human Resources, Justdial Limited, Chennai – 600015 <a href="mailto:varadha1723@gmail.com">varadha1723@gmail.com</a>	Dr. Premavathy M, Associate Professor , Department of English Center for Distance and Online Education, Bharathidasan University, Tiruchirappalli – 620024 <a href="mailto:dmpremavathy@bdu.ac.in">dmpremavathy@bdu.ac.in</a>	Dr. Deepalakshmi S, HoD, Department of Career Guidance Cell, FSH, SRMIST
		2
		Dr. Muthu Deepa M, Assistant Professor, Department of Career Guidance Cell, FSH, SRMIST
		3
		Dr. Sam Israel S, Assistant Professor, Department of Career Guidance Cell, FSH, SRMIST
		4
		Dr Elamathiyan E, Assistant Professor, Department of Career Guidance Cell, FSH, SRMIST

**SEMESTER - III**

<b>Code</b>	PEL25301J	<b>Title</b>	<b>Film Criticism</b>				<b>Category</b>	<b>C</b>	<b>Core</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
										<b>3</b>	<b>0</b>	<b>2</b>	<b>4</b>

<b>Offering Department</b>	Department of English	<b>Pre-requisite Courses</b>	NIL	<b>Co-requisite Courses</b>	NIL	<b>Progressive Courses</b>	NIL	<b>Data Book / Codes/Standards</b>	NIL
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<b>Rationale (CR)</b>	<i>The purpose of learning this course is to:</i>	<b>Depth</b>				<b>Attainment</b>			<b>Program Outcomes (PO)</b>												
		1	2	3	4	1	2	3	1	2	3	4	5	6	7	8	9	10	11	12	
CR-1	Develop an understanding of key concepts in cultural studies and literary theory.								1	2	3	4	5	6	7	8	9	10	11	12	
CR-2	Explore the relationship between culture, literature, and ideology.																				
CR-3	Analyse significant texts that have influenced cultural and literary discourse.																				
CR-4	Engage critically with diverse forms of literary and cultural expression.																				
CR-5	Enhance analytical, interpretive, and critical thinking skills.																				

<b>Outcomes (CO)</b>	<i>At the end of this course, learners will be able to:</i>					Conceive	Design	Implement	Operate	Level of Thinking	Expected Proficiency (%)	Expected Attainment (%)	Program Outcomes (PO)											
													1	2	3	4	5	6	7	8	9	10	11	12
CO-1	Explain core concepts of cultural theory and its key theorists.					✓				5	85	75	1	-	-	3	2	-	2	3	3	-	3	
CO-2	Analyse poetry, prose, and drama through the lens of cultural criticism.					✓	✓	✓		4	85	75	3	-	-	3	3	-	-	3	3	-	3	
CO-3	Evaluate the role of culture in shaping literary traditions.						✓			6	85	75	3	-	-	3	-	-	-	3	3	-	3	
CO-4	Critically engage with global and regional texts from different cultural contexts.					✓	✓	✓	✓	3	85	75	3	1	2	3	3	-	-	3	3	-	3	
CO-5	Develop research-based insights into cultural and literary interrelations.					✓	✓			2	85	75	3	3	2	3	-	3	3	3	3	-	3	

<b>Title &amp; Session Outcomes</b>	Introduction to Film Study and Criticism	Critical Writings & Postmodern Influence	Genre Study & New Media	Cinematic Language & Film Sound	Feminist Film Theory
<b>Duration (hour)</b>	<b>15</b>	<b>15</b>	<b>15</b>	<b>15</b>	<b>15</b>
<b>SO-1</b>	Film Study & Criticism: Overview & Types	Overview of Critical Writings on Film	Genre Study: Key Theorists & Contributions	Cinematic Language: Background & Key Theorists	Introduction & Key Feminist Film Theorists
<b>SO-2</b>	Contemporary Film Studies & Its Connection to Criticism	Postmodernism in Film Study	Sarah Berry Flint: Genre Grouping & Definition Challenges	Umberto Eco: Cinematic Code & Postmodern Aesthetics	Laura Mulvey: Visual Pleasure & Narrative Cinema
<b>SO-3</b>	Grand Theory: Introduction, Key Ideas, and Themes	Key Contemporary Film Theorists & Works	Early Genre Study: Classicism, Myth, Structuralism & Ideology	Films Amarcord & Teorema: Language & Style Analysis	Psychoanalysis & Political Aspects in Feminist Film Theory

<b>SO 4-5</b>	Application of Grand Theory in Film Study through film analysis	Analyzing postmodern film techniques through case studies	Identifying and categorizing film genres based on theoretical frameworks	Identifying cinematic codes and postmodern aesthetics in film clips	Identifying gender representation and gaze theory in film clips
<b>SO-6</b>	David Bordwell: Contributions, Film Art & History, Film Theory	Mattias Frey: The Ethics of Extreme Cinema	Lev Manovich: The Language of New Media	Cinema as a Written Language & Cultural Convention	Women as Image, Men as Bearers of the Look
<b>SO-7</b>	Convention & Construction in Film Study	Genre of Extreme Cinema: Sex, Violence & Commercial Aspects	Principles & Representation in New Media	Jerrold Levinson: Film Music & Narrative Techniques	Black Feminist Film Theory: Themes & Theorists
<b>SO-8</b>	Bordwell's Major Works & Critical Approach	Noël Carroll: Film Study & Postmodernist Skepticism	Postmodernism & Digital Cinema: Montage, Compositing & Synthetic Realism	Interrelation of Music & Film Narrative	Male Gaze: Analysis & Cultural Impact
<b>SO 9-10</b>	Comparative study of Bordwell's theoretical framework in different film genres	Critical analysis of postmodern skepticism in film narratives	Evaluating the impact of digital media on traditional genre conventions	Analyzing the role of sound and music in shaping cinematic storytelling	Comparative study of feminist film theory in classic and contemporary cinema
<b>SO-11</b>	Exploring the significance of construction and convention in cinematic narratives	Nonfiction Film: Philosophy & Skepticism Toward Grand Narratives	Moving Pictures: History & Evolution of Cinema Language	John Belton: Technology & Aesthetics of Film Sound	Influence & Evolution of Feminist Film Theory
<b>SO-12</b>	Application of Grand Theory in analyzing modern cinema	Brian McFarlane: Adaptation Theory & Novel-to-Film Analysis	George Curry: Key Works & Contributions	The influence of sound technology on cinematic realism	Case studies on feminist perspectives in global cinema
<b>SO-13</b>	Research discussions on the role of theory in film criticism	Case Studies on Script Adaptation Challenges	Comparative study of new media and traditional cinema aesthetics	Theoretical approaches to film sound and its impact on audience perception	Intersectionality in film and the representation of marginalized identities
<b>SO 14-15</b>	Workshop on analyzing film structure using Bordwell's approach	Hands-on adaptation workshop: Transforming literature into screenplay	Workshop on creating a short analysis of genre transformation in digital cinema	Theoretical approaches to film sound and its impact on audience perception	Workshop on writing a feminist film critique using theoretical frameworks

Assessment										
Level of Thinking	Continuous Learning Assessment (CLA) (50 % weightage)								FinalExam (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										
1: Understand	20%	20%	15%	15%	15%	15%	20%	20%	20%	20%
1: Apply										
1: Analyze	20%	20%	20%	20%	20%	20%	20%	20%	20%	20%
1: Evaluate										
1: Create	10%	10%	15%	15%	15%	15%	10%	10%	10%	10%
<b>Total</b>	100 %		100 %		100 %		100 %		100 %	

Strategies			
Technology	Pedagogy / Andragogy	Sustainable Development	
Simulations	✓ Case Studies	✓ No Poverty	✓
Emulations	✓ Group Discussion	✓ Zero Hunger	✓
Prototypes	Hands-on Practice	✓ Good Health & Well Being	✓
Hands-on Practice Tools	Inquiry Learning	✓ Quality Education	
Mathematical Computing Tools	Interactive Lecture	✓ Gender Equality	
Field Visit	Leading Question	Clean Water & Sanitation	
	Mind Map	Affordable & Clean Energy	
	Minute Paper		
	Peer Review		
	Problem Based Learning		

Resources	
Bordwell, D. (1996). Convention, Construction, and Cinematic Vision. In D. Bordwell & N. Carroll (Eds.), Post-Theory: Reconstructing Film Studies. University of Wisconsin Press, pp. 87—107.	Manovich, L. (2001). The Language of New Media. MIT Press.
Cohen, M., & Braudy, L. (2009). Film Theory and Criticism: Introductory Readings. Oxford University Press.	David Bordwell’s Website on Film Theory – Resources on film theory, cinematic conventions, and film studies.
Neroni, H. (2016). Feminist Film Theory and Cléo from 5 to 7. Bloomsbury Academic.	Lev Manovich: The Language of New Media – Insights into digital cinema, montage, and media theory.
Braudy, L., & Cohen, M. (2016). Film Theory and Criticism: Introductory Readings. Oxford University Press.	Laura Mulvey and Feminist Film Theory – Analysis of Mulvey’s work on the male gaze.

Designers		
Professional Experts	Higher Institution Experts	Internal Experts
1 Mr. Krishna Raj Sr Associate, Sutherland, Chennai	1 Dr. J.Mangayarkarasi Head, Department of English, Ethiraj College for Women, Chennai.	1 Dr. C.S. Arunprabu, SRMIST, csa@srmist.edu.in



<b>SO-6</b>	Primitive Culture – Edward Burnett Taylor	Walt Whitman’s Song of Myself – Individualism and Democracy	Examining the Influence of Thoreau on Modern Environmentalism	Themes of Identity and Oppression in Sizwe Bansi is Dead	Examining Gender and Power in The House of Mirth
<b>SO-7</b>	Hegemony – Karl Marx, Antonio Gramsci	The Waste Land by T.S. Eliot – Modernism and Fragmentation	Narrative Style and Symbolism in Walden	Narrative Structure and Character Development in A Suitable Boy	Cultural Memory and Storytelling in Spirit Night
<b>SO-8</b>	Binary Opposites – Claude Levi-Strauss	Ibadan by OlorodeOlorunleke – Postcolonial Themes	Intersections of Nature, Society, and Individualism	The Role of Drama in Social and Political Critique	The Role of Setting and Historical Context in Novel Interpretation
<b>SO 9-10</b>	Practice 2:Comparative Study of Cultural Theories in Literary Contexts	Practice 5:Comparative Study of Poetic Forms and Themes Across Cultures	Practice 8:Comparative Study of Prose Texts in Relation to Cultural Contexts	Practice 11:Comparative Study of Theatrical Representations of Social Issues	Practice 14: Comparative Study of Novels Across Cultural and Temporal Contexts
<b>SO-11</b>	Exploring Eliot’s Tradition and the Individual Talent	Influence of Cultural Theories on Poetry Interpretation	Influence of Walden on Contemporary Literature and Thought	The Impact of Cultural Context on Dramatic Narratives	The Relationship Between Literature and Social Change in the Novels
<b>SO-12</b>	Popular Culture – John Fiske and its Contemporary Relevance	The Role of Personal and Collective History in Poetry	The Role of Prose in Shaping Cultural Narratives	Examining Performance and Staging in Different Cultural Settings	The Use of Symbolism and Metaphor in Narrative Construction
<b>SO-13</b>	Research Discussions on Cultural Theory in Literary Criticism	Research Discussions on Poetry and Cultural Identity	Research Discussions on the Impact of Philosophical Prose on Society	Research Discussions on the Evolution of Political Drama	Research Discussions on the Evolution of the Novel as a Genre
<b>SO 14-15</b>	Practice 3:Applying Cultural Theories to Textual and Visual Analysis	Practice 6:Poetic Analysis Using Cultural and Literary Theories	Practice 9:Close Reading and Thematic Interpretation of Prose	Practice 12:Analyzing and Performing Key Scenes from the Plays	Practice 15:Literary Analysis Using Theoretical and Cultural Perspectives

