



**KG College of Arts and Science**  
 Autonomous Institution | Affiliated to Bharathiar University  
 ISO 9001-2015 Certified Institution  
 KGJL Campus, Saravanampatti, Coimbatore – 641 035



## Regulations 2024 - 25 for Postgraduate Programme

Learning Outcomes Based Curriculum Framework- (LOCF) model with  
 Choice Based Credit System (CBCS)

**Programme: M.A. English Literature (M.A.)**

**Programme Code: MEL**

**(Applicable for the Students admitted during the academic year 2024 - 25 onwards)**

### Eligibility

Candidates for admission to the first year of the Master of English Degree Programme shall be required to have passed in any UG Programme conducted by any recognised University in the relevant Programme.

### Program Learning Outcomes (PLOs)

The successful completion of the M.A.English Literature Programme shall enable the students to:

PLO1	Explore English literature across ages and continents, grasping theories and perspectives for cultural enrichment.
PLO2	Master analysis of English Language in Teaching, Research and Translation fostering innovation through interdisciplinary collaboration.
PLO3	Cultivate deep literary and critical thinking, understanding literature's societal impact and enhancing problem-solving abilities.
PLO4	Apply literature knowledge in teaching, publishing and media to ornate the way for academic and career success.
PLO5	Hone technical skills and ethical judgment for effective engagement of literature in professional settings and lifelong learning.

**M.A. English Literature****Distribution of Credits and Hours for all the Semesters**

<b>Part</b>	<b>Courses</b>	<b>No. of Courses</b>	<b>Hrs.</b>		<b>Credits</b>	<b>Total</b>	<b>Semester</b>
<b>III</b>	Core Theory (6 hrs./Week)	8	8 X 6	48	8 X 4	32	1 - 4
	Core Theory (5 hrs./Week)	6	6 X 5	30	6 X 4	24	1 - 4
	Elective (5 hrs./Week)	4	4 X 5	20	4 X 3	12	1 - 4
	Internship	1	-	-	1 X 2	2	3
	Project	1	1 X 10	10	1 X 6	6	4
	Skill Enhancement (SEC)	3	3 X 2	6	3 X 2	6	2 - 4
<b>IV</b>	Ability Enhancement Compulsory Course (AECC)	3	3 X 2	6	3 X 2	6	1,2,4
	Ability Enhancement Compulsory Course (AECC) – Online Course – MOOC	1	-	-	1 X 2	2	3
<b>Total</b>		<b>27</b>		<b>120</b>		<b>90</b>	

**Consolidated Semester wise and Component wise  
Hours and Credits Distribution**

Semester	Part I		Part II		Part III		Part IV		Part V		Total	
	Hrs.	Credits	Hrs.	Credits	Hrs.	Credits	Hrs.	Credits	Hrs.	Credits	Hrs.	Credits
<b>1</b>	-	-	-	-	28	19	2	2	-	-	<b>30</b>	<b>21</b>
<b>2</b>	-	-	-	-	28	21	2	2	-	-	<b>30</b>	<b>23</b>
<b>3</b>	-	-	-	-	30	23	-	2	-	-	<b>30</b>	<b>25</b>
<b>4</b>	-	-	-	-	28	19	2	2	-	-	<b>30</b>	<b>21</b>
<b>Total</b>	-	-	-	-	<b>114</b>	<b>80</b>	<b>6</b>	<b>8</b>	-	-	<b>120</b>	<b>90</b>

## Curriculum

## M.A. English Literature

Semester – 1									
Course Code	Part	Course Category	Course Name	Hrs./week	Examination			Credits	
					Duration in hrs.	Max Marks			
						CIA	ESE		Total
24MEL11C	III	Core - I	British Literature - I (from Chaucer to Milton)	6	3	25	75	100	4
24MEL12C	III	Core - II	Shakespeare	6	3	25	75	100	4
24MEL13C	III	Core - III	Indian English Literature	6	3	25	75	100	4
24MEL14C	III	Core - IV	History of the English Language and Phonetics	5	3	25	75	100	4
24MEL1AE/ 24MEL1BE/ 24MEL1CE	III	Elective - I	A Survey of Literatures in English - British Literature	5	3	25	75	100	3
			Introduction to Comparative Literature						
			Mass Communication and Journalism						
24SOF1AE	IV	AECC - I	Quantitative Aptitude	2	3	-	50	50	2
<b>Total</b>				<b>30</b>				<b>550</b>	<b>21</b>

<b>Semester – 2</b>									
Course Code	Part	Course Category	Course Name	Hrs./ week	Examination			Credits	
					Duration in hrs.	Max Marks			
						CIA	ESE		Total
24MEL21C	III	Core - V	British Literature - II (from Dryden to Romantic Age)	6	3	25	75	100	4
24MEL22C	III	Core - VI	Postcolonial Theory and Literature	5	3	25	75	100	4
24MEL23C	III	Core - VII	American Literature	5	3	25	75	100	4
24MEL24C	III	Core - VIII	Literary Terms	5	3	25	75	100	4
24MEL2AE/ 24MEL2BE/ 24MEL2CE	III	Elective - II	A Survey of Literatures in English - American Literature	5	3	25	75	100	3
			Introduction to Translation Studies						
			Introduction to Performing Arts						
24MEL25S	III	SEC - I	Functional English	2	3	25	75	100	2
24SOF2AE	IV	AECC - II	Soft Skills	2	3	-	50	50	2
<b>Total</b>				<b>30</b>				<b>650</b>	<b>23</b>

# Semester – 1

Course Code	Course Name	Category	Hours / Week	Credits
24MEL11C	British Literature I	Core I	6	4

### Course Objectives

The course intends to cover

- The literary tradition from Chaucer to Milton.
- The critical perspectives on the literature of the period, including historical and formalistic approaches.

### Course Learning Outcomes

On the successful completion of the course, students will be able to

CLO	CLO Statements	Knowledge Level
CLO1	Understand the story narratives in terms of poetry and apply the poetic devices in story writing.	K2, K3
CLO2	Develop emotional intelligence and self- awareness to carry throughout life	K4
CLO3	Appreciate the artistry and significance of poetry to become a critic	K5
CLO4	Gain insights into the professional world of theatre preparing them for potential careers in the dramatic arts.	K2,K5
CLO5	Interpret and evaluate the characters, themes and narrative techniques in creative writing	K4
<b>K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate</b>		

### CLO – PLO Mapping

CLOs/PLOs	PLO1	PLO2	PLO3	PLO4	PLO5
CLO1	1	2	2	3	3
CLO2	2	1	3	-	3
CLO3	2	3	3	3	3
CLO4	3	2	2	3	2
CLO5	1	1	2	3	3
<b>3 - Substantial (high)</b>		<b>2 - Moderate (medium)</b>		<b>1 - Slight (low)</b>	

**Core - I: British Literature I**

<b>Unit</b>	<b>Content</b>	<b>No. of Hours</b>
I	Geoffrey Chaucer: The Prologue to the Canterbury Tales (The Knight, The Squire, The Pardoner, The Prioress, The Summoner) Edmund Spenser - Epithalamion	18
II	John Milton: from Paradise Lost - Book IX (1-400 lines) John Donne : A Valediction: Forbidding Mourning Andrew Marvel : To His Coy Mistress	18
III	Sir Philip Sidney : An Apology for Poetry Francis Bacon : Of Truth, Of Studies, Of Parents and Children	18
IV	Christopher Marlowe : Doctor Faustus	18
V	John Bunyan: The Pilgrims Progress	18
<b>Total Hours</b>		<b>90</b>
<b>Text Books</b>		
1.	Milton, J. (2009) Paradise Lost Book IX. Rama Brothers Publication.	
2.	Chaucer, G. (1903). Canterbury Tales: The Prologue. Macmillan & Company.	
3.	Bunyan, J. (1875). The Pilgrim's Progress: As Originally Published. E. Stock.	
4.	Sidney, Philip. (2011) An Apology for Poetry. Rama Brothers Publications.	
<b>Reference Books</b>		
1.	Kolbas, E. D. (2018). Critical Theory and the Literary Canon. Routledge.	
2.	Krieger, M. (1952). Towards a Contemporary Apology for Poetry. The Ohio State University.	
3.	Ramaswami and V. Seturaman. (2000). English Critical Tradition: An Anthology of English Literary Criticism. Laxmi Publications	
<b>Web Resources (Swayam / NPTEL)</b>		
1.	<a href="https://online-learning.harvard.edu/subject/literature">https://online-learning.harvard.edu/subject/literature</a>	



Course Code	Course Name	Category	Hours/ Week	Credits
24MEL12C	Shakespeare	Core II	6	4

### Course Objectives

The course intends to cover

- The curated selection of Shakespeare’s works, focusing on dramatic techniques, themes, characterization, and language, as well as impact and contribution to poetry.
- The historical period of 15<sup>th</sup> century and Shakespeare’s significant role in shaping English plays.

