



**MARUDHAR KESARI JAIN COLLEGE FOR WOMEN
(AUTONOMOUS)**

Vaniyambadi – 635 751

**PG & Research Department of English
for**

Postgraduate Programme

Master of Arts in English

From the Academic Year 2024-25

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Preamble

The Department of English is one of the former Department in Marudhar Kesari Jain College for Women which is quite prestigious and full-fledged in academic endeavours and we are delighted to open the gateway of the academic journey with an integral mastery and qualitative workmanship. The Department flourished with BA Literature in the year 2007 and was upgraded with MA literature in 2010. Another feather in the cap of the Department was the foreword of M.Phil., in the year 2012. Since its inception, the department has played a crucial role in stabilizing relevant specializations such as American Literature, English for Competitive Examinations, Dynamic of Public Speaking and Creative Writing, Writing for the Media, Translation Studies and English Language Teaching, Journalism. Projects at the Post Graduate level help the students to evolve better research scholars.

The Department directs not only on the curriculum but also brings out their creativity, helps them to withstand stage fear, and improves leadership integrity by establishing functions in the Department. The Department also runs several co-curricular and extra-curricular initiatives like Value added courses engendering a New Humanities through interdisciplinary collaboration and research; providing through these acts a basis for students to return to their changing worlds as active citizens and critical readers

PROGRAMME OUTCOMES (PO)

Programme	MA., English
Programme Code	PA01
Duration	2 years [PG]
Programme Outcomes	<p>PO1: Acquire knowledge in English and trade to apply the knowledge in their day-to-day life for betterment of self and society.</p> <p>PO2: Develop critical, analytical thinking and problem-solving skills.</p> <p>PO3: Develop research related skills in defining the problem, formulate and test the hypothesis, analyses, interpret, and draw conclusion from data.</p> <p>PO4: Address and develop solutions for societal and environmental needs of local, regional and national development.</p> <p>PO5: Work independently and engage in lifelong learning and enduring proficient progress.</p> <p>PO6: Provoke employability and entrepreneurship among students along with ethics and communication skills.</p> <p>PO7: Understand the importance of ethical behavior in business contexts and be able to recognize and address ethical dilemmas they may encounter in their professional careers.</p> <p>PO8: Prepared for lifelong learning and professional development, including the ability to adapt to changes in technology, business practices, and economic conditions throughout their careers.</p>
Programme Specific Outcomes:	<p>PSO1 – Identify words, grammar items and structures in English to use them in specific contexts.</p> <p>PSO2 - Recognise, explore and use a range of vocabulary to formulate sentences, paragraphs, letters and other forms of narratives.</p> <p>PSO3 –List, distinguish and practice different ways of sharing ideas in spoken and written forms. Prepare written composition in real life contexts and engage in a range of interactions in the real world</p>

Eligibility for Admission:

Candidates for admission to the first year of the Master of Arts Degree of English Course shall be required to have passed the Bachelor of Arts Degree of English.

Methods of Evaluation and Assessment

Methods of Evaluation		
Internal Evaluation		25 Marks
External Evaluation	End Semester Examination	75 Marks
Total		100 Marks
Methods of Assessment		
Recall (K1)	Simple definitions, MCQ, Recall steps, Concept definitions	
Understand / Comprehend (K2)	MCQ, True/False, Short essays, Concept explanations, short summary or overview	
Application (K3)	Suggest idea/concept with examples, suggest formulae, solve problems, Observe, Explain	
Analyze (K4)	Problem-solving questions, finish a procedure in many steps, Differentiate Between various ideas, Map knowledge	
Evaluate (K5)	Longer essay/Evaluation essay, Critique or justify with pros and cons	
Create (K6)	Check knowledge in specific or offbeat situations, Discussion, Debating or Presentations	

Semester-I						
Code	Course Title	Hours Distribution				C
		L	T	P	S	
24PENC11	CC-1 POETRY	3	1	2	0	4
24PENC12	CC-2 DRAMA	3	1	2	0	4
24PENC13	CC-3 FICTION	0	0	4	0	3
24PENE11	EC-1 Approaches and Methods in English Language Teaching	3	1	1	0	3
24PENE12	EC-2 Literature and Films	3	1	1	0	3
24PENA11	AECC- Effective communication in English (SSK)	1	1	0	0	2
24PCHR11	VE-1 Human Rights	1	1	0	0	2
					30	22

Semester-II						
Code	Course Title	Hours Distribution				C
		L	T	P	S	
24PENC21	CC-4 Single Author Study	3	1	2	0	4
24PENC22	CC-5 Shakespeare Studies	3	1	2	0	4
24PENC23	CC-6 American Literature	0	0	4	0	3
24PENC24	CC-7 Indian Writing in English	2	1	1	0	3
24PENE21	EC - 3 Science Fiction Fantasy and Detective Literature	2	1	1	0	3
24PENE22	EC- 4 Life Writings	2	1	1	0	3
24PENS21	SEC-1(NME) English for career	1	1	0	0	2
					30	22

Semester-III						
Code	Course Title	Hours Distribution				C
		L	T	P	S	
24PENC31	CC-8 Post-colonial Literature	3	1	2	0	5
24PENC32	CC-9 Contemporary Literary Criticism	3	1	2	0	5
24PENC33	CC-10 Writings of the Marginalized	0	0	5	0	4
24PENC34	CC-11 Language and Linguistics	2	1	1	0	3
24PENE31	EC-5 Travel Writing	2	1	1	0	3
24PENS31	SEC-2 Entrepreneurship Development	1	1	0	0	2
24PENIN31	Internship	0	0	3	0	2
					30	24

Semester-IV						
Code	Course Title	Hours Distribution				C
		L	T	P	S	
24PENC41	CC-12 Comparative Literature & Classics in translation studies	3	1	2	0	5
24PENC42	CC-13 A Glimpse of Nobel Laureates	3	1	2	0	5
24PENC43P	CC-14 Project	0	0	0	6	5
24PENE41	EC-6 Theatre art	4	1	1	0	4
24PENE42	EC- 7 -Literature and Film					
24PENP41	PEC-1 Technical Writing	1	1	0	0	2
24PENL41	SLC-1-Employability skills	0	0	1	3	2
					30	23
	Total Credit				90+2*	

Students must complete at least one online course (MOOC) from platforms like SWAYAM, NPTEL, or Nanamudalvan 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*.

