

ఆంధ్రప్రదేశ్ కేంద్రీయ విశ్వవిద్యాలయం ఆంధ్రప్రదేశ్ కేంద్రీయ విశ్వవిద్యాలయ  
**CENTRAL UNIVERSITY OF ANDHRA PRADESH**  
(Established by an act of Parliament in 2019)

**School of Languages**  
**Postgraduate Programme Structure**  
**As per the UGC Credit Framework (NEP 2020)**



**vidya dadati vinayam**  
(Education gives humility)

*MA English*



**Structure and Syllabus**  
**(Revised)**  
**(With Effect from the 2025-26)**

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**CONTENTS**

<b>S. No.</b>	<b>Particulars</b>	<b>Page No.</b>
1	Important Information to the Students	1
2	Introduction to the Programme	3
3	Semester-Wise and Course-Wise Credits	5
4	Programme Structure	6
5	Credit Distribution	8
6	Semester I	10-23
7	Semester II	24-39
8	Semester III	40-55
9	Semester IV	56-62

आंध्रप्रदेश केंद्रीय विश्वविद्यालय  
**CENTRAL UNIVERSITY OF ANDHRA PRADESH**  
**Ananthapuramu**

**Important Information to Students**

1. Programme: MA English
2. Eligibility: At least 50% marks in the bachelor's degree with at least 50% marks in English as an Optional Subject OR at least 50% marks in the bachelor's degree with at least 55% marks in any literature as a Compulsory Subject.
3. The minimum duration for completion of the programme is four semesters (two academic years), and the maximum duration is eight semesters (four academic years) or as per the amendments made by the regulatory bodies from time to time.
4. A student should attend at least 75% of the classes, seminars, and practicals in each course of study.
5. All the courses in the programme carry a Continuous Internal Assessment (CIA) component for a maximum of 40 marks and a Semester-End Examination (SEE) component for a maximum of 60 marks. The minimum pass mark for a course is 40%.
6. The student is given 3 Continuous Internal Assessment (CIA) tests in each course every Semester, from which the best 2 performances are considered for calculating the marks in CIA. The Department maintains a record of continuous assessment. The 3 internal tests are conducted for a maximum of 15 marks, out of which the best 2 test scores are considered for 30 marks. Out of the remaining 10 marks, 5 marks are awarded for assignments, class presentations, and student class participation, and the remaining 5 marks are awarded for punctuality and attendance.
7. A student should pass separately in both the CIA and the SEE, i.e., a student should secure 16 (40% of 40) out of 40 marks in the CIA and 24 (40% of 60) out of 60 marks in the Semester-End Examination.

**Marks for the Attendance will be considered as follows:**

S. No	Attendance (%)	Marks
1	95% or more	5
2	90-94%	4
3	85-89%	3
4	80-84%	2
5	75-79%	1

8. A student who fails to secure the minimum pass marks in the CIA is not allowed to take the semester-end examination of that course. S/he must redo the course by attending special classes for that course and get a pass percentage in the internal tests to become eligible to take the semester-end examination.
9. A student failing a course due to lack of attendance should redo the course.
10. Re-evaluation applies only to theory papers and does not apply to other components such as dissertations, internship reports, etc.
11. An on-campus elective course is offered only if a minimum of ten students or 40% of the students registered, whichever is higher, exercise their option for that course.

**Assessment Pattern:** 40% internal (formative) evaluation [two best out of three tests (for a maximum of 15 marks each = 30 marks); and seminar /assignments/ attendance (10 marks)] and 60% summative evaluation [semester-end examination]

**Semester-End Examination**

Maximum Marks: 60

Time: 3 Hours

Dissertation/ Project Report  
Dissertation Evaluation: 80 Marks  
Viva Voce: 20 Marks



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**Master of Arts in English**

English is the most widely used language in the world. Wherever one looks around the world, one can find the English language: “The sun never sets on the English language.” Studying English helps one progress in life both personally and professionally. The English language is a gateway to the world, and studying English literature opens a world of inspiration and creativity.

The University aims to make the student employment ready. MA in English is one of the two postgraduate programmes the University started in 2018. The Department has adopted a Learning Outcome-based Curriculum Framework (LOCF) for its Postgraduate Programme in tune with the National Education Policy 2020.

The Programme offers a blend of classical and contemporary literature, providing students a comprehensive understanding of literary traditions across different periods. As a result, the student gains insights into the major themes and narrative techniques, enhancing their critical and analytical skills.

In addition to helping the student explore literature, the Programme equips them with essential research skills and methodologies. As a result, the student learns to navigate academic resources, conduct scholarly inquiries, and contribute original insights to English studies.

By imparting knowledge through diverse courses and making internship/community service mandatory, the Programme helps the postgraduate student gain employability skills in diverse sectors such as academics, journalism, content writing, social work, government agencies and research organisations, and human resource development.

**Programme Objectives:**

- to help the student acquire a thorough knowledge of the English language and literature
- to enable the student to improve their critical, linguistic, literary, and creative skills
- to help the student enhance their employability skills

**Programme Outcomes:**

By the end of the MA programme, the student will

- have acquainted themselves with the backgrounds and main areas of language and literature.
- have prepared themselves to integrate criticism into their analyses and be effective teachers and researchers.
- be able to think creatively and critically and conduct independent and original research in either literature or language.



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**CENTRAL UNIVERSITY OF ANDHRA PRADESH**  
**Ananthapuramu**  
**Programme Structure**  
**Semester-wise and Course-wise Credits**

Semester	Discipline-Specific Core (DSC)	Discipline-Specific Elective (DSE)	Inter-Disciplinary Elective (IDE)	CCC	SIP	Dissertation	Total Credits
I	CC 1 (4) CC 2 (4) CC 3 (4) CC 4 (4)	DSE 1 (4)	IDE 1 (3)	--	--	--	23
II	CC 5 (4) CC 6 (4) CC 7 (4) CC 8 (4)	DSE 2 (4)	IDE 2 (3)	CCC 1 (4)	--	--	27
III	CC 9 (4) CC 10 (4) CC 11 (4)	DSE 3 (4)	IDE 3 (3)	CCC 2 (4)	SIP (2)	--	25
IV	- -	DSE 4 (4)	--	--	--	Dissertation (16)	20
<b>Total</b>	<b>44</b>	<b>16</b>	<b>9</b>	<b>8</b>	<b>2</b>	<b>16</b>	<b>95</b>
<b>Percentage</b>	<b>46</b>	<b>17</b>	<b>9.5</b>	<b>8.5</b>	<b>2</b>	<b>17</b>	<b>100</b>

**CC:** Core Course

**IDE/MDC:** Inter-Disciplinary Elective/ Multi-Disciplinary Course

**DSE:** Discipline Specific Elective

**CCC:** Common Compulsory Course

\*Besides taking the above-mentioned courses, the student attends one Language Lab Session a week every semester. These non-credit practice sessions help the student hone their communication skills.

\***Summer Internship Project (SIP)** is compulsory and is to be completed during summer vacation.

**Note:** 1. the student chooses MOOCs from the courses available on the SWAYAM platform.

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**Two-Year MA English Programme**  
**Structure as per UGC Credit Framework**

Sl. No.	Course Code	Title of the Course	Credit	Contact Hours		
				L	T	P
<b>Semester I</b>						
1	MEL101	CC: Fourteenth- to Sixteenth-Century British Literature	4	3	1	0
2	MEL102	CC: Seventeenth-Century British Literature	4	3	1	0
3	MEL103	CC: Indian Writing in English	4	3	1	0
4	MEL104	CC: Introduction to Linguistics	4	3	1	0
5	MEL111	DSE: Modern European Literature	4	3	1	0
	MEL112	DSE: Phonetics and Phonology				
6	MEL113	IDE: Media and Communication Skills/ MOOCs	3	2	1	0
7		Language Lab*	0	-	-	-
<b>Total</b>			<b>23</b>	<b>17</b>	<b>6</b>	<b>0</b>
<b>Semester II</b>						
1	MEL201	CC: Eighteenth-Century British Literature	4	3	1	0
2	MEL202	CC: Nineteenth-Century British Literature	4	3	1	0
3	MEL203	CC: Literary Theory	4	3	1	0
4	MEL204	CC: Gender Studies	4	3	1	0
5	MEL211	DSE: Graphic Narratives	4	3	1	0
	MEL212	DSE: Morphology and Syntax				
6	MEL213	CCC: Introduction to Artificial Intelligence and Machine Learning	4	2	0	2
7	MEL214	IDE: Indian English Literature/ MOOCs	3	2	1	0
8		Language Lab*	0	-	-	-
<b>Total</b>			<b>27</b>	<b>19</b>	<b>6</b>	<b>2</b>

Semester III						
1	MEL301	CC: Twentieth-Century British Literature	4	3	1	0
2	MEL302	CC: Research Methodology	4	3	1	0
3	MEL303	CC: Cultural Studies	4	3	1	0
4	MEL311	DSE: Indian Literature in English Translation	4	3	1	0
	MEL312	DSE: Semantics and Pragmatics				
5	MEL313	CCC: Building Mathematical Ability and Financial Literacy	4	3	1	0
6	MEL314	IDE: Film Studies/ MOOCs	3	2	1	0
7	MEL315	SIP: Summer Internship Project*	2	0	0	2
8		Language Lab*	0	-	-	-
<b>Total</b>			<b>25</b>	<b>17</b>	<b>6</b>	<b>2</b>
Semester IV						
1	MEL411	DSE: Postcolonial Literature	4	3	1	0
	MEL412	DSE: Introduction to Sociolinguistics				
2	MEL413	Dissertation	16	16	0	0
<b>Total</b>			<b>20</b>	<b>19</b>	<b>1</b>	<b>0</b>
<b>Total Credits</b>			<b>95</b>	<b>72</b>	<b>19</b>	<b>4</b>

**L:** Lecture  
**T:** Tutorial  
**P:** Practical  
**CC:** Core Course  
**DSE:** Discipline Specific Elective  
**IDE:** Interdisciplinary Elective  
**CCC:** Common Compulsory Course

\*Besides taking the above-mentioned courses, the student attends one Language Lab Session a week every semester. These non-credit practice sessions help the student hone their communication skills.

\***Summer Internship Project (SIP)** is compulsory and is completed during summer vacation.

- Note:**
1. MOOCs are chosen by the student based on the availability of the courses offered on SWAYAM & other related platforms suggested or approved by the Department.
  2. The Programme template and the title of the courses are tentative, any changes as required may be made.