Assessment										
Level of Thinking	Continuous Learning Assessment (CLA) (50 % weightage)								FinalExam (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										
2: Understand	20%	20%	15%	15%	15%	15%	20%	20%	20%	20%
2: Apply										
2: Analyze	20%	20%	20%	20%	20%	20%	20%	20%	20%	20%
2: Evaluate										
2: Create	10%	10%	15%	15%	15%	15%	10%	10%	10%	10%
<b>Total</b>	100 %		100 %		100 %		100 %		100 %	

Strategies				
Technology		Pedagogy / Andragogy		Sustainable Development
Simulations	✓	Case Studies	✓	No Poverty ✓
Emulations	✓	Group Discussion	✓	Zero Hunger ✓
Prototypes		Hands-on Practice	✓	Good Health & Well Being ✓
Hands-on Practice Tools		Inquiry Learning	✓	Quality Education
Mathematical Computing Tools		Interactive Lecture	✓	Gender Equality
Field Visit		Leading Question		Clean Water & Sanitation
		Mind Map		Affordable & Clean Energy
		Minute Paper		
		Peer Review		
		Problem Based Learning		

Resources	
17	Williams, Raymond. Culture and Society (1958); Marxism and Literature (1977)
18	Arnold, Matthew. Culture and Anarchy (1869)
19	Taylor, Edward Burnett. Primitive Culture (1871)
20	The British Film Institute (BFI) ( <a href="https://www.bfi.org.uk/">https://www.bfi.org.uk/</a> ) – Film analysis and critical essays
21	Wharton, Edith. The House of Mirth (1905)
22	Project Muse ( <a href="https://muse.jhu.edu/">https://muse.jhu.edu/</a> ) – Scholarly resources on literature and cultural studies
23	Kire, Easterine. Spirit Night (2016)
24	JSTOR ( <a href="https://www.jstor.org/">https://www.jstor.org/</a> )– Academic articles on cultural theory, literature, and film studies

Designers		
Professional Experts	Higher Institution Experts	Internal Experts
1	1	1
Mr. Krishna Raj Sr Associate, Sutherland, Chennai	Dr. J.Mangayarkarasi Head, Department of English, Ethiraj College for Women, Chennai.	Dr. C.S. Arunprabu, SRMIST, <a href="mailto:csa@srmist.edu.in">csa@srmist.edu.in</a>
		2 Dr.Daryl Cressida, SRMIST.

<b>Code</b>	<b>PEL25303J</b>	<b>Title</b>	<b>Hate Studies</b>	<b>Category</b>	<b>C</b>	<b>Core</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
							<b>3</b>	<b>0</b>	<b>2</b>	<b>4</b>

<b>Offering Department</b>	English	<b>Pre-requisite Courses</b>		<b>Co-requisite Courses</b>		<b>Progressive Courses</b>		<b>Data Book / Codes/Standards</b>	
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Rationale (CR)	The purpose of learning this course is to:	Depth				Attainment			Program Outcomes (PO)														
		1	2	3	4	1	2	3	1	2	3	4	5	6	7	8	9	10	11	12			
CR-1	Understand how the origins and psychology of hate helps unpack how prejudices develop and persist across societies.								Disciplinary Knowledge														
CR-2	Analyze how propaganda and political rhetoric reveals how hate is strategically spread and normalized in society.								Analytical Reasoning														
CR-3	Examine how race, caste, and systemic oppression highlights how hate is embedded in social hierarchies and institutions.								Problem Solving														
CR-4	Study hate-driven violence and radicalization to provide insights into how extremism emerges and escalates.								Research Related Skills														
CR-5	Explore strategies for countering hate empowered individuals and communities to resist and dismantle oppressive ideologies.								Self-Directing Learning														
									Environment & Multicultural Competence														
									Values: moral and Critical Thinking														
									Digital Literacy														
									Sense of History														
									Communication Skills														

Outcomes (CO)	At the end of this course, learners will be able to:	Depth				Attainment			Program Outcomes (PO)														
		1	2	3	4	1	2	3	1	2	3	4	5	6	7	8	9	10	11	12			
CO-1	<b>Critically analyze</b> the historical, political, and psychological foundations of hate narratives.	✓				5	85	75	Disciplinary Knowledge	1	-	-	3	2	-	-	-	-	2	3	3	-	3
CO-2	<b>Evaluate</b> the role of propaganda, ideology, and rhetoric in spreading hate and discrimination.	✓	✓	✓		4	85	75	Analytical Reasoning	3	-	-	3	3	-	-	-	-	3	3	-	3	
CO-3	<b>Examine</b> how systemic oppression, race, caste, and marginalization sustain hate-based structures.		✓			6	85	75	Problem Solving	3	-	-	3	-	-	-	-	-	3	3	-	3	
CO-4	<b>Investigate</b> the causes and consequences of extremism, mass violence, and radicalization.	✓	✓	✓	✓	3	85	75	Research Related Skills	3	1	2	3	3	-	-	-	-	3	3	-	3	
CO-5	<b>Develop</b> strategies for resistance, advocacy, and dismantling hate through literature and critical discourse.	✓	✓			2	85	75	Self-Directing Learning	3	3	2	3	-	3	3	3	3	3	-	3		
									Environment & Multicultural Competence														
									Values: moral and Critical Thinking														
									Digital Literacy														
									Sense of History														
									Communication Skills														

Title & Session Outcomes	Unit 1 Foundations of Hate Narratives CO-1	Unit 2: Political and Ideological Hate Narratives CO-2	Unit 3: Hate and Social Marginalization CO-3	Unit 4: Violence, Extremism, and Radicalization CO-4	Unit 5: Deconstructing and Resisting Hate Narratives CO-5
<b>Duration (hour)</b>	<b>15</b>	<b>15</b>	<b>15</b>	<b>15</b>	<b>15</b>
<b>SO-1</b>	Analyze the socio-political and psychological factors that contribute to the spread of anti-Semitism and fascism.	Analyze how propaganda and political discourse manipulate public perception and fuel hate in 1984.	Analyze how systemic oppression and caste-based discrimination manifest in Draupadi.	Analyze how Maus uses visual storytelling to depict the trauma of genocide and mass violence.	Evaluate Baldwin's critique of racial hate and its social consequences.
<b>SO-2</b>	Examine how alternate-history narratives reflect and critique real-world hate movements.	Examine the mechanisms of thought control and their impact on societal divisions and oppression.	Examine the intersection of gender, caste, and state violence in reinforcing social marginalization.	Examine the role of hate and dehumanization in fuelling extremist ideologies.	Analyze the role of personal narrative in challenging systemic oppression.
<b>SO-3</b>	Discuss the role of literature in shaping public understanding of prejudice and authoritarianism.	Connect Orwell's depiction of totalitarianism to contemporary examples of propaganda and hate speech.	Connect themes of resistance in the story to broader struggles against caste and racial oppression.	Connect the themes of Maus to contemporary discussions on historical memory and intergenerational trauma.	Explore strategies for resistance and justice in Baldwin's work.

<p><b>SO 4-5</b></p>	<p>Analyzing Hate in Philp Roth's The Plot Against America  <b>Practice 1:Close Reading (20 min):</b>Analyze key passages on anti-Semitic rhetoric.  <b>Creative Exercise (20 min):</b> Rewrite a scene as a news article and discuss media influence.  <b>Presentation (30 min):</b> Share insights and connect themes to modern hate speech.</p>	<p><b>Practice 4:Close Reading &amp; Analysis (20 min):</b> Examine key passages on Newspeak, Hate Week, and doublethink to understand how language is used to control thought and spread hate.<b>Media Comparison (20 min):</b> Compare real-world propaganda (e.g., political speeches, advertisements, news headlines) with Orwell's depiction of state-controlled messaging. Discuss similarities and differences.<b>Creative Exercise (30 min):</b> Write a modern "Two Minutes Hate" speech or social media post using techniques from 1984. Present and analyze how emotions and rhetoric influence public opinion.</p>	<p>Mahasweta Devi – Draupadi (1978)  <b>Practice 7:Close Reading (20 min):</b>Analyze key passages on caste oppression and gendered violence.  <b>Case Study Comparison (20 min):</b> Relate Draupadi to real-world caste and racial injustices.  <b>Creative Reflection (30 min):</b> Write a monologue from Draupadi's perspective post-climax.</p>	<p>Art Spiegelman – Maus (Graphic Novel, 1986)  <b>Practice 10:Visual Analysis (20 min):</b> Discuss key panels on trauma and dehumanization.  <b>Historical Comparison (20 min):</b> Relate Maus to survivor testimonies or Holocaust literature.  <b>Reflection (30 min):</b> Write on Maus's impact on historical memory and relevance today.</p>	<p>James Baldwin – The Fire Next Time (1963)  <b>Practice 13: Textual Analysis (20 min):</b> Discuss Baldwin's views on race, hate, and justice.  <b>Debate (20 min):</b> Compare Baldwin's arguments with modern racial justice movements.  <b>Personal Reflection (30 min):</b> Write about how Baldwin's message applies today.</p>
<p><b>SO-6</b></p>	<p>Explain the psychological mechanisms that drive prejudice and hate.</p>	<p>Explain how language and rhetorical strategies are used to manipulate public perception and spread hate.</p>	<p>Analyze the psychological impact of racism and colonialism on identity and self-perception.</p>	<p>Analyze the role of religion in justifying violence and extremist ideologies.</p>	<p>Identify key traits of fascist ideology and how they contribute to hate.</p>
<p><b>SO-7</b></p>	<p>Analyze how Allport's theories apply to contemporary social biases and discrimination.</p>	<p>Analyze real-world examples of propaganda through the lens of Stanley's theories.</p>	<p>Examine how internalized racism and alienation shape social and cultural relationships.</p>	<p>Evaluate strategies for countering religiously motivated hate and violence.</p>	<p>Analyze historical and contemporary examples of fascist movements.</p>
<p><b>SO-8</b></p>	<p>Evaluate strategies for reducing prejudice in individual and societal contexts.</p>	<p>Evaluate methods for resisting and countering propaganda in political and social discourse.</p>	<p>Apply Fanon's insights to contemporary discussions on race, decolonization, and resistance.</p>	<p>Evaluate strategies for countering religiously motivated hate and violence.</p>	<p>Evaluate strategies for recognizing and resisting fascist narratives.</p>
<p><b>SO 9-10</b></p>	<p>Analysing Gordon W. Allport – The Nature of Prejudice (1954)  <b>Practice 2:Case Study Analysis (20 min):</b> Identify Allport's stages of prejudice in historical or contemporary events.  <b>Implicit Bias Exercise (20 min):</b> Take a bias test, reflect, and discuss systemic discrimination.</p>	<p>Analyze Jason Stanley – How Propaganda Works (2015)  <b>Practice 5:Spot the Propaganda (20 min):</b> Analyze media clips or speeches for propaganda techniques.<b>Rewriting Misinformation (20 min):</b> Convert a hate-driven message into factual, neutral language.<b>Propaganda vs. Persuasion (30 min):</b> Compare ethical persuasion with harmful propaganda.</p>	<p><b>Practice 8:Close Reading (30 min):</b>Analyze key passages on identity and internalized racism.  <b>Case Study (30 min):</b> Connect Fanon's ideas to real-world racial discrimination.  <b>Reflection (30 min):</b> Write on colonial history's impact on modern racial identities.</p>	<p>Mark Juergensmeyer – Terror in the Mind of God (2000)  <b>Practice 11:Case Study (20 min):</b>Analyze real-world examples of religious extremism.  <b>Debate (20 min):</b> Discuss religion's role in violence vs. peace.  <b>Reflection (30 min):</b> Write on how religious narratives shape extremism.</p>	<p>Umberto Eco – Ur-Fascism (1995)  <b>Practice 14: Text Analysis (20 min):</b> Identify and discuss Eco's 14 characteristics of fascism.  <b>Case Study (20 min):</b>Analyze a historical or modern fascist movement.  <b>Debate (30 min):</b> Discuss strategies for resisting fascist ideology today.</p>