CC	Core Course	14
EC	Elective Paper	6
SEC	Skill Enhancement Course	2
VE	Value Education	1
AECC	Ability Enhancement Compulsory Courses	1
PEC	Professional Enhancement Course	1
	Internship	1
SLC	Self-Learning Course	1

1st YEAR: FIRST SEMESTER

Course Code	Course Name	Category	L	T	P	S	Credits	Hours	Marks		
									CIA	External	Total
24PENC11	Core Course -1 Poetry	Core	3	1	2	0	4	6	25	75	100
Learning Objectives											
LO1	To introduce the learners to the literary tradition of the English Poetry starting from Medieval to Modern Period.										
LO2	To focus on the evolution of Poet informs such as Sonnet, Ballad, Lyric, Satire and Epic.										
LO3	To enable the students to have a comprehensive view of History of English literature										
LO4	To differentiate the various stages of English through the representative poets										
LO5	To critically examine the works of the writers of the period										
Unit	Details									Hours	
1	Middle English Poetry Chaucer: "The General Prologue".									18	
2	Elizabethan Poetry Spenser: "Epithalamion" Donne: "A Valediction: forbidding mourning" "The Canonization"									18	
3	Seventeenth Century Poetry John Milton "Paradise Lost" Book IX Marvell: "To His Coy Mistress" 16									18	
4	Eighteenth Century Poetry Dryden "Absalom and Achitophel" Lines 150 – 476 Gray- Ode to a Distant Prospect of Eton College									18	
5	Modern Poetry Rupert Brooke: "The Soldier" Wilfred Owen: "Anthem for Doomed Youth" W.H.Auden: "Elegy on the Death of W.B. Yeats" Dylan Thomas: "Do Not Go Gentle Into That Good Night"									18	

CO	Course Outcomes
CO1	Demonstrate knowledge of the movements that influenced the literature beginning from English Poetry starting from Medieval to Modern Period.
CO2	Trace the evolution of various literary movements. Distinguish and analyse the different genres of writings of the period.
CO3	Critically evaluate the literary language of the texts Prescribed.
CO4	Compare the literature of the age with the subsequent ages in the history of English Literature and interpret its significance in history
CO5	Exhibit the skill of analyzing literary works and writing Effectively
Textbooks:	
1	1973, The Oxford Anthology of English Literature Vol.I.
2	The Middle Ages Through the 18th century. OUP, London 2 Standard editions of texts
3	Milton, John / John A. Himes (ed). 2005. Paradise Lost. Dover Publications.
4	Kyd, Thomas. 2014. The Spanish Tragedy. Bloomsbury Publishers
5	Milton, John / John A. Himes (ed). 2005. Paradise Lost. Dover Publications.
Reference Books:	
1	T.S.Eliot, 1932, "The Metaphysical Poets" from Selected Essay; Faber and Faber limited, London. 2. 3. 4.. 5. 6. 7
2	H.S.Bennett, 1970, Chaucer and the Fifteenth Century, Clarendon Press, London.
3	Malcolm Bradbury and David Palmer, ed., 1970 Metaphysical Poetry, Stratford - upon-Avon Studies Vol. II, Edward Arnold, London.
4	William R. Keats, ed., 1971, Seventeenth Century English Poetry: Modern Essays in 17 Criticism, Oxford University Press, London
5	A.G. George, 1971, Studies in Poetry, Heinemann Education Books Ltd., London.
Web Sources	
1	https://www.poetryfoundation.org/poems/44301/ode-on-a-distant-prospect-of-eton-college?utm_source=chatgpt.com
2	https://www.eighteenthcenturypoetry.org/works/o5153-w0560.shtml?utm_source=chatgpt.com
3	https://name.umdl.umich.edu/004807582.0001.000?utm_source=chatgpt.com

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	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

1st YEAR: FIRST SEMESTER

Course Code	Course Name	Category	L	T	P	S	Credits	Hours	Marks		
									CIA	External	Total
24PENC12	CC 2- Drama	Core	3	1	2	0	4	6	25	75	100
Learning Objectives											
LO1	To acquaint the students with the origin of drama in England										
LO2	To trace the different stages of British Drama and its evolution in the context of theatre.										
LO3	To facilitate the learners to identify Socio-cultural scenario through the study of representative texts.										
LO4	To enable the students to identify different forms of drama										
LO5	To encourage the learners to examine the themes presented in English Drama and to develop the ability to critically analyze the texts										
Unit	Content										Hours
1	Beginnings of Drama Miracle and Morality Plays - Everyman The Senecan and Revenge Tragedy-Thomas Kyd-The Spanish Tragedy										18
2	Elizabethan Theatre Theatres, Theatre groups, Audience, Actors and Conventions Tragedy and Comedy Christopher Marlowe: The Jew of Malta Ben Jonson : Volpone										18
3	Jacobean Drama – The reflection of social and political changes John Webster-The White Devil										18
4	Restoration – Reflection of the period William Congreve The Way of the World Irish Dramatic Movement J. M Synge-The Play boy of the Western World										18
5	Epic Theatre – introduction and reflection of the period Bertolt Brecht-Mother Courage and her Children Comedy of Menace- Harold Pinter-Birthday Party Post-Modern Drama-Samuel Beckett-Waiting for Godot critically analyze the texts										18

CO	Course Outcomes
CO1	Appraise various aspects of drama and theatre
CO2	Identify drama and performance as a cultural process and an artistic discourse
CO3	Evaluate plot structure, characterization and dialogue
CO4	Interpret drama texts as aesthetic records of their times viz., Elizabethan, Restoration, Victorian and Early Modern ages,
CO5	Examine the sequential course dealing with Modern and Postmodern British Drama
Textbooks:	
1	Bradbrook, M.C., 1955, The Growth and Structure and Elizabethan Comedy, London.
2	Tillyard E.M.W., 1958, The Nature of Comedy & Shakespeare, London
3	Webster, John. 1914. The Duchess of Malfi. Harvard Classics.
4	Kyd, Thomas. 2014. The Spanish Tragedy. Bloomsbury Publishers.
5	Pitcher, John (ed). 1985. The Essays. Harmondsworth: Penguin Classic Series
Reference Books:	
1	Una Ellis-Fermor, 1965, The Jacobean Drama: An Interpretation, Methuen & Co., London.
2	Allardyce Nicoll, 1973, British Drama, Harrap, London
3	Bradbrook, M.C., 1979, Themes and Conventions of Elizabethan Tragedy, Vikas Publishing House Pvt., Ltd., (6th ed) New Delhi
4	Michael Hathaway, 1982, Elizabethan Popular Theatre: Plays in Performance, Routledge, London
5	Kinney, Arthur F., 2004, A Companion to Renaissance Drama, Oxford: Blackwell Publishing.
Web Sources	
1	https://en.wikipedia.org/wiki/Everyman_%2815thcentury_play%29?utm_source=chatgpt.com
2	https://emed.folger.edu/sites/default/files/folger_encodings/pdf/EMED-ST-reg-3.pdf?utm_source=chatgpt.com
3	https://www.britannica.com/art/epic-theatre

