

**K.S. RANGASAMY COLLEGE OF ARTS AND SCIENCE (Autonomous)**  
**TIRUCHENGODE**  
**DEPARTMENT OF ENGLISH**

1.2.1 Number of New Courses offered by the department:

S.No	Programme code	No .of Courses were Revised	No. of Courses offered by the department	Percentage
1	PEN	09	19	47.36

1.2.1.1 New Courses Introduced by the Department

S.No	Paper Code	Name of the New Courses
1	18PENM103	CORE III:ROMANTIC AND VICTORIAN AGE
2	18PCSENI201	INTER DISCIPLINARY COURSE I:Computers for Communication and E-Learning
3	18PCSENI201	INTER DISCIPLINARY COURSE I:Computers for Communication and E-Learning
4	18PEN303	CORE XI –POST COLONIAL STUDIES
5	18PEN304	CORE XII – WORLD CLASSICS IN ENGLISH
6	18PENEL302	ELECTIVE : ENGLISH IN ADVANCED WRITING
7	18PMAENI301	INTER DISCIPLINARY COURSE II: APTITUDE AND REASONING FOR COMPETITIVE EXAMINATIONS
8	18PENM402	CORE XIV: NEW LITERATURE IN ENGLISH
9	18PENM404	CORE XVI: COMPARATIVE LITERATURE

**Enclosures:**

- Copy of Scheme of Examinations
- Syllabus copy of the courses
- Mapping of the New courses
- Minutes of relevant Academic council/BOS meetings



**HEAD DEPARTMENT OF ENGLISH (PG)**  
**K.S.RANGASAMY COLLEGE OF ARTS & SCIENCE**  
**(AUTONOMOUS)**  
**TIRUCHENGODE**

**Mr. M. PRASAD, M.Sc, MBA, M.P.S**  
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**Tiruchengode - 637 215, Tamilnadu, India.**

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**TIRUCHENGODE - 637 215**  
**Namakkal-Dt. Tamil Nadu, INDIA**

SCHEME OF EXAMINATION

Subject Code	Subject	Hours of Instruction	Exam Duration (Hours)	Maximum Marks			Credit Points
				CA	CE	Total	
<b>First Semester</b>							
<b>Part A</b>							
18PENM101	Core I: Chaucer and Elizabethan Age	6	3	25	75	100	5
18PENM102	Core II: Restoration and Augustan Age	6	3	25	75	100	5
18PENM103	Core III: Romantic and Victorian Age	6	3	25	75	100	5
18PENM104	Core IV: Indian Writing in English	5	3	25	75	100	4
18PENM105	Core V: History of English Language and Linguistics	6	3	25	75	100	4
<b>Non - Credit</b>							
18PLS101	Career Competency Skills I	1	-	-	-	-	-
<b>Total</b>		<b>30</b>				<b>500</b>	<b>23</b>
<b>Second Semester</b>							
<b>Part A</b>							
18PENM201	Core VI: Twentieth Century Literature	6	3	25	75	100	4
18PENM202	Core VII: Literary Criticism	6	3	25	75	100	4
18PENM203	Core VIII: Shakespeare	5	3	25	75	100	4
18PENEL201/ 18PENEL202	Elective I	5	3	25	75	100	4
18PCSENI201	IDC I: Computers for Communication and E-Learning	3	3	25	75	100	2
18PCSENI201	IDC I: Practical-I Computers for Communication and E-Learning	2	3	40	60	100	2
<b>Part IV</b>							
18PVE201	Value Education: Human Rights	2	3	25	75	100	2
<b>Non Credit</b>							



M.A., English (students admitted from 2018-2019 onwards)

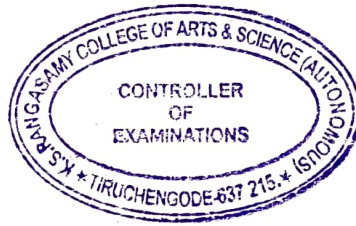
18PLS201	Career Competency Skills II	1	-	-	-	-	-
<b>Total</b>		<b>30</b>				<b>600</b>	<b>22</b>
<b>Third Semester</b>							
<b>Part A</b>							
18PENM301	Core IX: Rhetoric and Research Methodology	6	3	25	75	100	4
18PENM302	Core X: American Literature	5	3	25	75	100	4
18PENM303	Core XI: Post-Colonial Studies	5	3	25	75	100	4
18PENM304	Core XII: World Classics in English	5	3	25	75	100	4
18PENEL301/ 18PENEL302	Elective II	5	3	25	75	100	4
18PMAENI301	IDC II : Aptitude and Reasoning for Competitive Examinations	4	3	25	75	100	4
<b>Total</b>		<b>30</b>				<b>600</b>	<b>24</b>
<b>Fourth Semester</b>							
<b>Part A</b>							
18PENM401	Core XIII: Literary Theories	6	3	25	75	100	4
18PENM402	Core XIV: New Literatures in English	6	3	25	75	100	4
18PENM403	Core XV: English Language Teaching	6	3	25	75	100	4
18PENM404	Core XVI: Comparative Literature	6	3	25	75	100	4
18PENPR401	Project & Viva - Voce	6	-	50	150	200	5
<b>Total</b>		<b>30</b>				<b>600</b>	<b>21</b>
<b>Grand Total</b>						<b>2400</b>	<b>90</b>



