

ఆంధ్రప్రదేశ్ కేంద్రీయ విశ్వవిద్యాలయం ఆంధ్రప్రదేశ్ కేంద్రీయ విశ్వవిద్యాలయ
CENTRAL UNIVERSITY OF ANDHRA PRADESH

Jnana Seema, Ananthapuramu, India- 515701

DEPARTMENT OF FOREIGN LANGAUGES
SCHOOL OF LANGUAGES

Master's Programme
(as per the National Credit Framework 2023)



Vidya Dadati Vinayam
(Education Gives Humility)

MA ENGLISH



Programme Structure
(With effect from Academic Year 2026- 27)

MA English
Department of Foreign Languages
School of Languages

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1. Introduction to the Programme

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 students employment-ready. The MA in English is one of the two postgraduate programmes launched by the University 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 and makes 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 postgraduate students develop employability skills across sectors such as academia, journalism, content writing, social work, government agencies, research organisations, and human resource development.

2. Programme Vision

The vision of the MA English programme is to become a centre of excellence in advanced literary studies by fostering critical inquiry, interdisciplinary learning, linguistic competency and research-oriented education. It seeks to equip students with advanced knowledge, communication skills, digital competence, and ethical awareness necessary to engage with diverse literary traditions and contemporary global issues. Through innovative teaching, scholarly research, and experiential learning, the programme aims to nurture intellectual curiosity, analytical thinking, creativity, and cultural sensitivity. The vision is to create a dynamic academic environment that inspires lifelong learning and prepares students to make meaningful contributions to academia, education, media, translation, cultural studies, and other professional fields.

3. Programme Educational Objectives (PEOs)

PEO1: Literary and Linguistic Knowledge: The graduates will gain knowledge of British Literature, Indian Writing in English, World Literature, Literary Theory, Linguistics, and Cultural Studies, enabling them to analyse literary, linguistic, and cultural texts from various historical and global perspectives.

PEO2: Analytical, Communicative and Technical Skills: The graduates will enhance their abilities

to analyse, communicate, use language, interpret, and apply these skills through the language laboratory, research, presentations, translation, and an interdisciplinary approach.

PEO3: Research and Interdisciplinary Competence: The graduates will develop the competence to conduct independent research using research methodologies, dissertation writing, internships, and fieldwork, incorporating interdisciplinary perspectives, including literary, linguistic, ecological, cultural, and technological.

PEO4: Ethical Awareness and Social Responsiveness: The graduates will develop a consciousness of ethics, cultural values, critical reasoning, and social responsiveness by studying topics such as gender, postcolonialism, the environment, community studies, and Indian Knowledge Systems.

PEO5: Lifelong Learning and Professional Preparedness: The graduates will pursue lifelong learning, respond to contemporary developments, including Artificial Intelligence and Digital Humanities, and serve as professionals in academia, media, education, publishing, translation, research, and other fields.

4. Programme Outcomes (POs)

The purpose of this programme is to equip students with advanced knowledge and practical skills in English literature and language skills. After successful completion of the programme, students will be able to:

PO1 Literary History, Genre, and Cultural Context: Use complete knowledge of British, Indian, American, Diaspora, Postcolonial, and World Literatures in various ages, types, and cultures to comprehend literary and cultural texts.

PO2 Theorising Literature: Apply literary/critical theories and approaches to analyse literary, linguistic, and cultural texts with analytical rigour and intellectual depth.

PO3 Linguistics Competence: Understand the principles and processes involved in linguistics, phonetics, phonology, morphology, syntax, semantics, and pragmatics for efficient language analysis and communication.

PO4 Research and Academic Writing: Conduct independent research using proper methodology and techniques, including citing sources and academic writing in the discipline of English Studies.

PO5 Language Proficiency: Demonstrate effective skills of listening, speaking, reading, and writing in academic, professional, and other social contexts via language laboratory exercises and oral presentations.

PO6 Indian Knowledge Systems: Use the knowledge of Indian Knowledge Systems and philosophies of culture to understand their importance in relation to literature, ecology, ethics, and current discourses.

PO7 Environmental, Gender and Social Awareness: Critically examine issues related to environment, sustainability, gender identities, feminist theories, sexuality, representation, equality, inclusion, community, and other socially relevant concerns through literary, cultural, and interdisciplinary studies.

PO8 Translation, Multilingual, and Multicultural Awareness: Build competence in translation, multilingual, and multicultural communication, and comparative literary studies to appreciate literary traditions in multiple languages.

PO9 Technology, MOOC, and Artificial Intelligence: Use online platforms and digital learning tools, such as MOOCs and Artificial Intelligence, for learning, researching, and communicating

within the discipline of English Studies.

PO10 Analytical and Critical Thinking: Demonstrate originality and creativity in interpreting literature, analysing language, and thinking independently about literary and linguistic phenomena.

PO11 Professional and Employability Skills: Use the knowledge and skills gained through internships, seminars, presentations, and multidisciplinary courses for career opportunities in teaching, research, publication, media, translation, etc.

PO12 Ethics and Lifelong Learning: Build professional responsibility, intellectual integrity, collaborative learning, financial awareness, and lifelong learning in the disciplines of literature and linguistics.

5. Programme-Specific Outcomes (PSOs)

The learning outcomes are designed to equip students with the knowledge, skills, and abilities necessary to succeed in careers related to teaching, content writing, and creative writing:

PSO1: Literary and Cultural Understanding: Students will be able to achieve an advanced level of understanding of subjects such as British Literature, Indian Writing in English, Postcolonial Literature, World Classics, Diaspora Literature, and New Literatures, and use that knowledge to interpret literature from varied ideological perspectives and time periods.

PSO2: Linguistic and Communication Understanding: Students will learn about Linguistics, Phonetics, Phonology, Morphology, Syntax, Semantics, and Pragmatics with proficiency, and also develop effective listening, speaking, reading, and writing skills through language laboratories and communication classes.