Mapping with Programme Outcomes and Programme Specific Outcomes

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2
CO1	3	3	3	2	2	2	3	3	3	2	3	2
CO2	2	2	2	3	2	3	2	2	2	3	2	2
CO3	2	2	3	3	3	3	2	3	2	3	2	3
CO4	3	3	2	3	3	2	2	2	3	3	3	2
CO5	3	2	2	2	3	3	3	2	3	2	2	2
Total	13	12	12	13	13	13	12	12	13	13	12	11
Avg	2.6	2.4	2.4	2.6	2.6	2.6	2.4	2.4	2.6	2.6	2.4	2.2

3 – Strong, 2- Medium, 1- Low

1st YEAR: FIRST SEMESTER

Course Code	Course Name	Category	L	T	P	S	Credits	Hours	Marks		
									CIA	External	Total
24PENC13	CC 3 - Fiction	Core	0	0	4	0	3	4	25	75	100
Learning Objectives											
LO1	To familiarize the students with the origin and development of the British fiction upto the Modern										
LO2	To introduce the students to major writers of British fiction.										
LO3	To enable the students to comprehend the social background based on the prescribed novels.										
LO4	To facilitate the learners to identify and differentiate various forms of novels										
LO5	To examine the themes presented in British fiction and to develop the ability to critically analyze the novels prescribed										
Unit	Content										Hours
1	Definition, types, narrative modes Samuel Richardson - Pamela										12
2	Oliver Goldsmith – The Vicar of the Wakefield Jonathan Swift-Gulliver’s Travels Daniel Defoe-Robinson Crusoe										12
3	Jane Austen-Emma Emily Bronte–Wuthering Heights										12
4	Charles Dickens–Hard Times William Makepeace Thackeray – Vanity Fair										12
5	James Joyce-Portrait of the Artist as a Young Man										12

CO	Course Outcomes
CO1	Acquaint the knowledge about the development of Novel as a literary form.
CO2	Identify the characteristics of different types of novels
CO3	Categorize the novels of different periods and Interpret the work so feminist writers.
CO4	Awareness on social, historical, literary and cultural elements of the changes in American Literature
CO5	Critically examine the works of the writers prescribed
Textbooks:	
1	Wayne C.Booth,1961,The Rhetoric of Fiction, Chicago University Press, London.
2	F.R.Leavis,1973,The Great Tradition, Chatto & Windus, London.
Reference Books:	
1	IanWatt,1974,RisefoftheEnglishNovel,Chatto&Windus,London
2	Frederick RKarl,1977, Reader's Guide to the Development of the English Novel till the18th Century, The Camelot Press Ltd. Southampton
3	Arnold Kettle, 1967, An Introduction to English Novel Vol. II, Universal Book Stall, New Delhi.
4	Raymond Williams,1973, The English Novel: From Dickens to Lawrence, Chatto &Windus, London
5	Ian Milligan, 1983, The Novel in English: An Introduction, Macmillan, Hong Kong
Web Sources	
1	https://openlibrary.org/
2	https://www.gutenberg.org/ebooks/65473

Mapping with Programme Outcomes and Programme Specific Outcomes

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2
CO1	3	3	3	2	2	2	3	3	3	2	3	2
CO2	2	2	2	3	2	3	2	2	2	3	2	2
CO3	2	2	3	3	3	3	2	3	2	3	2	3
CO4	3	3	2	3	3	2	2	2	3	3	3	2
CO5	3	2	2	2	3	3	3	2	3	2	2	2
Total	13	12	12	13	13	13	12	12	13	13	12	11
Avg	2.6	2.4	2.4	2.6	2.6	2.6	2.4	2.4	2.6	2.6	2.4	2.2

3 – Strong, 2- Medium, 1- Low

1st YEAR: FIRST SEMESTER

Course Code	Course Name	Category	L	T	P	S	Credits	Hours	Marks		
									CIA	External	Total
24PENE11	EC- Approaches & methods in English language Teaching	EC	3	1	1	0	3	5	25	75	100
Learning Objectives											
LO1	To enhance the learning and teaching skills of English										
LO2	To familiarize about the basic concepts & theories related to ELT										
LO3	To focus on the problems in language teaching										
LO4	Explore different ways of testing										
LO5	Practice writing lesson plans and teaching Details										
Unit	Content										Hours
1	The Grammar– Translation method The Direct method The Audio-Lingual method. Oral situational Approach										15
2	The Communicative Approach Task based Language Teaching: LSRW Skills, Grammar and Vocabulary										15
3	Content and Language Integrated Learning										15
4	Testing and Evaluation Norm vs Criterion- Referenced Testing										15
5	Lesson Planning Teaching Practice: Lesson Plans										15

CO	Course Outcomes
CO1	Identify teaching methods/approaches
CO2	Learn to teach skills-LSRW and literature
CO3	Identify the objectives, active role of learners, teachers and materials
CO4	Testing and Evaluating learners using norm and criterion-referenced methods of assessment
CO5	Learn to prepare lesson plans to teach English
Textbooks:	
1	Richards, Jack C., and Theodore S. Rodgers. Approaches and Methods in Language Teaching. Cambridge University Press, 2015.
2	Saraswathi.V,English Language Teaching:Principles and Practice
3	PennyUr.A Course in Language Teaching Practice and theory
4	J. D. O. Connor's. 2005. Better English Pronunciation. CUP. New Delhi.
5	F.T. Wood's. 2000. An Outline History of the English Language. Macmillan, New Delhi
Reference Books:	
1	Dr.ShaikhMowlaMethodsofTeachingEnglish.
2	Dr.Gurav H.KTeachingAspectsofEnglishLanguage.
Web Sources	
1	http://www.ehow.com/way-5557572_effective-teaching-strategies-prose.htm/
2	https://tesoladvantage.com/methods-and-approaches-of-english-language-teaching/
3	https://www.englishclub.com/efl/tefl-articles/tips/history-of-english-language-teaching/

Mapping with Programme Outcomes and Programme Specific Outcomes

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2
CO1	3	3	3	2	2	2	3	3	3	2	3	2
CO2	2	2	2	3	2	3	2	2	2	3	2	2
CO3	2	2	3	3	3	3	2	3	2	3	2	3
CO4	3	3	2	3	3	2	2	2	3	3	3	2
CO5	3	2	2	2	3	3	3	2	3	2	2	2
Total	13	12	12	13	13	13	12	12	13	13	12	11
Avg	2.6	2.4	2.4	2.6	2.6	2.6	2.4	2.4	2.6	2.6	2.4	2.2

3 – Strong, 2- Medium, 1- Low

1st YEAR: FIRST SEMESTER

Course Code	Course Name	Category	L	T	P	S	Credits	Hours	Marks		
									CIA	External	Total
24PENE12	Elective course 1 – Literature and Films	Elective	3	1	1	0	3	5	25	75	100
Learning Objectives											
LO1	Finding 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 films in the background literary theories.										
LO5	Tracing the differentiation in films from different parts of the world.										
Unit	Content										Hours
1	Life of Pie - Yann Martal (Text And Film)										15
2	Two States - Chetan Bhagat (Text And Film)										15
3	The Chronicle of Nornia - (Text And Film)										15
4	The Murder on the Link – Agatha Christie (Text And Film)										15
5	Harry Potter and the Chamber of Secrets - J.K.Rowlings (Text and Film)										15