	<b>Role-Playing (30 min):</b> Act out scenarios of prejudice and propose interventions using Allport's theories.				
<b>SO-11</b>	Analyze how racial prejudice and manipulation contribute to hate and violence in Othello.	Analyze how totalitarian regimes use propaganda and ideology to manipulate and control populations.	Analyze Ambedkar's critique of the caste system and its role in institutionalized oppression.	Analyze the historical relationship between religion, violence, and political power.	Analyze the role of bureaucracy in facilitating systemic hate and genocide.
<b>SO-12</b>	Explore the psychological and socio-political dimensions of hate through Iago's influence.	Examine the role of fear and scapegoating in fostering hate and justifying oppression.	Examine the relationship between caste, social justice, and legal reform in the fight for equality.	Examine how religious identity has been used to justify both war and peace.	Examine the connection between modernity, dehumanization, and mass violence.
<b>SO-13</b>	Connect themes of discrimination in Othello to contemporary issues of racial and social bias.	Connect Arendt's insights to historical and contemporary examples of authoritarianism and political extremism.	Apply Ambedkar's ideas to contemporary caste-based discrimination and resistance movements.	Critically assess the role of religion in shaping contemporary conflicts and resistance movements.	Evaluate ethical responsibilities in preventing state-sponsored atrocities.
<b>SO 14-15</b>	William Shakespeare – Othello (1603) Practice 3: <b>Close Reading (20 min):</b> Analyze Iago's manipulation and racial prejudice in key scenes. <b>Modern Adaptation (20 min):</b> Rewrite a scene in a contemporary setting and discuss parallels. <b>Debate &amp; Reflection (30 min):</b> Debate Othello's downfall and connect themes to modern prejudice.	Hannah Arendt – The Origins of Totalitarianism (1951) Practice 6: <b>Case Study Analysis (20 min):</b> Examine historical totalitarian regimes (e.g., Nazi Germany, Stalinist USSR) and identify Arendt's concepts of propaganda, ideology, and fear. <b>Media &amp; Rhetoric Breakdown (20 min):</b> Analyze political speeches or news articles for elements of totalitarian rhetoric. Discuss how they create division and justify control. <b>Debate &amp; Reflection (30 min):</b> Debate: Can modern societies be vulnerable to totalitarian tendencies? Reflect on contemporary political climates using Arendt's theories.	B.R. Ambedkar – Annihilation of Caste (1936) Practice 9: <b>Close Reading (20 min):</b> Analyze key excerpts critiquing caste oppression and discuss their relevance today. <b>Debate (20 min):</b> Argue for or against Ambedkar's call to reject the caste system in modern society. <b>Case Study (30 min):</b> Examine contemporary caste-based discrimination and connect it to Ambedkar's ideas.	Karen Armstrong – Fields of Blood: Religion and the History of Violence (2014) Practice 12: <b>Historical Analysis (20 min):</b> Compare religious conflicts across different time periods. <b>Textual Discussion (20 min):</b> Debate Armstrong's argument on religion and violence. <b>Case Study (30 min):</b> Analyze a modern conflict where religion plays a role.	Zygmunt Bauman – Modernity and the Holocaust (1989) Practice 15: <b>Case Study Analysis (20 min):</b> Examine how bureaucratic structures enabled the Holocaust. <b>Debate (20 min):</b> Discuss whether modern institutions can prevent or perpetuate mass violence. <b>Comparative Analysis (30 min):</b> Compare Bauman's ideas with other genocides in history.

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

Strategies					
Technology		Pedagogy / Andragogy		Sustainable Development	
Simulations	✓	Case Studies	✓	No Poverty	✓
Emulations		Group Discussion		Zero Hunger	✓
Prototypes		Hands-on Practice		Good Health & Well Being	✓
Hands-on Practice Tools		Inquiry Learning		Quality Education	
Mathematical Computing Tools		Interactive Lecture		Gender Equality	
Field Visit		Leading Question		Clean Water & Sanitation	
		Mind Map		Affordable & Clean Energy	
		Minute Paper			
		Peer Review			
		Problem Based Learning			

Resources	
Philip Roth, The Plot Against America, 1st edition, Houghton Mifflin, 2004.	W. Allport, The Nature of Prejudice, Unabridged edition, Addison-Wesley, 1954.
George Orwell, 1984, Centennial edition, Secker & Warburg, 1949.	<a href="https://www.youtube.com/watch?v=InaV2YIVXtM">https://www.youtube.com/watch?v=InaV2YIVXtM</a> , Through the personal narrative of Holocaust survivor, Pinchas Gutter, and other stories, the "Stories are Stronger Than Hate: A Call to Action" student program explores how stories create the possibility to learn about ourselves, about others and about how we can affect the change we want to see in our communities right now.
Mahasweta Devi, Draupadi, in Breast Stories, Seagull Books, 1978.	<a href="https://mei.edu/multimedia/video/violent-extremism-historical-patterns-and-precedents-ancient-and-modern">https://mei.edu/multimedia/video/violent-extremism-historical-patterns-and-precedents-ancient-and-modern</a> , How do 21st century socio-political and geopolitical trends interact with historical ethnic, sectarian, and anti-colonial narratives to fuel the rise of extremist movements?
Umberto Eco, Ur-Fascism, in The New York Review of Books, June 22, 1995.	<a href="https://www.youtube.com/watch?v=mnE0Qn2eJMw">https://www.youtube.com/watch?v=mnE0Qn2eJMw</a> , How do we understand, define and participate in art? How does that change the way that we understand and participate in resistance?

<b>Designers</b>		
<b>Professional Experts</b>	<b>Higher Institution Experts</b>	<b>Internal Experts</b>
1 Mr. Krishna Raj Sr Associate, Sutherland, Chennai	1 Dr. J.Mangayarkarasi Head, Department of English, Ethiraj College for Women, Chennai.	1 Dr. Shanthichitra Professor, Department of English, Faculty of Science and Humanities, SRM Institute of Science & Technology, Kattankulathur 2 Dr. Abirami, Assistant Professor, Department of English, Faculty of Science and Humanities, SRM Institute of Science & Technology, Kattankulathur



		<i>Identify common themes in fantasy literature, such as heroism, identity, fear, and the unknown.</i>	Analyze the impact of diverse narratives on young readers' understanding of identity and belonging.	Analyze how poetry and verse narratives engage young readers emotionally and intellectually.	Analyze how children's literature engages with themes of colonialism, migration, and cultural hybridity.
SO-3	Analyze the historical development of children's literature and its transition into an academic discipline.  Identify key theoretical perspectives on children's literature, particularly in relation to literary criticism and cultural studies.	<i>Introduction to Neil Gaiman – Coraline</i>  Define Gothic fantasy and explain how it creates a sense of the uncanny in literature and film.	Introduction to Jacqueline Woodson – Brown Girl Dreaming  Identify key characteristics of memoir as a genre within children's literature.	<i>Introduction Naomi Shihab Nye – Voices in the Air: Poems for Listeners</i>	Identify key themes in Leela Punyaratabandhu's <i>The Angel of the Jungle</i> , focusing on its use of mythology and environmental storytelling in a postcolonial context.  Explain how Southeast Asian folklore influences themes of identity and cultural heritage in the novel.
SO 4-5	Examine how children's literature reflects and shapes cultural, social, and moral values.  Introduction to Maria Nikolajeva – <i>Children's Literature Comes of Age</i> (Chapters 1 & 2)	Describe how childhood fears contribute to psychological horror in storytelling.  Identify examples of agency and identity struggles in parallel worlds across different narratives.	<i>Examine how memoirs in children's literature address themes of identity, history, and family heritage.</i>  <i>Assess the effectiveness of poetry and verse in conveying complex emotions and narratives in children's literature.</i>	Recall key themes in <i>Voices in the Air</i> and explain how listening and mindfulness shape Nye's poetic style.  Apply Nye's reflections on hope, empathy, and human connection to analyze how her poetry fosters emotional depth and evaluate its impact on readers.	Illustrate examples of colonial legacies in contemporary children's literature by comparing <i>The Angel of the Jungle</i> with other postcolonial narratives.  Examine how the novel intertwines mythology, folklore, and environmental concerns to critique historical and social issues.
SO-6	<i>Discuss Maria Nikolajeva's argument on the maturation of children's literature as a serious literary genre.</i>	Examine the symbolism of the "Other Mother" and how it reflects the dangers of wish fulfillment in Gothic fiction.  Assess the effectiveness of Gothic fantasy elements in portraying psychological horror and childhood fears in literature and film.	Introduction to Jason Reynolds – <i>Long Way Down</i>  <i>Define the novel in verse and list its key features as a medium for social commentary.</i>  <i>Explain how gun violence, grief, and trauma are represented in young adult fiction and their impact on readers.</i>	<i>Examine how global and cultural influences shape Nye's work and create an original poem that reflects themes of mindfulness, connection, and cross-cultural understanding.</i>	<i>Assess the effectiveness of postcolonial storytelling in educating young readers about colonial history, identity, and environmental activism.</i>
SO-7	Interpret key ideas from <i>Children's Literature Comes of Age</i> , focusing on literary growth, narrative techniques, and reader engagement.	<i>Introduction to Victoria Schwab – City of Ghosts</i>  Examine Victoria Schwab's <i>City of Ghosts</i> as a modern ghost story that blends adventure with folklore.	Examine the effectiveness of the novel in verse in addressing social issues compared to traditional prose fiction.	Introduction to Joseph Coelho – <i>The Girl Who Became a Tree</i>	<i>Recall the key themes in <i>The Girl Who Speaks Bear</i> and explain how magical realism is used to explore postcolonial narratives and identity struggles.</i>