### Course Learning Outcomes

On the successful completion of the course, students will be able to

CLO	CLO Statements	Knowledge Level
CLO1	Develop a critical understanding of theatre, theatrical performances, and poetry in the creative field.	K2,K3
CLO2	Analyse and apply Shakespeare’s writing style, and techniques in scholarly research.	K3,K4
CLO3	Acquire the necessary skills to critically analyse Shakespearean tragedies to apply in content and script writing.	K3,K4
CLO4	Evaluate the historical background and its impact on Shakespearean plays, connecting the knowledge to critical writing practices.	K5
CLO5	Investigate the Shakespearean studies in the light of Modern Critical Approaches and prepare for Competitive Examinations.	K4
<b>K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate;</b>		

### CLO – PLO Mapping

CLOs/PLOs	PLO1	PLO2	PLO3	PLO4	PLO5
CLO1	1	2	3	3	3
CLO2	-	3	1	2	3
CLO3	2	-	3	3	2
CLO4	2	1	3	3	3
CLO5	1	-	3	3	3
<b>3 - Substantial (high)</b>		<b>2 - Moderate (medium)</b>		<b>1 - Slight (low)</b>	

**Core - II: Shakespeare**

Unit	Content	No. of Hours
I	Shakespearean Theatre and Audience. Plot, Characterization, Fools in Shakespearean drama., Shakespearean Sonnets (1, 12, 29, 65, 130)	18
II	Much Ado About Nothing	18
III	Macbeth	18
IV	Henry IV Part II	18
V	Shakespearean Criticism: A.C. Bradley - Shakespearean Tragedy (Chapter V & VI)	18
<b>Total Hours</b>		<b>90</b>
<b>Text Books</b>		
1.	Shakespeare William. (2013). Shakespeare's Sonnets. Arden Shakespeare Publication.	
2.	Shakespeare William. (2004). Much Ado About Nothing. Simon & Schuster Publication.	
3.	Shakespeare William. (2022). Henry IV Part II. Double 9 Books.	
<b>Reference Books</b>		
1.	Harrison, G.B. (1951). Shakespeare's Tragedies. Routledge London.	
2.	Knight, G.W. (1957). The Wheel of Fire: Essays in Interpretation of Shakespeare's Sombre Tragedies. New York.	
3.	Knight, G.W. (1947). The Crown of Life: Essays in Interpretation of Shakespeare's Final Plays. Oxford.	
4.	Andrews, John. (1985). William Shakespeare: His World, His Work, His Influence, Charles Scribner's Sons.	
5.	Dollimore, Jonathan. (1984). The Radical Tragedy. The Harvester Press, Cambridge.	
<b>Web Resources (Swayam / NPTEL)</b>		
1.	<a href="https://onlinecourses.swayam2.ac.in/cec24_lg02/preview">https://onlinecourses.swayam2.ac.in/cec24_lg02/preview</a>	
2.	<a href="https://onlinecourses.swayam2.ac.in/ugc19_hs47/preview">https://onlinecourses.swayam2.ac.in/ugc19_hs47/preview</a>	

Course code	Course Name	Category	Hours / Week	Credit
24MEL13C	Indian English Literature	Core III	6	4

### Course Objectives

The course intends to cover

- Introduce and outline to the history of Indian writing in English to students and inculcate the significance of the prominent writers, works and style.
- Identify the writers of Indian literature through an empathetic appreciation of the cultural significance.

### Course Learning Outcomes

On the successful completion of the course, students will be able to

CLO	CLO Statements	Knowledge Level
CLO1	Understand the writers and works of different ages from the Indian point of view.	K2
CLO2	Understand and apply narrative structures, character dynamics, and motifs in Indian writing in English.	K2, K3
CLO3	Analyse the works with critical thinking to enhance interpretation in academic writing.	K4
CLO4	Interpret Indianess, characterization, theatrical elements, and plots to be adept in script writing and analysis.	K4
CLO5	Examine Indian Aesthetic and explore the field for research and competitive exams.	K2, K4
<b>K2 - Understand; K3 - Apply; K4 - Analyze;</b>		

### CLO – PLO Mapping

CLOs/PLOs	PLO1	PLO2	PLO3	PLO4	PLO5
CLO1	3	1	3	3	3
CLO2	2	1	3	3	3
CLO3	1	-	3	3	3
CLO4	3	1	3	3	2
CLO5	2	1	3	3	3
<b>3 - Substantial (high)</b>		<b>2 - Moderate (medium)</b>		<b>1 - Slight (low)</b>	

**Core - III: Indian English Literature**

Unit	Content	No. of Hours
I	A. K. Ramanujan : Looking for a Cousin on a Swing Nissim Ezekiel : Poet, Lover, Bird Watcher Sri Aurobindo : I have a Hundred Lives Gieve Patel : On killing a Tree Meena Alexander : Natural Difficulties VikramSeth :A Little Distance.	18
II	Letters from a Father to his Daughter – Jawaharlal Nehru - (1- 15 letters) The Dance of Shiva – Ananda Coomaraswamy	18
III	Mahesh Dattani : Brief Candle	18
IV	Aravind Adiga: The White Tiger	18
V	G. B. Mohan Thampi : Rasa” as Aesthetic Experience M. Hiriyanna : The Main Aspects of Indian Aesthetics	18
<b>Total Hours</b>		<b>90</b>
<b>Text Books</b>		
1.	Ezekiel, Nissim. (1985). Night of The Scorpion & Poet, Lover, Birdwatcher. Indian Writings in English & Translation. Putnam Publishing Group.	
2.	Dattani, Mahesh. (2010). Brief Candle: Three Plays. Penguin Books India.	
3.	Adiga, A. (2008). The White Tiger: A novel. Simon and Schuster.	
<b>Reference Books</b>		
1.	Gupta, N. A. (2016). A Student’s Handbook of Indian Aesthetics. Cambridge Scholars Publishing.	
2.	Laskar, Rumi Rani. (2016). A Reading Of Nissim Ezekiel’s Poetry From Biocentric Perspective. Journal of English language and literature-joell.	
<b>Web Resources (Swayam / NPTEL)</b>		
1.	<a href="https://onlinecourses.swayam2.ac.in/cec24_lg04/preview">https://onlinecourses.swayam2.ac.in/cec24_lg04/preview</a>	
2.	<a href="https://archive.nptel.ac.in/courses/109/106/109106135/">https://archive.nptel.ac.in/courses/109/106/109106135/</a>	

Course code	Course Name	Category	Hours / Week	Credit
24MEL14C	History of the English Language and Phonetics	Core IV	5	4

### Course Objectives

The course intends to cover

- The history of the origin of the English language.
- The language stages in their historical context.
- Literary techniques, the skills and strategies necessary to conduct college-level research.

### Course Learning Outcomes

On the successful completion of the course, students will be able to

CLO	CLO Statements	Knowledge Level
CLO1	Understand the origin of English language and utilize the nuances in creative writing.	K2,K3
CLO2	Comprehend the Syntactic and Morphological structure of English in different periods and apply them in writing skills.	K2.K3
CLO3	Evaluate the evolution of English grammar and vocabulary to employ word power in digital media.	K3, K5
CLO4	Develop the phonetic transcription skills required in the close analysis of words and use ethically in contemporary writing.	K3
CLO5	Apply standard English accent and intonation in business environment.	K3
<b>K2 - Understand; K3 - Apply; K4-Analyze; K5- Evaluate</b>		

### CLO – PLO Mapping

CLOs/PLOs	PLO1	PLO2	PLO3	PLO4	PLO5
CLO1	-	3	1	2	3
CLO2	1	3	2	2	3
CLO3	-	3	2	3	2
CLO4	1	3	2	3	3
CLO5	-	3	2	3	3
<b>3 - Substantial (high)</b>		<b>2 - Moderate (medium)</b>		<b>1 - Slight (low)</b>	

**Core - IV: History of the English Language and Phonetics**

Unit	Content	No. of Hours
I	The Origin of Language The Descent of the English Language	15
II	The Old English ( Anglo Saxon ) Period The Middle English Period The Renaissance and After	15
III	The Growth of Vocabulary Change of Meaning The Evolution of the Standard English	15
IV	Introduction to International Phonetic Alphabets, Phonetic and Phonemic Transcription	15
V	Structure of the Syllable, Syllable Division and Stress	15
<b>Total Hours</b>		<b>75</b>
<b>Text Books</b>		
1.	Wood.F.T. (2015). An Outline History of English Language. Trinity Press.	
2	Rudder.J. (2010). The IPA for Language Learning: An Introduction to the International Phonetic Alphabet. CreateSpace Independent Publishing Platform,	
<b>Reference Books</b>		
1.	Baugh,Albert.C & Cable Thomson.(2005). A History of the English Language. Routledge.	
2.	Jespersen, Otto. (2022). The Growth and Structure of English Language. Atlantic Publishers.	
3.	Ashby, Patricia. (2011). Understanding Phonetics. London: Hodder Education.	
<b>Web Resources (Swayam / NPTEL)</b>		
1.	<a href="https://www.classcentral.com/course/swayam-history-of-english-language-and-literature14108">https://www.classcentral.com/course/swayam-history-of-english-language-and-literature14108</a>	

Course Code	Course Name	Category	Hours / Week	Credit
24MEL1AE	A Survey of Literatures in English – British Literature	Elective I	5	3

### Course Objectives

The course intends to cover

- Eminent British writers and their works.
- The vast knowledge of Poetry, drama, fiction and criticism of British Literature.