PSO3: Researching, Analysing, and Critical Thinking: Students will learn Literary Theory, Research Methods, Textual Analysis, Translation Studies, and Interdisciplinary Research and will be competent enough to conduct their own research project and dissertations

PSO4: Interdisciplinarity and Technological Competency: Students will understand Environmental Humanities, Gender Studies, Community Studies, Artificial Intelligence, Machine Learning, and the Indian Knowledge System to analyse literature and languages from interdisciplinary, digital and contemporary perspectives.

PSO5: Professional Competency, Ethics, Leadership and Teamwork: Students will gain professional competence in ethics, leadership, and teamwork through internships, seminars, MOOCs, and academic activities, preparing them to work in the teaching, research, publishing, media, translation, and content development industries globally.

5. Pedagogy of the Programme

The pedagogical approach of the MA English program is meticulously structured to progress through successive levels aligned with the six stages of Bloom's Taxonomy. This methodology fosters the development of a comprehensive, learner-centric, interdisciplinary, and research-focused academic environment. The pedagogy includes literary, linguistic, cultural, and communication skills, as well as digital competencies. In the beginning, students get training in recalling and identifying the concepts of British Literature, Indian Writing in English, Gender Studies, Literary Theory, World Classics, Linguistics, and Postcolonial Studies through active participation in lectures, reading texts, interpreting them, and discussing their content in class. Next, learners acquire the ability to comprehend and interpret literary periods, theories, language, culture, and criticism in terms of their meanings, themes, and purposes. For this purpose, they engage in seminars, debate sessions, close readings, comparative analysis, and reflective learning activities. Finally, the application phase involves language laboratory practices, translation, presenting literary theories and linguistic structures, completing assignments, participating in

MOOCs, and engaging in various projects.

At more advanced levels, students are trained to analyse and evaluate literary texts, linguistic structures, cultural discourses, and contemporary social problems. Through their participation in research assignments, case studies, collaborative projects, internships, and dissertations, they critically study new theories, consider multiple interpretations, critically evaluate scholarly arguments, and enhance their ethical and professional awareness. The courses, such as Research Methodology in English Studies, Environmental Humanities, Community Studies, Translation Studies, and Introduction to Artificial Intelligence and Machine Learning, help students become interdisciplinary thinkers and also improve their digital literacy. Further, the Summer Internship Programme enhances the learning experience through practical exposure, professional skills, communication skills, and community involvement.

Finally, during the creation phase, students independently conduct research and write a dissertation in accordance with the requirements of the chosen topic. They prepare research papers, presentations, translations, and critical projects that show their creativity and academic independence. Besides, complementary seminars, academic conferences, language lab training, mentorship, MOOCs, and interdisciplinary activities prepare students to become well-prepared professionals, academicians, and leaders capable of lifelong learning. Overall, students graduate from the program as individuals with extensive knowledge of literature and language, research skills, communication skills, interdisciplinary awareness, and ethical responsibility.

6. Programme Structure

- The Master of English is a two-year postgraduate programme divided into four semesters, comprising a total of 97 credits.
- The curriculum integrates Core Courses, Discipline-Specific Electives, Multidisciplinary Courses, MOOCs, Skill/Internship Components, and Dissertation Work, ensuring a balanced and comprehensive learning journey.

Semester-wise Structure

- **Semester I:** Introduces students to the foundations of literary and linguistic studies through courses in early British Literature, Indian Writing in English, Gender Studies, and Introduction to Linguistics. Emphasis is placed on developing critical reading, textual interpretation, and communication skills through classroom discussions, close reading, and Language Lab training in listening and speaking. Elective options such as Modern European Literature, American Literature, and Diaspora Literature, along with MOOCs, provide interdisciplinary exposure and encourage independent learning.
- **Semester II:** Strengthens theoretical, analytical, and research competencies through courses in Literary Theory, Research Methodology, British Literature of the seventeenth and eighteenth centuries, and Phonetics and Phonology. Students develop academic writing, critical interpretation, and linguistic analysis skills through seminars, presentations, and Language Lab activities in reading and writing. Elective courses such as Environmental Humanities, Community Studies, and Introduction to the Indian Knowledge Systems broaden interdisciplinary perspectives and connect literary studies with ecology, society, culture, and indigenous knowledge traditions. A course in Artificial Intelligence and Machine Learning, along with MOOCs, further enhances digital literacy and engagement with contemporary academic content.
- **Semester III:** Focuses on advanced literary studies, translation, world literature, and higher-level linguistic analysis through courses in modern British Literature, Indian Literature in English

Translation, World Classics, and Morphology and Syntax. Elective courses enable specialisation in emerging areas such as Translation Studies, Masculinity Studies, and New Literatures. The inclusion of internships, skill enhancement courses, and MOOCs promotes experiential learning, professional development, and interdisciplinary application of knowledge.

- **Semester IV:** Emphasises advanced critical inquiry and independent research through courses in Postcolonial Literature and Semantics and Pragmatics, along with a major Dissertation Component. Students undertake original research using literary, linguistic, and cultural methodologies, integrating theoretical knowledge with analytical and academic writing skills to address the contemporary literary, social and cultural issues.