			Critically assess how young adult fiction navigates gun violence, grief, and trauma, and its role in shaping discussions on these issues.		<i>Apply knowledge of fairy tale traditions to examine their role in shaping modern identity struggles, and evaluate how folklore influences the young protagonist's journey.</i>
SO-8	Discussion on the concept of literary maturation in children's literature	<i>Discuss the representation of ghosts, history, and cultural memory in City of Ghosts.</i>  Introduction to Kazu Kibuishi – <i>Amulet</i>	Introduction to Zetta Elliott – <i>Dragons in a Bag</i>	Identify key themes in Joseph Coelho's <i>The Girl Who Became a Tree</i> and recall its connections to mythology and storytelling in modern verse narratives.	Introduction to Agha Shahid Ali – <i>Call Me Ishmael Tonight: A Book of Ghazals</i>
SO 9-10	Analyze the evolution of narrative techniques in children's books Discussion on the transition from didactic to complex storytelling	<i>Describe how mythical and magical elements function in visual storytelling and contribute to world-building</i>	Identify key themes in Zetta Elliott's <i>Dragons in a Bag</i> and its significance in children's literature.  Explain how fantasy and magic create spaces for diverse representation in storytelling.	Explain how poetic form is used to explore grief and transformation in the novel.	Understanding the Ghazal and Postcolonial Themes and recalling the structure and significance of the ghazal as a poetic form and explain its role in postcolonial literature.
SO-11	Introduction to Jack Zipes – <i>The Irresistible Fairy Tale: The Cultural and Social History of a Genre</i>	<i>Demonstrate how the hero's journey is structured within a specific graphic novel by identifying key stages.</i>	Illustrate how urban settings shape the world-building and themes in modern fantasy narratives.	Illustrate examples of intertextuality by identifying references to folklore and classic literature within Coelho's work.	Apply knowledge of exile, memory, and cultural displacement to examine how these themes shape Ali's poetry, and evaluate their impact on poetic expression.
SO-12	Explore how fairy tales are used as a cultural and ideological constructs  Examine the transformation of oral traditions into literary forms	Compare and contrast the role of family, legacy, and responsibility in different fantasy narratives within graphic literature.	Examine the role of intergenerational relationships and mentorship in children's fiction and their impact on character development.	Examine how Coelho blends mythology, poetry, and narrative structure to create an emotionally impactful story.	<i>Analyze how Agha Shahid Ali weaves historical and cultural references into his ghazals, and assess their role in shaping postcolonial identity and memory.</i>
SO-13	Explore Jack Zipes' analysis of fairy tales as a genre and their enduring cultural significance.  Evaluate how fairy tales function as both entertainment and moral instruction across different societies.	Assess the impact of graphic novels in portraying fantasy themes compared to other storytelling forms like novels or films.	Assess the effectiveness of urban fantasy in addressing real-world social issues while maintaining magical elements.	Assess the effectiveness of verse form in conveying complex emotions and themes of loss and change compared to traditional prose.	<i>Experiment with the ghazal structure by creating a modern adaptation that explores themes of loss, language, and belonging, while maintaining the traditional essence of the form.</i>

SO 14-15	<p>Compare traditional fairy tales with contemporary adaptations and their changing socio-cultural meanings.</p> <p>Assess the role of storytelling in shaping children's understanding of the world.</p>	<p>Develop an outline for a graphic novel that integrates fantasy elements, a hero's journey, and themes of legacy and responsibility.</p>	<p>Develop a short fantasy story set in an urban environment that highlights mentorship and diverse representation.</p>	<p>Write a short verse narrative that incorporates mythological themes, intertextual references, and personal transformation.</p>	<p><i>Compose an original ghazal that reflects themes of displacement, heritage, and identity, drawing inspiration from Ali's work.</i></p>
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Assessment											Strategies						
Level of Thinking	Continuous Learning Assessment (CLA) (50 % weightage)										Technology		Pedagogy / Andragogy		Sustainable Development		
	CLA – 1 (10 %)		CLA – 2 (10 %)		CLA – 3 (20 %)		CLA – 4 (10 %)		Final Exam (50% Weightage)		✓	✓	✓	✓			
	Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice							
Remember																	
Understand	20%	20%	15%	15%	15%	15%	20%	20%	20%	20%	✓	Case Studies	✓	No Poverty	✓		
Apply											✓	Group Discussion	✓	Zero Hunger	✓		
Analyze	20%	20%	20%	20%	20%	20%	20%	20%	20%	20%		Prototypes		Hands-on Practice	✓	Good Health & Well Being	✓
Evaluate												Hands-on Practice Tools		Inquiry Learning	✓	Quality Education	
Create	10%	10%	15%	15%	15%	15%	10%	10%	10%	10%	✓	Mathematical Computing Tools	✓	Interactive Lecture	✓	Gender Equality	
<b>Total</b>	100 %		100 %		100 %		100 %		100 %			Field Visit		Leading Question		Clean Water & Sanitation	
														Mind Map		Affordable & Clean Energy	
														Minute Paper			
														Peer Review			
														Problem Based Learning			

Resources	
Maria Nikolajeva, Children's Literature Comes of Age: Toward a New Aesthetic, 1st edition, Routledge, 1996.	Jason Reynolds, Long Way Down, Atheneum/Caitlyn Dlouhy Books, 2017.
Jack Zipes, The Irresistible Fairy Tale: The Cultural and Social History of a Genre, 1st edition, Princeton University Press, 2012.	Naomi Shihab Nye, Voices in the Air: Poems for Listeners, Greenwillow Books, 2018.
Neil Gaiman, Coraline, 10th Anniversary Edition, HarperCollins, 2012.	Agha Shahid Ali, Call Me Ishmael Tonight: A Book of Ghazals, W. W. Norton & Company, 2003.
Jacqueline Woodson, Brown Girl Dreaming, Puffin Books, 2016.	Zetta Elliott, Dragons in a Bag, Yearling Books, 2019.

Designers		
Professional Experts	Higher Institution Experts	Internal Experts
1 Krishna Raj Sutherland <a href="mailto:Krishna.Raj1@sutherlandglobal.com">Krishna.Raj1@sutherlandglobal.com</a>	1 Dr. JMangayarkarasi, Associate Professor and Head, Dept. of English Ethiraj College for Women, Chennai, <a href="mailto:jmbwilson97@gmail.com">jmbwilson97@gmail.com</a>	1 Dr. Daryl Cressida G, SRMIST, <a href="mailto:darylcr@srmist.edu.in">darylcr@srmist.edu.in</a>
		2 Dr. Shalini Infanta L, SRMIST, <a href="mailto:shalinil@srmist.edu.in">shalinil@srmist.edu.in</a>

<b>Code</b>	<b>PEL25D07J</b>	<b>Title</b>	<b>Pre-Modern: Literature</b>				<b>Category</b>	<b>D</b>	<b>Discipline Elective Course</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
									3	0	2	4	

<b>Offering Department</b>	English	<b>Pre-requisite Courses</b>	Nil	<b>Co-requisite Courses</b>	Nil	<b>Progressive Courses</b>	Nil	<b>Data Book / Codes/Standards</b>	Nil
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<b>Rationale (CR)</b>	<i>The purpose of learning this course is to:</i>	<b>Depth</b>				<b>Attainment</b>			<b>Program Outcomes (PO)</b>																
		1	2	3	4	1	2	3	1	2	3	4	5	6	7	8	9	10	11	12					
CR-1	Provide information of the major figures through acknowledging the representative writings such as epics and mythologies of the time.																								
CR-2	Enable students learning precisely with the historical and political details																								
CR-3	Understand the influence of European society upon English literature during the Medieval era.																								
CR-4	Introduce in detail the Greek mythologies that influenced the West																								
CR-5	Technology based language learning allows students to interact better than the conventional method.																								
<b>Outcomes (CO)</b>	<i>At the end of this course, learners will be able to:</i>	Conceive	Design	Implement	Operate	Level of Thinking	Expected Proficiency (%)	Expected Attainment (%)	Disciplinary Knowledge	Analytical Reasoning	Problem Solving	Research Related Skills	Self-Directing Learning	Environment & Multicultural Competence	Values: moral and	Critical Thinking	Digital Literacy	Sense of History	Communication Skills						
CO-1	Gain knowledge about the major personalities such as Homer and Ovid etc.	✓				5	85	75	1	-	-	3	-	2	-	2	3	3	-	3					
CO-2	Appreciate the abundance of European literature that had an enormous influence over English writings	✓	✓	✓		4	85	75	3	-	-	3	3	-	-	-	3	3	-	3					
CO-3	Value the masterpieces of the time that comprise art, society, culture, philosophy, war, politics, and religion		✓			6	85	75	3	-	-	3	-	-	-	-	3	3	-	3					
CO-4	Empower themselves with the literature of the Renaissance within humanistic philosophy	✓	✓	✓	✓	3	85	75	3	1	2	3	3	-	-	-	3	3	-	3					
CO-5	Recognize and compare the classical mythologies and epics of Pre-Modern era	✓	✓			2	85	75	3	3	2	3	-	3	3	3	3	3	-	3					

<b>Title &amp; Session Outcomes</b>	CLO -1	CLO -2	CLO -3	CLO -4	CLO -5
Duration (hour)	15	15	15	15	15
SO-1	Introduction to the History of world	Homer and Greek mythology	Introduction to Latin literature	Introduction to Persian literature	Introduction to Medieval Christianity
SO-2	Greek mythology in literature	Role of Greek gods in trojan war	Virgil and latin epic	Folklore and oral tradition	Bible as a symbol of literary text
SO-3	Hero's, God, demigods and Goddess	Analysis on the character Paris	Introduction of the characters	The Thousand and One Nights: An overview	Morality and faith in Christianity
SO-4	Overview of Homer's Illiad and Odyssey	Elopement of Helen	Narration and grandeur of Virgil	The background of the The Thousand and One Nights	Importance of religion in English literature
SO-5	Ovid's Metamorphosis an	Agamenon's vengeance	Mythological elements in	Fables in The Thousand and	Writers adherence towards

	overviewVirgil: The Aeneid		Aeneid	One Nights	religion
SO-6	Arabian Mythology an overview	Voyage and War	Study on Aeneas	Voyage and exploration in the tale	The graphic narration ofDante
SO-7	Boccaoio'sDecemeron and Chauchers Canterbury tales on Christian morality	Duel between Hector and Achilles	Explanation on the thematic elements in Aeneid	Characterisation of the Villan	Purgation with reference to Aristotle
SO-8	Paradise Lost and Milton's contribution to Christianity	Death of Paris	Role of male characters	Literary devices	Christian belief in Purgatorio
SO-9	Development of drama Corpous Christy plays	Analysis on the characters	Reflection of values and culture	Aladdin and the wonderfulLamp: An overview	Gate way of heaven and hell
SO-10	Classical epic vs Religious epic	Women in Greek epics	Roman values in literature	Sinbad the Sailor: Analysis	Afterlife in Christian thought
SO-11	Symbols and allegory in classical texts	Tragedy in Homeric epics	Literary structure of The Aeneid	Magical realism in Persian tales	Dante's Inferno: Punishment and Sin
SO-12	Influence of oral tradition	Divine intervention in war epics	Political undertones in Latin texts	Morals and miracles in Islamic tales	Rise of morality plays
SO-13	Literary transition to Renaissance	Fall of Troy in epic retellings	Historical context of Latin works	Journey and quest in Persian epics	Judgment Day in Christian literature
SO-14	Classical storytelling methods	Themes of fate and destiny	Influence of Rome on later literature	Animals and symbolism in Eastern tales	Redemption and Salvation in Dante
SO-15	Recap and Comparative literary mapping	Homer vs Virgil: A comparative study	Latin influence on medieval writers	Influence of Persian tales on Europe	Synthesis of Christian themes in world literature

Assessment										
Level of Thinking	Continuous Learning Assessment (CLA) (50 % weightage)								FinalExam (50% Weightage)	
	CLA – 1 (10%)		CLA – 2 (10 %)		CLA – 3 (20 %)		CLA – 4 (10 %)			
	Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice
3: Remember										
3: Understand	20%	20%	15%	15%	15%	15%	20%	20%	20%	20%
3: Apply										
3: Analyze	20%	20%	20%	20%	20%	20%	20%	20%	20%	20%
3: Evaluate										
3: Create	10%	10%	15%	15%	15%	15%	10%	10%	10%	10%
<b>Total</b>	100 %		100 %		100 %		100 %		100 %	

Strategies			
Technology	Pedagogy / Andragogy	Sustainable Development	
Simulations	✓ Case Studies	✓ No Poverty	✓
Emulations	✓ Group Discussion	✓ Zero Hunger	✓
Prototypes	Hands-on Practice	✓ Good Health & Well Being	✓
Hands-on Practice Tools	Inquiry Learning	✓ Quality Education	
Mathematical Computing Tools	Interactive Lecture	✓ Gender Equality	
Field Visit	Leading Question	Clean Water & Sanitation	
	Mind Map	Affordable & Clean Energy	
	Minute Paper		
	Peer Review		
	Problem Based Learning		

Resources	
The Longman Anthology of World Literature, Volume A: The Ancient World. New York: Longman, 2003.	Literary Guide to the Bible. Cambridge: Harvard University Press, 1984.
The Great Fairy Tale Tradition: From Straparola and Basile to the Brothers Grimm. New York: W.W. Norton & Company, 2001.	The Mahabharata: A Shortened Modern Prose Version of the Indian Epic. New York: Viking Press, 1978.
An Anthology of Chinese Literature: Beginnings to 1911. New York: W.W. Norton & Company, 1996.	The Roman Novel: The "Satyricon" of Petronius and the "Metamorphoses" of Apuleius. Cambridge: Cambridge University Press, 1970.
The Norse Myths. New York: Pantheon Books, 1980.	Plagues and Peoples. New York: Anchor Books, 1976.