### Course Learning Outcomes

On the successful completion of the course, students will be able to

CLO	CLO Statements	Knowledge Level
CLO1	Identify themes and techniques in British poetry to nurture skills vital for content writing.	K1
CLO2	Interpret themes, characterization, theatrical elements, and plot in British drama to be adept in script writing and analysis.	K2
CLO3	Understand and apply narrative structures, character dynamics, and socio-political motifs in British fiction for writing narratives.	K2,K3
CLO4	Analyse British literature with critical thinking to enhance interpretation in academic writing.	K4
CLO5	Examine individual British authors’ unique contributions to literature for competitive exams.	K4
<b>K1 – Remember; K2 – Understand; K3 - Apply; K4 - Analyze</b>		

### CLO – PLO Mapping

CLOs/PLOs	PLO1	PLO2	PLO3	PLO4	PLO5
CLO1	2	1	3	3	2
CLO2	1	1	3	3	3
CLO3	3	1	3	3	2
CLO4	1	2	3	3	2
CLO5	1	1	3	3	3
<b>3 - Substantial (high)</b>		<b>2 - Moderate (medium)</b>		<b>1 - Slight (low)</b>	

**Elective I: A Survey of Literatures in English – British Literature**

Unit	Content	No. of Hours
I	<p><b>POETRY</b></p> <ol style="list-style-type: none"> <li>1. Browning's My Last Duchess</li> <li>2. Coleridge's Kubla Khan</li> <li>3. Coventry Patmore's The Angel in the House</li> <li>4. D.G. Rossetti's The Blessed Damozel</li> <li>5. Dante's The Divine Comedy</li> <li>6. Dryden's The Hind and the Panther</li> <li>7. G.M.Hopkin's The Windhover</li> <li>8. Geoffrey Chaucer's Prologue to Canterbury Tales</li> <li>9. James Thomson's The City of Dreadful Night</li> <li>10. Keats' Endymion</li> <li>11. Matthew Arnold's Dover Beach</li> <li>12. Philip Larkin's The Whitsun Wedding</li> <li>13. Pope's The Rape of the Lock</li> <li>14. Robert Graves' In Broken Images</li> <li>15. Seamus Heaney's Death of a Naturalist</li> <li>16. Shelley's Alastor and Ode to the West Wind</li> <li>17. Sydney's Astrophil and Stella</li> <li>18. T.S. Eliot's The Four Quartets</li> <li>19. Tennyson's Lotus-Eaters</li> <li>20. Wordsworth's The Prelude</li> </ol>	15
II	<p><b>DRAMA</b></p> <ol style="list-style-type: none"> <li>1. Bernard Shaw's Man and Superman</li> <li>2. Congreve's The Way of the World</li> <li>3. Euripides' Medea</li> <li>4. Galsworthy's Strife</li> <li>5. Goldsmith's She Stoops to Conquer</li> <li>6. Harold Pinter's The Dumb Waiter</li> <li>7. Ibsen's A Doll's House</li> <li>8. John Ford's Tis Pity She's a Whore</li> <li>9. Kingsley Amis' Lucky Jim</li> <li>10. Kyd's The Spanish Tragedy</li> <li>11. Luigi Pirandello's Six Characters in Search of an Author</li> <li>12. Marlowe's Doctor Faustus</li> <li>13. Osborne's Look Back in Anger</li> <li>14. Robert Bolt's A Man for All Seasons</li> <li>15. Samuel Beckett's Waiting for Godot</li> <li>16. Sean O' Casey's Juno and the Paycock</li> <li>17. Sheridan's The School for Scandal</li> <li>18. Synge's The Playboy of the Western World</li> <li>19. Tom Stoppard's Arcadia</li> <li>20. Webster's The Duchess of Malfi</li> </ol>	15
III	<p><b>FICTION</b></p> <ol style="list-style-type: none"> <li>1. Ann Radcliffe's The Mysteries of Udolpho</li> <li>2. Anthony Burgess' The Wanting Seed</li> <li>3. Conrad's Nostromo</li> <li>4. Daniel Defoe's Moll Flanders</li> </ol>	15



Unit	Content	No. of Hours
	5. Doris Lessing's The Four-Gated City 6. E.M. Forster's A Passage to India 7. Franz Kafka's The Trial 8. Golding's Lord of the Flies 9. H.G. Wells' The War of the Worlds 10. Hardy's Jude the Obscure 11. Henry Fielding's Vanity Fair 12. James Joyce's Ulysses 13. L.P. Hartley's Facial Justice 14. Lewis' Through the Looking Glass 15. Margaret Drabble's The Witch of Exmoor 16. Mary Wollstonecraft's Frankenstein 17. Muriel Spark's The Driver's Seat 18. R.M. Ballantyne's The Coral Island 19. Thomas Mann's Death in Venice 20. Walter Scott's Kenilworth	
IV	<p><b>CRITICISM</b></p> 1. Battista Vico's New Science 2. Claude Levi-Strauss' The Savage Mind 3. Derrida's Structure, Sign, and Play in the Discourse of the 4. Eve Kosofsky Sedgwick's Epistemology of the Closet 5. F.R. Leavis' Great Tradition 6. Hazlitt's The Spirit of the Age 7. Helene Cixous' Sorties 8. I.A. Richards' Practical Criticism 9. Jeremy Collier's A Short View of the Immortality and Profaneness 10. John Lock's An Essay Concerning Human Understanding 11. Kate Millet's Sexual Politics 12. Lionel Trilling's On the Teaching of Modern Literature 13. Malcolm Bradbury's The History of Man 14. Michel Foucault's The Order of Things 15. Northrop Frye's Anatomy of Criticism 16. Plato's Phaedrus 17. Shelley's The Vision of Judgement 18. Simon-de-Bevoir's The Second Sex 19. Thomas De Quincey's On the Knocking at the Gate in Macbeth 20. Virginia Woolf's A Room of One's Own	15

Unit	Content	No. of Hours
V	<b>AUTHORS</b> 1. Aldous Huxley 2. Bertolt Brecht 3. Charles Dickens 4. D.H. Lawrence 5. George Orwell 6. Graham Greene 7. Gunter Grass 8. Jacques Lacan 9. Jonathan Swift 10. Joseph Addison 11. Mikhail Bakhtin 12. Milton 13. Oscar Wilde 14. Roland Barthes 15. R. L. Stevenson 16. Shakespeare 17. W.B. Yeats 18. W.H. Auden 19. Wilfred Owen 20. William Blake	15
<b>Total Hours</b>		<b>75</b>
<b>Reference Books</b>		
1.	Drabble Margaret.(2006). The Oxford Companion to English Literature. Oxford University Press.	
2.	Ousby Ian. (1992). The Cambridge Guide to Literature in English. Cambridge University Press.	
3.	Benet. D.E. (2021). Net.Set..Go!. Jazym Books.	
<b>Web Resources (Swayam / NPTEL)</b>		
1.	<a href="https://archive.nptel.ac.in/courses/109/106/109106124/">https://archive.nptel.ac.in/courses/109/106/109106124/</a>	

Course Code	Course Name	Category	Hours / Week	Credit
24MEL1BE	Introduction to Comparative Literature	Elective I	5	3

### Course Objectives

The course intends to cover

- The Literatures of the world and enable students to compare the literary aspects
- The different cultures and enable them towards understanding of cultural aspects
- The logic and principles of comparison of western and eastern literature.

### Course Learning Outcomes

On the successful completion of the course, students will be able to

CLO	CLO Statements	Knowledge Level
CLO1	Understand the literary and cultural texts within various historical, geographical, and cultural contexts.	K2
CLO2	Apply critical and theoretical approaches to the reading and analysis of literary and cultural texts across multiple genres.	K2
CLO3	Explore aesthetic concepts from various Western and Indian philosophers, analyzing their contextual relevance.	K2,K3
CLO4	Understand and apply the Indian Aesthetics in historical context for research writing.	K4
CLO5	Apply the theoretical knowledge and approaches to creative writing.	K4
<b>K2 - Understand; K3 - Apply; K4-Analyze</b>		

### CLO – PLO Mapping

CLOs/PLOs	PLO1	PLO2	PLO3	PLO4	PLO5
CLO1	3	1	3	1	2
CLO2	3	-	2	2	2
CLO3	1	1	3	3	2
CLO4	2	1	3	3	3
CLO5	1	1	3	3	3
<b>3 - Substantial (high)</b>		<b>2 - Moderate (medium)</b>		<b>1 - Slight (low)</b>	

**Elective - I: Introduction to Comparative Literature**

<b>Unit</b>	<b>Content</b>	<b>No. of Hours</b>
I	“Comparative Literature”-Definition and Scope	15
II	History of Comparative Literature - The American, French & Indian Schools of Comparative Literature	15
III	Historical Comparisons: Influence and Reception Epoch, Period, Generation and Movement Genre	15
IV	Aesthetic Comparisons: Thematology Translation	15
V	Literature and Other Areas of Knowledge Literature and the History of Ideas Literature and Psychology Literature and Sociology Literature and Arts/Film A few samples for Comparative Analysis	15
<b>Total Hours</b>		<b>75</b>
<b>Text Books</b>		
1.	Stallknecht. N.P. & Frenz. H. (Eds).(1961). Comparative Literature: Method & Perspective. University of Southern Illinois Press.	
2.	Bassnect, Susan. (1993). Comparative Literature: A Critical Introduction. UK, Exfort Black Well Publishers.	
<b>Reference Books</b>		
1.	Deshpande, G T. (2009). Indian Poetics. Popular Prakashan.	
2.	Badode, Rambhau & Afzalkhan (eds). (2007). New Directions in Comparative Literature, Macmilhan India Ltd.	
<b>Web Resources (Swayam / NPTEL)</b>		
1.	<a href="https://onlinecourses.nptel.ac.in/noc22_hs135/preview">https://onlinecourses.nptel.ac.in/noc22_hs135/preview</a>	
2.	<a href="https://onlinecourses.nptel.ac.in/noc24_hs47/preview">https://onlinecourses.nptel.ac.in/noc24_hs47/preview</a>	

Course code	Course Name	Category	Hours / Week	Credit
24MEL1CE	Mass Communication and Journalism	Elective I	5	3

### Course Objectives

The course intends to cover

- The various different types of media and functions of mass communication.
- The various tools and techniques of electronic news gathering and marketing.
- The historical elements of media and characteristics of Radio and TV as broadcast.