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Semester and Course-wise Credits Distribution

Semester			Core Course Credits			DSE Credits		IDE Credits			CCC Credits				SIP & CSP Credits		Dissertation Credits		Total Credits
	Code	L*	T*	p*	Total	Code	Total	Code	Total	Code	L*	T*	p*	Total	Code	Total	Code	Total	
I	MEL101	3	1	0	4	MEL111	4	MEL112 MOOC	3	-		-		-	MEL113	2	-	-	27
	MEL102	3	1	0	4														
	MEL103	3	1	0	4														
	MEL104	3	1	0	4														
	MEL105	1	0	1	2														
	Total	13	4	1	18	-	4	-	3	-	-	-		-	-	2	-	-	
II	MEL201	3	1	0	4	MEL211	4	MEL212 MOOC	3	MEL 213	2	0	2	4	-	-	-	-	29
	MEL202	3	1	0	4														
	MEL203	3	1	0	4														
	MEL204	3	1	0	4														
	MEL205	1	0	1	2														
	Total	13	4	1	18		4	-	3	-	2	0	2	4	-		-	-	
III	MEL301	3	1	0	4	MEL311	4	MEL312 MOOC	3	MEL 313	1	0	1	2	MEL314	2	-	-	27
	MEL302	3	1	0	4														
	MEL303	3	1	0	4														
	MEL304	3	1	0	4														
	Total	12	4	0	16		4	-	3	-	1	0	1	2	-	2	-	-	
IV	MEL401	3	1	0	4	-	-	-	-	-	-	-		-	-	-	MELD411	8	16
	MEL402	3	1	0	4														
	Total	6	2	0	8	-	-	-	-	-	-	-		-	-	-	-	8	
Total Courses	16	-	-		-	3	-	3	-	2	-	-		-	1	-	1	-	26
Total Credits	-	44	14	02	60	-	12	-	9	-	3	0	3	6	-	4	-	8	99
Percent age	-	45.36	14.43	2.06	61.85	-	12.37	-	9.27	-	3.09	0	3.09	6.18	-	4.06	-	8.42	100

Note: L: Lecture; T: Tutorial; P: Practical; **DSE:** Discipline Specific Elective; **IDE:** Inter-disciplinary Electives; **CCC:** Common Compulsory Course; **SIP:** Summer Internship Project

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Programme Structure

Semester I						
Sl. No.	Course Code	Title of the Course	Credit Points	Credit Distribution		
				L*	T*	P*
1	MEL101	CC: Fourteenth to Sixteenth-Century British Literature	4	3	1	0
2	MEL102	CC: Gender in 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	MEL105	Professional Communication Skills- 1	2	1	0	1
Elective-I: Any one of the following						
	MEL111	American Literature	4	3	1	0
		Diaspora Literature				
		Translation Studies				
7	MEL112	*IDE-I: MOOCs	3	3	0	0
8	MEL113	Community Service Project	2	2	0	0
Total			27	21	5	1

Semester II						
Sl. No.	Course Code	Title of the Course	Credit Points	Credit Distribution		
1	MEL201	CC: Seventeenth and Eighteenth-Century British Literature	4	3	1	0
2	MEL202	CC: Literary Theory	4	3	1	0
3	MEL203	CC: Research Methodology in English Studies	4	3	1	0
4	MEL204	CC: Phonetics and Phonology	4	3	1	0
5	MEL205	Professional Communication Skills- 2	2	1	0	1
Elective-II: Any one of the following						
6	MEL211	Environmental Humanities	4	3	1	0
		Community Studies				
		Introduction to the Indian Knowledge Systems				
7	MEL212	*IDE-II: MOOCs	3	3	0	0
8	MEL213	CCC-I: Introduction to Artificial Intelligence and Machine Learning	4	2	0	2
Total			29	21	5	3

Semester III						
Sl. No.	Course Code	Title of the Course	Credit Points	Credit Distribution		
				L*	T*	P*
1	MEL301	CC: Nineteenth and Twentieth-Century British Literature	4	3	1	0
2	MEL302	CC: Indian Literature in English Translation	4	3	1	0
3	MEL303	CC: World Classics	4	3	1	0
4	MEL304	CC: Morphology and Syntax	4	3	1	0
5	Elective-II: Any one of the following		4	3	1	0
	MED311	New Literatures				
		Masculinity Studies				
		Modern European Literature				
6	MED312	*IDE-III: MOOCs	3	3	0	0
7	MED313	CCC-II: Building Mathematical Ability and Financial Literacy	2	1	0	1
8	MED314	SIP: Summer Internship Programme	2	0	0	2
Total			27	19	5	3

Semester IV						
Sl. No.	Course Code	Title of the Course	Credit Points	Credit Distribution		
				L*	T*	P*
1	MEL401	CC: Postcolonial Literature	4	3	1	0
2	MEL402	CC: Semantics and Pragmatics	4	3	1	0
3	MELD411	Dissertation	8	0	8	0
Total			16	6	10	0
Grand Total			99	65	25	7

Note: L: Lectures; T: Tutorials; P: Practical

Semester-wise Credit Distribution

Semester	Total Credits	Cumulative credit at the end of the semester
1	27	27
II	29	56
III	27	83
IV	16	99

I. Credit Requirement

- The minimum number of credits required to be earned by a student for the award of the degree is 99.
- Students may earn credits in excess of 99 by opting for additional courses; however, the upper limit shall not exceed 100 credits.

II. Assessment Pattern

- **Theory Courses:**
 - **Internal (40%)**- Formative evaluation comprising two best out of three tests (each test carrying a maximum of 15 marks, totalling 30 marks), along with seminar/assignments/attendance (10 marks).
 - **External (60%)**- Summative evaluation through the semester-end examination
- **Laboratory Components:**
 - **Internal (60%)**- Continuous assessment through lab work and internal examination
 - **External (40%)**- Summative evaluation through the semester-end practical examination

III. Semester-End Examination:

- Maximum Marks: **60**
- Duration: **3 Hours**

IV. Internship:

- Report: 80
- Presentation: 20

V. Dissertation:

- Dissertation: 80
- Viva: 20

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Important information to Students