Designers		
Professional Experts	Higher Institution Experts	Internal Experts
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	1	1 <i>Dr.Daryl Cressida, Assistant Professor, Department of English, Faculty of Science and Humanities, SRM Institute of Science &amp; Technology,ktr</i>

\*The evaluation can be done in one or more parameters that include, (i) Seminars, (ii) Mini-Projects, (iii) Case-Studies, (iv) MOOC certification, (v) Publication of Articles, (vi) Presentation of research work in conferences, (vii) Assignments



SO-6	Firstly in families	Quiz on Feminism	Introduction to Homosexuality	Staying Alive: Women, Ecology and Development	Analyzing the Metaphors used
SO-7	Its perception in society	Types of feminism	Lesbianism	Ideas on Eco-feminism	Key ideas
SO 8	Discussion on how society views gender	Discussion on Indian Feminism	Historical background	Notions on development	Major themes
SO-9	The biases created by society	Three waves of feminism	Portrayal of lesbianism	Introduction to Betty Friedan	Introduction to ShyamSelvadurai
SO-10	The discrimination that is prevalent	Major figures	Gay – An introduction	Her works and life	Background and works
SO-11	Gender roles in politics	Feminism during WWI	The Social Background	Analyzing The Feminine Mystique	Funny Boys – Novel introduction
SO 12	How the government view it	Major writers	Stereotypes of homosexual people	Comprehending its chapters	Storyline
SO-13	The actions taken by the government against the discrimination	Key ideas and influences	Bisexuality	The influence it had on the second-wave of feminism	Background
SO 14	Its role in religion	Feminism during WWII	Background	Key ideas	Key characters and themes
SO 15	Exploring various religious views	Major writers	Discussion on bisexuality	Introduction to Simone de Beauvoir	Kathleen Winter

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

Strategies				
Technology		Pedagogy / Andragogy		Sustainable Development
Simulations	✓	Case Studies	✓	No Poverty ✓
Emulations	✓	Group Discussion	✓	Zero Hunger ✓
Prototypes		Hands-on Practice	✓	Good Health & Well Being ✓
Hands-on Practice Tools		Inquiry Learning	✓	Quality Education
Mathematical Computing Tools		Interactive Lecture	✓	Gender Equality
Field Visit		Leading Question		Clean Water & Sanitation
		Mind Map		Affordable & Clean Energy
		Minute Paper		
		Peer Review		
		Problem Based Learning		

Resources		
Heidi GoeltnerAbendroth, ed. Societies of Peace: Matriarchies Past, Present and Future. Indiana Publications: 2009.		Koller, Veronika. Lesbian Discourses. Routledge, 2010.
Sanday, Peggy Reeves. Female Power and Male Dominance: On the Origins of Sexual Inequality. Cambridge University Press, 1981.		Stryker, Susan. Transgender History. Berkeley: Seal Press, 2008.
Kramer, Laura. The Sociology of Gender: A Brief Introduction. 3ed. Oxford University Press, 2010.		Kessler, S. and W. McKenna. Gender: An Ethnomethodological Approach. New York: John Wiley and Sons, 1978
Friedan, Betty. The Second Stage. 1981; Revised ed. Harvard University Press, 1998.		Showalter, Elaine. "A Literature of Their Own: British Women Novelists From Brontë to Lessing"

Designers		
Professional Experts	Higher Institution Experts	Internal Experts
1 Mr. Krishna Raj Sr Associate, Sutherland, Chennai	1 Dr. J.Mangayarkarasi Head, Department of English, Ethiraj College for Women, Chennai.	1 Dr. Annie Vimala D, SRMIST, annied@srmist.edu.in
		2 Dr. Karthiga ,Assistant Professor, Department of English, Faculty of Science and Humanities, SRM Institute of Science & Technology, Kattankulathur

<b>Code</b>	<b>PEL25D09J</b>	<b>Title</b>	<b>Revisiting: Folklores and Mythologies</b>	<b>Category</b>	<b>D</b>	<b>Discipline Elective Course</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
							<b>3</b>	<b>0</b>	<b>2</b>	<b>4</b>

<b>Offering Department</b>	English	<b>Pre-requisite Courses</b>		<b>Co-requisite Courses</b>		<b>Progressive Courses</b>		<b>Data Book / Codes/Standards</b>	
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Rationale (CR)	The purpose of learning this course is to:	Depth				Attainment			Program Outcomes (PO)													
		1	2	3	4	1	2	3	1	2	3	4	5	6	7	8	9	10	11	12		
CR-1	Explore the cultural significance and evolution of folklores and mythologies across different societies.					Conceive Design Implement Operate Level of Thinking Expected Proficiency (%) Expected Attainment (%)				Disciplinary Knowledge	Analytical Reasoning	Problem Solving	Research Related Skills	Self-Directing Learning	Environment & Multicultural Competence	Values: moral and	Critical Thinking	Digital Literacy	Sense of History	Communication Skills		
CR-2	Analyze the ways in which myths and folk tales shape collective identities and moral values.									1	2	3	4	5	6	7	8	9	10	11	12	
CR-3	Examine the role of oral traditions in preserving historical and cultural narratives.									-	-	-	-	-	-	-	-	-	-	-	-	-
CR-4	Understand the adaptation and reinterpretation of myths in contemporary literature and media.									3	3	3	3	3	3	3	3	3	3	3	3	3
CR-5	Develop critical perspectives on the intersections of mythology, folklore, and social constructs.									3	3	3	3	3	3	3	3	3	3	3	3	3
Outcomes (CO)	At the end of this course, learners will be able to:																					
CO-1	Analyze key themes, symbols, and motifs in folklores and mythologies from diverse cultures.								5	85	75	1	-	-	3	-	2	3	3	-	3	
CO-2	Evaluate the historical, social, and cultural contexts that shape mythological narratives.								4	85	75	3	-	-	3	3	-	-	3	3	-	3
CO-3	Compare traditional myths with their modern adaptations in literature, film, and media.								6	85	75	3	-	-	3	-	-	-	3	3	-	3
CO-4	Discuss the influence of folklore and mythology on contemporary storytelling and identity formation.								3	85	75	3	1	2	3	3	-	-	3	3	-	3
CO-5	Conduct independent research on folk traditions and present critical interpretations.								2	85	75	3	3	2	3	-	3	3	3	3	-	3

Title & Session Outcomes	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
Duration (hour)	15	15	15	15	15
SO-1	Introduction to Folklores and Mythologies	Introduction to Folklores and Mythologies in the Global South	Introduction to Reinterpretations and Adaptations in Contemporary Fiction	Introduction to Myths, Legends, and Folklore in Poetry	Introduction to Folklores, Mythologies, and Modern Media
SO-2	Definitions and differences between folklore and mythology	Define postcolonialism and its key theoretical perspectives in literature.  Identify the key concepts of postcolonial theory (colonialism, neocolonialism, diaspora, hybridity)	Identifying Key concepts in feminist literary criticism  Discussion on the Intersectionality and its role in feminist discourse	Analyze the key themes in feminist fantasy and science fiction  Examine the representation of women in speculative narratives	Definition and characteristics of postmodern and digital-age literature  Discuss the impact of technology on reading and writing practices

SO-3	<p>Discussion on the key themes and stylistic features of modern literary works</p> <p>The influence of historical and cultural contexts on contemporary writing connection to cultural and historical contexts.</p>	Examine the role of literature in addressing historical injustices and cultural resistance	Evaluate the relationship between feminism, literature, and activism	<i>Identify the intersection of gender, power, and agency in fantastical worlds</i>	Analyze the evolution of storytelling in the 21st century
SO 4-5	<p>Introduction Ocean Vuong – <i>Night Sky with Exit Wounds</i></p> <p>Understanding Memory and War in Poetry recalling key themes in <i>Night Sky with Exit Wounds</i> and explain how memory, war, and personal history shape Vuong’s poetic voice.</p>	<p>Developing a deeper understanding Intergenerational Trauma and Slavery</p> <p>Identifying the themes in <i>Homegoing</i> and explain how the novel explores the lasting effects of slavery across generations.</p>	<p>Introduction to Roxane Gay – <i>Bad Feminist</i> and limitations of migration.</p> <p>Discussion on Feminism and popular culture: contradictions and complexities</p>	<p><i>Introduction to Marjorie Liu – Monstress</i></p> <p>Examine the Asian-inspired mythology and cultural influences</p>	<p>Introduction to Jennifer Egan – <i>A Visit from the Goon Squad</i></p> <p>Discuss how time shifts, fragmented narratives, and character interconnections</p>
SO-6	<p>Assess the impact of Vuong’s language innovation and nonlinear storytelling in redefining modern poetry and its emotional resonance.</p> <p>Analyze how Vuong’s work is influenced by Vietnamese history, mythology, and Western literary traditions, and its significance in postcolonial</p>	Assess how <i>Homegoing</i> uses historical fiction to deepen readers’ understanding of the transatlantic slave trade and its ongoing effects.	<p>Apply knowledge of intersectionality to examine how Gay navigates privilege, personal experience, and feminist thought in her essays.</p> <p>Assess how Gay critiques the changing definitions of feminism in the 21st century, highlighting both progress and ongoing challenges.</p>	<i>Analyze the role of memory, trauma, and survival in the protagonist’s journey</i>	Identify the role of Music and cultural nostalgia as narrative devices
SO-7	<p>Introduction to Tracy K. Smith – <i>Life on Mars</i></p> <p>Identify key themes in <i>Life on Mars</i> and explain how science, cosmology, and philosophy shape Smith’s poetic exploration of existence.</p>	Analyze how Gyasi’s use of a multi-generational narrative enhances our understanding of history’s influence on personal and collective identity.	Analyze how mainstream media and entertainment shape public perceptions of feminism, and how Gay engages with these representations.	Examine the role of visual storytelling and the role of graphic narratives in feminist literature	<i>Analyze how A Visit from the Goon Squad experiments with narrative structure and digital-age storytelling.</i>
SO-8	Assess how Smith uses poetic imagery to critique political and social issues, reflecting on humanity’s place in the universe.	Introduction to Edwidge Danticat <i>The Farming of Bones</i>	Examine how Gay’s perspective aligns with or challenges other feminist writers and movements, evaluating her unique contributions.	Discussion on the themes of intersectionality and identity in a dystopian world	Introduction to Vladimir Nabokov – <i>Pale Fire</i>