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Total Credit Distribution					
Components	Subject	No. of Subjects	Maximum Marks	Total Marks	Credits
Part - A	Core	16	100	16X100 = 1600	67
	Inter Disciplinary Course	2	100	3X100 = 300	8
	Elective	2	100	2X100 = 200	8
	Project	1	200	1X200 = 200	5
	Value Education	1	100	1X100 = 100	2
TOTAL		22		2400	90



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### ELECTIVE I

Students shall select any one of the following subjects as Elective in the second semester

S. No	Subject Code	Subject
1.	18PENEL201	Eco Literature
2.	18PENEL202	Women's Literature

### ELECTIVE II

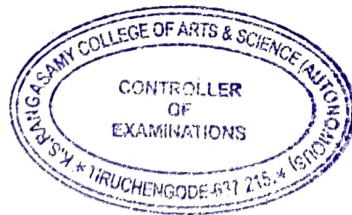
Students shall select any one of the following subjects as Elective in the third semester


S. No	Subject Code	Subject
1.	18PENEL301	Translation Studies
2.	18PENEL302	English in Advanced Writing

### FOR COURSE COMPLETION

The Students shall complete:

- The selected Inter Disciplinary Course (IDC) offered in the II and III Semesters.
- The Value Education Course in the II Semester.
- Elective Subjects in the II and III Semesters.
- The Self-Study Subject (Core X Unit V) in the III semester.
- Project & Viva -Voce in the IV semester.



  
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18PENM103	CORE III: ROMANTIC AND VICTORIAN AGE	SEMESTER I	
<b>COURSE OBJECTIVES</b>			
The Course aims			
<ul style="list-style-type: none"> <li>To make the student perceive the ideological position of the romantic writers and the life philosophy of the people</li> <li>To gain an insight into the quaint aesthetic lyrical dimensions of the Pre-Raphaelite poetry</li> </ul>			
Credits:5		Total Hours: 60	
UNIT	CONTENTS	Hrs	CO
I	<b>POETRY DETAILED</b> William Wordsworth - Ode on the Intimations of Immortality P. B. Shelley - Ode to the West Wind John Keats - Ode to Autumn Alfred Tennyson - Lotos Eaters Mathew Arnold - Rugby Chapel	12	CO1
II	<b>POETRY NON- DETAILED</b> Samuel Taylor Coleridge - Rime of the Ancient Mariner William Blake - The Chimney Sweeper Elizabeth Browning - A Dead Rose D.G.Rosetti - The Blessed Damozel A.C.Swinburne - Atalanta in Calydon Robert Browning - Andrea Del Sarto	12	CO2
III	<b>DRAMA DETAILED</b> Oscar Wilde - The Importance of being Earnest <b>NON-DETAILED</b> P. B. Shelley - Prometheus Unbound	12	CO3
IV	<b>PROSE DETAILED</b> Charles Lamb - Essays of Elia - New Year's Eve - Oxford in the vacation John Ruskin - Sesame and Lilies (II) <b>NON- DETAILED</b> William Hazlitt - My First Acquaintance with Poets Thomas De Quincey - Confessions of an English Opium Eater	12	CO4

V	<b>FICTION</b> Jane Austen - Emma Thomas Hardy - Tess of the D' Urbervilles	12	CO5
<b>TEXT BOOKS</b>			
1	David Green.2014. <i>The Winged Word an Anthology of Poems for degree course.</i> Macmillan India Ltd. Chennai.		
2	Board of Editors.2013 <i>Poetry down the Ages.</i> Orient Black Swan. Hyderabad.		
3	Lamb Charles.2009. <i>Essays of Elia.</i> Hesperus Press Ltd. London.		
4	Austen Jane.1998. <i>Emma.</i> Macmillan India Ltd. New Delhi-41.		
5	Lionel Trilling Bloom. 2000. <i>Victorian Prose and Poetry.</i> OPU. New York.		
6	Wilde Oscar. 1997. <i>Importance of Being Earnest.</i> Black Swan. Chennai.		
7	Hardy Thomas .2004. <i>Tess of the D' urbervillies.</i> Peacock Classics. New Delhi.		
<b>REFERENCE BOOKS</b>			
1	Hugh Walker. 1997. <i>The Literature of the Victorian Era.</i> Macmillan India Ltd.NewDelhi-42.		
2	O' Gorman Francis. 2005. <i>A Concise Companion to the Victorian Novel.</i> Atlantic Publishers. New Delhi- 2.		
3	Shiv K. Kumar.2007. <i>British Romantic Poets, Critical Assessments.</i> Atlantic Publishers. New Delhi-027.		
<b>WEB REFERENCE</b>			
1	<a href="https://archive.org/details/essaysofleighhun00huntuoft">https://archive.org/details/essaysofleighhun00huntuoft</a>		

### COURSE OUTCOMES (CO)

After completion of the course, the students will be able to

CO1	Learn the social, economic, political and intellectual background of the Romantic Age and Victorian Age.
CO2	Identify the major genres in both the ages.
CO3	Know the famous authors and works of the periods.
CO4	Trace out the characteristic features of the ages.
CO5	Discuss the various social and political movements and their impacts on literature of the ages.