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	Martel, Yann. <i>Life of Pi</i> . Knopf Canada, 2001.
2	Bhagat, Chetan. <i>Two States: The Story of My Marriage</i> . Rupa Publications, 2009.
3	Lewis, C.S. <i>The Chronicles of Narnia</i> . HarperCollins, 2001.
4	Christie, Agatha. <i>Murder on the Links</i> . Collins, 1923.
5	Rowling, J.K. <i>Harry Potter and the Chamber of Secrets</i> . Scholastic, 1999.
Reference Books:	
1	Fitzgerald, F. Scott. <i>The Great Gatsby</i> . Scribner, 2004.
2	Lee, Harper. <i>To Kill a Mockingbird</i> . HarperCollins, 2002
3	Orwell, George. <i>1984</i> . Harvill Secker, 2003.
4	Salinger, J.D. <i>The Catcher in the Rye</i> . Little, Brown and Company, 1991.
5	Homer. <i>The Odyssey</i> . Translated by Robert Fagles, Penguin Classics, 1996.
Web Sources	
1	www.writingacademy.com/improve-writing-skills .
2	www.technewsdaily.com/technology-trends-2025
3	www.educationalresearchinstitute.org/future-of-education .

Mapping with Programme Outcomes and Programme Specific Outcomes

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2
CO1	3	3	3	2	2	2	3	3	3	2	3	2
CO2	2	2	2	3	2	3	2	2	2	3	2	2
CO3	2	2	3	3	3	3	2	3	2	3	2	3
CO4	3	3	2	3	3	2	2	2	3	3	3	2
CO5	3	2	2	2	3	3	3	2	3	2	2	2
Total	13	12	12	13	13	13	12	12	13	13	12	11
Avg	2.6	2.4	2.4	2.6	2.6	2.6	2.4	2.4	2.6	2.6	2.4	2.2

3 – Strong, 2- Medium, 1- Low

1st YEAR: FIRST SEMESTER

Course Code	Course Name	Category	L	T	P	S	Credits	Hours	Marks		
									CIA	External	Total
24PENA11	SEC-1 Effective Communication in English	SEC	1	1	0	0	2	2	25	75	100
Learning Objectives											
LO1	To help the students develop communication skills and self confidence										
LO2	To motivate the students to acquire employability skills										
LO3	To introduce various interview techniques to the students										
LO4	To motivate the students to becomes good public speakers										
LO5	To help the students to enhance their writing skills										
Unit	Content										Hours
1	Public Speaking										6
2	Group Discussion										6
3	Interviews										6
4	Writing Skills										6
5	Verbal and non-verbal communication										6

CO	Course Outcomes
CO1	Effectively communicate through verbal communication
CO2	Write precise briefs or reports and technical documents
CO3	Actively participate in Group Discussions
CO4	Become more effective individual through goal setting.
CO5	Self motivation and practice in creative thinking

Textbooks:	
1	Communication skills, Sanjay Kumar, Pushpalata, 1 st Edition, Oxford Press, 2011
2	Soft skills and professional communication, Francis Peters SJ, 1 st Edition, McGraw Hill Education, 2011
3	Soft skill for everyone, Butter Field, 1 st Edition, Cengage Learning India pvt.ltd,2011
4	Prasad, H. M. How to Prepare for Group Discussion and Interview. New Delhi: Tata McGraw-Hill Publishing Company Limited, 2001.
5	Pease, Allan. Body Language. Delhi: Sudha Publications, 1998.
Reference Books:	
1	Monippally, Matthukutty, M. Business Communication Strategies. New Delhi: Tata McGraw-Hill Publishing Company Ltd., 2001
2	Rogers, Natalie. How to Speak Without Fear. London: Ward Lock, 1982. 0.
3	Rutherford, Andrea J. Basic Communication Skills for Technology: Second Edition. Delhi: Pearson Education, 2007
4	Carnegie, Dale. The Quick and Easy Way to Effective Speaking. New York: Pocket Books, 1977.
5	Kratz, Abby Robinson. Effective Listening Skills. Toronto: ON: Irwin Professional Publishing, 1995.

Web Sources	
1	https://professional.dce.harvard.edu/blog/10-tips-for-improving-your-public-speaking-skills/?utm_source=chatgpt.com
2	https://csumb.edu/hr/employee-development/pearls-of-wisdom/verbal-non-verbal-communication/?utm_source=chatgpt.com
3	https://www.resumeprofessionalwriters.com/communication-skills-interview-questions/?utm_source=chatgpt.com
4	https://study.com/learn/lesson/verbal-nonverbal-messages-communication-types-skills-examples.html?utm_source=chatgpt.com

Mapping with Programme Outcomes and Programme Specific Outcomes

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2
CLO1	3	3	3	2	2	2	3	3	3	2	3	2
CLO2	2	2	2	3	2	3	2	2	2	3	2	2
CLO3	2	2	3	3	3	3	2	3	2	3	2	3
CLO4	3	3	2	3	3	2	2	2	3	3	3	2
CLO5	3	2	2	2	3	3	3	2	3	2	2	2
Total	13	12	12	13	13	13	12	12	13	13	12	11
Avg	2.6	2.4	2.4	2.6	2.6	2.6	2.4	2.4	2.6	2.6	2.4	2.2

3 – Strong, 2- Medium, 1- Low

1st YEAR: FIRST SEMESTER

Course Code	Course Name	Category	L	T	P	S	Credits	Hours	Marks		
									CIA	External	Total
24PCHR11	Human Rights	VE-I	1	1	0	0	2	2	25	75	100

Learning Objectives

LO1	Awareness about Human Rights and concern for its protection
LO2	The role of protecting and promoting awareness of Human Rights is highly significant.
LO3	To aim at protection of Human Rights and its enforceability
LO4	To trace the development of Human Rights jurisprudence in India.
LO5	To evaluate the Redressed mechanisms practiced in India.

Unit	Content	Hours
1	Human rights- Concepts & Nature	6
2	Human Rights – The International Perspective International human rights	6
3	Regional Human Rights	6
4	Human Rights in India	6
5	Human Right Violations and Redressal Mechanism	6

CO	Course Outcomes
CO1	The student will be able to know the nature of human rights its origin , the theories, the movements in the march of human rights and the facets of future of human rights.
CO2	The student will be able to know the international dimension of human rights, the role of UN and the global effort in formulating conventions and declarations
CO3	The student will be able to Perceive the regional developments of human rights in Europe , Africa and Asia and the enforceable value of human rights in international arena.
CO4	The student will be able to have knowledge on the human rights perspectives in India, more developed by its constitution and special legislations
CO5	The student will be able to know the redressal mechanism made available in case of human rights violation confined to India.