### Course Learning Outcomes

On the successful completion of the course, students will be able to

CLO	CLO Statements	Knowledge Level
CLO1	Comprehend the various functions of mass communication in the development of society.	K2
CLO2	Recognize the freedom of press, maintaining and improving the authorized newspapers to create a code of conduct for news agencies in order to keep high professional standards.	K1
CLO3	Examine alternative media in contemporary times to set personal and professional goals for acquiring skill sets for a career in journalism and allied industries.	K4
CLO4	Explore the historical underpinnings and characteristics of Radio and TV as broadcast media to evaluate the ethical considerations of broadcast coverage.	K4
CLO5	Apply the various tools and techniques of electronic news gathering in creating Graphics and web page designs using software.	K3
<b>K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze</b>		

### CLO – PLO Mapping

CLOs/PLOs	PLO1	PLO2	PLO3	PLO4	PLO5
CLO1	1	1	2	3	3
CLO2	-	1	1	3	3
CLO3	1	2	2	3	3
CLO4	-	1	2	3	3
CLO5	-	1	-	3	3
<b>3 - Substantial (high)</b>		<b>2 - Moderate (medium)</b>		<b>1 - Slight (low)</b>	

**Elective - I: Mass Communication and Journalism**

Unit	Content	No. of Hours
I	Definition – Meaning – Process of communications. Functions and Theories of Mass Media Role and effects of Mass Media in Social campaigns (Literacy, anti-poverty, family planning, National integration, secularism and environment issues) Emerging trends and development in information and communication Technologies	15
II	Role of Press in India – English and Vernacular Press. Ethics and Principles of Journalism Freedom of the Press Press Council and Press Regulations in India	15
III	The Making of a Newspaper Principles of Reporting – Feature writing, Interviews, Reviews and cartoons. The Role of Editors, Press and Public Opinion.	15
IV	The growth and development of Television in India Television Production and Formats of TV Programmes. Radio genres, Ownership, Control and Broadcasting Policy Impact of TV and Radio on society.	15
V	Types of Advertising and Advertising Media Techniques in effective advertisements. Code of Ethics for advertising Advertising and Marketing	15
<b>Total Hours</b>		<b>75</b>
<b>Text Books</b>		
1.	Kumar, Keval J. (2020). Mass Communication India, Mumbai, Jaico Publishing House.	
2.	Rayudu, C.S. (2015). Communication, New Delhi Himalaya Publishing House.	
3.	Altstiel, Tom, Jean Grow, and Marcel Jennings. (2019). Advertising Creative: Strategy, Copy, And Design. Sage Publications.	
<b>Reference Books</b>		
1.	Miliopoulou, Georgia-Zozeta. (2024). Creative Advertising Concept and Copy: A Practical, Multidisciplinary Approach. Taylor & Francis.	
2.	Sandage, C. H., & Fryburger, V. (1975). Advertising Theory and Practice.	
3.	Jacquette. D. (2007). Journalistic Ethics: Moral Responsibilities in the Media. Dorling Kindersley.	
<b>Web Resources (Swayam / NPTEL)</b>		
1.	<a href="https://onlinecourses.swyam2.ac.in/cec22_ge27/preview">https://onlinecourses.swyam2.ac.in/cec22_ge27/preview</a>	

**Components for Internal Assessment and  
Distribution of Marks for CIA and ESE (Theory)**

Max Marks	Marks for		Components for CIA									
	CIA	ESE	CIA – I		CIA – II		Best of CIA-I & CIA-II	Model		Attendance	Active Engagement	Total
100	25	75	Actual	Weightage	Actual	Weightage	Weightage	Actual	Weightage	5	5	25
			50	5	50	5	5	75	10			

**Question Paper Pattern**

Component	Duration in Hrs.	Section A			Section B			Section C			Total
		Type of question	No. of questions	Marks	Type of question	No. of questions	Marks	Type of question	No. of questions	Marks	
CIA – I & II	2	MCQ	8	8x1=8	Either or	3	3x6=18	Either or	3	3x8=24	50
Model Exam /ESE	3	MCQ	10	10x1=10	Either or	5	5x5=25	Either or	5	5x8=40	75

**Part – IV : Ability Enhancement Compulsory Courses**  
(All the Postgraduate Programmes)

Course Code	Course Name	Category	Hours/Week	Credits
24QUA1AE	Quantitative Aptitude	AECC - I	2	2

**Course Objectives**

The course intends to cover

- Basic concepts of numbers, time and work, interests, data representation and graphs
- Concepts of permutation, probability, discounts, percentage & profit loss.

**Course Learning Outcomes**

On the successful completion of the course, students will be able to

CLO	CLO Statements	Knowledge Level
CLO1	Remember and Understand the concepts of numbers and average	K1, K2
CLO2	Understand about percentage and apply profit & loss related processing.	K2, K3
CLO3	To understand the concepts of time and work and interest calculations.	K2
CLO4	To understand about the concepts of permutation, combination and probability.	K2
CLO5	Understand , Apply and analyze the concept of problem solving involved in graphs and age.	K2,,K3,K4
<b>K1 - Remember;      K2 - Understand; K3 - Apply; K4 -Analyze</b>		



**Ability Enhancement Compulsory Course - I: Quantitative Aptitude**

Unit	Content	No. of Hours
I	Numbers - Simplification - BODMAS rule - Algebraic formulas - Decimal fractions - Square root and cube roots - Surds and indices - Divisibility rules - HCF and LCM - same remainder - different remainder - application problems – average – equation - mistaken value – replacement - including/excluding.	6
II	Percentage - increase/decrease – netchange – salary – election – marks – consumption - population / machine - profit and loss - profit and loss % - finding cp and sp - profit=loss - same product cp and sp with percentage – discount - ratio and proportion - divided into parts - based on numbers - increase/decrease/ income / expenditure – coins – partnership.	6
III	Time-and-work - individual/combined - alternative days - remaining work - efficiency based - amount split - chain rule - group of male and female or boys - pipes and cistern - finding time - efficiency based – alternative - remaining part - capacity of the tank - simple interest - finding principal - rate of interest – amount - time period - doubles or triples - compound interest - finding rate - finding time, principal - doubles or triples - difference between SI and CI.	6
IV	Permutation - finding value - vowels come together - vowel never comes together - some letters come together - no two vowels come together - vowels in odd/even places - based on repetition - circular permutation – application – combination - finding value and application – probability – coins - dice-cards - balls and miscellaneous problems - odd man out and number series.	6
V	Clock - finding angle - reflex angle - gain or loss – calendars - finding particular day - data interpretation - bar chart - line chart - pie chart – table – combined –ages ratio-twice or thrice - addition /subtraction - family based - problems on numbers - equations.	6
<b>Total Hours</b>		<b>30</b>
<b>Text Book</b>		
1.	R.S. Aggarwal , Quantitative Aptitude, S.Chand & Company Ltd.,	
<b>Reference Book</b>		
1.	Ashish Arora, Quantitative Aptitude.	
<b>Web Resources</b>		
1.	<a href="https://www.javatpoint.com/aptitude/quantitative">https://www.javatpoint.com/aptitude/quantitative</a>	
2.	<a href="https://www.indiabix.com/aptitude/questions-and-answers/">https://www.indiabix.com/aptitude/questions-and-answers/</a>	

**Components for and Distribution of Marks for ESE (Theory)****Ability Enhancement Compulsory Course(AECC)**

Duration in Hrs.	Mode of Exam	Type of Questions	No. of Questions	Marks
2	Online	MCQ	50	50x1=50

# Semester 2

Semester – 2

Course Code	Course Name	Category	Hours / Week	Credits
24MEL21C	British Literature II	Core V	6	4

### Course Objectives

The course intends to cover

- The literary tradition from Restoration period to Romantic era
- Trace the evolution of literary genres

### Course Learning Outcomes

On the successful completion of the course, students will be able to

CLO	CLO Statements	Knowledge Level
CLO1	Develop emotional intelligence and self- awareness to carry throughout the life.	K3
CLO2	Learning and reciting poetry enhance memory retention and foster better public speaking abilities.	K2,K4
CLO3	Engage critically with the text and develop own opinions of literary criticism to a real-world context.	K4
CLO4	Appreciate the literary form and insights into the nature of literature to emerge as a critic.	K4
CLO5	Understand the complexity of characters’ interactions and apply it in academic writing.	K2,K3
<b>K2 - Understand; K3 - Apply; K4-Analyze</b>		