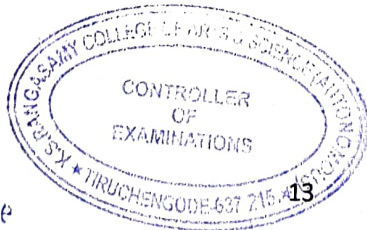


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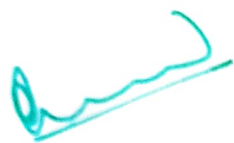
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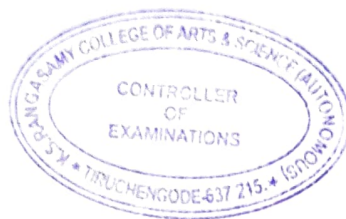
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MAPPING					
PSO CO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	M	L	M	H	M
CO2	H	H	M	H	M
CO3	M	M	M	H	M
CO4	M	L	M	H	M
CO5	H	H	M	H	M

H-High; M-Medium; L-Low



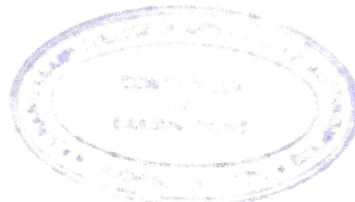
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18PCSENI201	<b>INTER DISCIPLINARY COURSE I :</b> <b>COMPUTERS FOR COMMUNICATION AND E-LEARNING</b>	<b>SEMESTER - II</b>	
<b>COURSE OBJECTIVES</b> The Course aims <ul style="list-style-type: none"> <li>• To learn the basic concepts of computers.</li> <li>• To acquaint students with the proper procedures to create HTML files and learn how to formulate E-learning principles.</li> </ul>			
<b>Credits: 2</b>			<b>Total Hours: 45</b>
UNIT	CONTENTS	Hrs	CO
I	<b>Introduction to Computers :</b> Anatomy of a digital Computer - Memory units - Auxiliary Storage Devices - Input Devices - Output Devices - Introduction to computer software - Systems - Computer Networks - Communication systems.	9	CO1
II	<b>Hyper Text Markup Language:</b> History of HTML and W3C- HTML and its Flavors- HTML Basics- Elements, Attributes and Tags- Basic Tags, <b>Advanced Tags:</b> Table-Frames-Images-Meta Tag-Planning of Web Page-Model and Structure for Website-Designing Web Pages- <b>Multimedia Content (Audio &amp; Video) Frames</b>	9	CO2
III	<b>Cascading Style Sheet (CSS):</b> Introduction- Advantages- Adding CSS- Browser Compatibility -CSS and Page Layout- Selectors. <b>Extensible Markup Language(XML):</b> Role of XML-Prolog- Body- Elements- Attributes- Validation- Displaying XML- Namespace.	9	CO3
IV	<b>E-Learning:</b> Definition - Benefits - Challenges & opportunities - ROI metrics & valuation - E-Learning cycle - E-learning strategy <b>Design and Implementation:</b> Role of tutor - Instructional design - Design issues - Types of learning engagements - Blended learning - Team Infra structure - Vendor relationships - Learning management systems - Testing.	9	CO4
V	<b>Learning Methodology:</b> Organizing learning sequences - Common lesson structures - Creating building blocks - Designing learning sequences - Learning activities - Test and exercise learning - Planning tests - Selecting questions - Sequencing test questions - Feedback - Improve testing - Prevent cheating.	9	CO5



TEXT BOOK	
1	Alexis Leon and Mathews Leon. 2010. <i>Introduction to Computers</i> . [Fourth Edition]. LeonTechWorld, Chennai. (Unit I)
2	Uttam K.Roy. 2016. <i>Web Technologies</i> . [Fourth Edition]. Oxford University Press.(Unit II,III)
3	John R Gardner and Bryn Holmes. 2006. <i>E-Learning: Concepts and Practice</i> . [First Edition]. SAGE Publications Ltd, New Delhi. (Unit IV)
4	William K Horton. 2007. <i>Designing web-Based Training: How to Teach Anyone Anything Anywhere Anytime</i> . [First Edition]. John Wiley & Sons Inc, New York. (Unit V)

