



MARUDHAR KESARI JAIN COLLEGE FOR WOMEN
(AUTONOMOUS)
Vaniyambadi – 635 751

PG & Research Department of English
for
Post Graduate Programme

From the Academic Year 2024-2025

Semester - III						
24PENC31	CC-8 Post-colonial Literature	4	1	0	0	3
24PENC32	CC-9 Contemporary Literary Criticism	4	1	0	0	3
24PENC33	CC-10 Writings of the Marginalized	4	1	0	0	5
24PENC34	CC-11 Language and Linguistics	1	0	5	0	4
24PENE31	EC-5 Travel Writing	4	1	0	0	4
24PENS31	SEC-2 Entrepreneurship Development	1	0	1	0	2
24PENIN31	Internship	1	1	0	0	2

Semester - IV						
24PENC41	CC-12 Comparative Literature & Classics in translation studies	4	1	0	0	3
24PENC42	CC-13 A Glimpse of Nobel Laureates	4	1	0	0	3
24PENC43P	CC-14 Project	3	1	2	0	5
24PENE41 24PENE42	EC-6 Theatre art EC-7 -Literature and Film	4	1	0	0	4
24PENP41	PEC-1 Technical Writing	4	1	0	0	4
24PENL41	SLC-1-Employability skills	1	0	1	0	2

Students must complete at least one online course (MOOC) from platforms like SWAYAM, NPTEL, or Nanmulalvan within the fifth semester. Additionally, engaging in a specified Self-learning Course is mandatory to qualify for the degree, and successful participation will be acknowledged with an extra credit of 2*.

Part – 1 & 2	Tamil & English	4	SEC	Skill Elective Course	5
CC	Core Course	15	FC	Foundation Course	1
EC-AL	Elective Course – Applied	7	AEC	Ability Enhancement Course	4
EC	Elective Course - Major	4	SLC	Self-Learning Course	1

SEMESTER-III
II YEAR
CORE 8 – POST COLONIAL LITERATURE

Course Code	Course Name	Category	L	T	P	S	Credits	Hours	Marks		
									CIA	External	Total
24PENC31	Post Colonial Literature	Core	3	1	2	0	5	6	25	75	100
Learning Objectives											
LO1	To familiarize the students about the basic concepts and theories related to post colonialism as expressed in different literary genres.										
LO2	To understand and examine current socio-political mood in 'third-world' countries through the study of poetry.										
LO3	To focus on the problems and consequences of the decolonization of a country, especially relating to the political and cultural independence of formerly subjugated people.										
LO4	To trace the development of post-colonial literature and theory.										
LO5	To recognize the critical perspectives in postcolonial literature.										
Unit	Content										Hours
1	Concepts in Post colonialism Centre/Margin (Periphery), Dislocation, Ecological Imperialism, Euro centrism, Hegemony, Creolization, Diaspora, Syncretism, Hybridity, Ethnography.										18
2	Poem <i>A Far Cry from Africa</i> (Caribbean Islands) - Derek Walcott Post-Colonial Conflict & Identity Crisis <i>House and Land</i> (New Zealand) - Allen Curnow Colonial Displacement & Disillusionment <i>Maps</i> (Canada) - James Reaney Colonial Expansion & National Identity <i>The Dictators</i> (Chile) - Pablo Neruda Oppression, Dictatorship & Resistance										18

3	<p>Drama <i>The Lion and the Jewel</i> (Africa) - Wole Soyinka Tradition vs. Modernity, Power and Leadership, Critique of Colonial Influence</p> <p><i>Dream on Monkey Mountain</i> (Caribbean) - Derek Walcott Colonial Oppression and the Psychology of the Colonized, Identity Crisis and Postcolonial Struggles, Revolution and Leadership in Post-Independence Nations, The Illusion of Freedom</p>	18
4	<p>Novel <i>The God of Small Things</i> – Arundhati Roy Colonial legacy – Gender and Patriarchy – Trauma- Themes Narrative Style</p> <p><i>The Wretched of the Earth</i> – Frantz Fanon Postcolonial Resistance – Psychological Effect- Culture and National Identity</p>	18
5	<p>Fiction/Short Story <i>Sweet Rice</i> (Pakistan) - Bapsi Sidwa Gender roles, marriage, and patriarchal traditions in post-colonial -South Asia</p> <p><i>Snakes and Ladders</i> (India) - Gita Mehta</p> <p>India’s journey from colonial rule to independence and the contradictions of post-colonial development</p> <p><i>Mate</i> (Australia) - Kate Grenville Australian identity, colonial settler perspectives, and indigenous marginalization</p>	18

CO	Course outcomes
CO1	Evaluate the political and social background of the third world nations.
CO2	Identify the emerging trends in Post- Colonial Literature.
CO3	Examine the problems and consequences of the decolonization of a country.
CO4	Examine the ethnocentric perspective of different colonial cultures with respect to postcolonial literature.
CO5	Interpret the postcolonial critical concepts found in different literary genres.

Textbooks:	
1	Macaulay's Minute of 1831/35.
2	Ashcroft et.al Post-Colonial Studies eds.
3	Edward Said – Orientalism (1978)
4	Bill Ashcroft, Gareth Griffiths, and Helen Tiffin – The Empire Writes Back: Theory and Practice in Post-Colonial Literatures (1989)
5	Jahan Ramazani – The Hybrid Muse: Postcolonial Poetry in English (2001)
Reference Books:	
1	Specific issues of Journal of Commonwealth Literature.
2	Post-colonial Studies Reader. eds. Ashcroft, Griffiths and Tiffin.
3	Canadian Voices. ed. S.Kudchedkar and Jamee la Begum.
4	Frantz Fanon: The Wretched of the Earth.
5	Ashish Nandy: The Fear of Nationalism

Mapping with Programme Outcomes and Programme Specific Outcomes

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PSO 1	PSO 2	PSO 3
CO1	3	3	3	3	3	3	3	2	3	3	3
CO2	2	3	3	3	2	3	3	2	3	3	3
CO3	3	3	3	2	3	3	3	2	3	3	3
CO4	3	3	3	3	3	3	3	2	3	3	3
CO5	3	2	3	3	3	3	3	2	3	3	3
Total	14	14	15	14	14	15	15	10	15	15	15
Average	2.8	2.8	3	2.8	2.8	3	3	2	3	3	3