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**Credit Distribution**

Semester	Total Credits	Cumulative Credit at the end of the Semester
Semester I	23	23
Semester II	27	50
Semester III	25	75
Semester IV	20	95

**Assessment Pattern:** Assessment Pattern: 40% internal (formative) evaluation [two best out of three tests (for a maximum of 15 marks each = 30 marks); and seminar /assignments/ attendance (10 marks)] and 60% summative evaluation [semester-end examination].

**Semester- End Examination**

Maximum Marks: 60

Time: 3 Hours

**Dissertation/ Project Report**

Dissertation Evaluation: 80 Marks

Viva Voce: 20 Marks

## **Semester-wise Detailed Syllabus**

## Semester I

Course Code: <b>MEL101</b> Course Type: <b>Core Course</b> Credits: <b>4</b>	Course Title <b>Fourteenth- to Sixteenth-Century British Literature</b>
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### Course Objectives:

- to introduce to the student to a major movement in Europe- the Renaissance
- to acquaint the student with the major British writers of the fourteenth, fifteenth and to sixteenth centuries
- to help the student gain knowledge of the shift in thematic preoccupations of the writers

### Learning Outcomes:

By the end of the course, the student

- will have understood the main features of the Renaissance and its impact on Europe in general and England in particular.
- will have been acquainted with the prominent writers of fourteenth-, fifteenth-, and sixteenth-century Britain.
- will have understood the how and the why of the clear shift of focus in themes.

### Course Design

#### Poetry

##### Unit- I

**15 Hours**

Geoffrey Chaucer

Troilus and Criseyde (Book I)

Prologue to the Canterbury Tales

John Lydgate

The Complaint of the Black Knight

Henry Howard

Alas, so all things now do hold their peace

Thomas Wyatt

The Long Love that in my Thought doth harbor

##### Unit- II

**15 Hours**

Edmund Spenser

The Shepherd's Calendar

Christopher Marlowe

Hero and Leander

#### Drama

##### Unit- III

**15 Hours**

Nicholas Udall

Ralph Roister Doister

Thomas Kyd

The Spanish Tragedie

William Shakespeare

Romeo and Juliet

#### Prose

##### Unit- IV

**15 Hours**

William Langland

The Visions of Piers Plowman (excerpts)

Sir Philip Sidney

Arcadia

Francis Bacon

Of Studies, Of Adversity, Of Death

### **Suggested Readings**

Geoffrey Chaucer: *The Canterbury Tales*  
Thomas Malory: *Le Morte d'Arthur*  
Thomas More: *Utopia*  
Edmund Spenser: *The Faerie Queene*

### **References**

*A Companion to Medieval English Literature and Culture, C.1350 - C.1500*. Ed. by Peter Brown. United Kingdom: Wiley, 2007.

Albert, Edward. *History of English Literature*. Oxford: Oxford University Press, 2017.

Bennett, H. S.. *Chaucer and the Fifteenth Century*. Oxford: Clarendon Press, 1967.

Carter, Ronald, and John McRae. *The Routledge History of Literature in English: Britain and Ireland*. Oxfordshire: Routledge, 2001.

Daiches, David. *Critical Approaches to Literature*. Harlow: Orient Longman, 2005.

Gillie, Christopher. *Longman Companion to English Literature*. Harlow: Longman, 1977.

Rickett, A.C. *A History of English Literature*. Charleston: Nabu Press, 2010.

*The Cambridge Companion to English Literature, 1500-1600*. Ed. by Arthur F. Kinney. Cambridge: Cambridge University Press, 2000.

*The Cambridge Companion to Medieval English Literature 1100-1500*. Ed. by Larry Scanlon. Cambridge: Cambridge University Press, 2009.

Waller, Gary Fredric. *English Poetry of the Sixteenth Century*. Harlow: Longman, 1993.

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Course Code: <b>MEL102</b> Course Type: <b>Core Course</b> Credits: <b>4</b>	Course Title <b>Seventeenth-Century British          Literature</b>
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**Course Objectives:**

- to discuss in detail the great poet and dramatist William Shakespeare
- to acquaint the student with the main features of literature of seventeenth-century England
- to help the student study literary texts in the light the socio-cultural and political factor of the age

**Learning Outcomes:**

By the end of the course, the student

- will have known the political, social, economic, and cultural conditions in seventeenth-century England.
- will be acquainted with the major themes prevalent in the age.
- will be familiar with the influence of the several socio-political factors on seventeenth-century British literature.

**Course Design**

**Drama**

**Unit- I**

William Shakespeare

Othello

The Tempest

**15 Hours**

**Unit- II**

Ben Jonson

Volpone

Christopher Marlowe

Dr. Faustus

**15 Hours**

**Poetry**

**Unit- III**

Edmund Spenser

Epithalamion

John Donne

Canonization

A Valediction Forbidding Mourning

Andrew Marvell

To His Coy Mistress

The Mower to the Glow-Worms

John Milton

Comus

John Dryden

Alexander's Feast

**15 Hours**

**Prose**

**Unit- IV**

Elizabeth I

The Speech to the Troops at Tilbury

Robert Burton

Excerpts from Democritus Junior to the reader (*The Anatomy of Melancholy*)

John Locke

An Essay Concerning Human Understanding, Book II

**15 Hours**

### **Suggested Readings**

Samuel Daniel: *The Tragedy of Philotas*

John Bunyan: *The Pilgrim's Progress*

John Milton: *Paradise Lost*

Francis Beaumont & John Fletcher: *John Fletcher*

### **References**

*A History of Seventeenth-Century English Literature*. Ed. by Thomas N. Corns. Oxford: Wiley-Blackwell, 2013.

Gurr, Andrew. *The Shakespearean Stage*. 3rd Ed. Cambridge: Cambridge UP, 1992.

McDonald, Russ. *The Bedford Companion to Shakespeare: An Introduction with Documents*. Boston: Bedford/St. Martin's, 2001.

*The Cambridge Companion to English Poetry, Donne to Marvell*. Ed. by Thomas N. Corns. Cambridge: Cambridge University Press, 1993.

*The Cambridge Companion to Milton*. Ed. by Dennis Danielson. Cambridge: Cambridge University Press, 1999.

*The Cambridge Companion to Shakespeare*. Ed. by Margaret De Grazia and Stanley Wells. Cambridge: Cambridge University Press, 2001.

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<p>Course Code: <b>MEL103</b>  Course Type: <b>Core Course</b>  Credits: <b>4</b></p>	<p>Course Title  <b>Indian Writing in English</b></p>
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**Course Objectives:**

- to introduce to the student the major social, cultural, and political movements before Independence
- to introduce the student to various literary trends in Indian literature in English
- to help the student gain knowledge of the major Indian writers in English and their works

**Learning Outcomes:**

By the end of the course, the student

- will have understood how various social, political and cultural movements influenced Indian writers in the Pre-Independence era.
- will have gained knowledge of diverse literary trends in Indian Writing in English.
- will be able to analyse Indian English literary works.

**Course Design**

**Unit- I Poetry**

**15 Hours**

Nissim Ezekiel	Poet, Lover, Birdwatcher
Jayantha Mahapatra	Hunger
Gauri Deshpande	Female of the Species
Toru Dutt	Sita
Arun Kolatkar	An Old Woman
AK Ramanujan	Obituary

**Unit- II Drama**

**15 Hours**

Rabindranath Tagore	The Post Office
Girish Karnad	Yayathi
Manjula Padmanabhan	Harvest

**Unit- III Fiction**

**15 Hours**

**Novels**

Aravind Adiga	The White Tiger
Kamala Markandeya	Nectar in a Sieve

**Short Stories**

Mahasweta Devi	Draupadi (Dopdi)
Mulkraj Anand	The Lost Child

**Unit- IV Non-fiction**

**15 Hours**

Jawaharlal Nehru	An Autobiography
Shashi Deshpande	Writing from the Margins
A K Ramanujan	Is There an Indian Way of Thinking?

## Suggested Readings

Rohinton Mistry: *A Fine Balance*  
Khushwant Singh: *Train to Pakistan*  
Anita Desai: *In Custody*

## References

- Dwivedi, Amar Nath. *Indian Poetry in English: A Literary History and Anthology*. London: Humanities Press, 1980.
- Indian Writing in English: An Anthology*. India: Mahatma Gandhi Institute, 1983.
- Iyer, N. Sharda. *Musings on Indian Writing in English: Fiction*. New Delhi: Sarup & Sons, 2003.
- Mukherjee, Meenakshi. *The Twice Born Fiction*. India: Pencraft International, 2001.
- . *Realism and Reality*. Oxford: OUP, 1994.
- Naik, Madhukar Krishna. *A History of Indian English Literature*. India: Sahitya Akademi, 2002.
- Narasimhaiah, C. D. *The Swan and the Eagle*. India: Indian Institute of Advanced Study, 1969.
- Rajendra Prasad, VVN. *Five Indian Novelists: Rajan, Raja Rao, Narayan, Arun Joshi, Anita Desai*. New Delhi: Prestige, 1990.
- Srinivasa Iyengar, K. R. *Indian Writing in English*. Mumbai: Asia Publishing House, 1973.

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<p>Course Code: <b>MEL104</b>  Course Type: <b>Core Course</b>  Credits: <b>4</b></p>	<p>Course Title  <b>Introduction to Linguistics</b></p>
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**Course Objectives:**

- to introduce the student to the fundamental and significant concepts of language
- to help the student enhance their understanding of language in general and English in particular
- to enable the student to relate language to the theoretical and applied areas of study and research

**Learning Outcomes:**

By the end of the course, the student

- will have grasped the complexity of language as a communication system shaped by several factors.
- will have acquired the technical vocabulary and theoretical tools of the field.
- will have a working knowledge of the modern English grammar.

