



**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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LEARNING OUTCOMES BASED CURRICULUM FRAMEWORK POSTGRADUATE EDUCATION

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	PA02
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	5
24PENC12	CC 2- Drama	3	1	2	0	3
24PENC13	CC 3 - Fiction	0	0	4	0	3
24PENE11	EC- Approaches & methods in English language Teaching	3	1	1	0	3
24PENE12	EC 1 – Literature and Film	3	1	1	0	3
24PENA11	SEC-1 Effective Communication in English	1	1	0	0	2
24PCHR11	Human Rights	1	1	0	0	2
TOTAL					30	21

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
TOTAL					30	22

L-Lecture T-Tutorial P-Practical S-Seminar C-Credit

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

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	5	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".									14	
2	Elizabethan Poetry Spenser: "Epithalamion" Donne: "A Valediction: forbidding mourning" "The Canonization"									14	
3	Seventeenth Century Poetry John Milton "Paradise Lost" Book IX Marvell: "To His Coy Mistress" 16									14	
4	Eighteenth Century Poetry Dryden "Absalom and Achitophel" Lines 150 – 476 Gray- Ode to a Distant Prospect of Eton College									14	
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"									14	

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.umd.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	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

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	3	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									12	
2	Elizabethan Theatre Theatres, Theatre groups, Audience, Actors and Conventions Tragedy and Comedy Christopher Marlowe: The Jew of Malta Ben Jonson : Volpone									12	
3	Jacobean Drama – The reflection of social and political changes John Webster-The White Devil									12	
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									12	
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									12	

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	Ian Watt,1974,Rise of the English Novel, Chatto & Windus, London
2	Frederick R Karl,1977, Reader's Guide to the Development of the English Novel till the 18th 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										8
2	The Communicative Approach Task based Language Teaching: LSRW Skills, Grammar and Vocabulary										8
3	Content and Language Integrated Learning										8
4	Testing and Evaluation Norm vs Criterion- Referenced Testing										8
5	Lesson Planning Teaching Practice: Lesson Plans										8

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)										8
2	Two States - Chetan Bhagat (Text And Film)										8
3	The Chronicle of Nornia - (Text And Film)										8
4	The Murder on the Link – Agatha Christie (Text And Film)										8
5	Harry Potter and the Chamber of Secrets - J.K.Rowlings (Text and Film)										8

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, 1st 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	Rebecca 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 he 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 Offerings1996 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	3	2	0	0	4	6	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									18	
2	Emerson -The American Scholar Thoreau-Walden (Chapter-pond)									18	
3	Tennessee Williams-A streetcar named desire,A Glass Menagerie									18	
4	William Faulkner-Light in August Kate Chopin-The Awakening									18	
5	Edgar Allan Poe-The Cask of Amontilado Herman Melville-Bartle by the Scrivener									18	

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									18	
2	Kamala Das: Looking Glass, An Introduction Parthasarathy: A River Once, Under the Sky Nissim Ezekiel: Morning Prayer, Enterprise. A.K. Ramanujan – A River									18	
3	Tagore- Chandalika Vijay Tendulkar–Silence, the court is in Session Bama – Bama’s Karakul – An autobiography									18	
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).									18	
5	MulkRaj Anand–Two Leaves and a Bud Chitra Banerjee Divakaruni - The Palace of Illusions Shashi Taroor–Riot									18	

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.). Twentyfive Indian Poets in English Macmillan. 1995.
Reference Books:	
1	K.R. SrinivasaIyengar, 1962, –History of Indian Writing in English, Sterling Publishers, New Delhi.
2	Herbert H. Gowen, 1975, A History of Indian Literature, Seema Publications, Delhi.
3	K. Satchidanandan, 2003, Authors, Texts, Issues: Essays on Indian literature, Pencraft International, New Delhi.
4	Amit Chandri, 2001, The Picador Book of Modern Indian Literature, Macmillan, London.
5	Tabish Khair, 2001, Babu Fictions: Alienation in Contemporary Indian English Novels., OUP.
Web resources:	
1	http://en.wikipedia.org/wik/indian_writing_in_english
2	https://www.the hindu.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)									6	
2	Autobiography MaliniChib : OneLittle Finger (Autobiography) Manobi Bandopadhyay: A Gift of Goddess Lakshmi									6	
3	Memoirs and Testimonials Viktor Frankl : Man's Search for Meaning(Memoir) Mourid Barghouti : I Saw Ramallah (Memoir)									6	
4	Literary Works Drama V.S.Naipul – Indian Autobiographies Mary.G.Mason – “The other voice Autobiographies of women writers”									6	
5	Auto fiction and Short Life Narratives Christopher Isherwood : Goodbye to Berlin (Autofiction) Nandini Oza : Homeless: Revli's Story									6	

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