3 – Strong, 2- Medium, 1- Low

SEMESTER-III
II YEAR
CORE 9 – CONTEMPORARY LITERARY CRITICISM

Course Code	Course Name	Category	L	T	P	S	Credits	Hours	Marks		
									CIA	External	Total
24PENC32	Contemporary Literary Criticism	Core	3	2	1	0	5	6	25	75	100
Learning Objectives											
LO1	To enable the students to comprehend the role of various critical theories in literary criticism										
LO2	To introduce students to the functions of a critic and criticism.										
LO3	To focus on interpreting the works of various literary critics										
LO4	To facilitate the learners to evaluate the texts both critically and aesthetically										
LO5	To enable students to compare significant poetic and aesthetic traditions of the world.										
Unit	Content										Hours
1	<i>Biographia Literaria (Chapter XVII and Chapter XVIII)-</i> Romantic Criticism - Samuel Taylor Coleridge <i>The Archetypes of Literature</i> – Northrop Frye Myth Criticism / Structuralism										18
2	<i>The Theory of Rasa</i> - S. N. Dasgupta Indian Aesthetics <i>The Structural Study of Myth</i> – Claude Levi Strauss Structuralism & Anthropology										18
3	<i>Language of Paradox</i> - Cleanth Brooks New Criticism <i>Creative Writers and Day Dreaming</i> - Sigmund Freud Psychoanalytic Criticism										18

4	<i>From Work to Text</i> - Roland Barthes Post-Structuralism / Reader-Response Theory <i>Capitalism, Modernism and Post Modernism</i> - Terry Eagleton Marxist Criticism	18
5	<i>The Deconstructive Angel</i> - M.H.Abrams Debate with Deconstruction <i>Gender Trouble</i> – Gender Trouble Queer Theory	18
CO	Course Outcomes	
CO1	Understand a literary text by applying various critical theories.	
CO2	Develop the objective analysis of the literary criticism.	
CO3	Analyze a literary text with reference to socio-political issues.	
CO4	Evaluate critically and aesthetically the prescribed texts.	
CO5	Demonstrate an understanding of the changing emphasis of literary criticism.	

Textbooks:	
1	Eagleton, (2008). <i>Literary theory: An introduction</i> of Minnesota Press.
2	Culler, Jonathan. <i>Literary Theory: A Very Short Introduction</i> . Oxford
3	Lois Tyson <i>Critical Theory Today: A User-Friendly Guide</i> (Routledge)
4	Terry Eagleton - <i>Literary Theory: An Introduction</i> – (Wiley-Blackwell)
5	Peter Barry - <i>Beginning Theory: An Introduction to Literary and Cultural Theory</i> – (Manchester University Press)
Reference Books:	
1	Wood, Nigel, and David Lodge. <i>Modern Criticism and Theory</i> . Taylor and Francis, 2014.
2	Lodge, David. <i>Twentieth Century Literary Criticism: A Reader</i> . Routledge, 2016.
3	M.A.R. Habib - <i>A History of Literary Criticism and Theory: From Plato to the Present</i> – (Wiley-Blackwell)
4	M.H. Abrams - <i>The Mirror and the Lamp: Romantic Theory and the Critical Tradition</i> – (Oxford University Press)
5	Cleanth Brooks <i>The Well Wrought Urn: Studies in the Structure of Poetry</i> – (Harvest)
6	Lionel Trilling - <i>Freud and Literature</i> – (Anchor Books)

Mapping with Programme Outcomes:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
CO1	3	3	3	3	3	2	3	3	3	3	3
CO2	2	3	3	2	2	3	2	2	2	3	3
CO3	3	3	2	2	3	2	3	2	3	2	2
CO4	3	3	3	3	2	3	3	2	3	2	2
CO5	3	2	3	3	3	3	2	2	2	3	3

3 – Strong, 2- Medium, 1- Low

SEMESTER-III

II YEAR

CORE 10 – WRITINGS OF THE MARGINALIZED

Course Code	Course Name	Category	L	T	P	S	Credits	Hours	Marks		
									CIA	External	Total
24PENC33	Writings of the Marginalized	Core	3	2	1	0	4	6	25	75	100
Learning Objectives											
LO1	To introduce the learners to the realities and ideological under pinning of the subaltern culture in India										
LO2	To provide knowledge about the marginalized people's uprising in the literary, social and cultural spheres.										
LO3	To understand the limitations of Subaltern studies.										
LO4	To enable learners to identify and appreciate the aesthetic positions of these texts										
LO5	To facilitate the learners to identify the issues around the world										
Unit	Content									Hours	
1	Study on caste (colonial/postcolonial) by Laksmi Narasu Key Terms: Subalternity, Marginality, Dalit, Queerness, Disability, Minorities, Race an Indigenous people, Refugees, Migration and immigrants									18	
2	Poem 1. <i>The Caged Bird</i> - Maya Angelou African American / Black Feminist Theory 2. <i>We are Going</i> - Oodreroo Noonuccal Indigenous Australian / Postcolonial Theory 3. <i>I Lost My Talk</i> - Rita Joe Indigenous Canadian / Trauma and Language Theory 4. <i>Taking a visitor to see the ruins</i> - Paula Gunn Allen Native American / Ecofeminism & Post colonialism									18	
3	1. <i>Castes in India and Annihilation of Caste, Genesis and Mechanism of Caste</i> - Dr.B.R.Ambedkar									18	

	2. <i>Gendering caste: through a feminist lens</i> – Uma Chakravarti Feminist aesthetics & inter-sectionality 3. <i>Can the Subaltern Speak?</i> – Gayathri Spivak Deconstruction & Postcolonial Aesthetics	
4	1. <i>Nandan</i> - C.T. Indra (Translation) – Dalit Aesthetic & Social Realism 2. <i>No Sugar</i> - Jack Davis 3. Indigenous Australian Theatre & Resistance Aesthetics	18
5	1. Jeanette Winterson – Oranges are not only Fruit - Gender, Sexuality & Religious Oppression 2. Edgar Allen Poe – Hop frog [from Edgar Allen Poe: Poems and Tales] - Tyranny, Revenge & Disability oppression Short Story 1.Baby Kamble -The prisons we broke - Caste, Dalit Feminism & Social Injustice	18

CO	Course Outcomes
CO1	Understand the historical and political background of marginalized issues represented in Indian subaltern literature
CO2	Identify and analyze the texts of the marginalized writers
CO3	Analyze a literary text with reference to socio-political Issues
CO4	Recognize the predicament of the marginalized people
CO5	Provide a platform for the study of gender, sexuality and social injustice

Textbooks:	
1	The Post Colonial Studies Reader Ed. By Bill Ashcroft and Gareth Griffith
2	Lennard. J. Davis – Introduction: Disability, Normality and Power: The Disability Studies Reader- Routledge
3	Indigenous Literature of Australia: Milli Milli Wangka – Edited by Anita Heiss
4	Ania Loomba - Colonialism/Post colonialism
5	The Norton Anthology of African American Literature – Edited by Henry Louis Gates Jr.