### CLO – PLO Mapping

CLOs/PLOs	PLO1	PLO2	PLO3	PLO4	PLO5
CLO1	3	-	3	2	3
CLO2	3	-	3	3	3
CLO3	2	1	3	2	3
CLO4	3	2	3	3	3
CLO5	1	3	3	3	3
<b>3 - Substantial (high)</b>		<b>2 - Moderate (medium)</b>		<b>1 - Slight (low)</b>	

**Core - V: British Literature II**

Unit	Content	No. of Hours
I	Wordsworth: Tintern Abbey Coleridge: Kubla Khan Shelley: Ozymandias Keats: Ode on a Nightingale Alexander Pope : Epistle to Dr Arbuthnot	18
II	Alfred, Lord Tennyson -The Lotos-Eaters Robert Browning : My Last Duchess Matthew Arnold : Dover Beach G.M.Hopkins : The Windhover Rudyard Kipling : “If”	18
III	Johnson: Preface to Shakespeare Charles Lamb: Dream Children, Dissertation Upon a Roast Pig	18
IV	Dryden: All for Love	18
V	Scott: Kenilworth	18
<b>Total Hours</b>		<b>90</b>
<b>Text Books</b>		
1.	Dryden, John. (2014) All for Love. ed. by N.J. Andrews. Bloomsbury Publishing India Private Limited.	
2.	Walter Scott. (1999). Kenilworth. Penguins Classic.	
<b>Reference Books</b>		
1.	Ramaswami, S., & Seturaman, V. S. (1977). The English Critical Tradition: An Anthology of English Literary Criticism. Macmillan.	
2.	Lamb, C. (1904). Essays of Charles Lamb. Ginn.	
<b>Web Resources (Swayam / NPTEL)</b>		
1.	<a href="https://onlinecourses.swayam2.ac.in/cec24_1g14/preview">https://onlinecourses.swayam2.ac.in/cec24_1g14/preview</a>	

Course Code	Course Name	Category	Hours/ Week	Credits
24MEL22C	Postcolonial Theory and Literature	Core VI	5	4

### Course Objectives

The course intends to cover

- The current socio-political scenario in `Third-World' countries through the study of fiction and poetry.
- The basic concepts and theories related to post colonialism as expressed in different literary genres
- The problems and consequences of the decolonization of a country, especially relating to the political and cultural independence of formerly subjugated people

### Course Learning Outcomes

On the successful completion of the course, students will be able to

CLO	CLO Statements	Knowledge Level
CLO1	Understand the political and social background of the third world nations and utilize the knowledge in self and society.	K2,K3
CLO2	Analyse the emerging trends in Postcolonial Literature and evolve research in thrust areas.	K4
CLO3	Understand the racial problems in the local, regional and national level to overcome intellectual challenges.	K2
CLO4	Assess the ethnocentric perspective of different cultures to enable a holistic perspective towards the socio-political inequalities.	K4
CLO5	Apply the postcolonial concepts found in different literatures to respect other's ideas, behaviors and beliefs.	K3
<b>K2 - Understand; K3 - Apply; K4 - Analyze</b>		

### CLO – PLO Mapping

CLOs/PLOs	PLO1	PLO2	PLO3	PLO4	PLO5
CLO1	3	1	3	3	3
CLO2	2	-	3	3	3
CLO3	3	1	3	2	3
CLO4	3	1	3	1	2
CLO5	3	2	3	3	2
<b>3 - Substantial (high)</b>		<b>2 - Moderate (medium)</b>		<b>1 - Slight (low)</b>	

**Core - VI: Postcolonial Theory and Literature**

Unit	Content	No. of Hours
I	Bill Ashcroft, Gareth Griffiths and Helen Tiffin - The Empire Writes Back(Introduction), Edward Said - Introduction to Orientation.	15
II	Judith Wright : “Fire at Murdering Hut” A.D. Hope : “Australia” Derek Walcott : “A Far Cry from Africa” Leonard Cohen : “If It Were Spring” F.R. Scott : “Canadian Authors Meet”	15
III	Kate Grenville – Mate Chinua Achebe – Dead Men’s path Shashi Deshpande : “A Liberated Woman”	15
IV	Wole Soyinka : The Lion and The Jewel George Ryga : The Ecstasy of Rita Joe	15
V	Margaret Atwood : Surfacing Bapsi Sidwa – Pakistani Bride	15
<b>Total Hours</b>		<b>75</b>
<b>Text Books</b>		
1.	Ashcroft Bill , Griffiths Gareth , Tiffin Helen .(2013). Post-Colonial Studies: The Key Concepts. Routledge	
2	Batra. S. (2018). Wole Soyinka: The Lion and the Jewel. Surjeet Publications.	
4.	Sidhwa, B. (2008). The Pakistani Bride. Milkweed Editions.	
5.	Achebe, C. (1953). Dead Men’s Path. Retrieved September, 20, 2012.	
<b>Reference Books</b>		
1.	Kudchedkar Shirin ,Begum Jameela. (1996). Canadian Voices: An Anthology Of Canadian Poetry. Pencraft International.	
2.	Young. R. J.C. (2001). Postcolonialism: An Historical Introduction. Wiley	
<b>Web Resources (Swayam / NPTEL)</b>		
1.	<a href="https://onlinecourses.nptel.ac.in/noc24_hs134/preview">https://onlinecourses.nptel.ac.in/noc24_hs134/preview</a>	

Course code	Course Name	Category	Hours / Week	Credit
24MEL23C	American Literature	Core VII	5	4

### Course Objectives

The course intends to cover

- The evolution of American literature through the study of texts.
- The culture of the land as depicted in the given works.
- The various movements and theories and its application to other texts.

### Course Learning Outcomes

On the successful completion of the course, students will be able to

CLO	CLO Statements	Knowledge Level
CLO1	Understand the movements and trends that shaped American literature.	K2
CLO2	Estimate various speeches and concepts of living which changed American history.	K4
CLO3	Apply socio-political, cultural, racial and gender perspectives in theatrical works.	K3
CLO4	Understand and apply the aesthetics and thematical elements in fiction.	K2,K3
CLO5	Analyze autobiography as distinct forms of literature.	K4
<b>K2 - Understand; K3 - Apply; K4 - Analyze</b>		

### CLO – PLO Mapping

CLOs/PLOs	PLO1	PLO2	PLO3	PLO4	PLO5
CLO1	2	1	3	2	2
CLO2	3	1	3	3	2
CLO3	3	-	3	3	2
CLO4	3	1	3	3	2
CLO5	3	-	3	3	2
<b>3 - Substantial (high)</b>		<b>2 - Moderate (medium)</b>		<b>1 - Slight (low)</b>	



**Core – VII : American Literature**

Unit	Content	No. of Hours
I	<b>Poetry</b> Walt Whitman “Out of the Cradle Endlessly Rocking” Emily Dickinson “The Last Night That She Lived”, E. E. Cummings “Cambridge Ladies” Wallace Stevens “Anecdote of the Jar” Denis Levertor “Scenario”, Sylvia Plath “Lady Lazarus”	15
II	<b>Prose –</b> Emerson - The American Scholar, Amy Tan- Mother Tongue	15
III	<b>Drama</b> Tennessee Williams - A Street Car Named Desire, Ntozake Shange – For Colored Girls.	15
IV	<b>Fiction</b> Nathaniel Hawthorne – The Scarlet Letter Toni Morrison - Beloved	15
V	<b>Autobiography</b> - Excerpts from – MalcolmX, Hispanic Women Writing, Cherrie Moraga - Getting Home Alive	15
<b>Total Hours</b>		<b>75</b>
<b>Text Books</b>		
1.	Wager, W. J. (1969). American Literature: A World View.	
2.	Emerson, R. W. (2020). The American Scholar (Vol. 1). Library of Alexandria.	
3.	Hawthorne, N. (1850). The Scarlet Letter: 1850. Infomotions, Incorporated.	
<b>Reference Books</b>		
1.	Marcus Cunliffe. (1986). Sphere History of Literature - American Literature to 1900.	
2.	Boris Ford. (1991). The New Pelican Guide to English Literature - Vol.9. American Literature.	
<b>Web Resources (Swayam / NPTEL)</b>		
1.	<a href="https://onlinecourses.nptel.ac.in/noc21_hs63/preview">https://onlinecourses.nptel.ac.in/noc21_hs63/preview</a>	

Course Code	Course Name	Category	Hours / Week	Credits
24MEL24C	Literary Terms	Core - VIII	5	4

### Course Objectives

The course intends to cover

- To create meaning in their works.
- To emphasize a particular idea, theme.
- To create figurative language and plot devices.