REFERENCE BOOKS	
1	French, C.S. 1998. <i>Data Processing and Information Technology</i> , BPB Publications, New Delhi.
2	Sinha, P.K. 1992. <i>Computer Fundamentals</i> . BPB Publications, New Delhi, 1992.
3	Guy Hart Davis.1998. <i>The ABCs of Microsoft Office 97 Professional edition</i> , BPB Publications, New Delhi.
4	Allen, M. W. 2003. <i>Michael Allen's Guide to E-learning: Building Interactive, Fun and Effective Learning Program for Any Company</i> . [First Edition]. John Wiley & Sons Inc, New York.
5	Marc J Rosenberg. 2000. <i>E-Learning: Strategies for Delivering Knowledge in the Digital Age</i> . [First Edition]. McGraw-Hill Education, New Delhi.

**COURSE OUTCOMES (CO)**

After completion of the course, the students will be able to

CO1	Fundamentals of computers
CO2	Formatting and Documentation in HTML
CO3	Advanced concepts in HTML and CCS
CO4	E-learning methodologies
CO5	Designing and learning sequences

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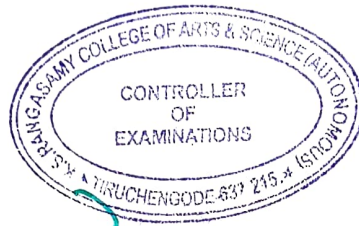


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M.A., English (students admitted from 2018-2019 onwards)

MAPPING					
PSO CO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	H	H	H	H	H
CO2	L	L	M	M	H
CO3	M	M	M	H	L
CO4	H	H	L	L	M
CO5	L	L	M	M	M

H-High; M-Medium; L-Low



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18PCSENIP201	<b>INTER DISCIPLINARY COURSE PRACTICAL- I: COMPUTERS FOR COMMUNICATION AND E-LEARNING</b>	SEMESTER - II
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**COURSE OBJECTIVES**

The course aims

- To offer an introduction to Microsoft Windows 7, Microsoft Word 2010, Microsoft Excel 2010 and Microsoft PowerPoint 2010
- To acquaint students with the proper procedures to create documents, worksheets, databases and presentations suitable for coursework, professional purposes and personal use
- To offers a big advantage over its kin by allowing instructors to design with multiple media in an online environment
- To understand, how to integrate all of the media into an effective learning environment

Total Hours: 30

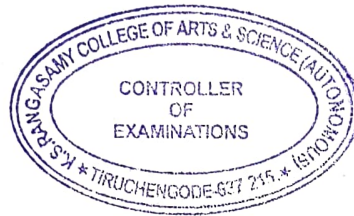
PROGRAM	CONTENTS	Hrs.	CO
1	Create Newspaper which includes Main Heading-Sub Heading, Pictures, Graph and news in double column format in MS-Word 2010.	03	CO1
2	Send a resume to different companies using Mail merge concept in MS-Word 2010.	03	CO1
3	Create a excel sheet with student mark list and display result analysis using MS-Excel 2010.	03	CO2
4	Create a chart using Chart Wizard, changing the chart type, color, printing documents in MS-Excel 2010.	03	CO2
5	Set an audio and video with animation effect in PowerPoint, grouping and ungrouping clip art and cropping.	03	CO3
6	Design a website that incorporates all types of hyper links, image and paragraph tags, table tags and text formatting tags.	03	CO4
7	Design a website to display the details about galaxy using image map in HTML.	03	CO4
8	Develop a Program that should use tool to convert power point presentation to E-learning publishable format (SWF).	03	CO4
9	Develop a Program that should use tool to convert power point presentation to E-learning publishable format and it should include external link.	03	CO5
10	Identify any E-learning web site and publish the E-content to the other users.	03	CO5

**COURSE OUTCOMES (CO)**

After completion of the course, the students will be able to

CO 1	Practice the Formatting and mail merge option in MS_Word
CO 2	Work on Types Chart and Data Analysis in MS_Excel
CO 3	Know about Animation and Presentation effects in MS_Powerpoint
CO 4	Practice on Image and Formatting tags in HTML
CO 5	Work on E-Content and Publishable Format

*M.P*



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18PENM303		CORE XI: POST COLONIAL STUDIES /	SEMESTER III	
<b>COURSE OBJECTIVES</b>				
The Course aims				
<ul style="list-style-type: none"> <li>To help the students gain knowledge of the major and minor writers from colonial countries.</li> <li>To teach the background, culture and tradition of various countries.</li> </ul>				
Credits: 4			Total hours : 50	
UNIT	CONTENTS	Hrs	CO	
I	<b>POETRY (Detailed)</b>	10	CO1	
	Judith Wright - Train Journey			
	Chinua Achebe - Refugee Mother and Child			
II	<b>POETRY (Non-Detailed)</b>	10	CO2	
	Matthew Arnold - Dover Beach			
	A.D. Hope - The Death of the Bird			
	Judith Wright - Peacock			
III	<b>Drama (Detailed)</b>	10	CO3	
	Wole Soyinka - The Lion and the Jewel			
	Ray Lawler Doll - Summer of the Seventeenth			
IV	<b>Prose (Detailed)</b>	10	CO4	
	Chinua Achebe - The Novelist as a Teacher			
V	<b>Fiction</b>	10	CO5	
	Khaled Hosseini - A Thousand Splendid Suns			
	Gabriel Joes Gracia Marquez - One Hundred Years of Solitude.			