- i.** 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.
- ii.** 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 amendments made by the regulatory bodies from time to time.
- iii.** A student should attend at least 75% of the classes, seminars, and practicals in each course of study.
- iv.** All theory courses in the programme carry a Continuous Internal Assessment (CIA) component to a maximum of 40 marks and a Semester End Examination (SEE) for a maximum of 60 marks. The minimum pass mark for a course is 50%.
- v.** All lab components, if any, carry a Continuous Internal Assessment (CIA) component to a maximum of 60 marks and a Semester End Practical Examination (SEE) for a maximum of 40 marks. The minimum pass mark for a course is 40%.
- vi.** A student should pass separately in both CIA and the SEE, i.e., a student should secure at least 20 (50%) out of 40 marks in the CIA and 30 (50%) out of 60 marks in the SEE. A student should secure at least 24 (50%) out of 60 marks in theory and 16 (50%) out of 40 marks in the lab components, if any, in the SEE.
- vii.** There are 3 CIA tests for each course per semester, from which the best 2 performances are considered for the purpose of calculating the marks in the CIA. A record of the continuous assessment is maintained by the academic unit.
- viii.** Each CIA test is for a maximum of 15 marks, out of which the best 2 test scores are considered for 30 marks. The remaining 10 marks are for assignments, class presentations, class participation, and the student's punctuality.
- ix.** A student failing to secure the minimum pass marks in the CIA is not allowed to take the semester-end examination of that course. S/he has to redo the course by attending special classes for that course and get the pass percentage in the internal tests to become eligible to take the end semester examination.
- x.** Semester-end examination shall consist of objective-type questions, descriptive-type questions, short answer questions and case studies or any other component recommended by the Board of Studies concerned (BoS).
- xi.** Students failing a course due to lack of attendance should redo the course.
- xii.** Re-evaluation is applicable only for SEE papers and shall not be entertained for other components such as lab/practical /thesis/ dissertation/ internship, etc.
- xiii.** An on-campus elective course is offered only if 10 or 50% of the students registered, whichever is higher.

**SEMESTER-WISE
DETAILED SYLLABUS**

SEMESTER-I

Course Code: MEL101 Course Type: Core No. of Credits: 4.00 No. of Hours: 60	Course Title Fourteenth to Sixteenth-Century British Literature
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Course Objectives:

- To familiarise students with the historical, social, religious, and literary contexts of fourteenth- to sixteenth-century British literature and its major literary developments.
- To develop a critical understanding of Medieval and Early Renaissance poetry, drama, and prose through close reading and contextual analysis.
- To enhance analytical, interpretative, and research skills in the study of early British literary traditions and genres.

Course Outcomes (COs):

By the end of the course, students will be able to;

- CO1:** Recall and define key historical, cultural, religious, and literary developments of fourteenth- to sixteenth-century British literature, including major writers, genres, and movements.
- CO2:** Explain and interpret Medieval and Early Renaissance literary texts by examining their themes, literary forms, and socio-cultural contexts.
- CO3:** Apply Literary/Critical Approaches to analyse poetry, drama, and prose through relevant interpretative and contextual frameworks.
- CO4:** Analyse and evaluate the transition from Medieval to Renaissance literature and assess the evolution of literary genres, themes, and humanistic thought.
- CO5:** Research and create critical and academic responses through textual interpretation, independent inquiry, and scholarly writing on early British literature.

COs /POs Mapping:

Cos/Pos	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	✓	–	–	–	–	✓	–	–	–	–	–	✓
CO2	✓	✓	–	–	–	–	–	✓	–	✓	–	–
CO3	–	✓	–	–	✓	–	–	✓	–	✓	–	–
CO4	✓	✓	–	✓	–	✓	✓	–	–	✓	–	–
CO5	–	✓	–	✓	–	–	–	–	✓	✓	✓	✓

Course Outline:

Unit-I: Background (Historical, Social and Literary Context)

[12 Hours]

Late Medieval England: social, political and religious conditions, Feudal system and social structure, Role, and influence of the Church, Transition from Medieval to Renaissance thought, Rise of Humanism, Development of English language (Middle English to Early Modern English), Invention of the printing press and its impact, Overview of medieval and early Renaissance literary forms: romance, allegory, and drama

Unit-II: Poetry

[12 Hours]

Geoffrey Chaucer

John Lydgate

Henry Howard

Thomas Wyatt

Troilus and Criseyde (Book I)

Prologue to the Canterbury Tales

The Seige of Thebes (excerpts)

Alas, so all things now do hold their peace

The Long Love that in my Thought doth harbor

Unit-III: Poetry		[10 Hours]
Edmund Spenser	The Shepherd's Calendar	
Christopher Marlowe	Hero and Leander	
Unit-IV: Drama		[14 Hours]
Nicholas Udall	Ralph Roister Doister	
Thomas Kyd	The Spanish Tragedie	
William Shakespeare	Romeo and Juliet	
Unit-V: Prose		[12 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.

Course Code: MEL102 Course Type: Core No. of Credits: 4.00 No. of Hours: 60	Course Title Gender in Literature
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Course Objectives:

- To introduce students to major concepts, theories, and debates in gender studies, feminism, queer studies, and intersectionality
- To develop critical understanding of literary, cultural, and media representations of gender, sexuality, identity, power, and resistance
- To enhance analytical, interpretative, and research skills through interdisciplinary engagement with gendered experiences in local and global contexts and encourage critical reflection on contemporary issues relating to gender justice, inclusivity, diversity, and social transformation.

Course Outcomes (COs):

By the end of the course, students will be able to;

- CO1:** Demonstrate knowledge of key concepts, theories, and historical developments in gender studies, feminism, queer studies, and LGBTQ+ discourses.
- CO2:** Interpret literary, cultural, and media texts by examining representations of gender, sexuality, identity, power, and marginality.
- CO3:** Apply feminist, gender, and queer theoretical perspectives to analyse literary and cultural texts.
- CO4:** Critically evaluate issues relating to patriarchy, intersectionality, inclusivity, gender justice, and social transformation in local and global contexts.
- CO5:** Produce research-oriented and analytical responses to gender-related literary, cultural, and social concerns.