**Course Design****Unit- I Fundamental Concepts of Language 15 Hours**

Definition and Characteristics of Language

Definition and Scope of Linguistics: Phonetics, Phonology, Morphology, Semantics, Pragmatics

Popular Misconceptions about Language: Modern Linguistics vs Traditional Approaches to Language Study

Language and Culture

**Unit- II Language and Communication 15 Hours**

Language vs Communication; Communicative Competence

Verbal Communication and Nonverbal Communication; Gestures and Sign

Languages

Genetic Classification of Languages

Types of Languages

Language Variation

**Unit- III Some Key Thinkers on Language 15 Hours**

Ancient Indian Linguistic Tradition

Saussure

Sign

Langue vs Parole

Paradigmatic vs Syntagmatic

Synchronic vs Diachronic Studies

Structuralism

Bloomfield

American Structuralism

Levels of Analysis

Chomsky            Competence vs Performance  
                         Universal Grammar  
Halliday            Form vs Function

#### **Unit- IV Descriptive Grammar**

**15 Hours**

Major Concepts and Categories Verbs and Auxiliaries  
The Semantics of the Verb Phrase  
Nouns and Determiners  
The Simple Sentence

#### **Suggested Readings**

C L Wrenn: *The English Language*  
David Crystal: *How Language Works*  
Noam Chomsky: *The Architecture of Language*  
S K Verma and N Krishnaswamy: *Modern Linguistics*

#### **References**

Aitchison, Jean. *Aitchison's Linguistics*. New York: The McGraw-Hill Companies, Inc., 2010.  
Aitchison, Jean. *Language Change: Progress or Decay?* Cambridge: Cambridge University Press, 2013.  
Fromkin, Victoria, Robert Rodman, and Nina Hyams. *An Introduction to Language*. 10<sup>th</sup> Ed. Ohio: Wadsworth, 2013.  
Genetti, Carol. *How Languages Work: An Introduction to Language and Linguistics*. Cambridge: Cambridge University Press, 2014.  
Greenbaum, Sidney, and Randolph Quirk. *A Student's Grammar of the English Language*. Harlow: Longman, 2001. (Chapters 2, 3, 4, 5, 10)  
Quirk, Randolph, and Sidney Greenbaum. *A University Grammar of English*. Harlow: Longman, 1973.  
Yule, George. *The Study of Language*. 4<sup>th</sup> Ed, Cambridge: CUP, 2010.

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Course Code: <b>MEL111</b> Course Type: <b>DSE</b> Credits: <b>4</b>	Course Title <b>Modern European Literature</b>
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**Course Objectives:**

- to introduce to the student the major European writers
- to help the student gain knowledge of the thematic preoccupations of European writers and their literary techniques
- to enable the student to understand the works of prominent European writers in light of socio-cultural factors

**Learning Outcomes:**

By the end of the course, the student

- will have been acquainted with several major European writers.
- will have gained knowledge of European writers' major themes and techniques.
- will be able to discuss the modern canons of European literary works.

**Course Design**

<b>Unit- I Poetry</b>		<b>15 Hours</b>
Arthur Rimbaud	The Drunken Boat	
Rainer Maria Rilke	The Panther	
	The Sonnets to Orpheus, No. X	
	The First Elegy (Duino Elegies)	
Charles Baudelaire	Benediction	
	Exotic Perfume	
	Hymn to Beauty	
Wislawa Szymborska	The Onion	
	Love at First Sight	
<b>Unit- II Drama</b>		<b>15 Hours</b>
Henrik Ibsen	A Doll's House	
August Strindberg	Miss Julie	
Luigi Pirandello	Six Characters in Search of an Author	
<b>Unit- III Fiction</b>		
<b>Novels</b>		<b>15 Hours</b>
Victor Hugo	The Hunchback of Notre Dame	
Marcel Proust	In Search of Lost Time	
James Joyce	Ulysses	
Italo Calvino	If on a Winter's Night a Traveler	
<b>Short Stories/Novella</b>		
Leo Tolstoy	The Imp and the Crust	
Guy de Maupassant	The Necklace	
Franz Kafka	The Metamorphosis	
<b>Unit- IV Non-fiction</b>		<b>15 Hours</b>
Romain Rolland	The Great Journey to the West (excerpt from Life of Vivekananda)	
George Bernard Shaw	Spoken English and Broken English	

### **Suggested Readings**

Olga Tokarczuk: *Drive Your Plow Over the Bones of the Dead*

Carlos Ruiz Zafon: *The Shadow of the Wind*

Milan Kundera: *The Unbearable Lightness of Being*

José Saramago: *Seeing*

### **References**

Aldridge, Alfred Owen. *Voltaire and the Century of Light*. New Jersey: Princeton University Press, 1975.

Cohen, Walter. *A History of European Literature: The West and the World from Antiquity to the Present*. Oxford: OUP, 2017.

Hobson, J. A. *Imperialism: A Study*. Cosimo Classics, 2005.

Howatson, M.C. *The Oxford Companion to Classical Literature* (Oxford Quick Reference). Oxford: OUP, 2013.

*Landmarks in Continental European Literature*. Ed. by Philip Gaskell. Oxfordshire: Routledge, 1999.

Travers, Martin. *An Introduction to Modern European Literature: From Romanticism to Postmodernism*. UK: Macmillan Education, 1997.

*Twentieth-century European Drama* (Insights Series). Ed. by Brian Docherty. UK: Palgrave Macmillan, 1993.

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Course Code: <b>MEL112</b> Course Type: <b>DSE</b> Credits: <b>4</b>	Course Title <b>Phonetics and Phonology</b>
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**Course Objectives:**

- to introduce the student to the major concepts in Phonetics and Phonology with reference to the English language
- to acquaint the student with the articulatory mechanism involved in the production of English speech sounds, the major distinctions and parameters employed in the classification of English speech sounds, and phonemic transcription of spoken English texts
- to familiarize the student with essential segmental and suprasegmental aspects of phonology

**Learning Outcomes:**

By the end of the course, the student

- will be able to analyse and describe speech sounds with an emphasis on articulatory mechanisms.
- will be able to use the IPA to transcribe English words and sentences phonetically.
- will be able to perform a phonemic analysis to determine the phonemes and allophones of any given language.

**Course Design**

<p><b>Unit- I</b>          Articulatory, auditory, and acoustic phonetics          Speech organs, speech production          Sounds of English (vowels-- monophthongs, diphthongs, triphthongs -- and consonants): classification and description</p>	<b>15 Hours</b>
<p><b>Unit- II</b>          IPA and phonemic transcription          Syllable and syllabification          Segmental vs supra-segmental features, connected speech          Pronunciation problems for Indian speakers of English</p>	<b>15 Hours</b>
<p><b>Unit- III</b>          Word stress, sentence stress, stress shift and word class          Phonological Environment: Weak Forms, Assimilation, Elision, Liaison, Juncture          Intonation patterns</p>	<b>15 Hours</b>
<p><b>Unit- IV</b>          Phonemes vs allophones          Underlying representation, surface representation          Phonological features, Distinctive feature</p>	<b>15 Hours</b>

### **Suggested Readings**

Peter Ladefoged and Keith Johnson: *A Course in Phonetics*

Bruce Hayes: *A Course in Phonetics*

Christina Shewell: *Voice Work*

Peter Ladefoged: *The Sounds of the World's Languages*

### **References**

Giegerich, Heinz. J. *English Phonology: An Introduction*. Cambridge: CUP, 2005.

Gimson A. C. *An Introduction to the Pronunciation of English*. Fourth Edition.  
Oxfordshire: Routledge, 1989.

Jones, Daniel. *The Cambridge English Pronouncing Dictionary*. (Latest Edition)

O'Connor, J.D. *Better English Pronunciation*. Cambridge: CUP, 2000.

Roach, Peter. *English Phonetics and Phonology: A Practical Course*. Cambridge: CUP, 2010.

Spencer, Andrew. *Phonology: Theory and Description*. Oxford: Blackwell Publishers, 1996.

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<p>Course Code: <b>MEL113</b>  Course Type: <b>IDE</b>  Credits: <b>3</b></p>	<p>Course Title  <b>Media and Communication Skills/ MOOCs</b></p>
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**Course Objectives:**

- to equip the student with the ability to communicate in different environments
- to familiarise the student with practical skills in media writing-- reviews, reports, and discussions
- to help the student identify avenues for a career in print and electronic media

**Learning Outcomes:**

By the end of the course, the student

- will have acquired the ability to communicate effectively in different environments.
- will be able to demonstrate their familiarity with the new media and their techniques and practices.
- will be able to understand how the media reflects, represents, and influences the world.

**Course Design**

**Unit- I Introduction to Mass Communication**

Forms of Mass Communication  
Mass Communication and Globalization

**Unit- II Media Writing**

Scriptwriting for TV and Radio News Reports and Editorials Editing for Print and Online Media

**Unit- III Introduction to Cyber Media and Social Media**

Types of Social Media  
The Impact of Social Media  
Introduction to Cyber Media

**Suggested Readings**

Marshall McLuhan: *Understanding Media: The Extensions of Man*  
Edward S. Herman and Noam Chomsky: *Manufacturing Consent: The Political Economy of the Mass Media*  
Henry Jenkins: *Convergence Culture: Where Old and New Media*  
Lev Manovich: *Collide the Language of New Media*

**References**

Dimaggio, Madeline. *How to Write for Television*. New York: Simon & Schuster, 2008.  
Ek, Brian. *Creating the Perfect Radio Ad: A Handbook for the Commercial Production Professional*. U.S.A.: Amazon Digital Services LLC - KDP Print US, 2021.

- Epstein, Alex. *Crafty TV Writing: Thinking Inside the Box*. New York: Henry Holt and Company, 2006.
- Horstmann, Rosemary. *Writing for Radio*. Edinburgh: A & C Black, 1997.
- Kolodzy, Janet. *Convergence Journalism: Writing and Reporting Across the News Media*. U.S.A.: Rowman & Littlefield, 2006.
- Marshall, Carrie. *Writing for Social Media*. London: BCS Learning & Development Limited, 2018.
- Sparks, Colin. *Globalization, Development and the Mass Media*. London: SAGE Publications, 2007.

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## Semester II

Course Code: <b>MEL201</b> Course Type: <b>Core Course</b> Credits: <b>4</b>	Course Title <b>Eighteenth-Century British Literature</b>
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### Course Objectives:

- to introduce the student to issues such as class, estate, disguise, and marriage
- to provide the student with the necessary background on the various issues of the period
- to familiarize the student with the growth of the new genre, the novel

### Learning Outcomes:

By the end of the course, the student

- will have knowledge of literary movements and texts of eighteenth-century British literature.
- will have examined the social, economic, philosophical, and religious issues of the eighteenth century.
- will have acquainted themselves with the origin and development of the novel.

### Course Design

<b>Unit- I Drama</b>		<b>15 Hours</b>
William Congreve	The Way of the World	
R. B. Sheridan	The Rivals	
<b>Unit- II Poetry</b>		<b>15 Hours</b>
Alexander Pope	The Rape of the Lock	
Thomas Gray	Elegy Written in a Country Churchyard	
<b>Unit- III Fiction</b>		<b>15 Hours</b>
Daniel Defoe	Robinson Crusoe	
Oliver Goldsmith	The Vicar of Wakefield	
<b>Unit- IV Prose</b>		<b>15 Hours</b>
Jonathan Swift	The Battle of the Books	
Addison	The Spectator's Account of Himself	
	Character of Will Wimble	
Steele	Of the Club	
	On the Shame and Fear of Poverty	

### Suggested Readings

Samuel Richardson: *Pamela*  
John Gay: *The Beggar's Opera*

John Milton: *Paradise Lost*

Henry Fielding: *Joseph Andrews*

### **References**

Choudhury, Bibhash. *English Social and Cultural History*. Delhi: PHI Learning Private Ltd., 2014.