**TEXT BOOKS**

1.	Soyinka Wole. 1963. <i>The Lion and the Jewel</i> . Oxford University press. New York.
2.	Hosseini Khaled.2013. <i>A Thousand Splendid Suns</i> . Bloomsbury publishing. India Ltd.
3.	Gracia Marquez Gabriel Joes, Gabril Joes.1972 <i>One Hundred Years of Solitude</i> .penguin books.Ltd.
4.	Achebe,chinua. Collected Poems Penguin Modern classics.
5.	Achebe,chinua. Hopes and Impediments selected essays. Picador books.
6.	Wright, Judith. Collected poems. Harper Collins publications.
7.	Arnold, Matthew. <i>Dover beach and other poems</i> . Dover publications.Inc in 1994.
8.	Lawler Ray. 2011 <i>Summer of the Seventeenth Doll</i> . Samuel French. New York.

**COURSE OUTCOMES (CO)**

After completion of the course, the students will be able to

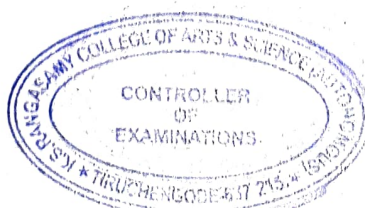
CO1	Gain knowledge on different genres in postcolonial studies.
CO2	Realize the state of poets and their poetries in cultural aspects.
CO3	Attain the knowledge of drama and its techniques.
CO4	Impart the writing skill of prose and its nuances.
CO5	Acquire the social background, cultural and traditional aspects of different countries.

**MAPPING**

PSO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	M	M	M	M	M
CO2	H	H	H	H	H
CO3	M	L	M	L	M
CO4	H	H	H	H	H
CO5	H	H	H	H	H

H-High; M-Medium; L-Low

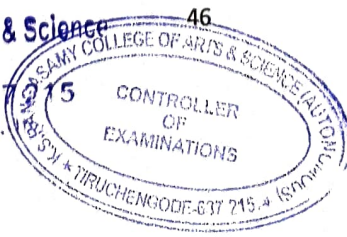
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18PENM304	CORE XII: WORLD CLASSICS IN ENGLISH	SEMESTER III	
<b>COURSE OBJECTIVES</b>			
The Course aims			
<ul style="list-style-type: none"> <li>• Enable the students to appreciate the writings for literary values, cultural importance, philosophical and socio-political background.</li> <li>• To facilitate the development of cross-cultural perspectives.</li> </ul>			
<b>Credits: 4</b>		<b>Total hours : 50</b>	
UNIT	CONTENTS	Hrs	CO
I	<b>POETRY</b> Homer - The Iliad Book III Thiruvalluvar - Thirukkural Book II (65,72&73)	10	CO1
II	<b>POETRY</b> Dante - The Inferno (Canto III) Gibran - The Prophet	10	CO2
III	<b>PROSE</b> St. Augustine - The Confessions Book - I	10	CO3
IV	<b>DRAMA</b> Kalidasa - Sakuntala	10	CO4
V	<b>FICTION</b> Leo Tolstoy - Anna Karenina Books (1 & 2)	10	CO5
<b>TEXT BOOKS</b>			
1.	TW: Thiruvalluvar. <i>The Weaver</i> (English translation by Himalayan Academy, Concord, California, Manuscript)		
2.	Kalidasa. 1937. <i>Sakuntala</i> . Macmillan & Co. Limited.		
3.	Amy Mandelker. 1995. <i>The Judgement of Anna Karenina. A plot of her own</i> :		
<b>REFERENCE BOOKS</b>			
1.	Mancrief, A.R Hope. 1995. <i>Classical Legends (Myths &amp; Legends)</i> . Chancellor Press.		
2.	Easterling. P.E, ed. <i>The Cambridge Companion to Greek Tragedy</i> : Cambridge, University Press.		
3.	<i>The female protagonist in Russian Literature</i> . Ed. Sona Stephen Hoisington. Chicago: Northwestern University Press.		