SO 9-10	<p>Introduction to Jericho Brown – <i>The Tradition</i></p> <p>Evaluate the key themes in <i>The Tradition</i> and explain how race, violence, and historical trauma are addressed in Brown’s work.</p>	<p><i>Discussion on the Haitian Massacre of 1937 and historical memory</i></p>	<p><i>Introduction to Bernardine Evaristo – Girl, Woman, Other</i></p>	<p>Compare <i>Monstress</i> to other feminist dystopian and speculative fiction works.</p> <p>Evaluate the representation of gender, race, and identity in the text.</p>	<p><i>Identify key aspects of metafiction in Pale Fire and describe how Nabokov constructs unreliable narration and intricate literary puzzles.</i></p> <p><i>Discuss how Pale Fire engages readers in interpreting fragmented narratives, requiring them to actively shape meaning through shifting perspectives.</i></p>
SO-11	<p>Introduction to Zadie Smith – <i>On Beauty</i></p>	<p>Apply knowledge of displacement and identity loss to examine how Danticat portrays migration, exile, and the erasure of identity in her novel.</p>	<p>Identifying the key themes in <i>Girl, Woman, Other</i> and explain how Evaristo uses multiple perspectives and voices to present diverse feminist narratives.</p>	<p>Analyze the mother-daughter relationship and its significance in the storyline.</p>	<p>Consider how Charles Kinbote’s commentary alters the perception of John Shade’s poem, leading to multiple interpretations of the novel’s story.</p>
SO-12	<p><i>Identify how On Beauty reworks E.M. Forster’s Howards End in a contemporary setting and explain the significance of this intertextual connection.</i></p>	<p>Assess how the novel critiques race, gender, and violence within postcolonial narratives, highlighting the lasting impact of oppression.</p>	<p>Apply knowledge of race, gender, and sexuality to examine how the novel reflects the lived experiences of Black British women and nonbinary identities.</p>	<p>Discuss the impact of war and colonialism as depicted in the novel’s world-building.</p>	<p><i>Explore how Nabokov dissolves boundaries between author, narrator, and text, complicating the distinction between what is real and what is imagined.</i></p>
SO-13	<p>Apply knowledge of academic life and cultural tensions to examine how Smith critiques intellectual elitism, art, and beauty in modern fiction.</p> <p>Assess how family relationships, racial identity, and socioeconomic status shape the novel’s themes and character development.</p>	<p>Analyze how Danticat’s use of fragmented storytelling, memory, and poetic language deepens the emotional impact of the novel.</p> <p>Examine how <i>The Farming of Bones</i> contrasts with historical records of the Haitian Massacre, and evaluate the role of fiction in preserving marginalized histories.</p>	<p>Assess how Evaristo challenges traditional literary structures, including her use of free-flowing prose, nonlinear storytelling, and polyphony.</p>	<p>Examine the role of monsters and hybridity in exploring identity and oppression.</p> <p>Identify how the graphic novel format enhances feminist storytelling.</p>	<p><i>Contrast Pale Fire with other postmodern novels, analyzing its use of intertextuality, non-linear narration, and self-referential storytelling.</i></p>
SO 14-15	<p>Analyze how Smith’s narrative techniques, humor, and dialogue reflect the complexities of identity and societal expectations.</p>	<p>Evaluate how personal narratives and survivor testimonies in the novel contribute to our understanding of historical trauma and resilience.</p>	<p>Analyze how immigration, generational shifts, and cultural hybridity shape the characters’ identities and relationships.</p>	<p>Investigate the use of horror, violence, and body politics in <i>Monstress</i>.</p>	<p><i>Analyze how Pale Fire explores themes of identity, delusion, and artistic obsession, shaping the relationship between the narrator and the text.</i></p>

Write a short modern reimagining of a classic literary work, exploring themes of race, class, and cultural conflict in today's world.	Investigate how the novel's characters navigate racial, cultural, and national identity, particularly in the context of Haitian-Dominican relations.	Examine how Girl, Woman, Other intersects with feminist and postcolonial literary traditions, evaluating its contribution to both.	Discuss the ethical and moral dilemmas faced by characters in a postcolonial fantasy setting.	
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Assessment											
Level of Thinking	Continuous Assessment (CA) (50 % weightage)									Final Exam (50% Weightage)	
	CLA – 1 (10 %)		CLA – 2 (10 %)		CLA – 3 (20 %)		CLA – 4 (10 %)		Theory		
	Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice		Theory	Practice
	1. Remember										
2. Understand	20%	20%	15%	15%	15%	15%	20%	20%	20%	20%	
3. Apply											
4. Analyze	20%	20%	20%	20%	20%	20%	20%	20%	20%	20%	
5. Evaluate											
6. Create	10%	10%	15%	15%	15%	15%	10%	10%	10%	10%	
<b>Total</b>	<b>100 %</b>	<b>100 %</b>	<b>100 %</b>	<b>100 %</b>	<b>100 %</b>	<b>100 %</b>	<b>100 %</b>	<b>100 %</b>	<b>100 %</b>	<b>100 %</b>	

Strategies				
Technology		Pedagogy / Andragogy		Sustainable Development
Simulations	✓	Case Studies	✓	No Poverty ✓
Emulations	✓	Group Discussion	✓	Zero Hunger ✓
Prototypes		Hands-on Practice	✓	Good Health & Well Being ✓
Hands-on Practice Tools		Inquiry Learning	✓	Quality Education
Mathematical Computing Tools		Interactive Lecture	✓	Gender Equality
Field Visit		Leading Question		Clean Water & Sanitation
		Mind Map		Affordable & Clean Energy
		Minute Paper		
		Peer Review		
		Problem Based Learning		

Resources	
1. Joseph Campbell, The Hero with a Thousand Faces, 3rd edition, Princeton University Press, 2008.	2. Henry Louis Gates Jr., The Signifying Monkey: A Theory of African American Literary Criticism, 1st edition, Oxford University Press, 1988.
3. Marina Warner, From the Beast to the Blonde: On Fairy Tales and Their Tellers, 1st edition, Farrar, Straus and Giroux, 1995.	4. Toni Morrison, Playing in the Dark: Whiteness and the Literary Imagination, 1st edition, Harvard University Press, 1992.
5. Jack Zipes, The Oxford Companion to Fairy Tales, 2nd edition, Oxford University Press, 2015.	6. Neil Gaiman, The View from the Cheap Seats: Selected Nonfiction, 1st edition, William Morrow, 2016.
7. Robert D. Pelton, The Trickster in West Africa: A Study of Mythic Irony and Sacred Delight, 1st edition, University of California Press, 1980.	8. Claude Lévi-Strauss, Myth and Meaning: Cracking the Code of Culture, 1st edition, Schocken Books, 1995.

Designers		
Professional Experts	Higher Institution Experts	Internal Experts
1	1	1
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<b>Code</b>	PEL25G04T	<b>Title</b>	Public Speaking and Presentation Skills	<b>Category</b>	G	Generic Elective Course	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
							2	0	0	2

<b>Offering Department</b>		<b>Pre-requisite Courses</b>		<b>Co-requisite Courses</b>		<b>Progressive Courses</b>		<b>Data Book / Codes/Standards</b>	
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Rationale (CR)	The purpose of learning this course is to:	Depth				Attainment			Program Outcomes (PO)											
		1	2	3	4	1	2	3	1	2	3	4	5	6	7	8	9	10	11	12
CR-1	Establishing a Foundation in Public Speaking and Presentation Skills								1	2	3	4	5	6	7	8	9	10	11	12
CR-2	Developing Structural and Organizational Skills in speaking								1	2	3	4	5	6	7	8	9	10	11	12
CR-3	Enhancing Research and Analytical Presentation Skills								1	2	3	4	5	6	7	8	9	10	11	12
CR-4	Bridging Theory and Practice through Speaking Exercises								1	2	3	4	5	6	7	8	9	10	11	12
CR-5	Integrating Speaking with Professional and Sustainable Development Goals (SDG)								1	2	3	4	5	6	7	8	9	10	11	12
Outcomes (CO)	At the end of this course, learners will be able to:	Conceive	Design	Implement	Operate	Level of Thinking	Expected Proficiency (%)	Expected Attainment (%)	Understanding fundamental	Application of cultural	Development of critical	Engaging with cross-	Evaluating the impact of	Exploring the role of	Conducting research using	Developing effective	Understanding historical	Applying theoretical	Enhancing communication	Cultivating an appreciation
CO-1	Demonstrate confidence and clarity in delivering structured public speeches across various formal and informal contexts.	✓				5	85	75	1	-	-	3	-	2	-	2	3	3	-	3
CO-2	Organize and deliver speeches using effective introductions, logical sequencing, and impactful conclusions.	✓	✓	✓		4	85	75	3	-	-	3	3	-	-	-	3	3	-	3
CO-3	Conduct research, analyze data, and integrate findings into persuasive and informative presentations.		✓			6	85	75	3	-	-	3	-	-	-	-	3	3	-	3
CO-4	Apply theoretical concepts through practical speaking exercises including impromptu, persuasive, and group presentations.	✓	✓	✓	✓	3	85	75	3	1	2	3	3	-	-	-	3	3	-	3
CO-5	Use public speaking as a tool to advocate for and communicate Sustainable Development Goals (SDGs) in professional settings.	✓	✓			2	85	75	3	3	2	3	-	3	3	3	3	3	-	3

Title & Session Outcomes	Culture and Theory (Introduction)	Poetry	Prose	Drama	Novel
Duration (hour)	6	6	6	6	6
SO-1	Introduction to Communication Skills and its Purpose and relevance in academic, personal, and professional contexts	General introduction to speaking and its relevance in academic and professional contexts, Identifying common barriers to effective speaking	Introduction to enlightening speaking: purpose-driven and impactful communication, Discussion on speaker responsibilities and audience expectations	Introduction to the Shakespeare's work	Introduction on the American history

<p><b>SO-2</b></p>	<p>Features of Effective Communication: clarity, conciseness, coherence, empathy, feedback, and listening</p> <p>Case studies and student interaction activities</p>	<p>Different types of speech modulation: pitch, pace, pause, tone, and volume, Practice activities to observe and analyze speech samples</p>	<p>Lecture on how to develop rational arguments and ignite interest</p> <p>Techniques to enhance originality and creative thinking in speech</p>	<p>Speech of Brutus</p>	<p>Description about Martin Luther King Jr</p>
<p><b>SO-3</b></p>	<p>Choosing the Right Topic for Speaking. Guidelines for selecting engaging and relevant topics, Criteria: audience, purpose, occasion, interest, and knowledge</p> <p>Interactive discussion on students' chosen titles and feedback</p>	<p>Causes of speech anxiety: fear of judgment, lack of preparation, low confidence</p>	<p>Memory Techniques and Habituation Strategies, Group discussion and activities on embedding speaking habits</p>	<p>Speech of Mark Antony</p>	<p>I have a dream – special features</p>
<p><b>SO 4</b></p>	<p>Building the Framework for Communication. Lecture on speech/presentation framework: introduction, body, conclusion. Identifying and analyzing target audience</p> <p>Group activity and discussion on how framework and creativity connect to the audience</p>	<p>Techniques to Develop Speaking Confidence, Precise techniques: breathing exercises, visualization, positive self-talk, and rehearsal</p> <p>Practical speaking exercises to build confidence</p>	<p>Assessment and Distinction in Speaking and Presenting</p>	<p>Displaying the scenes</p>	<p>Discussion on the demands and the style of protest of Martin Luther king Jr</p>
<p><b>SO-5</b></p>	<p>Verbal and Nonverbal Communication: Definitions and differences between verbal and nonverbal communication. Detailed study of nonverbal modes: gestures, posture, body language</p>	<p>Key elements of effective public speaking</p> <p>Structuring a speech: introduction, body, and conclusion</p>	<p>Presentation Styles and Technical Narration, Examples from academic and industry settings</p>	<p>Discussion from the student's perspective</p>	<p>Lecture on the dream of Martin Luther king Jr</p>
<p><b>SO-6</b></p>	<p>Review and Reflection. Recap of all major topics in Unit 1, Interactive revision session with critical reflections by students</p> <p>Q&amp;A, peer feedback, and clarification of doubts</p>	<p>Body Language and Nonverbal Communication, Integrated speech practice using vocal and nonverbal elements</p>	<p>Ways to effectively use visual aids and PowerPoint presentations</p>	<p>Discussion on the style of Brutus and Antony in the view of publics speech</p>	<p>Revision on this speech from student's perspective</p>