Textbooks:	
1	Human Rights Lalit Parmar, Anmol Publications Pvt. Limited, 1998
2	Alston, Philip, And Frederic Megret, Eds. The United Nations And Human Rights: A Critical Appraisal. Second Edition. Oxford University Press, 2014.
3	Rebecce Wallace, International Human Rights, Text And Materials 1997
4	Human Rights Bharatiya Values, Mandagadde Rama Jois, Bharatiya Vidya Bhavan, 2015
5	G S Bhargave and R M Pal Human Rights of Dalit Societal Violation 1999
Reference Books:	
1	Protection of Human Rights Act, 1993.
2	Constitutional Law of India (3 Volumes) by Seervai H.M 2015
3	The Human Rights Watch Global Report On Women's Human Rights 2000 Oxford Publication
4	RS Sharma Perspectives In Human Rights Development
5	Research Handbook On International Human Rights Law, Edited By Sarah Joseph & Edited By Sarah Joseph, Edward Elgar Publishing Limited USA
Web Sources	
1	https://www.ohchr.org/Documents/Publications/HandbookParliamentarians.pdf?utm_source=chatgpt.com
2	https://www.uscis.gov/sites/default/files/document/foia/International_Human_Rights_Law_RAIO_Lesson_Plan.pdf?utm_source=chatgpt.com
3	https://www.icj.org/wp-content/uploads/2018/06/Europe-FAIR-module-5-Training-modules-2018-ENG.pdf?utm_source=chatgpt.com
4	https://www.theadvocatesforhumanrights.org/Res/ch_10_2.pdf?utm_source=chatgpt.com
5	https://www.researchgate.net/publication/350950157_REDRESSAL_MECHANISM_OF_HUMAN_RIGHTS_VIOLATION_INTERNATIONAL_PERSPECTIVE?utm_source=chatgpt.com

Mapping with Programme Outcomes and Programme Specific Outcomes

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2
CLO1	3	3	3	2	2	2	3	3	3	2	3	2
CLO2	2	2	2	3	2	3	2	2	2	3	2	2
CLO3	2	2	3	3	3	3	2	3	2	3	2	3
CLO4	3	3	2	3	3	2	2	2	3	3	3	2
CLO5	3	2	2	2	3	3	3	2	3	2	2	2
Total	13	12	12	13	13	13	12	12	13	13	12	11
Avg	2.6	2.4	2.4	2.6	2.6	2.6	2.4	2.4	2.6	2.6	2.4	2.2

3 – Strong, 2- Medium, 1- Low

1st YEAR: SECOND SEMESTER

Course Code	Course Name	Category	L	T	P	S	Credits	Hours	Marks		
									CIA	External	Total
24PENC21	CC -4 SINGLE AUTHOR STUDY	Core	3	1	2	0	4	6	25	75	100
Learning Objectives											
LO1	To make the students learn the various forms of genre of a single Author										
LO2	To make the students explore the works of Rabindranath Tagore.										
LO3	To enable the students to have a comprehensive view of History of English literature										
LO4	To differentiate the various stages of English through the representative Authors.										
LO5	To critically examine the works of the writers of the period										
Unit	Content									Hours	
1	Gitanjali – Song Offerings 1996 The Broken Heart									18	
2	My Lord the Baby Kahini The Post Master Kabuliwallah Subha The Babus of Nayan ore									18	
3	Literature Five Elements Ancient Literature Modern Literature									18	
4	The Untouchable Woman (Non-Detail) Raja O Rani Malini Muktadhara(1992)									18	
5	The Wreck The Bachelor's Club Gora									18	

CO	Course Outcomes
CO1	Expose to the poetry, drama essay and short stories of Tagore
CO2	Examine the essays of Tagore
CO3	Experience the rich themes and characterization in the plays of Tagore
CO4	Explore the writing style of Tagore in the Short stories
CO5	Understand the style of Tagore in his Novels

Textbooks:

1	Kripalani, Krishna. Rabindranath Tagore: A Biography London: Oxford University 1962. Print
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Reference Books:

1	Harrison, 1951. G.B. Shakespeare's Tragedies, Routledge, London
2	Chatterji, David. World literature and Tagore: Visva Bharati, Ravindra- Bharati. Santiniketan: Visva Bharati, 1971.
3	Kripalani, Krishna. Rabindranath Tagore: A Biography London: Oxford University Press, 1962.
4	Tagore, Rabindranath. Selected writings on literature and Language. Ed. Sisir Kumar Das and Sukanta Chaudhuri. (2001). New Delhi: Oxford University Press. 2010.
5	Dutta, Krishna: Robinson, Andrew (1997). Rabindranath Tagore: An Anthology of his learning contribution to South Asian studies

Web Sources

1	https://books.google.com/books/about/Gitanjali.html?id=NZ9txQEACAAJ&utm_source=chatgpt.com
2	https://tagoreweb.in/Plays/muktodhara-82

Mapping with Programme Outcomes and Programme Specific Outcomes

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
CO1	2	2	3	3	3	2	3	2	3	3	3
CO2	3	3	3	2	2	3	2	3	3	2	2
CO3	3	2	2	3	2	3	2	2	2	3	2
CO4	2	2	2	3	3	3	2	3	2	2	2
CO5	2	3	3	3	3	2	3	2	3	2	3
Total	12	12	13	14	13	13	12	12	13	12	12
Average	2.4	2.4	2.6	2.8	2.6	2.6	2.4	2.4	2.6	2.4	2.4

3 – Strong, 2- Medium, 1- Low

1st YEAR: SECOND SEMESTER

Course Code	Course Name	Category	L	T	P	S	Credits	Hours	Marks		
									CIA	External	Total
24PENC22	CC 5- Shakespeare studies	Core	3	1	2	0	4	6	25	75	100
Learning Objectives											
LO1	To examine, understand and enjoy Shakespeare										
LO2	Analyzing the context of Elizabethan England from the evolving contemporary perspective down the ages										
LO3	Under taken textual analysis of Shakespeare's Plays and Sonnets										
LO4	Appraise Shakespeare's contribution to English language literature										
LO5	Recognize Shakespearean criticism and the criticism of his works.										
Unit	Content									Hours	
1	Theatre conventions, Sources , Problems of Categorization, Trends in Shakespeare Studies up to the 19 th Century, Sonnet and court Politis, Famous actors, Theatre Criticism, Shakespeare into film and play production									18	
2	Sonnets 12,65,86,130 Comedy plays: Two Gentlemen of Verona									18	
3	Tragedy: Othello									18	
4	Henry IV Part I									18	
5	Shakespeare Criticism: Modern approaches, mythical, archetypal, feminist, post-colonial, New Historicist									18	