COs /POs Mapping:

Cos/POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	✓	–	–	–	–	✓	–	–	–	–	–	✓
CO2	✓	✓	–	–	–	–	–	✓	–	✓	–	–
CO3	–	✓	✓	–	✓	–	–	✓	–	✓	–	–
CO4	–	✓	–	✓	–	✓	✓	✓	–	–	–	–
CO5	–	–	✓	✓	–	–	–	–	✓	✓	✓	–

Course Outline:

Unit- I: Foundations of Gender Studies: Concepts, Theories, and Contexts [12 Hours]

Introduction to Gender Studies; Sex, Gender and Sexuality: Concepts and Distinctions; Gender as Social Construction; Identity, Selfhood and Representation; Feminist Thought and Gender Criticism; Intersectionality: Gender, Class, Caste, Race and Sexuality; Patriarchy, Power and Resistance; Gender Performativity; Queer Theory; LGBTQ+ Studies; Contemporary Debates on Gender, Diversity and Inclusion; Gender in the Digital Age.

Chimamanda Ngozi Adichie
Kimberlé Crenshaw

We Should All Be Feminists
Mapping the Margins (Selections)

Unit-II: Gender, Body and Identity in Poetry and Life Writing [12 Hours]

Representation of gendered identities; body politics; agency and resistance; gender and selfhood; motherhood, desire and autonomy; race, caste and gender; migration, displacement and belonging; poetry and life-writing as sites of identity formation and social critique.

Maya Angelou
Imtiaz Dharker
Meena Kandasamy
Baby Kamble

Still I Rise
Purdah
Mascara
The Prisons We Broke (Selections)

Unit-III: Gender, Family and Social Institutions in Drama and Performance [10 Hours]

Gender roles and social expectations; family, marriage and kinship; domestic violence and social control; performance of gender; social exclusion; gendered experiences of marginalisation and resistance; theatre as social intervention and cultural critique.

Susan Glaspell
Mahesh Dattani

Trifles
Seven Steps Around the Fire

Unit-IV: Gender, Media and Contemporary Society [14 Hours]

Gender in fiction, popular culture and media; representation and stereotyping; gender and caste; gender and labour; gender and law; digital feminism; social media activism; #MeToo and contemporary movements; masculinity studies; body image and consumer culture; media narratives and public discourse.

Virginia Woolf
Roxane Gay
Bama

Professions for Women
Bad Feminist (Selections)
Karukku (Selections)

Unit-V: Queer Lives, Rights and Representations [12 Hours]

Histories of queer identities and movements; heteronormativity and inclusion; transgender experiences and narratives; queer literature and cinema; citizenship, rights and representation; LGBTQ+ movements in India and globally; gender diversity in contemporary society; literature, film, and digital culture as spaces of resistance and visibility.

A. Revathi
Film

The Truth About Me (Selections)
Any film suggested by the course instructor

Suggested Readings:

Bell Hooks: Feminist Theory
Cordelia Fine: Delusions of Gender
Difference Virginia Woolf

From Margin to Center
How Our Minds, Society, and Neurosexism Create
A Room of One's Own

References:

- A Companion to Gender Studies. Ed. Audrey Kobayashi, David Theo Goldberg, and Philomena Essed. Wiley, 2009.
- Companion to Women's and Gender Studies. Ed. Nancy A. Naples. Wiley, 2020.
- Crenshaw, Kimberlé. On Intersectionality: Essential Writings. New Press, 2017.
- Hooks, Bell. Feminism is for Everybody: Passionate Politics. Pluto Press, 2000.
- Introducing Gender and Women's Studies. Ed. Diane Richardson and Victoria Robinson. Bloomsbury, 2020.
- Kamblé, Baby. The Prisons We Broke. Orient BlackSwan, 2008.
- Revathi, A. The Truth About Me: A Hijra Life Story. Penguin, 2010.
- Ruthven, K. K. Feminist Literary Studies: An Introduction. Cambridge UP, 1990.
- Tyson, Lois. Critical Theory Today: A User-Friendly Guide. Routledge, 2015.
- Warner, Michael. The Trouble with Normal: Sex, Politics, and the Ethics of Queer Life. Harvard UP, 2000.

Course Code: MEL103 Course Type: Core No. of Credits: 4.00 No. of Hours: 60	Course Title Indian Writing in English
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Course Objectives:

- To provide students with a comprehensive understanding of the historical evolution, cultural contexts, and aesthetic shifts in Indian English literature from the 19th century to the contemporary era.
- To enable students to critically examine themes of gender, marginality, social structures, and national identity through a diverse range of Indian poetry, drama, fiction, and non-fiction.
- To develop students' analytical and research skills by applying literary theories and academic writing conventions to the study of Indian English texts.

Course Outcomes (COs):

By the end of the course, students will be able to;

- **CO1:** Identify and trace the development of Indian English literature across various genres and historical periods.
- **CO2:** Analyse the intersection of gender, social identity, and marginality as represented in the works of writers like Kamala Das, Mulk Raj Anand, Shashi Deshpande and others.
- **CO3:** Evaluate the unique linguistic and stylistic features of Indian English in poetry and non-fiction, focusing on the works of authors such as Nissim Ezekiel and A.K. Ramanujan.
- **CO4:** Interpret Indian Knowledge Systems and cultural philosophies as they are reflected in diverse literary forms and contemporary discourses.
- **CO5:** Conduct independent research and produce scholarly arguments on specific Indian English texts using proper methodology and citation standards.