### Course Learning Outcomes

On the successful completion of the course, students will be able to

CLO	CLO Statements	Knowledge Level
CLO1	Understanding the literary concepts shape the creation, interpretation, and critique of literature	K2
CLO2	Apply literary criticism and broader cultural conversations in societal values.	K3
CLO3	Examine social issues and human nature through a scientific lens to engage with the complexities of the human condition	K4
CLO4	Explore cultural and intellectual movement in promoting humanism, and fostering innovation in literary forms.	K4
CLO5	Examine traditional narrative structures symbols enrich literature through adding depth and expanding interpretive possibilities.	K4
<b>K2</b> - Understand; <b>K3</b> - Apply; <b>K4</b> - Analyze		

### CLO – PLO Mapping

CLOs/PLOs	PLO1	PLO2	PLO3	PLO4	PLO5
CLO1	2	1	3	2	2
CLO2	2	-	3	2	3
CLO3	2	1	3	2	3
CLO4	3	2	3	1	2
CLO5	2	1	3	3	3
<b>3</b> - Substantial (high)		<b>2</b> - Moderate (medium)		<b>1</b> - Slight (low)	

**Core - VIII: Literary Terms**

<b>Unit</b>	<b>Content</b>	<b>No. of Hours</b>
I	Aestheticism, Affective Fallacy, Age of Sensibility, Allegory, Allusion, Ambiguity, Anachronism, Antithesis, Archetype, Bathos, Black Humour, Burlesque, Cavalier, Chorus, Chronicle Play, Cliché, Comic Relief, Conceit, Concrete Poetry, Connotation, Courtly Love	15
II	Deconstruction, Decorum, Discourse, Epiphany, Euphony, Euphuism, Existentialism, Expressionism, Fable, Fancy, Farce, Feminist Criticism, Haiku, Humanism, Hyperbole,	15
III	Imagery, Impressionism, Intentional Fallacy, Irony, Lyric, Marxist Criticism, Masque, Melodrama, Motif, Myth, Naturalism, Neoclassicism, Objective Correlative, Objectivity,	15
IV	Oxymoron, Paradox, Pathetic Fallacy, Pathos, Plot, Poetic Justice, Point of view, Realism, Renaissance, Requiem, Satire, Semiotics, Sentimentalism, Soliloquy, Sprung Rhythm,	15
V	Stream of Consciousness, Structuralism (Post-Structuralism), Surrealism, Symbol, Synecdoche, Textual Criticism, Tragic Irony, Unities, Ballad, Sonnet, Ode, Epic.	15
<b>Total Hours</b>		<b>75</b>
<b>Text Books</b>		
1.	Abrams, M. H. & Harpham, G. G. (2015). A Glossary of Literary Terms. (11 <sup>th</sup> Edition). Paperback.	
<b>Reference Books</b>		
1.	Abrams, M. H., David, a., & Donaldson, E. T. (1993). The Norton Anthology of English Literature: Vol. 2 (Vol. 1, p. 3192). WW Norton & Company.	
2.	H-Shihan. (2019). A Handbook of Literary and Critical Terms. Atlantic Publishers and Distributors Pvt. Ltd.	
<b>Web Resources (Swayam / NPTEL)</b>		
1.	<a href="https://archive.nptel.ac.in/courses/109/104/109104135/">https://archive.nptel.ac.in/courses/109/104/109104135/</a>	
2.	<a href="https://onlinecourses.swayam2.ac.in/cec19_lg02/preview">https://onlinecourses.swayam2.ac.in/cec19_lg02/preview</a>	

Course Code	Course Name	Category	Hours / Week	Credits
24MEL2AE	A Survey of Literatures in English – American Literature	Elective - II	5	3

### Course Objectives

The course intends to cover

- The evolution of American literature
- Different social milieu affecting the literature
- The scope and variety of works in literature

### Course Learning Outcomes

On the successful completion of the course, students will be able to

CLO	CLO Statements	Knowledge Level
CLO1	Identify themes and techniques in American poetry to nurture skills vital for research and creative writing.	K1
CLO2	Interpret themes, characterization, theatrical elements, and plot in American Drama to be adept in script writing and analysis.	K2,K4
CLO3	Understand and apply narrative structures, character dynamics, and socio-political motifs in American fiction to craft narratives.	K2,K3
CLO4	Analyse American literature with critical thinking to enhance scholarly interpretation.	K3,K4
CLO5	Examine individual American authors’ unique contributions to literature and prepare for competitive exams.	K4
<b>K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze</b>		

### CLO – PLO Mapping

CLOs/PLOs	PLO1	PLO2	PLO3	PLO4	PLO5
CLO1	2	2	2	2	3
CLO2	3	2	2	2	2
CLO3	2	1	2	3	3
CLO4	2	2	3	2	2
CLO5	3	1	3	3	3
<b>3 - Substantial (high)</b>		<b>2 - Moderate (medium)</b>		<b>1 - Slight (low)</b>	

**Elective - II: A Survey of Literatures in English – American Literature**

Unit	Content	No. of Hours
I	<p><b>POETRY</b></p> <ol style="list-style-type: none"> <li>1. Allen Ginsberg's A Desolation</li> <li>2. Anne Bradstreet's Of the Four Ages of Man</li> <li>3. Archibald MacLeish's ArsPoetica</li> <li>4. Carl Sandburg's Chicago</li> <li>5. Edward Arlington Robinson's A Happy Man</li> <li>6. Emily Dickinson's Because I Could Not Stop for Death</li> <li>7. Gwendolyn Brooks' The Mother</li> <li>8. Hart Crane's The Bridge</li> <li>9. Hilda Doolittle's Helen</li> <li>10. John Ashbery's My Philosophy of Life</li> <li>11. Langston Hughes' Let America be America Again</li> <li>12. Lawrence Ferlinghetti's The World is a Beautiful Place</li> <li>13. Longfellow's A Psalm of Life</li> <li>14. Maya Angelou's Still I Rise</li> <li>15. Nikki Giovanni's Choices</li> <li>16. Phillis Wheatley's A Hymn to Humanity</li> <li>17. Rita Dove's My Father Enters the Work Force</li> <li>18. Robert Lowell's Waking in the Blue</li> <li>19. Theodore Roethke's I Knew a Woman</li> <li>20. Wallace Stevens' TheEmperor of Ice Cream</li> </ol>	15
II	<p><b>Drama</b></p> <ol style="list-style-type: none"> <li>1. AmiriBarakka's The Slave</li> <li>2. Arthur Miller's Death of a Salesman</li> <li>3. August Wilson's Fences</li> <li>4. David Mamet's American Buffallo</li> <li>5. Edward Albee's Who is afraid of Virginia Woolf?</li> <li>6. Eugene Ionesco's</li> <li>7. Eugene O'Neil's Long Day's Journey into Night</li> <li>8. John Guare's Six Children of Separation</li> <li>9. Lillian Hellman's The Little Foxes</li> <li>10. Lorraine Hansberry's A Raisin in the Sun</li> <li>11. Neil Simon's The Old Couple</li> <li>12. Noel Coward's Present Laughter</li> <li>13. Richard Greenburg's Take me Out</li> <li>14. Richard Nelson's Two Shakespearean Actors</li> <li>15. Sam Shepherd's Buried Child</li> <li>16. Suzan-Lori Parks' Topdog/Underdog</li> <li>17. Tennessee Williams' Glass Managerie</li> <li>18. Thornton Wilder's Our Town</li> <li>19. Tony Kushner's Angels in America</li> <li>20. William Inge's Picnic</li> </ol>	15

Unit	Content	No. of Hours
III	<p><b>Fiction</b></p> <ol style="list-style-type: none"> <li>1. Albert Dresier's Sister Carrie</li> <li>2. Alice Walker's The Color Purple</li> <li>3. Bradbury's Farenheit 451</li> <li>4. Edith Wharton's The Age of Innocence</li> <li>5. Faulkner's The Sound and The Fury</li> <li>6. Fitzgerald's The Great Gatsby</li> <li>7. Harper Lee's To Kill a Mocking Bird</li> <li>8. Hemingway's A Farewell to Arms</li> <li>9. Henry James' The Portrait of a Lady</li> <li>10. J.D. Salinger's The Catcher in the Rye</li> <li>11. Joseph Heller's Catch-22</li> <li>12. Margaret Mitchell's Gone with the Wind</li> <li>13. Mark Twain's Tom Sawyer</li> <li>14. Pearl Buck's The Good Earth</li> <li>15. Philip Roth's My Life As a Man</li> <li>16. Saul Bellow's Herzog</li> <li>17. Steinbeck's The Grapes of Wrath</li> <li>18. Stowe's Uncle Tom's Cabin</li> <li>19. Toni Morrison's Beloved</li> <li>20. Upton Sinclair's The Jungle</li> </ol>	15
IV	<p><b>Criticism</b></p> <ol style="list-style-type: none"> <li>1. Alice Walker's In Search of Our Mothers' Gardens: Womanist Prose</li> <li>2. Barbara Johnson's The Frame of Reference: Poe, Lacan,</li> <li>3. Cleanth Brooks' the Language of Paradox</li> <li>4. Edmund Fuller's The New Compassion in the American Novel</li> <li>5. Emerson's Self-reliance</li> <li>6. Geoffrey Hartmen's Crossing Over: Literary Commentary as Literature</li> <li>7. Harold Bloom's The Anxiety of Influence: A Theory of Poetry</li> <li>8. Henry James' The Art of Fiction J</li> <li>9. Irving Babbitt's Genius and Taste</li> <li>10. J. C. Ransom's Criticism, Inc.</li> <li>11. Judith Butler's Undoing Gender</li> <li>12. Kenneth Burke's Poetic Process</li> <li>13. Leslie Fiedler's Love and Death in the American Novel and the 1960s</li> <li>14. Lionel Trilling's Freud: Within and Beyond Culture</li> <li>15. M.H. Abrams' The Mirror and the Lamp</li> <li>16. Margaret Fuller's Women in the Nineteenth Century</li> <li>17. R.S. Crane's The Languages of Criticism and the Structure of Poetry</li> <li>18. Stephen Greenblat's Shakespeare and the Exorcists</li> <li>19. Wayne C. Booth's The Rhetoric of Fiction</li> <li>20. Wimsatt and Beardsley's The Verbal Icon</li> </ol>	15
V	<p><b>Authors</b></p> <ol style="list-style-type: none"> <li>1. Adrienne Rich</li> <li>2. Allan Tate</li> <li>3. Amy Lowell</li> <li>4. E.E.Cummings</li> <li>5. Edgar Allan Poe</li> <li>6. Eugene O'Neil</li> <li>7. Ezra Pound</li> </ol>	15