CO	Course Outcomes
CO1	Understand the Shakespearean theatre and its criticism
CO2	Identify the social, cultural and political events at represented in the work of Shakespeare
CO3	Understand Elizabethan Theatre and the theatre's development
CO4	Illustrate the linguistic richness and figurative language of the plays.
CO5	Critically analyze the work of Shakespeare

Textbooks:	
1	Stephen Greenblatt,ed.,1977, The Norton Shakespeare, (Romances C Poems, Tragedies, Comedied), W.W.Norton CCo.,London.
Reference Books:	
1	Harrison,1951. G.B. Shakespeare's Tragedies, Routledge, London

Web Sources	
1	https://www.poetryfoundation.org/poems/90067/sonnet-12-when-i-do-count-the-clock-that-tells-the-time-578cfa272532b
2	https://www.poetryfoundation.org/poems/50646/sonnet-65-since-brass-nor-stone-nor-earth-nor-boundless-sea
3	https://www.folger.edu/explore/shakespeares-works/othello/read
4	https://www.folger.edu/explore/shakespeares-works/henry-iv-part-1/read

Mapping with Programme Outcomes and Programme Specific Outcomes

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
CO1	2	2	3	3	3	2	3	2	3	3	3
CO2	3	3	3	2	2	3	2	3	3	2	2
CO3	3	2	2	3	2	3	2	2	2	3	2
CO4	2	2	2	3	3	3	2	3	2	2	2
CO5	2	3	3	3	3	2	3	2	3	2	3
Total	12	12	13	14	13	13	12	12	13	12	12
Average	2.4	2.4	2.6	2.8	2.6	2.6	2.4	2.4	2.6	2.4	2.4

3 – Strong, 2- Medium, 1- Low

1st YEAR: SECOND SEMESTER

Course Code	Course Name	Category	L	T	P	S	Credits	Hours	Marks		
									CIA	External	Total
24PENC23	CC 6- American literature	Core	0	0	4	0	3	4	25	75	100
Learning Objectives											
LO1	To explore the origin and growth of American Literature										
LO2	To introduce the students to the basic traits of American Literature and its cultural history										
LO3	To introduce the students to eminent writers of America and their works										
LO4	To introduce the concepts and emerging trends and movements in American Literature										
LO5	To evaluate and analyses the works of the text prescribed.										
Unit	Content									Hours	
1	Walt Whitman-Out of the Cradle Endlessly Rocking Emily Dickinson- The Soul selects her own city E.E Cummings - Cambridge ladies Sylvia Plath-Bell Jar									12	
2	Emerson -The American Scholar Thoreau-Walden (Chapter-pond)									12	
3	Tennessee Williams-A streetcar named desire,A Glass Menagerie									12	
4	William Faulkner-Light in August Kate Chopin-The Awakening									12	
5	Edgar Allan Poe-The Cask of Amontilado Herman Melville-Bartle by the Scrivener									12	

CO	Course Outcomes
CO1	Recognize the contribution of major American writers and their impact on the development of American literature
CO2	Analyses the movements and trends that shaped American literature
CO3	Gain Knowledge about the transcendentalist and Romantics movements.
CO4	Validate representative socio-political, cultural, racial and gender perspectives in the prescribed texts
CO5	Critically analyze the multicultural sensibility of American society.

Textbooks:	
1	Willis Wagner: American Literature-A World View
Reference Books:	
1	Marcus Cunliffe: Sphere History of Literature-American Literature to 1900
2	Boris Ford : The New Pelican Guide to English Literature-Vol.9.American Literature

Web Sources	
1	https://pressbooks.library.torontomu.ca/thebelljar/chapter/1/?utm_source=chatgpt.com
2	https://la.utexas.edu/users/hcleaver/330T/350kPEEEmersonAmerSchTable.pdf?utm_source=chatgpt.com
3	https://www.katechopin.org/the-awakening-text

Mapping with Programme Outcomes and Programme Specific Outcomes

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
CO1	2	2	3	3	3	2	3	2	3	3	3
CO2	3	3	3	2	2	3	2	3	3	2	2
CO3	3	2	2	3	2	3	2	2	2	3	2
CO4	2	2	2	3	3	3	2	3	2	2	2
CO5	2	3	3	3	3	2	3	2	3	2	3
Total	12	12	13	14	13	13	12	12	13	12	12
Average	2.4	2.4	2.6	2.8	2.6	2.6	2.4	2.4	2.6	2.4	2.4

3 – Strong, 2- Medium, 1- Low

1st YEAR: SECOND SEMESTER

Course Code	Course Name	Category	L	T	P	S	Credits	Hours	Marks		
									CIA	External	Total
24PENC24	CC 7- Indian Writing in English	Core	2	1	1	0	3	4	25	75	100
Learning Objectives											
LO1	Enabling the students to understand the evolution of Indian Writing in English.										
LO2	To enable the learners to get exposed to the historical movements of the Indian subcontinent.										
LO3	Comprehending different genres through the representation of different texts.										
LO4	To inculcate in the students the cultural significance of Indian English literature										
LO5	To comprehend Indian writing in English with its dual focus on the influence of classical Indian tradition and the impact of the West.										
Unit	Content									Hours	
1	Aurobindo: Tiger and the Deer, Rose of God, Toru Dutt: The Lotus, The Casuarina Tree, Sarojini Naidu: Palanquin Bearers, Coromandel Fishers									12	
2	Kamala Das: Looking Glass, An Introduction Parthasarathy: A River Once, Under the Sky Nissim Ezekiel: Morning Prayer, Enterprise. A.K. Ramanujan – A River									12	
3	Tagore- Chandalika Vijay Tendulkar–Silence, the court is in Session Bama – Bama’s Karakul – An autobiography									12	
4	Sri Aurobindo: The Essence of poetry, Style and Substance (from ‘The Future Poetry’) Dr. S. Radhakrishnan: Emerging World Society, Dr.A.P.J.Abdul Kalam :Orientation (Wings of Fire).									12	
5	MulkRaj Anand–Two Leaves and a Bud Chitra Banerjee Divakaruni - The Palace of Illusions Shashi Taroor–Riot									12	

CO	Course Outcomes
CO1	Understand the themes of Indian Writing in English
CO2	Identify the major trends in Indian Writing in English
CO3	Examine the background and settings of the prescribed texts
CO4	Evaluate the cultural significance of Indian English Literature
CO5	Be exposed to diverse culture and literature that will further enlighten them about socio-cultural scenario in the contemporary era.