Long, William J. *Chapter IX. Eighteenth Century Literature*. English Literature: Its History and Its Significance. India: Kalyani Publishers, 1987.

Steele, Richard, and Joseph Addison. *The Spectator*. [By Joseph Addison, Richard Steele and Others]; Volume 3. New York: Creative Media Partners, LLC, 2023.

Brooks, Cleanth and Robert Penn Warren. *Understanding Poetry*. England: Hot-Saunders, 1976.

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Course Code: <b>MEL202</b> Course Type: <b>Core Course</b> Credits: <b>4</b>	Course Title <b>Nineteenth-Century British Literature</b>
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**Course Objectives:**

- to introduce to the student the characteristics and themes of Romanticism in nineteenth-century British literature
- to help the student acquire knowledge of the historical and cultural context of the Victorian Age in British literature
- to provide an analysis of the role of gender, class, and empire in nineteenth-century British literature

**Learning Outcomes:**

By the end of the course, the student

- will be able to identify the key characteristics of Romantic literature, such as a focus on nature, emotion, and individual experience.
- will demonstrate an understanding of the socio-cultural backdrop of the Victorian era, including industrialization, urbanization, and shifts in religious and philosophical thought.
- will be able to define the major historical events that influenced the themes of nineteenth-century British Literature, such as the Industrial Revolution and the British Empire's expansion.

**Course Design**

**Poetry**

**Unit- I**

**15 Hours**

Samuel Taylor Coleridge	The Rime of the Ancient Mariner
William Wordsworth	Tintern Abbey
John Keats	La Belle Dame sans Merci
George Gordon Byron	The Prisoner of Chillon
Percy Bysshe Shelley	Ode to the West Wind

**Unit- II**

**15 Hours**

Alfred, Lord Tennyson	Tithonus
Robert Browning	The Ring and the Book (vol. i)
Gerard Manley Hopkins	Windhover
	The Pied Beauty

**Prose**

**Unit- III**

**15 Hours**

Virginia Woolf	A Room of One's Own
Charles Lamb	Dream-Children
William Hazlitt	On Going on a Journey (From <i>Table Talk: Essays on Men and Manners</i> )
Matthew Arnold	Culture and Anarchy

## Fiction

### Unit- IV

15 Hours

Jane Austen  
Charles Dickens

Emma  
Great Expectations

### Suggested Readings

Charlotte Brontë: *Jane Eyre*  
Thomas Hardy: *The Mayor of Casterbridge*  
George Eliot: *Middlemarch*  
Charles Darwin: *On the Origin of Species*  
Mary Shelley: *Frankenstein*

### References

- Butler, Marilyn. *Romantics: Rebels and Reactionaries*. Oxford: OUP, 1982.
- Cantor, Paul A. *Creature and Creator: Myth-Making and English Romanticism*. Cambridge: Cambridge University Press, 1985.
- Davies, Damien. *Romanticism, History, Historicism: Essays on an Orthodoxy*. Oxfordshire: Routledge, 2012.
- Eagleton, Terry. *The English Novel: An Introduction*. Oxford: Blackwell Publishing, 2005.
- Gilbert, Sandra M., and Susan Gubar. *The Madwoman in the Attic: The Woman Writer and the Nineteenth-Century Literary Imagination*. New Haven: Yale University Press, 2000.
- Greenblatt, Stephen. *The Norton Anthology of English Literature: The Major Authors*. London: W.W. Norton & Company, 2019.
- Leask, Nigel. *British Romantic Writers and the East*. Cambridge: CUP, 1992.
- Levine, George, Editor. *The Cambridge Companion to Victorian Poetry*. Cambridge: Cambridge University Press, 2000.
- Miller, J. Hillis. *The Disappearance of God: Five Nineteenth-Century Writers*. Cambridge: Harvard University Press, 2000.
- Roe, Nicolas. *Romanticism: An Oxford Guide*. Oxford: OUP, 2005.
- Said, Edward. *Culture and Imperialism*. Nigel Leask: Vintage Books. 1993.
- Sanders, Andrew. *The Victorian Historical Novel 1840-1880*. U.K.: Palgrave Macmillan, 2002.
- The Norton Anthology of English Literature: The Victorian Age*. Ed. by M.H. Abrams and Stephen Greenblatt. New York: W.W. Norton & Company, 2012.
- Tucker, Herbert F. *Epic: Britain's Heroic Muse, 1790-1910*. Oxford: Oxford University Press, 2008.
- Williams, S. Nicolas. *William Blake Studies*. U.K.: Palgrave Macmillan, 2006.

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<p>Course Code: <b>MEL303</b>  Course Type: <b>Core Course</b>  Credits: <b>4</b></p>	<p>Course Title  <b>Literary Theory</b></p>
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**Course Objectives:**

- to help the student gain a working knowledge of literary theory and its significance in the evaluation of a literary text
- to enable the student to familiarize themselves with various critical theories
- to guide the student in the application of knowledge thus gained in the assessment of a literary work

**Learning Outcomes:**

By the end of the course, the student

- will be able to demonstrate their understanding of the role and scope of literary theory.
- will have gained knowledge of various kinds of literary theory.
- will be able to apply their critical knowledge to the study of a literary work.

**Course Design**

**Background:** Literary theory: Its significance

**Unit- I** **15 Hours**

Structuralism

Jonathan Culler: Structuralism and Literature

Russian Formalism

Roman Jakobson: Two Aspects of Language and Two Types of Aphasic Disturbances

Poststructuralism

Roland Barthes: The Death of the Author

**Unit- II** **15 Hours**

Deconstruction

Jacques Derrida: Structure, Sign, and Play in the Discourse of the Human Science

Postmodernism

John Barth: The Literature of Replenishment

Psychoanalysis

Sigmund Freud: The Interpretation of Dreams

**Unit- III** **15 Hours**

Feminism

Elaine Showalter: Toward a Feminist Poetics

Queer Theory

Teresa de Lauretis: Lesbian and Gay Sexualities

Marxism

Terry Eagleton: Marxist Literary Criticism

**Unit- IV** **15 Hours**

New Historicism

Stephen Greenblatt: Towards a Poetics of Culture

Postcolonialism

Frantz Fanon: *Psychopathology of Colonialism*

Ecocriticism

Cheryll Glotfelty: *Literary Studies in an Age of Environmental Crisis*

Narratology

Mikhail Bakhtin: *Epic and Novel*

### **Suggested Readings**

Terry Eagleton: *Literary Theory: An Introduction*

Peter Barry: *Beginning Theory: An Introduction to Literary and Cultural Theory*

Roland Barthes: *Mythologies*

Erich Auerbach: *Mimesis: The Representation of Reality in Western Literature*

### **References**

*A Companion to Literary Theory*. Ed. by David H. Richter. United Kingdom: Wiley, 2024.

Ashcroft, Bill, et al. *The Empire Writes Back: Theory and Practice in Post-Colonial Literatures*. Oxfordshire: Routledge, 2002.

Barry, Peter. *Beginning Theory: An Introduction to Literary and Cultural Theory*. Manchester: Manchester University Press, 2017.

Belsey, Catherine. *Poststructuralism: A Very Short Introduction*. Oxford: Oxford University Press, 2022.

Bertens, Hans. *Literary Theory: The Basics*. Oxfordshire: Routledge, 2001

Culler, Jonathan D. *Literary Theory: A Very Short Introduction*. Oxford: Oxford University Press, 1997.

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Hawkes, Terence. *Structuralism & Semiotics*. United Kingdom: University of California Press, 1977.

*Inside/out: Lesbian Theories, Gay Theories*. Ed. by Diana Fuss. Oxfordshire: Routledge, 1991.

Lavers, Annette. *Roland Barthes: Structuralism and After*. Oxford: Harvard University Press, 1982.

Millet, Kate. *Sexual Politics*. Illinois: University of Illinois Press, 2000.

Norris, Christopher. *Deconstruction: Theory and Practice*. Oxfordshire: Routledge, 2002.

Williams, James. *Understanding Poststructuralism*. Buckinghamshire: Acumen, 2005.

Williams, Raymond. *Marxism and Literature*. Oxford: Oxford University Press, 1977.

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Course Code: <b>MEL204</b> Course Type: <b>Core Course</b> Credits: <b>4</b>	Course Title <b>Gender Studies</b>
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**Course Objectives:**

- to introduce the student to the literary works that explore themes of gender, identity, and sexuality
- to help the student acquire knowledge of the dramatical elements used to advocate gender equality
- to enable the student to evaluate the key concepts and approaches in LGBTQ+ studies, including queer theory and intersectionality

**Learning Outcomes:**

By the end of the course, the student

- will be able to define the impact of gender and identity on the poetic imagery, language, and symbolism in poetry.
- will be able to demonstrate an understanding of the use of dramatic elements such as dialogue, setting, and character development to convey themes of sexuality and societal expectations.
- will be able to analyse how LGBTQ+ identities intersect with race, class, and gender in literary contexts.

**Course Design**

**Unit- I Poetry**

**15 Hours**

Kamala Das

The Freaks

The Looking Glass

Eunice de Souza

Marriages are Made

Margaret Atwood

Siren Song

The Woman Who Could Not Live with Her Faulty Heart

Maya Angelou

Phenomenal Woman

Michael Robbins

The Second Sex

**Unit- II Drama**

**15 Hours**

Manjula Padmanabhan

Lights Out

Poile Sengupta

Mangalam

Caryl Churchill

Top Girls

**Unit- III Fiction and Non-Fiction**

**15 Hours**

**Fiction**

Shashi Deshpande

The Dark Holds No Terrors

Toni Morrison

Sula

Chuck Palahniuk

Fight Club

**Non- Fiction**

Caroline Hwang

The Good Daughter

Bell Hooks

Understanding Patriarchy

Judith Butler

Performative Acts and Gender Constitution

## Unit IV LGBTQ Literature

15 Hours

Introduction to LGBTQ+ Studies: Key Concepts and Approaches

Historical Perspectives on LGBTQ+ Rights Movements

Media Representations of LGBTQ+ Individuals: Stereotypes and Subversion

Eve Kosofsky Sedgwick: *Epistemology of the Closet* (Essay)

Film: *Water/ Call Me by Your Name*

### Suggested Readings

Cordelia Fine: *Delusions of Gender: How Our Minds, Society, and Neurosexism Create Difference*

Virginia Woolf: *A Room of One's Own*

Bell Hooks: *Feminist Theory: From Margin to Center*

Chimamanda Ngozi Adichie: *We Should All Be Feminists*

### References

*A Companion to Gender Studies*. Ed. by Audrey Kobayashi, David Theo Goldberg, and Philomena Essed. United Kingdom: Wiley, 2009.