Reference books:	
1	Reading Subaltern Studies: Critical History by David Ludden
2	Dalit Women Speak Out: Caste, Class and Gender Violence in India – Anand Teltumbde
3	John C. Hawley - Postcolonial Queer: Theoretical Intersections
4	Stuart Murray - Disability and the Posthuman
5	Sara Ahmed - Queer Phenomenology: Orientations, Objects, Others

6	Indigenous Peoples and Human Rights – Patrick Thornberry
---	--

Mapping with Programme Outcomes:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
CO1	3	3	3	3	3	2	3	3	3	3	3
CO2	2	3	3	2	2	3	2	2	2	3	3
CO3	3	3	2	2	3	2	3	2	3	2	2
CO4	3	3	3	3	2	3	3	2	3	2	2
CO5	3	2	3	3	3	3	2	2	2	3	3

3 – Strong, 2- Medium, 1- Low

SEMESTER-III
II YEAR
CORE COURSE 11: LANGUAGE AND LINGUISTICS

Course Code	Course Name	Category	L	T	P	S	Credits	Hours	Marks		
									CIA	External	Total
24PENC34	Core Course 11 Language and Linguistics	Core	3	2	1	0	4	6	25	75	100
Learning Objectives											
LO1	To comprehend the sounds of English Language.										
LO2	To familiarize the learners with the word meaning.										
LO3	To enable the learners to comprehend linguistic concepts.										
LO4	To help the students to explore theoretical and practical manifestations of linguistics.										
LO5	To familiarize learners with the discourse of linguistics.										
Unit	Content									Hours	
1	Sounds of Language Word Meanings									18	
2	Morphology - Morphemes - Free and Bound Morphemes, Derivational versus Inflectional, Morphological Description: Morphs and Allomorphs									18	
3	Phrases and Sentences Grammar, Types of Grammar, Parts of Speech, Traditional Grammar, Traditional Categories, Traditional Analysis, The Prescriptive Approach, The Descriptive Approach, Structural analysis, Immediate Constituent Analysis, Labeled and Bracketed Sentences, A Gaelic sentence									18	

4	Syntax, Generative Grammar, Properties of Grammar, Deep and surface structure, Structural ambiguity, Different Approaches, Symbols used in syntactic description, labeled diagrams, Phrase structure rules, Back to recursion, Transformational rules	18
5	Semantics, Conceptual versus Associative Meaning, Semantic features, Semantic roles, Lexical relations, Synonymy, Antonymy, Hyponymy, Prototypes, Homophony, Homonymy and Polysemy, Collocation	18
CO	Course Outcomes	
CO1	Recognize the historical background of the classification and description of Word change with respect to sound and meaning.	
CO2	Appreciate the use of morphology in language.	
CO3	Comprehend the classification and description of word change.	
CO4	Analyze the syntactic and grammatical patterns.	
CO5	Demonstrate a fair knowledge of semantics.	

Textbooks:	
1	Wall work, J.F .Language and Linguistics: An Introduction to the Study of Language. Heinemann Educational Books, London.
2	Yule, George. The Study of Language. Cambridge University Press
Reference Books	
1	Lyons, John. Language and Linguistics: An Introduction. Cambridge University Press.
Web sources	
1	https://linguistics.ucla.edu/people/stabler/20-14.pdf 2
2	https://viancep2012.files.wordpress.com/2012/10/english-language.pdf
3	https://gavsispanel.gelisim.edu.tr/Document/takman/20210430213110461_27bcb615-89a1-4ff6-8131-c08866dee832.pdf

Mapping with Programme Outcomes:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
C01	3	3	3	3	3	2	3	3	3	3	3
C02	2	3	3	2	2	3	2	2	2	3	3
C03	3	3	2	2	3	2	3	2	3	2	2
C04	3	3	3	3	2	3	3	2	3	2	2
C05	3	2	3	3	3	3	2	2	2	3	3

3 - Strong, 2- Medium, 1- Low

SEMESTER-III

II YEAR

EC - 5 TRAVEL WRITING

Course Code	Course Name	Category	L	T	P	S	Credits	Hours	Marks		
									CIA	External	Total
24PENE31	EC - 5 Travel Writing		1	1	1	0	3	4	25	75	100
Learning Objectives											
LO1	To explore central themes in travel writing, such as colonialism, spiritual journeys, gender, ethnography, and personal narrative										
LO2	To critically engage with seminal works in the genre, including texts by Roy Moxham, William Dalrymple, and V.S. Naipaul, among others.										
LO3	To understand the relationship between travel writing and ethnography, as well as how colonialism has influenced the portrayal of different cultures										
LO4	To explore how authors negotiate between subjective experiences and attempts at objectivity, particularly in the context of anthropological and ethnographic travel writing.										
LO5	To consider travel writing as a form of literary production, looking at how writers create compelling narratives and reflect on their own positions as travelers and authors.										
Unit	Details									Hours	
1	<i>Chapters 1,2,3 from Travel Writing</i> - Carl Thompson Introduction Defining the Genre Travel Writing through the Ages: An Overview									12	
2	<i>The Great Hedge of India</i> - Roy Moxham Colonial Bureaucracy & Environmental Impact									12	
3	<i>Nine Lives in Search of the Sacred in India</i> - William Darlymple Spiritual Diversity & Personal Journeys									12	
4	<i>An Area of Darkness</i> - V.S.Naipaul Irony and Satire									12	
5	<i>Wild</i> - Cheryl Strayed Memoir – Feminist Perspective <i>Tracks</i> – Robyn Davidson Indigenous – Australian Interaction <i>Tell my Horse</i> – Zora Neale Hurston African American Travel Writing in the Caribbean									12	

CO	Course Outcomes
CO1	Demonstrate the ability to critically assess travel writing, identifying its literary, historical, and cultural contexts, and recognizing the influence of various societal structures like colonialism and gender.
CO2	Show proficiency in key theoretical frameworks related to travel writing, such as postcolonial theory, feminist theory, and ethnography.
CO3	Produce well-structured, thoughtful essays that analyze specific travel writing texts through various lenses, demonstrating critical thinking and academic rigor.
CO4	Use concepts from feminist, postcolonial, and cultural studies to examine how power dynamics shape the representation of people and places in travel writing.
CO5	Actively participate in academic discussions on travel writing, offering insights into the genre's development, its themes, and its impact on both literature and cultural understanding.