Textbooks:	
1	Ramamurti, K.S. (ed.). <i>Twentyfive Indian Poets in English</i> Macmillan. 1995.
Reference Books:	
1	K.R. SrinivasaIyengar, 1962, –History of Indian Writing in English, Sterling Publishers, New Delhi.
2	Herbert H. Gowen, 1975, <i>A History of Indian Literature</i> , Seema Publications, Delhi.
3	K. Satchidanandan, 2003, <i>Authors, Texts, Issues: Essays on Indian literature</i> , Pencraft International, New Delhi.
4	Amit Chandri, 2001, <i>The Picador Book of Modern Indian Literature</i> , Macmillan, London.
5	Tabish Khair, 2001, <i>Babu Fictions: Alienation in Contemporary Indian English Novels.</i> , OUP.
Web resources:	
1	http://en.wikipedia.org/wik/indian_writing_in_english
2	https://www.thehindu.com/books/books-children/short-history-of-indian-writing-in-english/article5226149.ece/amp/
3	https://www.britannica.com/biography/Sri-Aurobindo
4	https://www.literaryladiesguide.com/author-biography/kamala-das-indian-poet/
5	https://www.britannica.com/biography/Anita-Desai
6	https://www.poemhunter.com/a-k-ramanujan/poems/

Mapping with Programme Outcomes and Programme Specific Outcomes

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
CO1	2	2	3	3	3	2	3	2	3	3	3
CO2	3	3	3	2	2	3	2	3	3	2	2
CO3	3	2	2	3	2	3	2	2	2	3	2
CO4	2	2	2	3	3	3	2	3	2	2	2
CO5	2	3	3	3	3	2	3	2	3	2	3
Total	12	12	13	14	13	13	12	12	13	12	12
Average	2.4	2.4	2.6	2.8	2.6	2.6	2.4	2.4	2.6	2.4	2.4

3 – Strong, 2- Medium, 1- Low

1st YEAR: SECOND SEMESTER

Course Code	Course Name	Category	L	T	P	S	Credits	Hours	Marks		
									CIA	External	Total
24PENE21	EC-3 Science Fiction, Fantasy and Detective literature	EC	2	1	1	0	3	4	25	75	100
Learning Objectives											
LO1	To familiarize students with different forms of Science Fiction, Fantasy and Detective Fiction										
L O2	To enable them to identify the basic Structure and themes of Science Fiction										
LO3	To facilitate the learners to appreciate the fundamental features in fantasy fiction										
LO4	To enhance students' knowledge to identify the basic Structure and themes of Science and detective fiction										
LO5	To involve the students to a close reading important representative texts										
Unit	Content									Hours	
1	Background Studies Science Fictional and Fantasy, Cyberpunk (From M.H. Abrams) Alien Invasion, Apocalyptic and Post-Apocalyptic Fiction Gothic Science Fiction, Crime Fiction, Mystery Novels, Thriller (From M.H. Abrams)									12	
2	Detective Fiction Arthur Conan Doyle: The Hound of Baskervilles									12	
3	Science Fiction Wilkie Collins: The Women in White									12	
4	Fantasy Fiction Peter Straub: Shadow Land									12	
5	Short Story Edgar Alan Poe: The Murders in the Rue Morgues									12	

CO	Course Outcomes
CO1	Identifying different form of Science Fiction, Fantasy and Detective Fiction
CO2	Fix their preventative Detective Fiction in the larger context of Social changes
CO3	Identify the basic Structure and theme of Science Fiction
CO4	Appreciate the fundamental features and explore the major themes in fantasy fiction
CO5	Gain an understanding of contemporary and future science fiction by studying the history of the genre and many of the works that started important conversation about what it means to be human in a changing world.

Textbooks:	
1	Christie, Agatha. Murder on the Orient Express. 1934. New York: HarperCollins, 2011.
2	Poe, Edgar Allan. The First Detective: The Complete Auguste Dupin Stories. Leonaur, 2009.
3	Wilkie Collins. The Woman in White. NewYork:Harper and Brothers,1893.
Reference Books:	
1	Frank, Lawrence. Victorian Detective Fiction and the Nature of Evidence: The Scientific Investigations of Poe, Dickens, and Doyle. New York: Palgrave Macmillan, 2009.
2	Zemboy, James. The Detective Novels of Agatha Christie: A Reader's Guide. Jefferson, NC: McFarland, 2008.
3	James,P.D.TalkingAboutDetectiveFiction.London:Faber&Faber,2010.

Web Sources	
1	https://www.gutenberg.org/ebooks/3070
2	https://www.gutenberg.org/ebooks/583
3	https://americanenglish.state.gov/files/ae/resource_files/the_murders_in_the_rue_morgue.pdf

Mapping with Programme Outcomes and Programme Specific Outcomes

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
CO1	2	2	3	3	3	2	3	2	3	3	3
CO2	3	3	3	2	2	3	2	3	3	2	2
CO3	3	2	2	3	2	3	2	2	2	3	2
CO4	2	2	2	3	3	3	2	3	2	2	2
CO5	2	3	3	3	3	2	3	2	3	2	3
Total	12	12	13	14	13	13	12	12	13	12	12
Average	2.4	2.4	2.6	2.8	2.6	2.6	2.4	2.4	2.6	2.4	2.4

3 – Strong, 2- Medium, 1- Low

1st YEAR: SECOND SEMESTER

Course Code	Course Name	Category	L	T	P	S	Credits	Hours	Marks		
									CIA	External	Total
24PENE22	EC-4 Life Writings	EC	2	1	1	0	3	4	25	75	100
Learning Objectives											
LO1	To introduce life writing as an important genre in literary studies										
LO2	To make students realize the literary significance of life writings.										
LO3	To make students understand various functions of life writing										
LO4	To familiarize students with life writings of success stories to conflict zone testimonies and literary works										
LO5	To facilitate students to explore the history of self hood itself, particularly as it has tracked the rise of individualism and individuality										
Unit	Content									Hours	
1	Carole Angier & Sally Cline Biography The Arvon Book of Life Writing: Writing biography, autobiography and memoir (PP47-81)									12	
2	Autobiography MaliniChib : OneLittle Finger (Autobiography) Manobi Bandopadhyay: A Gift of Goddess Lakshmi									12	
3	Memoirs and Testimonials Viktor Frankl : Man’s Search for Meaning(Memoir) Mourid Barghouti : I Saw Ramallah (Memoir)									12	
4	Literary Works Drama V.S.Naipul – Indian Autobiographies Mary.G.Mason – “The other voice Autobiographies of women writers”									12	
5	Auto fiction and Short Life Narratives Christopher Isherwood : Goodbye to Berlin (Autofiction) Nandini Oza : Homeless: Revli’s Story									12	

CO	Course Outcomes
CO1	To introduce life writing as an important genre in literary studies.
CO2	To make students realize the literary significance of life writings
CO3	To make students understand various functions of life writing
CO4	To familiarize students with life writings of success stories to conflict zone testimonies and literary works
CO5	To facilitate students to explore the history of selfhood itself, particularly as it has tracked the rise of individualism and individuality

Textbooks:	
1	Sally Cline and Carole Angier, The Arvon Book of Life Writing: Writing biography, autobiography and memoir
2	Sidonie Smith and Julia Watson, Reading Autobiography: A Guide for Interpreting Life Narratives. R
Reference Books:	
1	Laura Marcus–Auto/ Biographical discourses: Theory, Criticism and Practice
2	https://www.123helpme.com/essay/The-Ending-to-Eugene-O'Neils-Long-Days-132053
3	https://rupkatha.com/V13/n1/v13n120.pdf