COs /POs Mapping:

Cos/Pos	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	✓	–	–	–	–	✓	–	✓	–	✓	–	✓
CO2	✓	✓	–	–	–	–	✓	–	–	✓	–	–
CO3	✓	–	✓	–	✓	–	–	✓	–	✓	–	–
CO4	✓	–	–	–	–	✓	✓	✓	–	✓	–	✓
CO5	–	✓	–	✓	✓	–	–	–	✓	✓	✓	✓

Course Outline:

Unit-I: Socio-Historical Context	[12 Hours]
Colonial Hegemony and the Anglicist-Orientalist Controversy, Macaulay's Minute and the Inception of English Education, The Bengal Renaissance and Indigenous Print Culture, Socio-Religious Reform Movements and the "Woman Question", Anti-Colonial Resistance and the Rise of Nationalist Consciousness, The Gandhian Phenomenon and Realism in the Early Indian Novel, The Trauma of Partition and Communal Displacement, Nehruvian Socialism and the Anxieties of Nation-Building, Post-Independence Disillusionment and the Emergency, Diaspora, Exile, and the Metaphor of Rootlessness, Postmodernism, Magic Realism, and the Chutnification of English, Globalization, Liberalization, and New Urban Modernities, Marginalized Assertions: Dalit, Subaltern, and Queer Narratives	
Unit-II: Poetry	[12 Hours]
Nissim Ezekiel	Poet, Lover, Birdwatcher
Kamala Das	An Introduction

AK Ramanujan	Obituary
Arun Kolatkar	An Old Woman
Jayanta Mahapatra	Hunger
Meena Kandasamy	Mascara

Unit-III: Drama	[12 Hours]
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Rabindranath Tagore	The Post Office
Girish Karnad	Naga-Mandala
Manjula Padmanabhan	Harvest

Unit-IV: Fiction	[14 Hours]
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R. K. Narayan	Swami and His Friends
Khushwant Singh	Train to Pakistan
Aravind Adiga	The White Tiger

Unit-V: Non-fiction	[10 Hours]
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A K Ramanujan	Is There an Indian Way of Thinking?
Shashi Deshpande	Writing from the Margins
Arundhati Roy	Mother Mary Comes to Me

Suggested Readings:

Khushwant Singh	Train to Pakistan
Anita Desai	In Custody
Rohinton Mistry	A Fine Balance
Amitav Ghosh	The Shadow Lines
Mahesh Dattani	Final Solutions

References:

- Gopal, Priyamvada. *The Indian English Novel: Nation, History, and Narration*. Oxford UP, 2009.
- Iyengar, K. R. Srinivasa. *Indian Writing in English*. 2nd ed., Asia Publishing House, 1973.
- King, Bruce. *Modern Indian Poetry in English*. Rev. ed., Oxford UP, 2001.
- Mehrotra, Arvind Krishna, editor. *An Illustrated History of Indian Literature in English*. Permanent Black, 2003.
- Mukherjee, Meenakshi. *Realism and Reality: The Novel and Society in India*. Oxford UP, 1985.
- . *The Twice Born Fiction: Themes and Techniques of the Indian Novel in English*. Pencraft International, 2001.
- Naik, M. K. *A History of Indian English Literature*. Sahitya Akademi, 1982.
- Narasimhaiah, C. D. *The Swan and the Eagle: Essays on Indian English Literature*. Indian Institute of Advanced Study, 1969.
- Sunder Rajan, Rajeswari. *Real and Imagined Women: Gender, Culture and Postcolonialism*. Routledge, 1993.
- Viswanathan, Gauri. *Masks of Conquest: Literary Study and British Rule in India*. Columbia UP, 1989.

Course Code: MEL104 Course Type: Core No. of Credits: 4.00 No. of Hours: 60	Course Title Introduction to Linguistics
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Course Objectives:

- To introduce students to the scientific study of language, focusing on core linguistic levels such as phonetics, morphology, semantics, and pragmatics.
- To critically examine major linguistic traditions and theoretical frameworks, ranging from Ancient Indian systems to modern structuralist and generative perspectives.
- To explore the relationship between language, culture, and communication, enabling students to analyse linguistic variation and communicative competence in diverse contexts.

Course Outcomes (COs):

By the end of the course, students will be able to;

- CO1:** Define the fundamental characteristics of language and distinguish between modern linguistic approaches and traditional grammar.
- CO2:** Analyse the socio-cultural dimensions of language, including the nuances of verbal and non-verbal communication and sign languages.
- CO3:** Evaluate genetic classifications and linguistic variations across different language families and types.
- CO4:** Compare and contrast the theories of foundational linguists such as Saussure, Chomsky, and Halliday, while integrating Ancient Indian linguistic traditions.
- CO5:** Apply grammatical categories and syntactic rules to describe the structure of English noun and verb phrases in simple sentences.

COs /POs Mapping:

Cos/Pos	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	✓	–	✓	–	–	–	–	–	–	✓	–	–
CO2	–	–	✓	–	✓	–	–	✓	–	–	–	–
CO3	–	–	✓	–	–	–	–	✓	✓	–	–	–
CO4	–	✓	✓	✓	–	✓	✓	–	–	✓	–	✓
CO5	–	–	✓	✓	✓	–	–	–	✓	–	✓	–

Course Outline:

Unit-I: Fundamental Concepts of Language

[12 Hours]

Definition and Characteristics of Language
Definition and Scope of Linguistics: Phonetics, Phonology, Morphonology, Morphology, Semantics, Pragmatics
Popular Misconceptions about Language: Modern Linguistics vs Traditional Approaches to Language Study
The Structural Critique of Traditional Grammar
Linguistics and related disciplines

Unit-II: Language and Communication

[12 Hours]

Language and Culture
Language vs Communication; Communicative Competence
Verbal Communication and Nonverbal Communication
Gestures and Sign Languages

Unit-III: Language Classification, Variation, and Typology

[10 Hours]

Unit-IV: Key Thinkers on Language

[14 Hours]

Ancient Indian Linguistic Tradition; Panini, Patanjali and others
Saussure- Sign, Langue vs Parole-Paradigmatic vs Syntagmatic, Synchronic vs Diachronic
Bloomfield- American Structuralism, Levels of Analysis
Chomsky-Competence vs Performance Universal Grammar
Communicative Competence
Halliday Form vs Function

Unit-V: Descriptive Grammar and Analysis

[12 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*. Tenth 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*. Sixth Ed, Cambridge: CUP, 2017.