Textbooks:	
1	Susan Bassnett, 'Travel Writing and Gender', in Cambridge Companion to Travel Writing, ed. Peter Hulme and Tim Young
2	Tim Youngs–The Cambridge Introduction to Travel Writing
3	James Duncan & Derek Gregory (Eds.) – Rites of Passage: Reading Travel Writing
4	Carl Thompson – Travel Writing (2011)
5	V.S. Naipaul – An Area of Darkness (1964)
Reference Books	
1	Robert Clarke, The Cambridge companion to Postcolonial Travel Writing
2	Tabish Khair, 'An Interview with William Dalrymple and Pankaj Mishra' in Postcolonial Travel Writings: Critical Explorations, ed. Justin D Edwards and Rune Graulund
Web Resources	
1	https://ijcrt.org/papers/IJCRT2010190.pdf
2	https://ijcrt.org/papers/IJCRT2010190.pdf
3	https://www.theguardian.com/books/2009/oct/24/nine-lives-williamdalrymple-review
4	https://www.mlsu.ac.in/econtents/1166_The%20Cambridge%20Companion%20to%20Travel%20Writing%20(Cambridge%20Companions%20to%20Literature)%20by%20Peter%20Hulme,%20Tim%20Youngs%20(z-lib.org)pdf

Mapping with Programme Outcome

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PSO 1	PSO 2	PSO3
C01	3	3	3	3	3	3	3	3	3	3	3
C02	3	3	3	3	3	3	3	3	3	3	3
C03	3	3	3	3	3	3	3	3	3	3	3
C04	3	3	3	3	3	3	3	3	3	3	3
C05	3	3	3	3	3	3	3	3	3	3	3

3 – Strong, 2- Medium, 1- Low

SEMESTER-III

II YEAR

Skill Enhancement Course – 6 ENTREPRENUERSHIP DEVELOPMENT

Course Code	Course Name	Category	L	T	P	S	Credits	Hours	Marks		
									CIA	External	Total
24PENS31	SEC – 6 Entrepreneurship Development		1	1	0	0	2	2	25	75	100
Learning Objectives											
LO1	To comprehend the concept of entrepreneurship, its importance, and the evolution of the term in both historical and modern contexts.										
LO2	To differentiate between various types of entrepreneurs such as business entrepreneurs, technology entrepreneurs, social entrepreneurs, and more, and understand the unique motivations and strategies behind each type.										
LO3	To explore niche areas like health entrepreneurship, tourism entrepreneurship, and women entrepreneurship, identifying the challenges and opportunities specific to each field.										
LO4	To explore the psychological factors and motivational theories (Maslow's, Herzberg's, McGregor's) that drive individuals to pursue entrepreneurial ventures and overcome obstacles.										
LO5	To understand the role of creativity in fostering innovation within entrepreneurship and learn the steps and techniques for enhancing creative thinking in business.										
Unit	Details									Hours	
1	Introduction-Meaning and Importance- Evolution of term 'Entrepreneurship'-Factors influencing Entrepreneurship-Psychological factors-Social factors Economic factors-Environmental factors									6	
2	Characteristics of an entrepreneur-Types of entrepreneurs: business, use of technology, motivation, growth, stages - New generations of entrepreneurship vs social Entrepreneurship.									6	
3	Entrepreneurship-health, tourism, women barriers to entrepreneurship.									6	
4	Motivation-Maslow's theory, Herjburg's theory, Mc Gragor's theory- Culture and society-Risk taking behavior.									6	
5	Creativity and entrepreneurship- Steps in creativity- Decision making and problem-solving assistance to an entrepreneur-Incentives and facilities-New ventures.									6	

CO	Course Outcomes
CO1	Show proficiency in the definition, importance, and evolution of entrepreneurship, demonstrating knowledge of its various influences and stages
CO2	Identify and analyze the psychological, social, economic, and environmental factors that influence entrepreneurial success and challenges.
CO3	Demonstrate the ability to differentiate between various entrepreneurial types, and understand the driving motivations and challenges associated with each.
CO4	Utilize Maslow's, Herzberg's, and McGregor's motivational theories to understand entrepreneurial behavior and the psychological aspects of entrepreneurship.
CO5	Identify ways to enhance creativity and innovation within entrepreneurial ventures and apply techniques to encourage creative problem-solving.

Mapping with Programme Outcomes:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
CO1	3	3	3	3	3	2	3	3	3	3	2
CO2	2	3	3	2	2	3	2	2	2	3	2
CO3	3	3	2	2	3	2	3	2	3	2	2
CO4	3	3	3	3	2	3	3	2	3	2	2
CO5	3	2	3	3	3	3	2	2	2	3	3

3 – Strong, 2- Medium, 1- Low

Text Books (Latest Editions)	
1.	C J Cornell .The Age of Metapreneurship: A journey into the future of Entrepreneurship. Venture Point Press (11 April 2017)
2.	Joe Carlen. A Brief History of Entrepreneurship. Columbia Business School Publishing (1 October 2016)
3.	HarpreetS.Grover.Let’sbuildacompany, VibhoreGoyal,PenguinBooks,2020.
References Books (Latest editions, and the style as given below must be strictly adhered to	
1.	Kashyap, Karan. Go Startup.Finger print Publishing,2021.
Web Resources	
1.	https://www.cmu.edu/swartz-center-for-entrepreneurship/education-and-resources/project-olympus/pdf/entrepreneurship-101.pdf
2.	https://byjus.com/commerce/what-is-entrepreneurship/
3.	https://in.indeed.com/career-advice/career-development/types-of-entrepreneurship
4	https://www.modernhealthcare.com/article/20150221/MAGAZINE/302219978/health-entrepreneurship-on-the-rise

Mapping with Programme Outcomes:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
CO1	3	3	3	3	3	2	3	3	3	3	2
CO2	2	3	3	2	2	3	2	2	2	3	2
CO3	3	3	2	2	3	2	3	2	3	2	2
CO4	3	3	3	3	2	3	3	2	3	2	2
CO5	3	2	3	3	3	3	2	2	2	3	3