Assessment								
Level of Thinking	Continuous Learning Assessment (CLA) (100 % weightage)							
	CLA – 1		CLA – 2		CLA – 3		CLA – 4	
	(20%)		(20%)		(40%)		(20%)	
	Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice
Remember								
Understand	25%	-	20%	-	30%	-	50%	-
Apply		-		-				-
Analyze	50%		50%		40%	-	25%	
Evaluate				-				-
Create	25%	-	30%		30%	-	25%	
<b>Total</b>	100 %		100 %		100 %		100 %	

Strategies					
Technology		Pedagogy / Andragogy		Sustainable Development	
Simulations	✓	Case Studies	✓	No Poverty	✓
Emulations	✓	Group Discussion	✓	Zero Hunger	✓
Prototypes		Hands-on Practice	✓	Good Health & Well Being	✓
Hands-on Practice Tools		Inquiry Learning	✓	Quality Education	
Mathematical Computing Tools		Interactive Lecture	✓	Gender Equality	
Field Visit		Leading Question		Clean Water & Sanitation	
		Mind Map		Affordable & Clean Energy	
		Minute Paper			
		Peer Review			
		Problem Based Learning			

Resources	
King Martin Luther Jr. " I have a Dream" August 28, 1963	<i>The power of your subconscious mind – Dr. Joseph Murphy</i>
Julius Ceasar – William Shakespeare	<i>The British Film Institute (BFI) (<a href="https://www.bfi.org.uk/">https://www.bfi.org.uk/</a>)</i>
Brydon, S.R., & Scott, M.D. (2006). Between one and many: The art and science of public speaking (5 <sup>th</sup> ed). Boston: McGraw Hill	<i>Project Muse (<a href="https://muse.jhu.edu/">https://muse.jhu.edu/</a>)</i>
The Art of Public Speaking – Dale Carnegie	<i>JSTOR (<a href="https://www.jstor.org/">https://www.jstor.org/</a>)– Academic articles on public speaking</i>

Designers		
Professional Experts	Higher Institution Experts	Internal Experts
1 Krishna Raj Sutherland Krishna.Raj1@sutherlandglobal.com	1 Dr. J Mangayarkarasi, Associate Professor and Head, Dept. of English Ethiraj College for Women, Chennai, <a href="mailto:jmbwilson97@gmail.com">jmbwilson97@gmail.com</a>	1 Dr. Shalini Infanta, SRMIST, shalinil@srmist.edu.in 2 Dr. C.S. Arunprabu, SRMIST, csa@srmist.edu.in

<b>Code</b>	PEL25G05T	<b>Title</b>	Academic and Technical Writing	<b>Category</b>	C	Generic Elective Course	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
							2	0	0	2

<b>Offering Department</b>	English	<b>Pre-requisite Courses</b>		<b>Co-requisite Courses</b>		<b>Progressive Courses</b>		<b>Data Book / Codes/Standards</b>	
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Rationale (CR)	The purpose of learning this course is to:	Depth				Attainment			Program Outcomes (PO)																
		1	2	3	4	1	2	3	1	2	3	4	5	6	7	8	9	10	11	12					
CR-1	Understand how people from different cultures share similar ideas, emotions, and lessons through their stories and myths.								Level of Thinking				1	2	3	4	5	6	7	8	9	10	11	12	
CR-2	Discover how each culture uses stories to explain their beliefs, customs, and way of life.								Expected Proficiency (%)				Disciplinary Knowledge												
CR-3	Practice thinking clearly and comparing different myths to find deeper meanings and connections.								Expected Attainment (%)				Analytical Reasoning												
CR-4	Learn how storytelling helps pass down history, traditions, and knowledge from one generation to another.												Problem Solving												
CR-5	Understand how old myths still influence movies, books, and daily life in the modern world.												Research Related Skills												
													Self-Directing Learning												
													Environment & Multicultural Competence												
													Values: moral and Critical Thinking												
													Digital Literacy												
													Sense of History												
													Communication Skills												

Outcomes (CO)	At the end of this course, learners will be able to:	Depth				Attainment			Program Outcomes (PO)																
		1	2	3	4	1	2	3	1	2	3	4	5	6	7	8	9	10	11	12					
CO-1	Identify key myths from different cultures and explain their main characters, plots, and meanings.	✓				5	85	75	1	-	-	3	2	-	2	3	3	-	3						
CO-2	Compare stories from around the world to find common themes like creation, heroism, and good vs. evil.	✓	✓	✓		4	85	75	3	-	-	3	3	-	-	3	3	-	3						
CO-3	Explain the cultural importance of myths and how they shape beliefs, traditions, and identity.		✓			6	85	75	3	-	-	3	-	-	-	3	3	-	3						
CO-4	Analyze stories using simple tools like symbolism, character types, and moral lessons.	✓	✓	✓	✓	3	85	75	3	1	2	3	3	-	-	3	3	-	3						
CO-5	Create or retell stories inspired by myths using writing, art, or performance to show understanding and creativity.	✓	✓			2	85	75	3	3	2	3	-	3	3	3	3	3	3	-	3				

Title & Session Outcomes	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
Duration (hour)	6	6	6	6	6
SO-1	Introduction to Academic and Technical Writing	Importance of Clarity and Conciseness	Fundamentals of Research Writing	Ethical Considerations in Writing	Role of Writing in Sustainable Development Goals (SDG)
SO-2	Structure and Organization of Academic Papers	Understanding Audience and Purpose	Writing Abstracts and Summaries	Citation Styles and Plagiarism	Technical Reports and Proposals
SO-3	Developing a Research Question	Logical Flow and Coherence	Writing Literature Reviews	Writing Methods and Results Sections	Writing for Global and Multidisciplinary Audiences
SO 4	Practice 1: Writing an Effective Thesis Statement	Practice 4: Structuring a Research Paper	Practice 7: Writing a Summary and Abstract	Practice 10: Writing a Technical Report	Practice 13: SDG Mini Project

SO-5	Writing Arguments	Data Interpretation and Presentation	Common Errors in Academic Writing	Collaborative Writing and Peer Review	Writing SOPs and Official Documents
SO-6	Using AI and Digital Tools in Writing	Writing for Academic Publishing	Writing Persuasive Essays	Analyzing and Synthesizing Information	Writing Executive Summaries

Assessment									
Level of Thinking	Continuous Assessment (CA) (100 % weightage)								
	CLA – 1		CLA – 2		CLA – 3		CLA – 4		
	(20 %)		(20 %)		(40 %)		(20 %)		
	Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice	
Remember									
Understand	25%	-	20%	-	30%	-	50%	-	
Apply									
Analyze	50%	-	50%	-	40%	-	25%	-	
Evaluate									
Create	25%		30%		30%	-	25%		
<b>Total</b>	100 %		100 %		100 %		100 %		

Strategies				
Technology		Pedagogy / Andragogy		Sustainable Development
Simulations	✓	Case Studies	✓	No Poverty
Emulations	✓	Group Discussion	✓	Zero Hunger
Prototypes		Hands-on Practice	✓	Good Health & Well Being
Hands-on Practice Tools		Inquiry Learning	✓	Quality Education
Mathematical Computing Tools		Interactive Lecture	✓	Gender Equality
Field Visit		Leading Question		Clean Water & Sanitation
		Mind Map		Affordable & Clean Energy
		Minute Paper		
		Peer Review		
		Problem Based Learning		

Resources	
Joseph Campbell, <i>The Hero with a Thousand Faces</i> , 1st edition, Princeton University Press, 1949.	Richard Erdoes and Alfonso Ortiz, <i>American Indian Myths and Legends</i> , 1st edition, Pantheon Books, 1984.
Claude Lévi-Strauss, <i>Myth and Meaning</i> , 1st edition, Schocken Books, 1978.	R. K. Narayan, <i>The Ramayana: A Shortened Modern Prose Version of the Indian Epic</i> , 1st edition, Penguin Classics, 2006.
Donna Rosenberg, <i>World Mythology: An Anthology of the Great Myths and Epics</i> , 3rd edition, McGraw-Hill Education, 2008.	<i>Mark P. O. Morford, Robert J. Lenardon, and Michael Sham, Classical Mythology, 10th edition, Oxford University Press, 2014.</i>
Stephen Belcher, <i>African Myths of Origin</i> , 1st edition, Penguin Classics, 2005.	Edith Hamilton, <i>Mythology: Timeless Tales of Gods and Heroes</i> , 1st edition, Little, Brown and Company, 1942.

Designers		
Professional Experts	Higher Institution Experts	Internal Experts
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<b>Code</b>	PEL25G06T	<b>Title</b>	<b>Mythology and Storytelling Across Cultures</b>	<b>Category</b>	G	Generic Elective Course	L	T	P	C
							2	0	0	2

<b>Offering Department</b>	English	<b>Pre-requisite Courses</b>		<b>Co-requisite Courses</b>		<b>Progressive Courses</b>		<b>Data Book / Codes/Standards</b>	
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Rationale (CR)	The purpose of learning this course is to:	Depth				Attainment			Program Outcomes (PO)															
		1	2	3	4	1	2	3	1	2	3	4	5	6	7	8	9	10	11	12				
CR-1	Understand how people from different cultures share similar ideas, emotions, and lessons through their stories and myths.								Level of Thinking Expected Proficiency (%) Expected Attainment (%)	Disciplinary Knowledge	1	2	3	4	5	6	7	8	9	10	11	12		
CR-2	Discover how each culture uses stories to explain their beliefs, customs, and way of life.										Analytical Reasoning													
CR-3	Practice thinking clearly and comparing different myths to find deeper meanings and connections.										Problem Solving													
CR-4	Learn how storytelling helps pass down history, traditions, and knowledge from one generation to another.										Research Related Skills													
CR-5	Understand how old myths still influence movies, books, and daily life in the modern world.										Self-Directing Learning													
									Environment & Multicultural Competence															
									Values: moral and Critical Thinking															
									Digital Literacy															
									Sense of History															
									Communication Skills															
Outcomes (CO)	At the end of this course, learners will be able to:																							
CO-1	Identify key myths from different cultures and explain their main characters, plots, and meanings.					✓				5	85	75	1	-	-	3	-	2	3	3	-	3		
CO-2	Compare stories from around the world to find common themes like creation, heroism, and good vs. evil.					✓	✓	✓		4	85	75	3	-	-	3	3	-	-	3	3	-	3	
CO-3	Explain the cultural importance of myths and how they shape beliefs, traditions, and identity.						✓			6	85	75	3	-	-	3	-	-	-	3	3	-	3	
CO-4	Analyze stories using simple tools like symbolism, character types, and moral lessons.					✓	✓	✓	✓	3	85	75	3	1	2	3	3	-	-	3	3	-	3	
CO-5	Create or retell stories inspired by myths using writing, art, or performance to show understanding and creativity.					✓	✓			2	85	75	3	3	2	3	-	3	3	3	3	-	3	