Course Code: MEL105 Course Type: SEC No. of Credits: 2.00 No. of Hours: 30	Course Title Professional Communication Skills-1
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Course Objectives:

- To develop listening comprehension and spoken communication skills in academic and professional contexts.
- To improve pronunciation, fluency, confidence, and interactive communication in English.
- To enhance practical communication skills through language lab activities and self-assessment.

Course Outcomes (COs):

By the end of the course, students will be able to;

CO1: Recall and define key concepts of listening, pronunciation, speaking skills, and communication strategies.

CO2: Explain and interpret spoken communication by identifying tone, intention, and context in listening activities.

CO3: Apply Communication Skills in formal and informal speaking situations, presentations, and interactions.

CO4: Analyse and evaluate oral communication practices for clarity, fluency, pronunciation, and effectiveness.

CO5: Research and create effective spoken responses and presentations using digital language lab tools.

COs /POs Mapping:

Cos/Pos	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	✓	–	–	–	–	–	–	–	–	–	–	✓
CO2	✓	✓	–	–	–	–	–	–	–	–	–	–
CO3	–	✓	✓	–	✓	–	–	–	–	–	–	–
CO4	–	✓	–	✓	–	✓	✓	✓	–	–	–	–
CO5	–	–	✓	✓	–	–	–	–	✓	✓	✓	–

Course Outline:

Unit-I: Fundamentals of Listening Skills [6 Hours]

Nature and importance of listening skills, active listening, listening for gist and specific information, listening to conversations, speeches, interviews, podcasts, and academic talks

Unit-II: Listening Comprehension and Interpretation [6 Hours]

Identifying speaker purpose and intention, recognising tone, attitude, and bias, understanding arguments and viewpoints, evaluating credibility of spoken information, listening to panel discussions and debates

Unit-III: Pronunciation and Fluency Development [6 Hours]

Speech sounds and intelligibility, Stress and rhythm, Intonation patterns, connected speech, Accent awareness and neutral pronunciation, Fluency-building exercises

Unit-IV: Fundamentals of Speaking and Interactive Communication [6 Hours]

Interpersonal communication, formal and informal conversations, role play, situational dialogues, expressing opinions, agreement and disagreement

Unit-V: Professional and Public Speaking [6 Hours]

Group discussions, debates, seminar presentations, public speaking, interview skills, mock interviews, telephone and virtual communication etiquette, extempore speaking, self-assessment, and collaborative speaking tasks through digital language lab practice, compering/anchoring

Suggested Readings:

O'Connor, J. D. *Better English Pronunciation*. Cambridge University Press.

Hancock, Mark. *English Pronunciation in Use*. Cambridge University Press.
Kumar, Sanjay, and Pushp Lata. *Communication Skills*. Oxford University Press.
Comfort, Jeremy. *Effective Presentations*. Oxford University Press.
Hughes, Glyn. *Listening Skills for Academic Study*. Garnet Education.

References:

Balasubramanian, T. *A Textbook of English Phonetics for Indian Students*. Macmillan, 2013.
Brown, Gillian. *Listening to Spoken English*. Routledge.
Richards, Jack C. *Interchange Communication Series*. Cambridge University Press.
Lucas, Stephen. *The Art of Public Speaking*. McGraw-Hill.
Yates, Jean. *Practice Makes Perfect: English Conversation*. McGraw-Hill.

Course Code: MEL111 Course Type: Elective I No. of Credit: 4.00 No. of Hours: 60	Course Title American Literature
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Course Objectives:

- To introduce students to major movements, themes, and writers in American literature.
- To develop critical understanding of poetry, drama, fiction, and non-fiction in diverse American contexts.
- To enhance analytical and interpretative skills in examining race, identity, modernity, and cultural representation.

Course Outcomes (COs):

By the end of the course, students will be able to;

CO1: Recall and define major literary periods, writers, movements, and themes in American literature.

CO2: Explain and interpret American literary texts in relation to historical, social, and cultural contexts.

CO3: Apply Literary/Critical Approaches to analyse poetry, drama, fiction, and non-fiction in American literature.

CO4: Analyse and evaluate issues of race, identity, modernism, the American Dream, and cultural diversity.

CO5: Research and create critical and academic responses through independent inquiry and textual analysis.

COs /POs Mapping:

Cos/Pos	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	✓	–	–	–	–	✓	–	–	–	–	–	✓
CO2	✓	✓	–	–	–	–	–	✓	–	✓	–	–
CO3	–	✓	✓	–	✓	–	–	✓	–	✓	–	–
CO4	–	✓	–	✓	–	✓	✓	✓	–	–	–	–
CO5	–	–	✓	✓	–	–	–	–	✓	✓	✓	–

Course Outline:

Unit-I: Background [12 Hours]

Puritanism and Early American Writing, American Renaissance, Transcendentalism, Realism and Naturalism, Modernism in American Literature, Harlem Renaissance, The American Dream in Literature, Race, Slavery, and Civil Rights, Postmodernism and Contemporary Trends

Unit-II: Poetry [12 Hours]

Edgar Allan Poe	The Raven
Robert Frost	Home Burial
	Mending Wall
Walt Whitman	I Sing the Body Electric
Emily Dickinson	Pain Has an Element of Blank
	Much Madness is divinest Sense
Sylvia Plath	Daddy
	Lady Lazarus

Unit-III: Drama [12 Hours]

Arthur Miller	Death of a Salesman
Tennessee Williams	A Streetcar Named Desire
Eugene O'Neill	Mourning Becomes Electra

Unit-IV: Fiction [14 Hours]

F. Scott Fitzgerald
Toni Morrison
Edgar Allan Poe

The Great Gatsby
Beloved
The Tell-Tale Heart

Unit-V: Non-fiction

[10 Hours]

Ralph Waldo Emerson
Henry David Thoreau

Self-Reliance (essay)
Walden (excerpts)

Suggested Readings:

Ralph Waldo Ellison
William Faulkner
Nathaniel Hawthorne
Toni Morrison
Walt Whitman

Invisible Man
The Sound and the Fury
The Scarlet Letter
The Bluest Eye
Leaves of Grass

References:

- Baym, Nina (ed.). *The Norton Anthology of American Literature*. New York: Norton, 2012.
Cunliffe, Marcus. *The Literature of the United States*. London: Penguin, 1986.
Elliott, Emory (ed.). *Columbia Literary History of the United States*. New York: Columbia UP, 1988.
Gates, Henry Louis. *The Signifying Monkey*. Oxford: Oxford UP, 1988.
Lawrence, D.H. *Studies in Classic American Literature*. New York: Viking, 1923.
Parrington, Vernon. *Main Currents in American Thought*. New York: Harcourt, 1930.
Tanner, Tony. *The Reign of Wonder*. Cambridge: Cambridge UP, 1965.