3–Strong,2-Medium,1-Low

SEMESTER IV
II YEAR
CORE 12– COMPARATIVE LITERATURE & CLASSICS in
TRANSLATION STUDIES

Course Code	Course Name	Category	L	T	P	S	Credits	Hours	Marks		
									CIA	External	Total
24PENC41	Comparative Literature & Classics in Translation Studies	Core	3	1	2	0	5	6	25	75	100
Learning Objectives											
LO1	To enable students to critically engage with classical context across diverse literary cultures.										
LO2	To introduce students to reflective and critical prose that explores the process of literary creation and the foundations of classical poetic theory.										
LO3	To introduce students to classical dramatic traditions forms in shaping human experiences and moral understanding.										
LO4	To expose students to modern European fiction that explores existential and psychological dimensions of human experience.										
LO5	To familiarize students with diverse global and regional short story traditions,										
Unit	Content										Hours
1	UNIT I POETRY 1. <i>Thirukural</i> a. Division I Chapter 4: The Power of Righteousness Chapter 30: Truthfulness b. Division II Chapter 79: Friendship c. Division III Chapter 118- Love 2. <i>Sangam Poetry</i> - Translations by A.K. Ramanujan – 3. <i>Omar Khayyam</i> : The Rubaiyat: 68-72										18
2	UNIT II PROSE 1. <i>Maxim Gorky</i> : On Literature- How I learnt to write 2. <i>A.K.Ramanujan</i> : 'On Ancient Tamil Poetics										18

3	UNIT III DRAMA 1. Silapathikaram- The Epic of the Anklet 2. Sophocles: Oedipus Rex	18
4	UNIT IV FICTION 1. Kafka: The Trial 2. Dostoevsky: Notes from Underground 3. Hermann Hesse: Siddhartha	18
5	UNIT V SHORT STORIES 1. Nikolai Gogol : The overcoat 2. Ryunosuke Akutagawa: Rashomon 3. Guy de Maupassant: The Convert	18

CO	Course outcomes
CO1	Students will be able to critically interpret and analyze classical and medieval Eastern poetry, appreciating the role of translation in conveying cultural depth across traditions.
CO2	Students will be able to critically evaluate how literary skills are developed through lived experience and tradition, from ancient Tamil poetics
CO3	Students will be able to critically interpret and compare dramatic texts across cultures, examining themes and appreciate the role of classical drama in reflecting and shaping ethical and societal values.
CO4	Students will be able to analyze and interpret existential themes, narrative techniques, and character psychology in modern European novels, while understanding how these works reflect broader cultural and philosophical contexts.
CO5	Students will be able to critically analyze short stories from different cultures and perspectives, identifying key literary elements and thematic concerns such as identity, morality, power, and resistance.

Textbooks:	
1	Bassnett,SusanandHarishTrivedi.eds.1999.Post-colonialTranslation. London. Routledge
2	AmitChoudhury,2001,ThePicadorBookofModernIndian Literature,Macmillan,London
3	R.Azhagarasan&RavikumarAnthologyofTamilDalitWriting(OUP)
Websources	
1	https://en.wikipedia.org/wiki/Translation_studies#:~:text=Translation%20studies%20is%20an%20academic,of%20study%20that%20support%20translation
2	https://allpoetry.com/Let-go-of-your-worries
3	https://stuffjeffreads.wordpress.com/2014/01/24/correspondences-by-charles-baudelaire/
4	https://www.tamilliterature.in/sangam-poetry-translations-k-ramanujan/
5	https://www.seagullbooks.org/our-authors/p/indira-parthasarathy/

Mapping with Programme Outcomes and Programme Specific Outcomes

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PSO 1	PSO 2	PSO 3
CO1	3	3	3	3	3	3	3	2	3	3	3
CO2	2	3	3	3	2	3	3	2	3	3	3
CO3	3	3	3	2	3	3	3	2	3	3	3
CO4	3	3	3	3	3	3	3	2	3	3	3
CO5	3	2	3	3	3	3	3	2	3	3	3
Total	14	14	15	14	14	15	15	10	15	15	15
Average	2.8	2.8	3	2.8	2.8	3	3	2	3	3	3

3 – Strong, 2- Medium, 1- Low

SEMESTER IV
II YEAR
CORE – 13 – A Glimpse of Nobel Laureates

Course Code	Course Name	Category	L	T	P	S	Credits	Hours	Marks		
									CIA	Extern	Total
24PENC42	A Glimpse of Nobel Laureates	Core	3	1	2	0	5	6	25	75	100
LO1	To introduce the learners to the Nobel Laureates of various genres of Literature										
LO2	To expose the students to the ideas and concepts of the Nobel Laureates										
LO3	To focus on interpreting the works of various Nobel Laureates										
LO4	To train students to critically analyze the texts of Nobel Laureates										
LO5	To enable the learners to recognize the contribution of the Nobel Laureates to the society										
Unit	Content										Hours
1	UNIT : I POETRY Pablo Neruda – <i>If You Forget Me</i> , <i>Ode to the Onion</i> Octavio Paz - <i>The Street</i> Rudyard Kipling - <i>The Power of the Dog</i>										18
2	UNIT : II PROSE Saki - <i>The Open Window</i> Chinua Achebe - <i>A Novelist as a Teacher</i> George Bernard Shaw – <i>Spoken English and Broken English</i>										18
3	UNIT : III DRAMA Harold Pinter - <i>The Caretaker</i> George Bernard Shaw - <i>Man and Superman</i>										18
4	UNIT : IV SHORT STORIES Alice Munro : <i>The Turkey</i> , <i>Season</i> , <i>Differently</i> , <i>Runaway</i> , <i>The Bear Came Over the Mountain</i> , <i>Boys and Girls</i>										18
5	UNIT : V NOVELS John Steinbeck – <i>The Pearl</i> Gabriel GarciaMarquez - <i>One hundred Years of solitude</i>										18

CO	Course Outcomes
CO1	Relate the outstanding works of Nobel Laureates in an idealistic direction that adds the greatest benefit to humankind
CO2	Interpret the works of various Nobel Laureates
CO3	Analyse the different themes with regard to social, Political and cultural aspects.
CO4	Evaluate critically and aesthetically the prescribed texts.
CO5	Perceive the influence of Nobel Laureates in Literature

Textbooks:	
1	Nine Nobel Laureates in English Literature. Omega Publications, 2012.
Reference Books:	
1	Nine Nobel Laureates in English Literature. Omega Publications, 2012.
Web Resources	
1	https://en.wikipedia.org/wiki/List_of_Nobel_laureates_in_Literature
2	https://www.britannica.com/biography/Pablo-Neruda
3	https://www.britannica.com/topic/Nobel-Prize
4	https://interestingliterature.com/2021/07/harold-pinter-the-caretaker-summary-analysis/amp/
5	https://www.britannica.com/biography/Alice-Munro