Beauvoir, Simone de. *The Second Sex*. Vintage, 1997.

Beemyn, Brett Genny. *A Queer Capital: A History of Gay Life in Washington D.C.* Oxfordshire: Routledge, 2015.

*Companion to Women's and Gender Studies*. Ed. by Nancy A. Naples. United Kingdom: Wiley, 2020.

*Exploring Gender Studies and Feminism through Literature and Media*. Ed. by Gyanabati Khuraijam. Pennsylvania: IGI Global, 2022.

*Gender Studies: Theories, Issues and Concerns*. Ed. by Adrien Driver. New York: Willford Press, 2018.

*Introducing Gender and Women's Studies*. Ed. by Diane Richardson and Victoria Robinson. London: Bloomsbury Publishing, 2020.

Ruthven, K. K. *Feminist Literary Studies: An Introduction*. Cambridge: Cambridge University Press, 1990.

Sedgwick, Eve Kosofsky. *Epistemology of the Closet*. California: University of California Press, 2008.

Warner, Michael. *The Trouble with Normal: Sex, Politics, and the Ethics of Queer Life*. Oxford: Harvard University Press, 2000.

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<p>Course Code: <b>MEL211</b>  Course Type: <b>DSE</b>  Credits: <b>4</b></p>	<p>Course Title  <b>Graphic Narratives</b></p>
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**Course Objectives:**

- to introduce the student to the diversity and richness of Indian graphic novels
- to help the student acquire knowledge of the themes, narrative techniques, and artistic styles in the graphic novels
- to foster an appreciation for the artistic and literary merits of graphic storytelling

**Learning Outcomes:**

By the end of the course, the student

- will be able to identify key themes and motifs in Indian graphic novels, such as identity, history, sexuality suppression and social issues.
- will have gained an understanding of different narrative techniques employed by graphic novelists, including panel layouts, pacing, frame and visual symbolism.
- will be able to evaluate the unique storytelling abilities of graphic novelists and their ability to address complex themes through visual storytelling.

**Unit- I**

**Background**

Speech Bubbles, Thought Bubbles, Captions, Frames and Panels, Splash Panels, Silent Panels, Inset Panels, Page Layouts, Lettering Styles, Dynamic Posing, Nonlinear Storytelling, Foreshadowing, Unreliable Narration, Flashbacks, Visual Metaphors, Emphasis Lines/ Speed Lines/ Action Lines, Visual Rhythm, Gutters, Cross-cutting, Page Turners

**Unit- II**

**Indian**

Sarnath Banerjee  
Appupen  
Bharath Murthy

The Corridor  
Moonward  
The Vanished Path

**Unit- III**

Saurav Mohapatra and Vishal Shinde  
Amrutha Patil  
Suhas Sundar and Deepak Sharma

The Mumbai Confidential  
Kari  
The Odayan Chronicles

**Unit- IV**

**Other Literatures**

Alan Moore and Kevin O'Neill,  
Max Brooks and Caanan White  
Rutu Modan  
Craig Thompson

The League of Extraordinary Gentleman  
The Harlem Hellfighters  
Exit Wounds  
Blankets

**Suggested Readings**

Art Spiegelman: *Maus*

Alison Bechdel: *Fun Home: A Family Tragicomic*  
Brian K. Vaughan and Pia Guerra: *Y: The Last Man*  
Srividya Natarajan et al. *Bhimayana: Experiences of Untouchability*

### References

- Booker, M. Keith. *The Comics of Chris Ware: Drawing is a Way of Thinking*. University Press of Mississippi, 2010.
- Critical Survey of Graphic Novels: History, Theme, and Technique*. Ed by Bart Beaty and Stephen Weiner. Salem Press, 2012.
- Groensteen, Thierry. *The System of Comics*. University Press of Mississippi, 2007.
- Hatfield, Charles. *Alternative Comics: An Emerging Literature*. University Press of Mississippi, 2005.
- Kukkonen, Karin. *Studying Comics and Graphic Novels*. United Kingdom: Wiley-Blackwell, 2013.
- McCloud, Scott. *Understanding Comics: The Invisible Art*. Harper Perennial, 1994.

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<p>Course Code: <b>MEL212</b>  Course Type: <b>DSE</b>  Credits: <b>4</b></p>	<p>Course Title  <b>Morphology and Syntax</b></p>
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**Course Objectives:**

- to introduce the student to the aspects of morphology and syntax from structural and generative perspectives
- to enable the student to study examples not only from English but also from a few other languages; the primary language studied is English but examples from other languages are also drawn
- to facilitate the student to enhance their analytical skills

**Learning Outcomes:**

By the end of the course, the student

- will be able to describe important concepts and models in morphology.
- will have understood the basic concepts and methods of syntactic analysis.
- will be equipped with techniques that enable them to analyse and describe word structure and sentence structure.

**Course Design**

**Morphology**

**Unit- I**

**15 Hours**

Word, Morpheme, Affix, Allomorph  
Derivation and Inflection  
Conversion, Compounding

**Unit- II**

**15 Hours**

Word Formation, Phonological and Morphological Conditioning  
Constructing Word- Formation Rules, Productivity  
Problems in Morphological Descriptions

**Syntax**

**Unit- III**

**15 Hours**

Phrase-Structure Grammar, Immediate Constituent Analysis  
Structural Ambiguity, Relation between Structures

**Unit- IV**

**15 Hours**

Transformational Generative Grammar, Deep and Surface Structure  
Transformational Rules

**Suggested Readings**

Martin Haspelmath and Andrea Sims: *Understanding Morphology*  
Andrew Carnie: *Syntax: A Generative Introduction*  
Andrew Carnie: *The Syntax Workbook: A Companion to Carnie's Syntax*

Kristin Denham and Anne Lobeck: *Morphology and Syntax: Tools for Analyzing the World's Languages*

**References**

- Bauer, Laurie. *Introducing Linguistic Morphology*. Edinburgh: EUP, 2003.
- Burton-Roberts, Noel. *Analysing Sentences: An Introduction to English Syntax*. Oxfordshire: Routledge, 2016.
- Katamba, Francis, and John Stonham. *Morphology*. New York: Palgrave Macmillan. Publishing, 2006.
- Plag, Ingo. *Word-Formation in English*. Cambridge: CUP, 2003.
- Radford, Andrew. *Transformational Grammar: A First Course*. Cambridge: CUP, 1988.
- . *An Introduction to English Sentence Structure*. Cambridge: CUP, 2009.

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Course Code: <b>MEL213</b> Course Type: <b>CCC</b> Credits: <b>4</b>	Course Title <b>Introduction to Artificial Intelligence &amp;          Machine Learning</b>
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**(Common Compulsory Course for all PG Courses offered  
by Dept. of Computer Science)**

**Course Objectives:**

- To introduce the main concepts and uses of AI & ML.
- To understand the fundamental concepts and terminology of Artificial Intelligence

**Learning Outcomes:**

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

- Apply search strategies effectively, distinguishing between uninformed and informed methods to solve AI problems.
- Write Python programs by understanding syntax, and applying programming constructs.

**Course Outline:**

**Unit- I**

**Introduction to Artificial Intelligence: 12 Hours**

- Definition & Basic Concepts of AI
- Applications & Future of Artificial Intelligence
- Characteristic of Intelligent Agents – Typical Intelligent Agents
- Problem Solving Approach to Typical AI Problems.
- Problem solving by Searching: Uninformed and Informed Strategies and Implementation
- Constraint Satisfaction Problems (CSP)

**Unit- II**

**Knowledge Representation: 12 Hours**

- Logical Agents
- Propositional and First Order Predicate Logic
- Inference
- Knowledge Representation
- Uncertain Knowledge and Reasoning

**Unit- III**

**Machine learning & AI Applications: 12 Hours**

- Machine Learning Basics
- Learning From Examples
- Forms of Learning (Supervised, Unsupervised, Reinforcement Learning)
- Simple Models (Linear & Logistic Regression)
- Deep Learning AI Applications
- Natural Language Processing Models
- Machine Translation- Speech Recognition- Computer Vision - Image Classification.

**Unit- IV****12 Hours****Python Programming:**

- Features
- Installing Python, Running Python Program
- Debugging

**Variables and Expressions:**

- Values and Types of Variables
- Keywords and Type Conversion
- Types of Operators and Operands

**Conditional Statements & Looping Control statements****Unit- V Functions:****12 Hours**

- Function Calls-Type Conversion Functions- Math Functions
- Adding New Functions-Parameters and Arguments-Variables and Parameters.
- Strings & Methods - String Operations
- Lists -Built-in List Functions and Methods.

**Suggested Readings**

S. Russell and P. Norvig. *Artificial Intelligence: A Modern Approach*. Prentice Hall, 4<sup>th</sup> Edition 2022.

M. Tim Jones. *Artificial Intelligence: A Systems Approach (Computer Science)*. Jones and Bartlett Publishers, Inc.; 1st Edition, 2008.

Burkhard A Meier. *Python GUI programming Cookbook*. Packt Publication, 2<sup>nd</sup> Edition.

**References**

Lavika Goel. *Artificial Intelligence: Concept and Applications*. Willy, 2021.

Nils J. Nilsson. *The Quest for Artificial Intelligence*. Cambridge University Press, 2009.

Barry, P. *Head first Python: A brain-friendly guide* O'Reilly Media, 2016.

Lutz, M. *Learning Python: Powerful object-oriented programming*. O'Reilly Media, 2013.

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Course Code: <b>MEL214</b> Course Type: <b>IDE</b> Credits: <b>3</b>	Course Title <b>Indian Literature/ MOOCs</b>
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### Course Objectives:

- to introduce the student to the themes, motifs, and stylistic elements in the selected poems of Indian English Literature
- to help the student acquire knowledge of India's socio-cultural milieu.
- to enable the student to examine the text that addresses issues such as gender, tradition, and modernity in Indian society

### Learning Outcomes:

By the end of the course, the student

- will be able to identify the themes, motifs, and stylistic elements in Indian English texts.
- will demonstrate an understanding of the socio-cultural contexts of the texts and the aspects of Indian identity, nationalism, and the human condition.
- will be able to examine how non-fictional prose engages with contemporary issues such as politics, culture, environment, and personal experiences in India and beyond.