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**COURSE OUTCOMES (CO)**

After completion of the course, the students will be able to

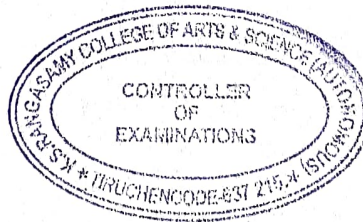
CO1	Examine world literary works across multiple genres, cultural importance and philosophical background.
CO2	Appreciate the qualities that make a work of literature a classic.
CO3	Discern literature across the globe and learn the different cultures, style and literary techniques from cross cultural perspectives.
CO4	Learn insight on the translation theories related to various genres of literature.
CO5	Acquire knowledge about classic literatures of the world that have been translated into English.

MAPPING					
PSO \ CO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	H	H	M	H	M
CO2	L	H	M	H	M
CO3	M	H	H	L	M
CO4	M	H	M	H	M
CO5	H	M	M	H	H

H-High; M-Medium; L-Low



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18PENEL302	ENGLISH IN ADVANCED WRITING	SEMESTER III	
<b>COURSE OBJECTIVES</b>			
The Course aims			
<ul style="list-style-type: none"> <li>To help the students to identify a toolkit approach to academic writing.</li> <li>To train the students to gather, interpret, analyze and synthesize data or information for media.</li> </ul>			
<b>Credits: 2</b>		<b>Total hours : 50</b>	
UNIT	CONTENTS	Hrs	CO
I	<b>Information Accession</b> 1. Prewriting techniques a) Note-making b) Note-taking c) Mind mapping etc. 2. Representing Data / Information Management a) Definition b) Analysis c) Interpretation d) Argument	10	CO1
II	<b>Documentation</b> 1. Citing Resources / Academic integrity a) Bibliography b) Parenthetical documentation c) Avoiding plagiarism	10	CO2
III	<b>Composition</b> 1. Writing process / Synthesizing information a) Paragraphing - Coherence, Cohesion b) Writing the topic sentence c) Explanation and Expansion d) Illustration e) Introduction and Conclusion 2. Mechanics and language verification a) Register b) Vocabulary	10	CO3

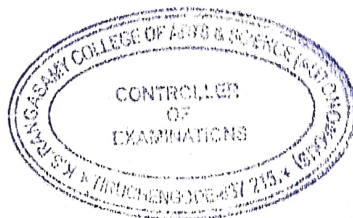
	c) Style		
IV	<p><b>Analysis of writing in Academic Journals</b></p> <p>a) Text Structure</p> <p>b) Argument</p> <p>c) Language</p> <p>d) Content</p> <p>The students are expected to read articles in academic journals and magazines and identify the different components of research writing and offer commentary/critique.</p>	10	CO4
V	<p><b>Practice in research writing</b></p> <p>Choosing the primary source and the secondary source</p> <p>The student is expected to choose a text preferably published within the past five years - Fiction, Drama, Poetry or Non- fiction.</p> <p><b>Preparation of a literary journal</b></p> <p>a) Writing for publication</p> <p>b) Peer observation</p> <p>c) Editing/proof - reading</p>	10	CO5

**TEXT BOOKS**

1. Bailey, Stephen. Academic Writing- A handbook for International students. New York: Routledge, 2008.
2. Berry, Ralph. The Research Project-How to write it. London: Routledge, 2004.
3. Butler, Linda. Fundamentals of Academic Writing. New York: Pearson education, Inc, 2007.

**REFERENCE BOOKS**

1. Coffin, Caroline et.al. Teaching Academic writing- A Toolkit for Higher Education. London: Routledge,2003.
2. Craswell, Gail. Writing for Academic Success- A Postgraduate Guide. London SagePublications, 2005.
3. Gibaldi, Joseph. MLA handbook (sixth edition). New Delhi: Eastwest press edition, 2004.
4. Hart, Chris. Doing your Master's Dissertation. London: Sage Publications,2005
5. Hamp-Lyons, Liz and Ben Heasley. Study Writing- A Course in Writing Skills for Academic purposes. Cambridge: Cambridge University Press, 2006.



6.	Oliver, Paul. Writing Your Thesis. New Delhi: Vistaar Publications, 2004.
7.	Potter, Stephen. (ed). Doing Postgraduate Research. London: Sage Publications, 2002.
8.	Rosen, Leonard J. The Academic Writer's Handbook. Pearson Longman, 2006.

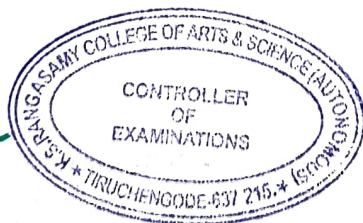
**COURSE OUTCOMES (CO)**

After completion of the course, the students will be able to

CO1	Understand the importance and techniques of Academic writing.
CO2	Learn the methodology of the research problem and results.
CO3	Know the value of writing and its relevance in digital era.
CO4	Trace out the characteristics of Academic writing.
CO5	Develop the practice and preparation of writing for the media.