Mapping with Programme Outcomes:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
CO1	3	3	3	3	3	2	3	3	3	3	3
CO2	2	3	3	2	2	3	2	2	2	3	3
CO3	3	3	2	2	3	2	3	2	3	2	2
CO4	3	3	3	3	2	3	3	2	3	2	2
CO5	3	2	3	3	3	3	2	2	2	3	3

3–Strong, 2–Medium, 1–Low

SEMESTER IV

II YEAR

Core-14- Project and Research Methodology

Course Code	Course Name	Category	L	T	P	S	Credits	Hours	Marks		
									CIA	External	Total
24PENC43	Project and Research Methodology	core	0	0	0	6	5	6	25	75	100
Learning Objectives											
LO1	To give an overview of the research methodology and explain the technique of defining a research problem .										
LO2	To explain the functions of the literature review in research.										
LO3	To explain carrying out a literature search, its review, developing theoretical and conceptual Frame works and writing a review										
LO4	To explain various research designs and their characteristics										
LO5	To explain the details of sampling designs and also different methods of data collections										
Unit	Content									Hours	
1	UNIT : I A. Formatting The Research Project Margins- Text Formatting Title - Running Head and Page Numbers - Internal Headings and Subheadings - Placement of the List of Works Cited - Proofreading and Spellcheckers - Binding a Printed Paper - Electronic Submission B. Mechanics of Prose Spelling - Dictionaries - Plurals - Punctuation - Commas - Hyphen - Semicolons and Colons - Dashes and Parantheses - Quotation marks,- Italics, - Capitalization of English Terms Titles, - Use of Numerals or words, - Dates and Times									18	
2	UNIT : II A. Principles of Inclusive Language and Documenting Sources: An Overview Why Plagiarism is a Serious Matter - Avoiding Plagiarism - Careful Research - Giving Credit Paraphrasing - When to Paraphrase - How to Paraphrase - How to Paraphrase and Give Credit Quoting - When to quote - How to quote and give credit - When Documentation is Not Needed									18	

3	<p>UNIT : III A. Creating and Formatting Entries: An Overview The MLA Core Elements Author – Title - Title of Container - Contributor, - Key contributors,- Other types of contributors Version, Number, Publisher, Co - publisher, Books Websites, Audio and visual media Terms omitted from publishers’ names Common abbreviations in publishers’ names City of publication Publication Date in Books, E-books, News articles, Journal articles Publication Date: Year, Season, Time Date range Location : What It Is Page numbers Online works, Location, DOIs, Permalinks, URLs, Truncating, Breaking Ordering the List of Works Cited Alphabetizing by Title Cross- References , Annotated Bibliographies</p>	18
4	<p>UNIT : IV A. Citing Sources in the Text In-Text Citations, Overview - What to Include and How to Style it B. Citing a work listed by author Co authors - Corporate authors - Two authors with the same surname - Two or more works by the same author or authors - Using abbreviations for titles of works C. Quotations Verse works - Prose works - Punctuation in the parenthetical citation D. Quoting and Paraphrasing Sources Short quotations - Long quotations (block quotations) Poetry, Dialogue, Drama, Prose Placement of Parenthetical Citations E. Punctuation with Quotations Introducing quotations Quotations within quotations- Marking the end of a quotation - Periods and commas, Other punctuation marks F. Using an Ellipsis to Mark Material Omitted from Quotations - Omission within a sentence - Omission in a quotation of one or more sentences Other Permissible Alterations of Quotations Internal Assessment: Writing a Research Article (Not to be included for Semester End Exam)</p>	18
5	<p>UNIT: V PROJECT WORK</p>	18

CO	Course outcomes
CO1	Comprehend the structure of a Research Thesis through its formatting process
CO2	Acquire the Mechanics of Academic writing
CO3	Learn the ethics in Research writing
CO4	Familiarize themselves with the documentation methodology
CO5	Get acquainted with the importance of citation and its relevant technicalities

Textbooks:	
1	Anderson, Jonathan, and Millicent Poole. <i>Assignment and Thesis Writing</i> . 4th ed., Wiley India, 2001.
2	MLA Handbook. 9th ed., Modern Language Association of America, 2021
Reference Books:	
1.	Dorairaj, Joseph. <i>FAQs on Research in literature and Language</i> . Emerald Publishers, 2019..
2.	Gibaldi, Joseph. <i>MLA Handbook for Writers of Research Papers</i> . 7 th ed., Affiliated East-West Press, 2009.
3.	Hoffmann, Ann. <i>Research for Writers. A and C</i> Black Limited, 2004
4.	Manse, Martin H. <i>Guide to Style: An Essential Guide to the Basics of Writing Style</i> . Viva Books, 2010.
5.	<i>MLA Handbook</i> . 8 th ed., Modern Language Association of America, 2016.
6.	Mounsey, Chris. <i>Essays and Dissertations</i> . Oxford University Press, 2010.
7.	Rose, Jean. <i>The Mature Student's Guide to Writing</i> . Palgrave, 2001.
8.	Seth, Kalpana. <i>Research Methodology in English</i> . Murari Lal and Sons, 2010.
9.	Swales, John M. <i>Research Genres: Explorations and Applications</i> . Cambridge University Press, 2005

Web Resources	
1	https://instr.iastate.libguides.com/c.php?g=176765&p=1171775 (English Literature Research Guide)
2	https://libraryguides.oswego.edu/english/websites
3	https://www.rosemont.edu/library/online-resources/research-websites.php
4	https://shodhganga.inflibnet.ac.in

Mapping with Programme Outcomes and Programme Specific Outcomes

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PSO 1	PSO 2	PSO 3
CO1	3	3	3	3	3	3	3	2	3	3	3
CO2	2	3	3	3	2	3	3	2	3	3	3
CO3	3	3	3	2	3	3	3	2	3	3	3
CO4	3	3	3	3	3	3	3	2	3	3	3
CO5	3	2	3	3	3	3	3	2	3	3	3
Total	14	14	15	14	14	15	15	10	15	15	15
Average	2.8	2.8	3	2.8	2.8	3	3	2	3	3	3