Title & Session Outcomes	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
Duration (hour)	6	6	6	6	6
SO-1	Introduction to mythology and oral tales, Myth as cultural mirror	African and Native American myths, Storytelling in tribal societies	. Asian and Middle Eastern myths, Love, war, morality, Religion myths.	European classical myths, Gods, monsters, and epic journeys	Modern retellings of ancient myths, Archetypes in movies, books, media, Myths in pop culture
SO-2	- The Popol Vuh (Maya) - The Enuma Elish (Babylonian)	<i>Anansi the Spider (Ghana)</i> - <i>Raven Steals the Sun (Tlingit)</i>	- The Ramayana (India) - Gilgamesh (Sumerian)	Pandora's Box (Greek) - Beowulf (Norse/Anglo-Saxon)	- Percy Jackson and the Olympians - Black Panther (Wakandan myth elements)
SO-3	- Hero's journey - Creation and destruction myths	- <i>Trickster tales</i> - <i>Animal symbolism</i>	. - Fate and karma - Good vs. evil	<i>Divine intervention</i> - <i>Human flaws</i>	Analyze Thor (Marvel) vs. Thor (Norse) - Explore Neil Gaiman's American Gods

SO 4	- Myth as worldview - Ritual and belief systems	Study trickster roles in Anansi - Compare with Loki	- Compare <i>Ramayana with Odyssey</i> - <i>Symbols in Gilgamesh</i>	Empire and nationalism - Pagan vs. Christian themes	Chosen one trope - Mythic archetypes in comics/films
SO-5	Analyze symbols in Popol Vuh - Discuss chaos/order	- Create a trickster fable	Religion and myth - Oral tradition	<i>Analyze Pandora and Eve</i> - <i>Compare heroic codes</i>	<i>Modern reinterpretation</i> - <i>Postcolonial reimaginings</i>
SO-6	Write your own creation myth, Group reflection: Why do humans tell stories?	- Stories that define identity and belonging	- Retell a story from a minor character's view	Power, patriarchy, and myth	<i>Final project: short story, comic, performance, or film</i>

Assessment									
Level of Thinking		Continuous Learning Assessment (CLA) (100 % weightage)							
		CLA – 1 (20 %)		CLA – 2 (20 %)		CLA – 3 (40 %)		CLA – 4 (20 %)	
		Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice
7.	Remember								
8.	Understand	25%	-	20%	-	30%	-	50%	-
9.	Apply								
10.	Analyze	50%	-	50%	-	40%	-	25%	-
11.	Evaluate								
12.	Create	25%		30%		30%	-	25%	
<b>Total</b>		100 %		100 %		100 %		100 %	

Strategies				
Technology		Pedagogy / Andragogy		Sustainable Development
Simulations	✓	Case Studies	✓	No Poverty
Emulations	✓	Group Discussion	✓	Zero Hunger
Prototypes		Hands-on Practice	✓	Good Health & Well Being
Hands-on Practice Tools		Inquiry Learning	✓	Quality Education
Mathematical Computing Tools		Interactive Lecture	✓	Gender Equality
Field Visit		Leading Question		Clean Water & Sanitation
		Mind Map		Affordable & Clean Energy
		Minute Paper		
		Peer Review		
		Problem Based Learning		

Resources		
Joseph Campbell, <i>The Hero with a Thousand Faces</i> , 1st edition, Princeton University Press, 1949.	Richard Erdoes and Alfonso Ortiz, <i>American Indian Myths and Legends</i> , 1st edition, Pantheon Books, 1984.	
Claude Lévi-Strauss, <i>Myth and Meaning</i> , 1st edition, Schocken Books, 1978.	R. K. Narayan, <i>The Ramayana: A Shortened Modern Prose Version of the Indian Epic</i> , 1st edition, Penguin Classics, 2006.	
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Stephen Belcher, <i>African Myths of Origin</i> , 1st edition, Penguin Classics, 2005.	Edith Hamilton, <i>Mythology: Timeless Tales of Gods and Heroes</i> , 1st edition, Little, Brown and Company, 1942.	

Designers		
Professional Experts	Higher Institution Experts	Internal Experts
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<b>Code</b>	PEL25P01L	<b>Title</b>	Internship	<b>Category</b>	P	<b>Project Work, Internship in Industry/Higher Technical Institutions</b>	L	T	P	C
							0	0	0	2

<b>Offering Department</b>		ENGLISH	<b>Pre-requisite Courses</b>	Nil	<b>Co-requisite Courses</b>	Nil	<b>Progressive Courses</b>	Nil	<b>Data Book / Codes/Standards</b>	Nil
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Rationale (CR)	The purpose of learning this course is to:	Depth				Attainment			Program Outcomes (PO)											
		1	2	3	4	1	2	3	1	2	3	4	5	6	7	8	9	10	11	12
CR-1	Provide students with hands-on experience in real-world professional environments related to their field of study.					Level of Thinking	Expected Proficiency (%)	Expected Attainment (%)	Disciplinary Knowledge	Problem Solving	Design & Development	Analysis, Design, Research	Modern Tool Usage	Society & Culture	Environment &	Ethical Practices & Social	Individual & Team Work	Communication	Project Management &	Life Long Learning
CR-2	Bridge the gap between academic knowledge and industry practices.																			
CR-3	Enhance students' understanding of workplace dynamics, teamwork, and professional responsibilities.																			
CR-4	Help students apply theoretical concepts in practical settings.																			
CR-5	Develop professional skills such as communication, problem-solving, and adaptability.																			

  

Outcomes (CO)	At the end of this course, learners will be able to:	Conceive	Design	Implement	Operate	Level of Thinking	Expected Proficiency (%)	Expected Attainment (%)	Disciplinary Knowledge	Problem Solving	Design & Development	Analysis, Design, Research	Modern Tool Usage	Society & Culture	Environment &	Ethical Practices & Social	Individual & Team Work	Communication	Project Management &	Life Long Learning
CO-1	Gain practical experience and industry exposure relevant to their field.	✓				5	85	75	1	-	-	3	-	2	-	2	3	3	-	3
CO-2	Demonstrate the ability to apply theoretical knowledge to real-world challenges.	✓	✓	✓		4	85	75	3	-	-	3	3	-	-	-	3	3	-	3
CO-3	Develop workplace ethics, teamwork, and professional communication skills.		✓			6	85	75	3	-	-	3	-	-	-	-	3	3	-	3
CO-4	Analyze and reflect on their internship experience to identify areas of personal and professional growth.	✓	✓	✓	✓	3	85	75	3	1	2	3	3	-	-	-	3	3	-	3
CO-5	Create a comprehensive internship report showcasing their learnings and contributions.	✓	✓			2	85	75	3	3	2	3	-	3	3	3	3	3	-	3

PROCESS	
Stage I	Identifying area of interest
Stage II	Review I
Stage III	Review II
Stage IV	Review III
Stage V	Final Submission of the Internship Project (Thirty pages minimum)

	Continuous Learning Assessment (50% weightage)		Final Evaluation (50% weightage)	
	Review-1	Review-2	Project Report	Viva-Voce
Project Work/Internship	20%	30%	30%	20%

<b>Designers</b>			
<b>Professional Experts</b>		<b>Higher Institution Experts</b>	<b>Internal Experts</b>
1	<i>Mr. Krishna Raj</i>	1 <i>Dr. J. Mangayarkarasi</i>	1 <i>Dr. S.V. Karthiga</i>
2	<i>Sr. Associate, Sutherland, Chennai</i>	2 <i>Head, Department of English, Ethiraj College for Women, Chennai.</i>	2 <i>Assistant Professor and Head, Department of English, Faculty of Science and Humanities, SRM Institute of Science &amp; Technology, Kattankulathur</i>
		1	1 <i>Dr. C.S. Arunprabu, SRMIST, csa@srmist.edu.in</i>

### SEMESTER – IV

Code	PEL25P02L	Title	Project Work				Category	P	Project Work, Internship in Industry/Higher Technical Institutions	L	T	P	C
									0	0	20	10	

Offering Department	ENGLISH	Pre-requisite Courses	Nil	Co-requisite Courses	Nil	Progressive Courses	Nil	Data Book / Codes/Standards	Nil
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Rationale (CR)	The purpose of learning this course is to:	Depth				Attainment			Program Outcomes (PO)											
		1	2	3	4	1	2	3	1	2	3	4	5	6	7	8	9	10	11	12
CR-1	enable students to conduct independent research on a chosen topic under academic guidance.					Level of Thinking	Expected Proficiency (%)	Expected Attainment (%)	Disciplinary Knowledge	Problem Solving	Design & Development	Analysis, Design,	Modern Tool Usage	Society & Culture	Environment &	Ethical Practices & Social	Individual & Team Work	Communication	Project Management &	Life Long Learning
CR-2	develop critical thinking, analytical, and writing skills.					5	85	75	1	-	-	3	-	2	-	2	3	3	-	3
CR-3	familiarize students with research methodologies and ethical considerations.					4	85	75	3	-	-	3	3	-	-	-	3	3	-	3
CR-4	encourage in-depth exploration of specific areas of interest within their discipline.					6	85	75	3	-	-	3	-	-	-	-	3	3	-	3
CR-5	prepare students for higher academic pursuits or research-based careers.					3	85	75	3	1	2	3	3	-	-	-	3	3	-	3
		Conceive	Design	Implement	Operate	2	85	75	3	3	2	3	-	3	3	3	3	3	-	3

Outcomes (CO)	At the end of this course, learners will be able to:	Depth				Attainment			Program Outcomes (PO)											
		1	2	3	4	1	2	3	1	2	3	4	5	6	7	8	9	10	11	12
CO-1	identify and formulate a research problem and design a study to address it.	✓				5	85	75	1	-	-	3	-	2	-	2	3	3	-	3
CO-2	demonstrate proficiency in applying appropriate research methodologies and tools.	✓	✓	✓		4	85	75	3	-	-	3	3	-	-	-	3	3	-	3
CO-3	critically analyze data and draw meaningful conclusions		✓			6	85	75	3	-	-	3	-	-	-	-	3	3	-	3
CO-4	produce a well-structured dissertation adhering to academic standards	✓	✓	✓	✓	3	85	75	3	1	2	3	3	-	-	-	3	3	-	3
CO-5	present and defend their research findings effectively.	✓	✓			2	85	75	3	3	2	3	-	3	3	3	3	3	-	3

PROCESS	
Stage I	Identifying area of interest
Stage II	Review I
Stage III	Review II
Stage IV	Review III
Stage V	Final Submission of the Dissertation Report (Fifty pages minimum)

	Continuous Learning Assessment (50% weightage)		Final Evaluation (50% weightage)	
	Review-1	Review-2	Project Report	Viva-Voce
Project Work/Internship	20%	30%	30%	20%

Designers		
Professional Experts	Higher Institution Experts	Internal Experts
1 2	1 2 1	1 2
<i>Mr. Krishna Raj</i> <i>Sr. Associate, Sutherland, Chennai</i>	<i>Dr. J. Mangayarkarasi</i> <i>Head, Department of English, Ethiraj College for Women, Chennai.</i>	<i>Dr. S.V. Karthiga</i> <i>Assistant Professor and Head, Department of English, Faculty of Science and Humanities, SRM Institute of Science &amp; Technology, Kattankulathur</i>  <i>Dr. C.S. Arunprabu, SRMIST, csa@srmist.edu.in</i>