Unit	Content	No. of Hours
	8. James Hooper 9. John Updike 10. Mark Twain 11. Nathaniel Hawthorne 12. O'Henry 13. Richard Nathaniel Wright 14. Robert Lowell 15. Sinclair Lewis 16. Sylvia Plath 17. Thoreau 18. Vladimir Nabokov 19. Washington Irving 20. Zora Neale Hurston	
	<b>Total Hours</b>	<b>75</b>
<b>Reference Books</b>		
1.	Benet. D.E. (2021). Net.Set..Go!. Jazym Books.	
2.	Levine Robert S. Elliott Michael A., Siraganian <u>Lisa</u> , Hungerford <u>Amy</u> , Avilez GerShun.(2022). The Norton Anthology of American Literature. WW Norton & Co.	
3.	Kellman Steven G. (2016). Critical Survey of American Literature. Salem Press.	
<b>Web Resources (Swayam / NPTEL)</b>		
1.	<a href="https://onlinecourses.nptel.ac.in/noc21_hs63/preview">https://onlinecourses.nptel.ac.in/noc21_hs63/preview</a>	

Course Code	Course Name	Category	Hours / Week	Credits
24MEL2BE	Introduction to Translation Studies	Elective II	5	3

### Course Objectives

The course intends to cover

- History and theories of Translation
- Creative Literature and Translation
- Mass Media and Translation
- Translation practice and applications

### Course Learning Outcomes

On the successful completion of the course, students will be able to

CLO	CLO Statements	Knowledge Level
CLO1	Understand the fundamental concepts and theories in translation studies, including equivalence, fidelity, cultural adaptation, and translational norms.	K2,K3
CLO2	Apply theoretical knowledge to practical translation tasks, honing linguistic and analytical skills through hands-on exercises and assignments.	K2,K3
CLO3	Examine the historical development of translation theory and its impact on contemporary translation practices.	K3
CLO4	Analyze different translation strategies and techniques employed in various types of texts, such as literary, technical, and legal documents.	K3,K4
CLO5	Develop effective research skills to access and critically evaluate scholarly literature in the field of translation studies.	K3
<b>K2 - Understand; K3 - Apply; K4 - Analyze</b>		

### CLO – PLO Mapping

CLOs/PLOs	PLO1	PLO2	PLO3	PLO4	PLO5
CLO1	2	3	3	2	3
CLO2	2	3	2	2	3
CLO3	3	3	2	2	3
CLO4	1	3	2	2	3
CLO5	2	3	3	2	2
<b>3 - Substantial (high)</b>		<b>2 - Moderate (medium)</b>		<b>1 - Slight (low)</b>	



**Elective II: Introduction to Translation Studies**

<b>Unit</b>	<b>Content</b>	<b>No. of Hours</b>
I	<b>History of Translation</b> Nature of translation studies – The Function of language – Structuralist Theory and Application – Translation through the ages – Dryden’s classification of translation models.	15
II	<b>Theories of Translation</b> Types of translation – Translation theories: Ancient and Modern – Nida’s three base models of translation – (Nida’s model Cont...) Transfer and Restructuring – Linguistics of translation.	15
III	<b>Creative Literature and Translation</b> Facets of Literary translation: Importance and difficulties – Twentieth century Theoretical studies with reference to Poetics – Roles of the Translator in Poetic translation – Translation of literature – Major concerns about translation of Indian literature.	15
IV	<b>Mass media and Translation</b> Social importance of Mass media – Features of Print media – Aspects of Electronic media – Characteristics of Spoken media – Translation issues regarding language use in Mass media.	15
V	<b>Translation practice and Applications</b> Indian translation in the past – Semantic relationship among words – Translation and Culture – Language Attitudes – Place of Style in translation – Application of Translation in Tirukkural and the Odyssey.	15
<b>Total Hours</b>		<b>75</b>
<b>Text Books</b>		
1.	Boase Beier, J. (2011). A Critical Introduction to Translation Studies. Bloomsbury Publishing.	
2.	Bassnett, S. (2013). Translation Studies. Routledge.	
3.	Munday, J., Pinto, S. R., & Blakesley, J. (2022). Introducing Translation Studies: Theories and Applications. Routledge.	
<b>Reference Books</b>		
1.	Curran, J. P., & Gurevitch, M. (2005). Mass Media and Society 4th edition. Arnold.	
2.	Williams, J. (2013). Theories of Translation. Springer.	
<b>Web Resources (Swayam / NPTEL)</b>		
1.	<a href="https://archive.nptel.ac.in/courses/109/104/109104050/">https://archive.nptel.ac.in/courses/109/104/109104050/</a>	

Course Code	Course Name	Category	Hours / Week	Credits
24MEL2CE	Introduction to Performing Arts	Elective II	5	3

### Course Objectives

The course intends to cover

- Fundamentals of Theatre Art.
- Types of Theatre, methods of acting and stage direction.

### Course Learning Outcomes

On the successful completion of the course, students will be able to

CLO	CLO Statements	Knowledge Level
CLO1	Understand a broad range of theatrical disciplines and Experiences in creative writing	K2,K3
CLO2	Identify the diversity of theatrical experiences and apply in script writing	K2,K3
CLO3	Discover the relationships among the various facets of Theatrical skills in enacting	K2
CLO4	Estimate drama as a performing art and the aspects of stagecraft in theatrical production and performance	K3,K4
CLO5	Analyze the diverse components of acting and techniques and apply in entertainment industry	K4
<b>K2 - Understand; K3 - Apply; K4 - Analyze</b>		

### CLO – PLO Mapping

CLOs/PLOs	PLO1	PLO2	PLO3	PLO4	PLO5
CLO1	2	1	2	2	2
CLO2	3	1	2	3	2
CLO3	-	1	1	3	2
CLO4	-	-	2	3	3
CLO5	1	2	3	3	2
<b>3 - Substantial (high)</b>		<b>2 - Moderate (medium)</b>		<b>1 - Slight (low)</b>	

**Elective II: Introduction to Performing Arts**

<b>Unit</b>	<b>Content</b>	<b>No. of Hours</b>
I	Drama as a performing art, Relation between drama and theatre, The role of theatre, The need for permanent theatres.	15
II	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.	15
III	Fundamentals of Play directing: Concept, technique, physical balance, demonstration The director and the stage	15
IV	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	15
V	Reactions against the theatre of illusion, Expressionism and dramatic symbolism, Stage-design in the modern world, Lighting in the modern world, Word versus spectacles	15
<b>Total Hours</b>		<b>75</b>
<b>Text Books</b>		
1.	Thompson. E. M. & Rodriguez. C. (2019). Performing Arts Essentials: An Introduction to Theatre, Dance and Music. Pearson.	
<b>Reference Books</b>		
1.	Balme, Christopher B. The Cambridge Introduction to Theatre Studies. Cambridge University Press, 2008	
2.	Leach, Robert. Theatre Studies: The Basics. Rout ledge, 2013.	
3.	Smith. J. A. & Johnson. L. M. (2018). Introduction to Performing Arts: Exploring Theatre Dance and Music. 2 <sup>nd</sup> Edition. Broadway Press.	
<b>Web Resources (Swayam / NPTEL)</b>		
1.	<a href="https://onlinecourses.swayam2.ac.in/ini24_lg01/preview">https://onlinecourses.swayam2.ac.in/ini24_lg01/preview</a>	

Course Code	Course Name	Category	Hours / Week	Credits
24MEL25S	Functional English	SEC - I	2	2

### Course Objectives

The course intends to cover

- Introducing major features of spoken English
- Creating awareness about using language according to the situation
- Helping learners overcome common problems of Indian speakers of English

### Course Learning Outcomes

On the successful completion of the course, students will be able to

CLO	CLO Statements	Knowledge Level
CLO1	Develop confidence in public speaking, enabling to express confidently in front of the audience	K2, K3
CLO2	Utilize the nuances of English language in public speaking.	K3
CLO3	Evaluate language skills in day to day life.	K2, K3
CLO4	Develop different styles of occupational skills for presentation in workplace.	K4
CLO5	Learn to analyze the usage of English words in different contexts and acquire considerable flair in using broad range of vocabulary in workplace.	K3, K4
<b>K2 – Understand; K3 - Apply; K4 - Analyze</b>		