3–Strong, 2-Medium, 1-Low

SEMESTER-IV

II YEAR

**Elective Course- 6
Theatre Art**

Course Code	Course Name	Category	L	T	P	S	Credits	Hours	Marks		
									CIA	External	Total
24PENE41	EC- 6 Theatre Art	Elective	4	1	1	0	4	6	25	75	100
Learning Objectives											
LO1	To introduce the learners to the literary aspect of drama.										
LO2	To familiarize Theatre as an art form.										
LO3	To introduce the concepts of directing and stage management.										
LO4	To inculcate in the students the role of Theatre in society.										
LO5	To familiarize the students with the components of acting.										
Unit	Content									Hours	
1	Introduction to Drama Drama as a performing art- Relation between drama and theatre -The role of theatre - The need for permanent theatres.									18	
2	Theatre and its Types Greek theatre Shakespearean theatre, -The Absurd theatre The Epic theatre, -The Multipurpose theatre Designing for a particular theatre- The Eastern theatre - conventional and the non- conventional theatre- Folk theatre, -urban theatre, third theatre, other theatres in vogue.									18	
3	Fundamental of Directing Plays and stages Fundamentals of Play directing: Concept, technique, physical balance, demonstration the director and the stage									18	
4	Components of Acting Gesture, voice, costume, make-up, mask and different styles in acting as an art form, violence in the theatre, need for censorship, managing time and space.									18	
5	Practical Session – Activities with drama enacting and screenplay									18	

CO	Course Outcomes
CO1	Recognize a broad range of theatrical disciplines and Experiences
CO2	Identify the diversity of theatrical experiences and the role of theatre in society
CO3	Discover the relationships among the various facets of Theatre
CO4	Estimate drama as a performing art and the aspects of Stagecraft
CO5	Be exposed to diverse components of acting and techniques

Prescribed Textbooks:

1	Sangeetha, K and A. Selvalakshmi. An Introduction to Theatre Art. New Century Book House (P) Ltd.,2015.
---	---

Reference Books:

1	Balme, Christopher B. <i>The Cambridge Introduction to Theatre Studies</i> . Cambridge University Press,2008.
2	Leach, Robert. <i>Theatre Studies: The Basics</i> . Routledge, 2013.

Web resources:

1	https://paradisevalley.libguides.com/the111/theatre_history_websites
2	https://www.britannica.com/place/England/Performing-arts
3	https://www.worldhistory.org/Greek_Theatre/
4	https://archive.org/details/fundamentalsopl0000dean_y3x3
5	http://scriptclickcreate.weebly.com/acting.html
6	https://www.britannica.com/art/theater-building/Production-aspects-of- Expressionist-theatre

Mapping with Programme Outcomes and Programme Specific Outcomes

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
CO1	2	2	2	2	3	3	3	2	2	3	3
CO2	3	3	2	2	2	3	3	2	2	2	3
CO3	2	3	3	2	3	3	2	2	3	3	2
CO4	3	2	3	2	2	2	2	3	3	2	2
CO5	3	2	3	3	3	2	3	3	3	3	3
Total	13	12	13	11	13	13	13	12	13	13	13
Average	2.6	2.4	2.6	2.2	2.6	2.6	2.6	2.4	2.6	2.6	2.6

SEMESTER IV
II YEAR
Elective Course 7 - LITERATURE AND FILM

Course Code	Course Name	Category	L	T	P	S	Credits	Hours	Marks		
									CIA	External	Total
24PENE41	EC- 7 -LITERATURE AND FILM	Elective	4	1	1	0	4	6	25	75	100
Learning Objectives											
LO1	Finding the popular interest in films with technical and socio-cultural dimensions of film appreciation										
LO2	Understanding the bond between the films and literature.										
LO3	Analyzing the literary texts in comparison with the films.										
LO4	Critical appreciation of films in the background of literary theories.										
LO5	Tracing the differentiation in films from different parts of the world.										
Unit	Content										Hours
1	UNIT I <i>Shakespeare - Othello (Text and Film)</i>										18
2	UNIT II Mary Shelly – Frankenstein (Text and Film)										18
3	UNIT III Charles Dickens - A tale of two cities (Text And Film)										18

4	UNIT IV G.B.Shaw Pygmalion (My fair Lady) Text And Film	18
5	UNIT V J.K. Rowlings - Harry Potter and the Chamber of Secrets (Text and Film)	18

CO	Course outcomes
CO1	Film Review and appreciation becomes handy for the Students
CO2	Connecting film and literature nuances effectively
CO3	Exposure to film techniques and genres
CO4	Critical appreciation of films
CO5	Analysing film forms effectively

Textbooks:	
1	Louis Giannetti, 1972, Understanding Movies, Prentice Hall, New Jersey.
2	Ed. S. Vasudevan, 2000, Making Meaning in Indian Cinema, OUP, New Delhi.
Reference Books:	
1	Ed. Bill Nichols, 1993, Movies and Methods Vol.I, Edition Seagull Books,Calcutta.
2	Ed. Bill Nichols, 1993, Movies and Methods Vol. II, Edition Seagull Books,Calcutta.
3	Susan Hayward, 2004, Key Concepts in Cinema Studies, Routledge, London.

Mapping with Programme Outcomes and Programme Specific Outcomes

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
CO1	3	3	3	3	3	3	3	2	3	3	3
CO2	2	3	3	3	2	3	3	2	3	3	3
CO3	3	3	3	2	3	3	3	2	3	3	3
CO4	3	3	3	3	3	3	3	2	3	3	3
CO5	3	2	3	3	3	3	3	2	3	3	3
Total	14	14	15	14	14	15	15	10	15	15	15
Average	2.8	2.8	3	2.8	2.8	3	3	2	3	3	3

3 – Strong, 2- Medium, 1- Low

SEMESTER-IV

II YEAR

Professional Enhancement Course - Technical Writing

Course Code	Course Name	Category	L	T	P	S	Credits	Hours	Marks		
									CIA	External	Total
24PENP41	PEC- Technical Writing	PEC	1	1	0	0	2	2	25	75	100
Learning Objectives											
LO1	To apply theoretical knowledge in creating effective technical writing.										
LO2	To enable learners to comprehend the objective of technical reports.										
LO3	To guide learners in identifying features and purpose of technical and project reports.										
LO4	To equip students to write informative and persuasive reports and proposals.										
LO5	To enhance the ability to use current technologies, skills, and tools for computing.										
Unit	Content										Hours
1	UNIT I- What is Technical Writing, Characteristics of technical writing, Difference between Technical Writing and other forms of Writing										6
2	UNIT-II Principles of technical writing, styles in technical writing; clarity, precision, coherence and logical sequence in writing, Document Design, Graphics: Enhancing Content										6
3	UNIT-III Professionals involved- project manager/editor, writers, graphic artists										6
4	UNIT -IV Writing a good review paper, writing of abstract, cover letters, Proposals, Brochures, User Manuals, CVs, Blogs and Digital Articles										6
5	UNIT -V Thesis/Project Writing: Structure & Importance, synopsis writing: Methods & Style, Seminar & Conference paper Writing										6

CO	Course Outcomes
CO1	Demonstrate mastery of technical writing principles by producing clear, concise, and well-structured documents.
CO2	Apply knowledge of technical report objectives to plan and draft relevant report content.
CO3	Recognize the distinct characteristics of project reports compared to other technical documents.