Web Sources	
1	https://www.proquest.com/scholarly-journals/whither-justice-stories-women-prison-behind-bars/docview/233234299/se-2
2	https://nandinikoza.blogspot.com/p/my-detailed-profile.html

Mapping with Programme Outcomes and Programme Specific Outcomes

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
CO1	2	2	3	3	3	2	3	2	3	3	3
CO2	3	3	3	2	2	3	2	3	3	2	2
CO3	3	2	2	3	2	3	2	2	2	3	2
CO4	2	2	2	3	3	3	2	3	2	2	2
CO5	2	3	3	3	3	2	3	2	3	2	3
Total	12	12	13	14	13	13	12	12	13	12	12
Average	2.4	2.4	2.6	2.8	2.6	2.6	2.4	2.4	2.6	2.4	2.4

3 – Strong, 2- Medium, 1- Low

1st YEAR: SECOND SEMESTER

Course Code	Course Name	Category	L	T	P	S	Credits	Hours	Marks		
									CIA	External	Total
24PENS21	SEC-1(NME) ENGLISH FOR CAREER	SEC	1	1	0	0	2	2	25	75	100
Learning Objectives											
LO1	Give the students an understanding of the scope of English Language Teaching as a discipline.										
LO2	Introduce key issues pertaining to Second Language Acquisition.										
LO3	Provide a broad overview of English language learning, teaching and testing										
LO4	Make the students aware of the specific challenges of teaching English in India.										
LO5	Build job-related vocabulary										
Unit	Content										Hours
1	Definition - Nature and Scope of Communication - Types of Communication –Theories of Communication, Process of Communication, Barriers to Communication, Strategies to develop effective communication skills										6
2	Features of Effective Writing Business correspondence E-Mail Report writing and its types Technical Writing Agenda preparation Preparing minutes										6
3	Presenting Data in Verbal modes Presenting Data in Non- verbal modes Preparing Lectures on Topics Preparing Persuasion Talks										6
4	Speeches, Public Speaking , Interviews, Group Discussion, Conference, Effective Listening, Grapevine communication										6
5	Telephone Etiquette Business Talks over Telephone Discussion on Career Prospects and Advancements										6

CO	Course Outcomes
CO1	Gain knowledge of the various modes of official correspondence and presentation P
CO2	Comprehend the right use of English at official works
CO3	Apply the acquired styles of occupational skills and practicing them
CO4	Pick up the official behavior and becoming better doers
CO5	Market the skill business correspondence and fixing themselves in better jobs
Textbooks:	
1	Oxford English for Careers Technology 1 Student Book Paperback – Student Edition, 28 June 2007 by Eric Glendinning
2	English for Careers: Business, Professional, and Technica
Reference Books:	
1	<i>Business Communication: Process and Product</i> by Mary Ellen Guffey and Dana Loewy
2	<i>Business Writing Today</i> by Natalie Canavor
3	<i>Technical Communication</i> by Mike Markel
Web Sources	
1	https://www.worldcat.org/formatseditions/864901969?referer=di&editionsView=true 2. e
2	https://www.academia.edu/34266181/Oxford_English_For_Careers_TECHNOLOGY_1_Teachers_Resource_book_David_Banamy 3.
3	https://www.nature.com/scitable/topicpage/effective

Mapping with Programme Outcomes and Programme Specific Outcomes

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
CO1	2	2	3	3	3	2	3	2	3	3	3
CO2	3	3	3	2	2	3	2	3	3	2	2
CO3	3	2	2	3	2	3	2	2	2	3	2
CO4	2	2	2	3	3	3	2	3	2	2	2
CO5	2	3	3	3	3	2	3	2	3	2	3
Total	12	12	13	14	13	13	12	12	13	12	12
Average	2.4	2.4	2.6	2.8	2.6	2.6	2.4	2.4	2.6	2.4	2.4

3 – Strong, 2- Medium, 1- Low

SEMESTER III
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.										20
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										17

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>	17
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
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										20
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										17

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	17
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 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	2	3
CO2	2	3	3	3	2	3	3	2	2	2	3
CO3	3	3	3	2	3	3	3	2	3	2	3
CO4	3	3	3	3	3	3	3	2	2	2	3
CO5	3	2	3	3	3	3	3	2	2	2	3
Total	14	14	15	14	14	15	15	10	12	10	15
Average	2.8	2.8	3	2.8	2.8	3	3	2	2.4	2	3

3–Strong,2-Medium,1-Low

SEMESTER III

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									19	
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									17	

	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	17
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	19

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

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	2	3
CO2	2	3	3	3	2	3	3	2	2	2	3
CO3	3	3	3	2	3	3	3	2	3	2	3
CO4	3	3	3	3	3	3	3	2	2	2	3
CO5	3	2	3	3	3	3	3	2	2	2	3
Total	14	14	15	14	14	15	15	10	12	10	15
Average	2.8	2.8	3	2.8	2.8	3	3	2	2.4	2	3

3–Strong,2-Medium,1-Low

SEMESTER III
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 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	2	3
CO2	2	3	3	3	2	3	3	2	2	2	3
CO3	3	3	3	2	3	3	3	2	3	2	3
CO4	3	3	3	3	3	3	3	2	2	2	3
CO5	3	2	3	3	3	3	3	2	2	2	3
Total	14	14	15	14	14	15	15	10	12	10	15
Average	2.8	2.8	3	2.8	2.8	3	3	2	2.4	2	3

3–Strong,2-Medium,1-Low

SEMESTER III
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 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	2	3
CO2	2	3	3	3	2	3	3	2	2	2	3
CO3	3	3	3	2	3	3	3	2	3	2	3
CO4	3	3	3	3	3	3	3	2	2	2	3
CO5	3	2	3	3	3	3	3	2	2	2	3
Total	14	14	15	14	14	15	15	10	12	10	15
Average	2.8	2.8	3	2.8	2.8	3	3	2	2.4	2	3

3–Strong,2-Medium,1-Low

Skill Enhancement Course – 6
ENTREPRENEURSHIP 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.

**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.
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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	

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	3	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	3	3	3	3	3	3	2	2	3	3
Total	14	15	14	13	13	13	15	11	13	13	11
Average	2.8	3	2.8	2.6	2.6	2.6	5	2.2	2.6	2.6	2.2

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	3	2
CO4	3	3	3	3	2	3	3	2	3	3	2
CO5	3	2	3	3	3	3	3	2	2	3	3
Total	14	14	14	13	13	13	14	11	13	15	13
Average	2.8	2.8	2.8	2.6	2.6	2.6	2.8	2.2	2.6	3	2.6



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.
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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