### CLO – PLO Mapping

CLOs/PLOs	PLO1	PLO2	PLO3	PLO4	PLO5
CLO1	-	3	1	3	3
CLO2	-	3	-	3	3
CLO3	1	3	2	3	3
CLO4	1	3	1	3	3
CLO5	-	3	-	3	3
<b>3 - Substantial (high)</b>		<b>2 - Moderate (medium)</b>		<b>1 - Slight (low)</b>	

**SEC - I: Functional English**

<b>Unit</b>	<b>Content</b>	<b>No. of Hours</b>
I	Public Speaking - Characteristics of a good speaker, Methods of Speaking, Preparation and Delivery of Speech	6
II	Speech for Situations - Speech to inform, Speech to Persuade, Speeches for Special occasions	6
III	Occupational Skills - Email, Resume, Official memo	6
IV	Interview Skills - Prepare and practice for Interviews, Some General Questions in an Interview, Profile Writing for a Job, Presentation Skills	6
V	Interpersonal Skills - Team Development, Relationship and Communication, Negotiation	6
<b>Total Hours</b>		<b>30</b>
<b>Text Books</b>		
1.	Mohan, Krishna, et al. Developing Communication Skills. Macmillan Publishers India Ltd., 2009.	
2.	Mitra, B. K. (2006). Effective Technical Communication: A Guide For Scientists And Engineers. Oxford University Press, USA.	
3.	Tyagi, K., & Misra, P. (2011). Basic Technical Communication. PHI Learning Pvt. Ltd.	
<b>Reference Books</b>		
1.	Pfeiffer, W. S., & Adkins, K. E. (2006). Technical communication: A practical approach. Pearson/Prentice Hall.	
2.	Markel, M., & Selber, S. A. (2013). Practical Strategies for Technical Communication. Bedford/St. Martin's.	
<b>Web Resources (Swayam / NPTEL)</b>		
1.	<a href="https://onlinecourses.swayam2.ac.in/nou24_ge38/preview">https://onlinecourses.swayam2.ac.in/nou24_ge38/preview</a>	
2.	<a href="https://onlinecourses.swayam2.ac.in/aic21_ge24/preview">https://onlinecourses.swayam2.ac.in/aic21_ge24/preview</a>	

**Components for Internal Assessment and Distribution of Marks for  
CIA and ESE (Theory)**

Max Marks	Marks for		Components for CIA									
	CIA	ESE	CIA – I		CIA – II		Best of CIA-I & CIA-II	Model		Attendance	Active Engagement	Total
100	25	75	Actual	Weightage	Actual	Weightage	Weightage	Actual	Weightage	5	5	25
			50	5	50	5	5	75	10			

**Question Paper Pattern**

Component	Duration in Hrs.	Section A			Section B			Section C			Total
		Type of question	No. of questions	Marks	Type of question	No. of questions	Marks	Type of question	No. of questions	Marks	
CIA – I & II	2	MCQ	8	8x1=8	Either or	3	3x6=18	Either or	3	3x8=24	50
Model Exam /ESE	3	MCQ	10	10x1=10	Either or	5	5x5=25	Either or	5	5x8=40	75

## Part – IV : Ability Enhancement Compulsory Courses

(All the Postgraduate Programmes)

Course Code	Course Name	Category	Hours / Week	Credits
24SOF2AE	Soft Skills	AECC - II	2	2

### Course Objectives

The course intends to cover

- The essential soft skills that is crucial for success in today's dynamic and interconnected workplace.

### Course Learning Outcomes

On the successful completion of the course, students will be able to

CLO	CLO Statements	Knowledge Level
CLO1	Understand the comprehensive skills to participate actively in conversation, writing short texts with expression	K1, K2, K3
CLO2	Infer the cohesive devices to describe and discuss any objects, pictures using compound, complex sentence forms.	K2, K3
CLO3	Comprehend the logic in the given situation to organize the ideas to write formal and informal letters.	K2, K3
CLO4	Understand the given material to organize it in a logical sequence to present a paragraph with main and supporting ideas with concluding sentences.	K3
CLO5	Present valuable ideas in conversation to emulate the main ideas and key points in short essays.	K3
<b>K1 - Remember; K2 - Understand; K3 - Apply;</b>		

**Ability Enhancement Compulsory Course - II : Soft Skills**

Unit	Details	No. of Hours
I	<p><b>Presentation Skills : Getting to Know You:</b> Grammar: Introduction to Tenses; Listening: Fill in the blanks; Speaking: Self Introduction, Everyday English, Role-Play; Reading: Different ways of communication. <b>My Day:</b> Grammar: Present simple positive &amp; negative / Adverbs of Frequency; Vocabulary &amp; Speaking: Daily Activities; Listening: Observe and Answer / Telling the time; Reading &amp; Writing: Describe where you live. <b>Your World:</b> Grammar: Possessive determiners; Vocabulary &amp; Speaking: Talk about countries, nationalities; Listening: Positive &amp; negative contractions; Reading &amp; Writing: Personal profile. <b>The World Of Work:</b> Grammar: Yes/No &amp; Wh Questions; Vocabulary &amp; Speaking: Jobs; Listening: Recognize the schwa sound; Reading &amp; Writing: Opening and closing an email. <b>Places And Things:</b> Grammar: There is / there are, articles; Vocabulary &amp; Speaking: Talk about rooms &amp; furniture; Listening: Directions; Reading &amp; Writing: Imperatives. <b>24 Hours:</b> Grammar: Likes &amp; Dislikes; Vocabulary &amp; Speaking: Speak about hobbies and interests; Listening: Observe &amp; answer; Reading: Match the photos with descriptions; Writing: Write complete sentence using prompts;</p>	6
II	<p><b>Confidence : Clothes and Shopping:</b> Grammar: Modal verbs / Adverbs of Frequency / Adjectives and Adverbs; Vocabulary &amp; Speaking: Shopping; Listening: Observe and Answer; Reading &amp; Writing: Product Review. <b>Travel &amp; Transport:</b> Grammar: Past simple questions; Vocabulary &amp; Speaking: Talk about holidays; Listening: At the train station; Reading &amp; Writing: Email - A perfect holiday. <b>Health &amp; Fitness:</b> Grammar: Past simple irregular verbs; Vocabulary &amp; Speaking: Talk about a healthy lifestyle; Listening: Listen &amp; Answer; Reading &amp; Writing: Time sequencers. <b>Music:</b> Grammar: Present perfect simple; Vocabulary &amp; Speaking: Survey about music; Listening: Listen two people talk about music; Reading: Use adjectives and create sentences. <b>Let's go shopping:</b> Grammar: Countable &amp; Uncountable; Vocabulary &amp; Speaking: Town Survey; Listening: Listen and answer; Reading &amp; Writing: Read and match</p>	6
III	<p><b>Creativity :Cooking &amp; Eating:</b> Grammar: Some &amp; Any, Quantifiers; Vocabulary &amp; Speaking: Food &amp; Drink; Listening: Kitchen conversation; Reading &amp; Writing: Article reading &amp; answering. <b>Survival:</b> Grammar: Comparison of adjectives; Vocabulary &amp; Speaking: Describing people; Listening: Listen &amp; Answer; Reading &amp; Writing: Read and Answer. <b>Working Together:</b> Grammar: Verb + Noun phrases; Vocabulary &amp; Speaking: Talk about technology; Listening: Listen &amp; Answer; Reading &amp; Writing: Notice. <b>Music:</b> Grammar: Present perfect simple; Vocabulary &amp; Speaking: Survey about music; Listening: Listen two people talk about music; Reading: Use adjectives and create sentences. <b>Culture and Arts:</b> Grammar: Present perfect; Vocabulary &amp; Speaking: Speak on the phone; Listening: Listen and answer; Reading &amp; Writing: Review</p>	6



Unit	Content	
IV	<b>Problem-Solving :Do's and Don'ts:</b> Grammar: Modal verbs; Vocabulary & Speaking: Role play; Listening: Holidays in January; Reading & Writing: Article reading & answering. <b>Body:</b> Grammar: First conditional; Vocabulary & Speaking: Personality & Appearance; Listening: Listen to conversations about personality; Reading & Writing: Read and Answer about your skills. <b>Speed:</b> Grammar: Present simple passive; Vocabulary & Speaking: Talk about relationships; Listening: Listen & Answer; Reading & Writing: Error spotting. <b>Work:</b> Grammar: Adverbs of manner; Vocabulary & Speaking: Talk about work advice; Listening: Observe & Answer; Reading: Read & check your ideas	6
V	<b>Critical Thinking : Influence:</b> Grammar: would / past habits; Listening: Sentence Correction; Speaking & Vocabulary: Your inspiration; Reading: Picture description; Writing: Rewrite the sentences. <b>Money:</b> Grammar: Second conditional; Listening: radio programme; Speaking & Vocabulary: Talk about games; Reading & Writing: Fill in the blanks. <b>Things that changed the world:</b> Grammar: articles; Speaking & Listening: Talk about chewing gum; Reading & Writing: Read and write a book review	6
<b>Total Hours</b>		<b>30</b>

### Components for and Distribution of Marks for ESE (Theory)

#### Ability Enhancement Compulsory Course(AECC)

Duration in Hrs.	Mode of Exam	Type of Questions	No. of Questions	Marks
2	Online	MCQ	50	50x1=50