CO4	Organize content logically to enhance clarity and impact in both reports and proposals.
CO5	Evaluate and select appropriate technologies based on project requirements.

Textbooks:	
1	B.N.Basu-Technical Writing
2	Raj mohan Joshi–Writing Skill for Technical Purpose
ReferenceBooks:	
1	Meenakshi Raman& Geetha Sharma–Technical Communication Principles and Practices
2	Raj mohan Joshi–Writing Skill for Technical Purpose
Web Resources	
1.	https://www.tech-tav.com/technical-writing-resources
2.	https://guides.library.unt.edu/c.php?g=528500&p=6841451
3.	https://pressbooks.bccampus.ca/technicalwriting/part/documentdesign/
4.	https://en.m.wikipedia.org/wiki/Technical_writing
5.	https://www.utlevstrategies.com/blog/proposal-writing?format=amp

Mapping with Programme out comes and Programme Specific Outcomes

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
CO1	3	3	3	3	3	3	3	2	3	3	3
CO2	2	3	3	3	2	3	3	2	3	3	3
CO3	3	3	3	2	3	3	3	2	3	3	3
CO4	3	3	3	3	3	3	3	2	3	3	3
CO5	3	2	3	3	3	3	3	2	3	3	3
Total	14	14	15	14	14	15	15	10	15	15	15
Average	2.8	2.8	3	2.8	2.8	3	3	2	3	3	3

3–Strong, 2-Medium, 1-Low

SEMESTER-IV

II YEAR

Self-Learning Course-1 - Employability skills

Course Code	Course Name	Category	L	T	P	S	Credits	Hours	Marks		
									CIA	External	Total
24PENL41	Skill Enhancement Course -5 Employability skills	SLC	0	0	1	3	2	4	25	75	100
Learning Objectives											
LO1	To help students improve their speaking, listening, reading, and writing skills for better communication.										
LO2	To build confidence in interacting with others using proper social and digital etiquette.										
LO3	To prepare students for job searching, resume writing, and interviews.										
LO4	To help students manage stress, time, and emotions for personal growth.										
LO5	To develop teamwork, leadership, and decision-making skills needed at the workplace.										
Unit	Details								Hours		
1	Fundamentals of Communication 1.1 Principles of Effective Communication 1.2 Formal vs Informal Communication 1.3 Feedback Mechanisms 1.4 Communication in Contexts (Academic, Workplace, Social) 1.5 Listening Styles (Empathetic, Critical, Selective)								12		
2	Social and Professional Interaction 2.1 Small Talk and Ice Breakers 2.2 Cultural Sensitivity in Communication 2.3 Telephone Etiquette 2.4 Apologizing and Expressing Gratitude 2.5 Networking Skills (Online and Offline) 2.6 Non-verbal Cues in Social Interactions.								12		
3	Career Readiness and Job Preparation 3.1 SWOT Analysis for Career Goals 3.2 Elevator Pitch Creation 3.3 Resume & Cover Letter Writing 3.4 Email Etiquette for Applications 3.5 Interview Questions & STAR Method 3.6 Linked In Profile Setup (Introductory)								12		

4	Personal Development and Self-Management 4.1 Self-Awareness and Personality Development 4.2 Motivation & Maslow's Hierarchy 4.3 Time Management & Habit Formation 4.4 Mindfulness Basics 4.5 Work-Life Balance.	12
5	Workplace Skills and Decision Making 5.1 Workplace Communication (Memos, Notices) 5.2 Conducting & Participating in Meetings 5.3 Problem Solving & Critical Thinking 5.4 Assertive Communication 5.5 Ethics in Decision-Making.	12

CO	Course Outcomes
CO1	Students will understand different types of communication and use language skills Effectively
CO2	Students will be able to introduce themselves, ask questions and communicate politely in person and online
CO3	Students will be ready to apply for jobs, write a resume, and face interviews and group discussion.
CO4	Students will become more self-aware and better at handling challenges calmly and confidently.
CO5	Students will be able to work well in teams, solve problems, and handle conflicts effectively
Textbooks:	
1	Raman, Meenakshi, and Sangeeta Sharma. <i>Technical Communication: Principles and Practice</i> . Oxford University Press, 2nd ed., 2014.
2	Jindal, Rajni. <i>Communication Skills</i> . Pearson India, 1st ed., 2017.
3	Sanjay Kumar, and Pushpa Lata. <i>Communication Skills</i> . Oxford University Press, 2nd ed., 2019.
4	Sharma, R.C., and Krishna Mohan. <i>Business Correspondence and Report Writing</i> . Tata McGraw Hill, 3rd ed., 2009.
5	Locker, Kitty O., and Stephen Kaczmarek. <i>Business Communication: Building Critical Skills</i> . McGraw Hill Education, 7th ed., 2018.
Reference Books:	
1	Guffey, Mary Ellen, and Dana Loewy. <i>Business Communication: Process and Product</i> . Cengage Learning, latest edition.
2	Alex, K. <i>Soft Skills: Know Yourself and Know the World</i> . S. Chand Publishing, latest edition.
3	Mohan, Krishna, and Meera Banerji. <i>Developing Communication Skills</i> . Macmillan India, latest edition.
4	Dhanavel, S. P. <i>English for Employability</i> . Macmillan Education, latest edition.
5	Covey, Stephen R. <i>The 7 Habits of Highly Effective People</i> . Simon & Schuster, latest edition.

Mapping with Programme Outcomes and Programme Specific Outcomes

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
CO1	3	3	3	3	3	3	3	2	3	3	3
CO2	2	3	3	3	2	3	3	2	3	3	3
CO3	3	3	3	3	3	3	3	2	3	3	3
CO4	3	3	3	2	3	3	3	2	3	3	3
CO5	3	2	3	3	3	3	3	2	3	3	3
Total	14	14	15	14	14	15	15	14	15	15	15
Average	2.8	2.8	3	2.8	2.8	3	3	2.8	3	3	3

3 – Strong, 2- Medium, 1- Low