MAPPING					
CO \ PSO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	M	M	M	M	M
CO2	L	L	L	L	H
CO3	M	M	H	H	H
CO4	M	M	L	H	H
CO5	L	L	L	H	H

H-High; M-Medium; L-Low

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18PMAENI301	<b>INTER DICIPINARY COURSE II: APTITUDE AND REASONING FOR COMPETITIVE EXAMINATIONS</b>	SEMESTER III	
<b>COURSE OBJECTIVES</b>			
The Course aims			
<ul style="list-style-type: none"> <li>To equip the students for writing competitive examinations.</li> </ul>			
Credits: 4		Total hours : 40	
<b>UNIT</b>	<b>CONTENTS</b>	<b>Hrs</b>	<b>CO</b>
I	Series completion - Coding-Decoding - Blood relations. (Chapter 1, Chapter 4 and Chapter 5)	08	CO1
II	Puzzle Test - Direction sense test - Logical Venn Diagram. (Chapter 6, Chapter 8 and Chapter 9)	08	CO2
III	Number Ranking and Time Sequence Test - Mathematical operation. (Chapter 12 and Chapter 13)	08	CO3
IV	Logical sequence of words - Arithmetical Reasoning - Inserting the missing character (Chapter 14, Chapter 15 and Chapter 16)	08	CO4
V	Data Sufficiency - Situation Reaction Test. (Chapter 17 and Chapter 20)	08	CO5
<b>REFERENCE BOOK</b>			
1.	Agarwal, R.S., 2011. <i>A Modern Approach to Verbal and Non-Verbal Reasoning</i> , S.Chand & Company Ltd., New Delhi.		

**COURSE OUTCOMES (CO)**

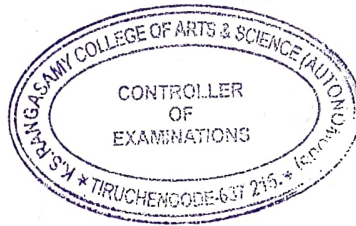
After completion of the course, the students will be able to

CO 1	Gain knowledge on coding and decoding
CO 2	Perform mathematical operations and finding solutions to puzzles
CO 3	Find the pattern of given numerical series
CO 4	Predict the logical sequence of given words and missing characters
CO 5	Answer with his presence of mind.

MAPPING						
CO \ PSO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	
CO 1	L	L	L	L	L	
CO 2	H	H	H	H	H	
CO 3	H	H	H	H	H	
CO 4	M	M	M	M	M	
CO 5	M	M	L	M	L	

H-High; M-Medium; L-Low

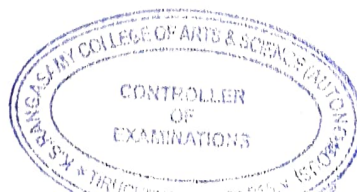
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18PENM402	CORE XIV : NEW LITERATURES IN ENGLISH	SEMESTER IV	
<b>COURSE OBJECTIVES</b>			
The Course aims			
<ul style="list-style-type: none"> <li>To introduce the students of English Literature to a new breed of writing which talks about their oppressed feelings, ventilates their emotions, airs their protests, etc.</li> <li>To sensitize them to the pain and plight of the marginalized.</li> </ul>			
<b>Credits: 4</b>		<b>Total hours : 60</b>	
UNIT	CONTENTS	Hrs	CO
I	<b>INTRODUCTION</b> 1. Birth, evolution & growth of NLE 2. Coloniality - struggle - protest - marginality - rootlessness - poverty - 'otherness' 3. Post Imperial Literature to Commonwealth Literature, Postcolonial Studies to New Literatures 4. Politics in name 5. Themes and concerns 6. Approach & appreciation	12	CO1
II	<b>PROSE</b> 1. The Myth, Ritual and the African World : Wole Soyinka 2. Nation and Narration : Homi K. Bhabha	12	CO2
III	<b>POETRY</b> 1. A Common Hate Enriched our Love and Us: Dennis Brutus 2. A Far Cry From Africa : Derek Walcott 3. Africa : David Diop 4. Journey to the Interior : Margaret Atwood 5. Time : Allen Curnow 6. Abiku : Soyinka & J. P. Clarke 7. Australia : A. D. Hope	12	CO3
IV	<b>DRAMA</b> Madmen and Specialists : Akinwande Oluwole S.	12	CO4
V	<b>FICTION</b> 1. Cry the Beloved Country : Alan Paton 2. A Million Mutinies Now : V.S. Naipaul 3. The English Patient : Michael Ondaatje	12	CO5
<b>TEXT BOOKS</b>			
1.	Robert J. C. Young, <i>A Short Introduction to Postcolonialism</i> . Oxford: OUP, 2006.		
2.	Bill Ashcroft, et. al, <i>The Empire Writes Back</i> . London: Routledge, 1989.		
3.	C.D. Narasimhaiah, Ed., <i>An Anthology of Commonwealth Poetry</i> . Chennai: Macmillan, 1990.		