### Course Design

#### Unit- I Poetry

Rabindranath Tagore	Where the Mind is without Fear
Sarojini Naidu	Palanquin Bearers
Kamala Das	An Introduction
Agha Shahid Ali	Farewell
Meena Alexander	Indian Ocean Blues
Arun Kolatkar	An Old Woman

#### Unit- II Drama

Mahesh Dattani	Dance like a Man
Girish Karnad	Broken Images
Vijay Tendulkar	Silence! The Court is in Session

#### Unit- III Fiction

T. S Pillai	Chemmeen
Akilon	Portrait of a Woman
Bucchi Babu	Chivaraku Migiledi

#### Unit- IV Non-Fiction

Salman Rushdie	The Jaguar Smile: A Nicaraguan Journey (excerpts)
Pankaj Mishra	Butter Chicken in Ludhiana
Ruskin Bond	Scenes from a Writer's Life (excerpts)

### **Suggested Readings**

Salman Rushdie: *Midnight's Children*  
Jhumpa Lahiri: *Interpreter of Maladies*  
Chitra Banerjee Divakarni: *The Palace of Illusions*  
Amitav Ghosh: *The Shadow Lines*

### **References**

- Bhatia, Nandi. *Acts of Authority/Acts of Resistance: Theatre and Politics in Colonial and Postcolonial India*. Michigan: University of Michigan Press, 2004.
- Das, Bijay Kumar, and Nityananda Das. *Indian English Literature: A Postcolonial Perspective*. India: Atlantic Publishers & Distributors, 2003.
- Dharwadkar, Vinay. *The Oxford Anthology of Modern Indian Poetry*. Oxford: Oxford University Press, 2001.
- Ganesan, A. *The Oxford History of the Novel in English: Volume 9: The World Novel in English to 1950*. Oxford: Oxford University Press, 2016.
- Goonetilleke, D. C. R. A. *A Bibliography of Indian English Fiction and Criticism*. Santa Barbara: Greenwood Publishing Group, 1990.
- Jussawalla, Feroza, and Reed W Dasenbrock. *Indo-English Poetry in the Eighties*. India: Arnold-Heinemann, 1991.
- Kumar, Shiv K., and K. S Venkateswaran. *Postcolonial Indian Writing in English*. India: Atlantic Publishers & Distributors, 2005.
- Lal, Malashri. *The Oxford Companion to Indian Theatre*. Oxford: Oxford University Press, 2005.
- Mukherjee, Meenakshi, and Susie Ramaswamy. *Indian Writing in English: Critical Essays*. India: New Dawn Press, 2000.
- Singh, Amritjit, et al. *The Oxford India Anthology of Modern English Poetry*. Oxford: Oxford University Press, 2006.

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## Semester III

Course Code: <b>MEL301</b> Course Type: <b>Core Course</b> Credits: <b>4</b>	Course Title <b>Twentieth-Century British Literature</b>
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### Course Objectives:

- to introduce the student to the thematic concerns and poetic techniques of twentieth-century British
- to help the student contextualize the selected poems within the socio-cultural and literary milieu of the twentieth century
- to assist the student in analysing the impact of globalisation in twentieth-century British literature

### Learning Outcomes:

By the end of the course, the student

- will be able to analyse the thematic concerns and poetic techniques employed by twentieth-century British poets.
- will demonstrate understanding the socio-cultural and literary contexts that shaped twentieth-century British poetry.
- will be able to evaluate the impact of globalisation on twentieth-century British literature.

### Course Design

#### Poetry

##### Unit- I

T.S. Eliot

The Waste Land

W. H. Auden

The Shield of Achilles

The Unknown Citizen

Philip Larkin

This Be the Verse

Deceptions

Church Going

Ted Hughes

The Thought Fox

Pike

##### Unit- II

W.B. Yeats

The Second Coming

Easter, 1916

Dylan Thomas

Do not go gentle into that good night

The force that through the green fuse drives the  
flower

Seamus Heaney

Death of a Naturalist

Casualty

The Forge

## **Fiction**

### **Unit- III**

D.H. Lawrence  
William Golding  
Graham Greene  
Virginia Woolf

Sons and Lovers  
Lord of the Flies  
The Power and the Glory  
Mrs. Dalloway

## **Drama**

### **Unit- IV**

George Bernard Shaw  
Samuel Beckett  
John Osborne  
Harold Pinter

Saint Joan  
Waiting for Godot  
Look Back in Anger  
The Birthday Party

## **Suggested Readings**

Kazuo Ishiguro: *A Pale View of the Hills*  
George Orwell: *1984*  
T.S. Eliot: *Four Quartets*  
W.H. Auden: *Collected Poems*

## **References**

Abrams, M. H., and Stephen Greenblatt. *Norton Anthology of English Literature: Twentieth Century and After*. New York: W.W. Norton & Company, 2012.

Eagleton, Terry. *The English Novel: An Introduction*. United Kingdom: Wiley-Blackwell, 2005.

Green, Martin. *Dreams of Adventure, Deeds of Empire*. Oxfordshire: Routledge, 2007.

Hobsbawm, Eric. *Age of Extremes: The Short Twentieth Century, 1914-1991*. U.K.: Vintage, 1996.

Lodge, David. *The Modes of Modern Writing: Metaphor, Metonymy, and the Typology of Modern Literature*. Cornell: Cornell University Press, 1977.

McLeod, John. *Beginning Postcolonialism*. Manchester: Manchester University Press, 2000.

Ousby, Ian. *The Cambridge Guide to Literature in English*. Cambridge: Cambridge University Press, 1996.

Perry, Seamus. *The Gaiety of Language: An Essay on the Radical Poetics of W. B. Yeats and Wallace Stevens*. Bucknell: Bucknell University Press, 1988.

Williams, Raymond. *The English Novel: From Dickens to Lawrence*. Oxford: Oxford University Press, 1970.

Woolf, Virginia. *Modern Fiction*. Missouri: Harcourt Brace, 1925.

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<p>Course Code: <b>MEL302</b>  Course Type: <b>Core Course</b>  Credits: <b>4</b></p>	<p>Course Title  <b>Research Methodology</b></p>
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**Course Objectives:**

- to provide an introduction to research methodology in English Studies
- to examine the current research paradigms, principles of research design, instruments of data collection, commonly used research methods for small-scale studies, processes involved in the analysis of data, and modes of presenting research findings
- to cover a range of theoretical and practical issues related to research in English language studies and equip the student with an appropriate understanding of concepts, tools, and methods to conduct future research in their field of interest

**Learning Outcomes:**

By the end of the course, the student

- will have acquired knowledge of the different mechanics of writing and will be able to use them in their research effectively.
- will have developed a thorough understanding of research methodology and its basic concepts and will be able to apply the MLA guidelines to research documentation.
- will be able to identify the trends in contemporary research and successfully formulate relevant research questions.

**Course Design**

**Unit- I Research Methods**

Definition – objectives or aims of research

Description of the term ‘Research,’ Formation of Research Question and Research Proposal, Various Methods of Research, Primary and Secondary Sources, Review of Research Works, Citation and Documentation

**Unit- II The Mechanics of Writing**

Different Types of Writing, Styles of Writing: Writing Reports and Research Proposals, Writing a Dissertation, Book Review

**Unit- III Research Design**

Features of a good research design

Exploratory Research Design- concept, types and uses, Descriptive Research Designs- concept, types and uses

Experimental Design: Concept of Independent & Dependent Variables

**Unit- IV Research Writing**

Research Paper

Dissertation/Thesis

Plagiarism

MLA Handbook; Latest Edition

### **Suggested Readings**

Nishikant Jha: *The Handbook to Literary Research*

Wayne C. Booth, Gregory G. Colomb, and Joseph M. Williams: *The Craft of Research*

John W. Creswell: *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*

Uwe Flick: *Introducing Research Methodology: A Beginner's Guide to Doing a Research Project*

### **References**

Anderson, Jonathan, and Millicent Poole. *Assignment and Thesis Writing*. 4<sup>th</sup> edition, India: Wiley, 2019.

Deshpande, H.V. *Research in Literature and Language: Philosophy, Areas and Methodology*. India: Notion Press, 2018.

Garg, Bhanwar Lal. *Introduction to Research Methodology*. India: RBSA Publishers, 2002.

Kothari, C. R. *Research Methodology: Methods and Techniques*. India: New Age International (P) Limited, 2004.

Pani, Prabhat Kumar. *Research Methodology: Principles and Practices*. India: S.K. Book Agency, 2015.

Ridley, Diana. *The Literature Review: A Step-by-Step Guide for Students*. London: SAGE Publications, 2012.

Sinha, S.C. and A.K. Dhiman. *Research Methodology (Vol. I)*. India: EssEss Publications, 2002.

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Trochim, William M. K. *Research Methods: The Concise Knowledge Base*. Ohio: Atomic Dog Pub., 2005.

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<p>Course Code: <b>MEL203</b>  Course Type: <b>Core Course</b>  Credits: <b>4</b></p>	<p>Course Title  <b>Cultural Studies</b></p>
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**Course Objectives:**

- to introduce the student to critical approaches and debates in the field of cultural studies
- to acquaint the student with terms related to cultural studies
- to demonstrate the practicality of cultural studies theory to new situations and practices relevant to one’s everyday experience

**Learning Outcomes:**

By the end of the course, the student

- will have a sound understanding of the key terms and concepts in Cultural Studies.
- will have the ability to perceive cultures in their whole complexity as systems.
- will be able to analyse and evaluate contemporary critical debates in the study of culture.

**Course Design**

**Unit- I Ethnicity and Nation**

Contexts and Key Concepts

Thrust Areas in Cultural Studies: Ethnicity, Race, Multiculturalism, Gender, and Nationality

Raymond Williams	Culture is Ordinary
Stuart Hall	Ethnicity: Identity and Difference
Bell Hooks	A Revolution of Values: The Promise of Multicultural Change
Benedict Anderson	Imagined Communities
Movie	Malcolm X/ Remember the Titans

**Unit- II Gender**

Judith Butler	Subjects of Sex /Gender /Desire
Adrienne Rich	Compulsory Heterosexuality and Lesbian Existence
James Baldwin	Giovanni’s Room
Movie	Margarita with a Straw/ Blue is the Warmest Colour

**Unit- III Violence, Control, and the Idea of Justice**

Rene Girard	The Genesis of Violence in the Society
Michel Foucault	Discipline and Punish: The Birth of the Prison (Excerpts)
George Orwell	1984

## Unit- IV Popular Culture

Michel de Certeau	The Practice of Everyday Life (trans. by Steven Rendall) (Excerpts)
Meaghan Morris	Things to Do with Shopping Centres
Movie	High Fidelity (Nick Hornby)

### Suggested Readings

Chris Barker and Emma A. Jane: *Cultural Studies: Practice*  
Dick Hebdige: *Subculture: The Meaning of Style*  
Ta-Nehisi Coates: *Between the World and Me*  
Homi K. Bhabha: *The Location of Culture*

### References

- Achebe, Chinua. *An Image of Africa: Racism in Conrad's Heart of Darkness*. The Massachusetts Review, Volume 57, Number 1, 2016.
- Bourdieu, Pierre. *Distinction: A Social Critique of the Judgement of Taste*. Oxfordshire: Routledge, Taylor & Francis Group, 2015.
- Butler, Judith. *Gender Trouble: Feminism and the Subversion of Identity*. Oxfordshire: Routledge, 1989.
- . *Bodies That Matter: On the Discursive Limits of 'Sex.'* Oxfordshire: Routledge, 2011.
- Chatterjee, Partha. "Whose imagined community?" *Millennium: Journal of International Studies*, vol. 20, no. 3, 1991. 521-525.
- Cixous, Hélène. "The Laugh of the Medusa." *The Routledge Language and Cultural Theory Reader*, Oxfordshire: Routledge, 2000, 161-166.
- Hooks, Bell. *Postmodern Blackness*. *Postmodern Culture*, vol. 1, no. 1, 1990. doi:10.1353/pmc.1990.0004.
- Straw, Will. *Characterizing Rock Music Cultures: The Case of Heavy Metal*. Canada: Canadian University Music Review 5.5 (1984): 104-122.
- Žižek, Slavoj. *Violence*. The World: Picador, 2008.