**REFERENCE BOOKS**

1. Trevor James, *English Literature from the Third World*. Oxford: Longman, 1986.
2. C.L. Innes, *The Cambridge Introduction to Postcolonial Literatures in English*. Cambridge: CUP, 2007.
3. Ngugi wa Thiong'o, *Decolonizing the Mind*. Nairobi: East African Educational Publishers, 1986.
4. Michael Etherton, *The Development of African Drama*. London: Hutchinson, 1982.
5. William Walsh, Ed., *Readings in Commonwealth Literature*. London: OUP, 1973.

**COURSE OUTCOMES (CO)**

After completion of the course, the students will be able to

CO1	To make the learners to familiarize with writers of new literatures.
CO2	To enable the learners to appreciate various cultures, process of decolonization.
CO3	To familiarize them to the recent works of writers from different pocket of the world with an open mind, to understand and appreciate them.
CO4	To weigh the claims of universalism made on behalf of canonical texts in Just a position to the elements of hybridity, marginality, plurality and otherness, by examining these texts.
CO5	To acquire knowledge about new fields in new literatures.

**MAPPING**

PSO	PSO1	PSO2	PSO3	PSO4	PSO5
CO					
CO1	M	M	L	H	H
CO2	H	M	M	H	M
CO3	M	H	H	H	M
CO4	H	M	M	M	M
CO5	M	H	M	H	M

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18PENM404	<b>CORE XVI: COMPARATIVE LITERATURE</b>	<b>SEMESTER IV</b>	
<b>COURSE OBJECTIVES</b>			
The Course aims			
<ul style="list-style-type: none"> <li>To acquaint students of literature with a knowledge of using comparison as a tool of criticism.</li> <li>To help the students compare literature books writers and ideas etc.</li> </ul>			
<b>Credits: 4</b>		<b>Total hours:60</b>	
<b>UNIT</b>	<b>CONTENTS</b>	<b>Hrs</b>	<b>CO</b>
I	Definition of the term Comparative Literature - National Literature - World Literature and Comparative Literature - Comparative Literature in India : A Perspective - Bjay Kumar Das.	12	CO1
II	Influence and Imitation - Unconscious Imitation and Conscious Influence - Translation -Role of Translation in Comparative Literature -	12	CO2
III	Epoch, Period and Generation - the Link between Comparative Literature and History of Literature - Comparing Hawthorne's <i>the Scarlet Letter</i> with Anandhamoorthy's <i>Samskara</i>	12	CO3
IV	Genres - Comparing two Texts on the basis of Form - Comparing Novels, Plays and  Poems -A.J.M. Smith's "Ode on the Death of W.B.Yeats" with W.H.Auden's " In memory of W.B.Yeats.	12	CO4
IV	Thematology - Comparing Works on the basis of Themes - Defining terms like Motif, Leitmotif - Characters and Situations. Comparison between Shakespeare's <i>Antony and Cleopatra</i> with Dryden's <i>All for Love</i> ,	12	CO5
<b>TEXT BOOKS</b>			
1	Brooks, Cleanth and Robert Penn Warren. <i>Modern Rhetoric</i> . Atlanta: Harcourt, Brace & World,1958. Print.		
2	Mohan, Devinder. <i>Comparative Poetics: Aesthetics of the Ineffable</i> . New Delhi: Intellectual Publishing House, 1988. Print.		
3	Peck, John and Martin Coyle. <i>Practical Criticism</i> . New York: Palgrave, 1995. Print.		
4	Ddaiches, David. <i>Critical Approaches to Literature</i> . Kolkata: Orient Longman, 2006. Print.		

5	Spivak, Gaythri Chakravorthy. <i>Death of a Discipline</i> . Columbia: Columbia University Press, 2003. Print.
6	Bijay Kumar. <i>Comparative Literature: Essays in Honour of Professor Mr. Khan</i> . Atlantic Publishers and Distributors, 2000. Print.
<b>REFERENCE BOOK</b>	
1.	Subramaniam, N, Srinivasan, Padma & Balakrishnan G.R . eds. <i>Introduction to the Study of Comparative Literature Theory and Practice</i> . Tamilnadu: Teesi Publications, 1997. Print.

### COURSE OUTCOMES (CO)

After completion of the course, the students will be able to

CO1	Demonstrate a comparative understanding of national literature and literary traditions within the context of world literature through close readings of primary texts in their original languages and in translation
CO2	Situate texts within their cultural and historical contexts by integrating and analyzing secondary scholarship and criticism
CO3	Cultivate an understanding of major critical and interpretive methods and apply them to primary literary sources to construct interpretive arguments in the essay form
CO4	Demonstrate advanced proficiency in at least one literary tradition other than English by successfully completing three upper division courses in that language and literature
CO5	Develop analytical and critical thinking and research skills through close reading of works in comparative perspective.

MAPPING					
PSO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	H	H	H	H	H
CO2	H	H	M	H	H
CO3	H	H	M	H	H
CO4	M	H	H	H	H
CO5	H	H	H	M	M

H-High; M-Medium; L-Low