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<p>Course Code: <b>MEL311</b>  Course Type: <b>DSE</b>  Credits: <b>4</b></p>	<p>Course Title  <b>Indian Literature in English  Translation</b></p>
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### Course Objectives:

- to make the student understand the cultural and literary contexts of Indian literature through translation
- to help the student acquire knowledge of a diverse range of literary genres and themes represented in Indian literature
- to enable the student to analyse the representation of gender, caste, class, and other identity markers in Indian literary texts

### Learning Outcomes:

By the end of the course, the student

- will be able to understand the significance of translation in preserving and promoting linguistic diversity in India.
- will demonstrate an understanding of the historical contexts reflected in Indian literature.
- will be able to situate literary texts within their socio-economical milieu, considering factors such as colonialism, nationalism, globalization, and regional identities.

### Course Design

#### Unit- I Poetry

Thangjam Ibopishak (Manipuri)

Jayanta Mahapatra (Odia)

Amrita Pritam (Punjabi)

Mahadevi Verma (Bengali)

The Land of Half-Humans

I Want to be Killed by an Indian Bullet

Rain of Rites

Dawn at Puri

I will Meet You Again

Shall I Tell Someone

Torchbearer

Blue Dress

#### Unit- II Drama

Kalidasa (Sanskrit)

Gurjada Apparao (Telugu)

Abhijan Shakuntalam

Kanyasulkam

#### Unit- III Novels

Premchand (Hindi)

Perumal Murugan (Tamil)

B. K Bhattacharya (Assamese)

Embezzlement (Gaban)

The Tale of a Black Goat

Mrityunjay

#### Unit- IV Short Stories

Ismat Chughtai (Urdu)

Sunil Gangopadhyay (Bengali)

A P Kalita (Assamese)

The Quilt

Not of This World

Doiboki's Day

### **Suggested Readings**

Bhisham Sahni: *Tamas*  
M.T. Vasudevan Nair: *Naalukettu*  
Ambai: *In a Forest, A Deer*  
Girish Karnad: *Collected Plays*  
Kesava Reddy: *He Conquered the Jungle*

### **References**

Baruah, Bonita. *Cultivating the Roots: Literature and the Arts in Assam*. India: Oxford University Press, 2008.  
Chakrabarti, Arunava. *In the Company of a Poet: Gulzar in Conversation with Arunava Sinha*. India: Harper Collins, 2019.  
Chughtai, Ismat. *The Crooked Line: Translations from Urdu*. India: Women Unlimited, 2014.  
Desai, Anita. *The Artist of Disappearance*. India: Vintage, 2012.  
Lahiri, Jhumpa. *The Clothing of Books*. U.K.: Vintage, 2016.  
Naqvi, Tahira. *Wandering in the Garden, Waking from a Dream: Tales of Pakistani Women*. New York: The Feminist Press at CUNY, 1995.  
Raman, N. Kalyan. *Translation as Discovery and Other Essays on Indian Literature in English Translation*. India: Oxford University Press, 2018.  
Roy, Arundhati. *The End of Imagination*. India: Harper Perennial, 1998.  
Rubin, David. *Deep Rivers: Selected Writings on Tamil Literature*. Permanent Black, 2000  
Spivak, Gayatri Chakravorty. *Imaginary Maps: Three Stories by Mahasweta Devi*. Oxfordshire: Routledge, 1995.

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<p>Course Code: <b>MEL312</b>  Course Type: <b>DSE</b>  Credits: <b>4</b></p>	<p>Course Title  <b>Semantics and Pragmatics</b></p>
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**Course Objectives:**

- to introduce to the student the science of linguistic meaning
- to help the student explore topics in semantics, including the expression of meaning in natural language
- to help the student learn pragmatic theories about how language users achieve their goals in verbal interaction with others.

**Learning Outcomes:**

By the end of the course, the student

- will have developed an understanding of the relationship between language and meaning at the word, sentence, and utterance levels.
- will have learned semantic theories that explain the understanding of different aspects of meaning in words.
- will be able to describe and analyze how people handle and exploit semantic and pragmatic phenomena in everyday communication.

**Course Design**

**SEMANTICS**

**Unit- I**

**Introduction to the Study of Meaning**

Semantics

Semantics, Pragmatics, and Discourse Analysis

Semantic Analysis

Problems in Describing Meaning

Reference

Denotation and Reference

Types of Reference

Concepts in the Mind

Prototypes

**Sense**

Synonymy

Antonymy

Incompatibility

Hyponymy and Hypernymy

Polysemy and Homonymy

Meronymy

Metonymy

Synecdoche

Metaphor

Markedness

## **Unit- II**

### **Theories of Word Meanings**

Semantic Fields

Componential Analysis

Meaning Postulates

Reductive Paraphrase

Frame Semantics

Semantic Networks

### **Propositional Meaning of Sentences**

Propositions

Truth Conditions

### **Predicates**

Predicate Logic

Arguments

Quantifiers

Thematic Roles and Relations

## **PRAGMATICS**

### **Unit- III**

#### **Definitions and Background**

Syntax, Semantics, and Pragmatics

#### **Deixis and Distance**

Person Deixis Spatial Deixis

Temporal Deixis

Deixis and Grammar

#### **Reference and Inference**

Referential and Attributive Uses

Names and Referents

The Role of Co-text Anaphoric

Reference

#### **Presupposition and Entailment**

Presupposition

Types of Presupposition

Entailment

Ordered Entailments

### **Unit- IV**

#### **Cooperation and Implicatures**

The Cooperative Principle

Hedges

Conventional Implicature

Conversational Implicature

#### **Speech Acts**

Speech Acts

Felicity Conditions

The Performative Hypothesis

Speech Act Classification

Direct and Indirect Speech Acts

#### **Politeness and Interaction**

Politeness

Negative and Positive Face

Self and Other: Say Nothing  
Say something: Off and On Record  
Positive and Negative Politeness

### **Suggested Readings**

Kasia M. Jaszczolt: *Semantics, Pragmatics, Philosophy: A Journey through Meaning*  
Paul Kroeger: *Analyzing Meaning: An Introduction to Semantics and Pragmatics*  
Kate Scott: *Pragmatics in English: An Introduction*  
George Yule: *Pragmatics*

### **References**

Austin, J.L. *How to Do Things with Words*. Oxford: OUP, 1962.  
Cruse, D. Alan. *Meaning in Language: An Introduction to Semantics and Pragmatics*. Oxford: OxfordUniversity Press, 2000.  
Finegan, Edward. *Language: Its Structure and Use*. 3rd Ed. Fort Worth: Harcourt Brace Publishers, 1999.  
Griffiths, Patrick. *An Introduction to English Semantics and Pragmatics*. Edinburgh: EUP, 2006.  
Grundy, Peter. *Doing Pragmatics*. Edward Arnold, 1995.  
Hurford, J. R., et al. *Semantics: A Coursebook*. Cambridge: CambridgeUniversity Press, 2007.  
Kreidler, Charles W. *Introducing English Semantics*. Oxfordshire: Routledge, 1998.  
Leech, Geoffrey N. *Principles of Pragmatics*. Harlow: Longman, 1983.  
Löbner, Sebastian. *Understanding Semantics*. London: Edward Arnold, 2002.  
Palmer, F.R. *Semantics*. Second Edition, Cambridge: Cambridge University Press, 1981.  
Riemer, Nick. *Introducing Semantics*. Cambridge: Cambridge University Press, 2010.

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<p>Course Code: <b>MEL313</b>  Course Type: <b>CCC</b>  Credits: <b>4</b></p>	<p>Course Title  <b>Building Mathematical Ability  and Financial Literacy</b></p>
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**This Common Compulsory Course is offered by the Department of Mathematics**

**Course Objectives:**

- To familiarize with fundamental mathematical concepts, including set theory, permutations and combinations
- To understand the logical reasoning for efficient problem-solving, analysis of propositions and conditional statements

**Learning Outcomes:**

Upon completion of the course, students should be able to

- Analyzing financial instruments like stocks, shares, loans, insurance and income tax liabilities.
- Ability to compute central tendency, dispersion, correlation and regression measures.

**Course Outline**

**Unit- I**

Mathematics: Basic set theory - Permutations and combinations - Mathematical logic: Introduction - proposition and truth values - logical connectives, tautology and contradiction – logical equivalences- converse, inverse and Contrapositive of a conditional statement.

**Unit- II**

Commercial Mathematics: Cost price - selling price - profit and loss - simple interest - compound interest (reducing balance and flat interest rate) - stocks and shares.

Housing

loan- insurance- simple equated monthly instalments (EMI) calculation - Income tax: simple calculation of individual tax liability.

**Unit- III**

Statistics: Sources of data: primary and secondary - types of data, graphical representation of data - Population, sample, variable - parameter. Statistic, simple random sampling - use of random number tables - Measures of central tendency: arithmetic mean, median and mode; measures of dispersion: range - variance - standard deviation and coefficient of variation - Bivariate data: scatter plot, Pearson's correlation coefficient, simple line regression.

**Unit- IV**

Financial Literacy: Money Market: Money and its functions –The concepts and definitions of money-Measurements of money supply –Advantages of money. Indian Financial System

and Institutions: Banking and non-Banking financial institutions, Scheduled and Non-scheduled Banks- Commercial Banks, recent innovations in Banking, Merging of Indian Banks, CIBIL, role and functions of Reserve Bank of India. Capital Markets: primary market, secondary market, role and functions of SEBI.

### **Suggested Reading**

Medhi, J. (2006). *Statistical Methods: An Introductory Text*. Wiley Eastern Ltd.

Building Mathematical Ability, Foundation Course, University of Delhi, S. Chand Publications.

Lewis, M.K. and p. d. (2000) *Monetary Economics*. Oxford University press, New York,

### **References**

Rangarajan, C. (1999). *Indian Economy: Essays in Money and Finance*.

Brahmaiah, B., & Subbarao, P. (1998). *Financial Futures and Options*. Himalaya Publishing House.

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<p>Course Code: <b>MEL314</b>  Course Type: <b>IDE</b>  Credits: <b>3</b></p>	<p>Course Title  <b>Film Studies</b></p>
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**Course Objectives:**

- to introduce students to major theories and concepts in film studies
- to help the student acquire knowledge about the relationship between literature and cinema, including adaptations
- to provide the student with the cultural, historical, and aesthetic dimensions of cinema

**Learning Outcomes:**

By the end of the course, the student

- will have acquired knowledge of the key theories and concepts in film studies.
- will be able to identify the relationship between literature and cinema through close analysis of adaptations.
- will comprehend the cultural, historical, and aesthetic dimensions of cinema.

**Course Design**

**Unit- I**

Introduction to Film Theory: Classical and Contemporary Approaches

Indian Film Theories

Ritwik Ghatak: Cinema and I

Satyajit Ray: Our Films, Their Films

Formalist Theory

Sergei Eisenstein: Film Form

Structuralism and Semiotics

Roland Barthes: Mythologies

Film Genres: From Classical Hollywood to Indian Cinema

**Unit- II**

Literature and Film: Adaptation Theory

Linda Hutcheon: A Theory of Adaptation

Narrative Structure in Literature and Film

Joseph Campbell: The Hero with a Thousand Faces

Christopher Vogler: The Writer's Journey

**Unit- III**

Cinematic Expressions: Aesthetic and Cultural Perspectives

Auteur Theory

François Truffaut: A Certain Tendency of the French Cinema

National Cinemas: Exploring Cinematic Traditions from around the World

Experimental Cinema: Avant-Garde Movements and Alternative Film Practices

### **Films for Discussion**

#### **Films: Indian**

Pather Panchali (Bengali, 1955)  
The Guide (Hindi, 1965)  
Chemmeen (Malayalam, 1966)  
Samskara (Kannada, 1970)  
Shankarabharanam (Telugu, 1979)  
Muthal Mariyathai (Tamil, 1985)

#### **Films: Foreign**

The Bicycle Thief (Italian, 1948)  
The Kite Runner (Afghan- American, 2007)  
The Children of Heaven (Iranian, 1997)  
Norwegian Woods (Japanese, 2010)  
Enter the Dragon (Chinese, 1973)  
The Good, the Bad, and the Ugly (American, 1966)  
Animated: The Lion King (American, 2019)

### **Suggested Readings**

Villarejo: *Film Studies: The Basics*  
Turner: *The Film Cultures Reader*  
Corrigan and Barry: *The Film Experience*  
Chapman: *Cinemas of the World: Film and Society from 1895 to the Present*

### **References**

Bazin, André. *What Is Cinema? Volume 1*. California: University of California Press, 1967.  
Bordwell, David. *The Classical Hollywood Cinema: Film Style and Mode of Production to 1960*.  
Oxfordshire: Routledge, 1985.  
Bordwell, David, and Kristin Thompson. *Film Art: An Introduction*. New York:  
McGraw-Hill Education, 2021.  
Grant, Barry Keith. *Film Genre: From Iconography to Ideology*. U.S.: Wallflower Press, 2007.  
Metz, Christian. *Film Language: A Semiotics of the Cinema*. Chicago: University of  
Chicago Press, 1991.  
Mulvey, Laura. *Visual and Other Pleasures*. Indiana: Indiana University Press, 1989.  
Rosenbaum, Jonathan. *Goodbye Cinema, Hello Cinephilia: Film Culture in  
Transition*. Chicago: University of Chicago Press, 2010.  
Stam, Robert. *Film Theory: An Introduction*. United Kingdom: Wiley-Blackwell, 2000.  
Thompson, Kristin. *Storytelling in the New Hollywood: Understanding Classical  
Narrative Technique*. Oxford: Harvard University Press, 1999.

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Course Code: <b>MEL315</b> Course Type: <b>SIP</b> Credits: <b>2</b>	<b>Summer Internship</b>
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The student does a twenty-one-day internship at any institution/ organization recognized by the University during the second-third semester summer vacation. The internship carries two credits and is for a maximum of one hundred marks, out of which eighty are for the internship report, and twenty are for the presentation on the report.

## Semester IV

Course Code: <b>MEL411</b> Course Type: <b>DSE</b> Credits: <b>4</b>	Course Title <b>Postcolonial Literature</b>
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### Course Objectives:

- to introduce the student to the key concepts in colonial and postcolonial theory
- to help the student get the knowledge of poets' responses to colonial experiences and the impact on their cultural identities
- to help the student analyse the themes of cultural conflict, identity, and resistance within the context of colonial and postcolonial settings

### Learning Outcomes:

By the end of the course, the student

- will be able to identify various concepts in colonial and postcolonial theory
- will demonstrate an understanding of poets' responses to colonial experiences and the impact on their cultural identities.
- will be able to define the themes of cultural conflict, identity, and resistance within the context of colonial and postcolonial settings

### Course Design

**Background:** Colonialism, postcolonialism, imperialism, the other, othering, primitivism, eurocentrism, universalism, mimicry, subalterns, diaspora, ambivalence & hybridity, double consciousness, orientalism, decolonisation, neo-colonialism, indigeneity, creolisation

### Poetry

#### Unit- I

Derek Walcott (St. Lucia)	The Almond Trees, A Far Cry from Africa
Louise Bennett (Jamaica)	Colonization in Reverse
Jack Davis (Australia)	Truganini
Samuel Wagon Watson (Australia)	Terra Nullius
Judith Wright (Australia)	Bora Ring
Kofi Awoonor (Ghana)	The Weaver Bird

#### Unit- II

Micere Githae Mugo (Kenya)	A Leopard Lives in a Muu Tree, The Return
Medbh McGuckian (Ireland)	The Flower Master, On Ballycastle Beach
Kishwar Naheed (Pakistan)	We Sinful Women
Margaret Atwood (Canada)	Half Hanged Mary
Choman Hardi (Palestine)	Partition
A K Ramanujan (India)	A River

## Novel

### Unit- III

Chinua Achebe (Nigeria)  
Keri Hulme (New Zealand)  
Kancha Ilaiah

Things Fall Apart  
The Bone People  
A Lesson from African English (from *Buffalo Nationalism*)

## Non-Fiction

### Unit- IV

Gayatri Chakravorty Spivak  
Frantz Fanon  
Chimamanda Ngozi Adichie (Nigeria-USA)

Can the Subaltern Speak?  
Colonial War and Mental Disorders  
The Danger of a Single Story (TED talk)

## Suggested Readings

JM Coetzee: *Foe*  
Maryse Condé: *I, Tituba, Black Witch of Salem*  
Nuruddin Farah: *Maps: A Novel*  
Aimé Césaire: *Notebook of a Return to the Native Land*

## References

- Ashcroft, Bill, et al. *The Empire Writes Back: Theory and Practice in Post-Colonial Literatures*. New York: Routledge, 1989.
- Boehmer, Elleke. *Colonial and Postcolonial Literature: Migrant Metaphors*. 2nd ed., Oxford: Oxford University Press, 2005.
- Childs, Peter, and Patrick Williams. *An Introduction to Post-Colonial Theory*. London: Prentice Hall/Harvester Wheatsheaf, 1997.
- Gandhi, Leela. *Postcolonial Theory: A Critical Introduction*. New York: Columbia University Press, 1998.
- Lazarus, Neil. *The Cambridge Companion to Postcolonial Literary Studies*. Cambridge: Cambridge University Press, 2004.
- Loomba, Ania. *Colonialism/Postcolonialism*. 3rd ed., New York: Routledge, 2015.
- McLeod, John. *Beginning Postcolonialism*. 2nd ed., Manchester: Manchester University Press, 2010.
- Young, Robert J. C. *Postcolonialism: An Historical Introduction*. Malden: Blackwell Publishing, 2001.
- The Cambridge Companion to Postcolonial Literary Studies*. Ed. by Neil Lazarus. Cambridge: Cambridge UP, 2004.
- Loomba, Ania. *Colonialism/Postcolonialism*. Oxfordshire: Routledge, 1998.
- [https://www.ted.com/talks/chimamanda\\_ngozi\\_adichie\\_the\\_danger\\_of\\_a\\_single\\_story/transcript?language=en&on%20YouTube](https://www.ted.com/talks/chimamanda_ngozi_adichie_the_danger_of_a_single_story/transcript?language=en&on%20YouTube)

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<p>Course Code: <b>MEL412</b>  Course Type: <b>DSE</b>  Credits: <b>4</b></p>	<p>Course Title  <b>Introduction to Sociolinguistics</b></p>
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**Course Objectives:**

- to introduce the student to sociolinguistics and language variation
- to familiarize the student with the socio-cultural factors responsible for language change and variation and their implications for pedagogy
- to help the student understand the complex process of the ongoing negotiation between language and language users

**Learning Outcomes:**

By the end of the course, the student

- will have acquired knowledge of the basic themes and methods in the field of Sociolinguistics.
- will be able to discuss and analyse the relation between language variation and historical change.
- will be able to apply the terminology and concepts of sociolinguistics to research and real-world examples.

**Course Design**

**Unit- I Society, Culture, and Language**

Foundational Concepts  
Sociolinguistics vs Sociology of Language

**Unit- II Ethnography of Communication**

Jakobson  
Robinson  
Hymes  
Peter Trudgill

**Unit- III Languages and Communities**

Languages, Dialects, and Varieties  
Pidgins and Creoles  
Bilingualism, Multilingualism, and Code-switching  
Language and Class  
Language and Gender

**Unit - IV Pedagogic Concerns**

Language Planning  
Language Teaching

### **Suggested Readings**

J.K. Chambers, et al: *The Handbook of Language Variation and Change*  
Janet Holmes and Nick Wilson: *An Introduction to Sociolinguistics*  
Dr Buhari: *Introduction to Sociolinguistics*  
Rajend Mesthrie, et al: *Introducing Sociolinguistics*

### **References**

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The MA in English Programme encourages the student to pursue higher research programmes. In the fourth semester, the student writes a dissertation on a topic from an area of their interest – either the language stream or the literature stream – and submits it to the University. The dissertation carries sixteen credits. The student follows the latest edition of the MLA Handbook.

Dissertation Evaluation is for a maximum of 80 Marks and Viva Voce for 20 Marks.