Course Code: MEL111 Course Type: Elective II No. of Credits: 4.00 No. of Hours: 60	Course Title Diaspora Literature
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Course Objectives:

- To introduce students to theories, concepts, and historical contexts of diaspora and migration.
- To develop critical understanding of diasporic poetry, drama, fiction, and non-fiction across cultures.
- To enhance analytical and research skills in examining identity, exile, displacement, hybridity, and belonging.

Course Outcomes (COs):

By the end of the course, students will be able to;

- CO1:** Recall and define key concepts, theories, and historical developments in diaspora studies.
- CO2:** Explain and interpret diasporic literary texts through themes of migration, exile, hybridity, and identity.
- CO3:** Apply Literary/Critical Approaches to analyse poetry, drama, fiction, and non-fiction in diaspora literature.
- CO4:** Analyse and Evaluate issues of belonging, cultural identity, displacement, and transnationalism.
- CO5:** Research and create scholarly responses through critical interpretation and independent engagement with diaspora texts.

COs /POs Mapping:

Cos/Pos	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	✓	–	–	–	–	✓	–	–	–	–	–	✓
CO2	✓	✓	–	–	–	–	–	✓	–	✓	–	–
CO3	–	✓	✓	–	✓	–	–	✓	–	✓	–	–
CO4	–	✓	–	✓	–	✓	✓	✓	–	–	–	–
CO5	–	–	✓	✓	–	–	–	–	✓	✓	✓	–

Course Outline:

Unit-I: Background	[12 Hours]
Definition, Etymology, and Types of Diaspora Historical contexts: colonialism, slavery, partition, and globalisation Key concepts: Melting Pot, Unhomely, Transnationalism, Alienation, Borderland Migration, Incipient Diaspora, Acculturation, Deculturation, Assimilation, Digital Diaspora, etc. Diaspora, Exile, and Migration: distinctions and interconnections Theorising Diaspora: Homi K. Bhabha, Edward Said, Aijaz Ahmad, Frantz Fanon, Gayatri Chakravorty Spivak, Vijay Mishra, Sudesh Mishra, Stuart Hall, Paul Gilroy, James Clifford, William Safran, Steven Vertovec, Rey Chow, and Avtar Brah. Major Concepts: Hybridity and Third Space, Cultural Identity and Fluid Selfhood, Routes vs Roots and Double Consciousness, Homing Desire and Diaspora Space	

Unit-II: Poetry	[12 Hours]
Derek Walcott Agha Shahid Ali Sujata Bhatt Mahmoud Darwish M. Nourbese Philip	A Far Cry from Africa The Dacca Gauzes Search for My Tongue Who Am I, Without Exile? Discourse on the Logic of Language

Unit-III: Drama	[10 Hours]
Wole Soyinka Athol Fugard	Death and the King's Horseman Master Harold and the Boys

Unit-IV: Fiction	[14 Hours]
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Salman Rushdie	Midnight's Children
Jhumpa Lahiri	The Namesake
Chimamanda Ngozi Adichie	Americanah

Unit-V: Non-Fiction	[12 Hours]
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V.S. Naipaul	Finding the Centre (excerpts)
Edward Said	Out of Place (excerpts)
Stuart Hall	Familiar Stranger: A Life Between Two Islands (excerpts)

Suggested Readings:

Alexander, Meena	The Shock of Arrival
Kureishi, Hanif	The Buddha of Suburbia
Lahiri, Jhumpa	Interpreter of Maladies
Naipaul, V.S.	A House for Mr. Biswas
Ondaatje, Michael	The English Patient
Rushdie, Salman	The Satanic Verses
Selvon, Sam	The Lonely Londoners
Walcott, Derek	Omeros

References:

- Bhabha, Homi K. *The Location of Culture*. London: Routledge, 1994.
- Brah, Avtar. *Cartographies of Diaspora*. London: Routledge, 1996.
- Brazier, Jana Evans and Anita Mannur (eds.). *Theorizing Diaspora*. Oxford: Blackwell, 2003.
- Cohen, Robin. *Global Diasporas: An Introduction*. London: Routledge, 2008.
- Du Bois, W.E.B. *The Souls of Black Folk*. Chicago: A.C. McClurg, 1903.
- Gilroy, Paul. *The Black Atlantic*. London: Verso, 1993.
- Hall, Stuart. "Cultural Identity and Diaspora." *Identity: Community, Culture, Difference*. Ed. Jonathan Rutherford. London: Lawrence and Wishart, 1990.
- Mishra, Vijay. *The Literature of the Indian Diaspora*. London: Routledge, 2007.
- Rushdie, Salman. *Imaginary Homelands*. London: Granta, 1991.
- Said, Edward. *Culture and Imperialism*. New York: Vintage, 1994.
- Safran, William. "Diasporas in Modern Societies." *Diaspora: A Journal of Transnational Studies* 1.1 (1991).

Course Code: **MEL111**
 Course Type: **Elective III**
 No. of Credits: **4.00**
 No. of Hours: **60**

Course Title
Translation Studies

Course Objectives:

- To provide a comprehensive understanding of translation theories, ranging from foundational linguistic perspectives to contemporary functionalist and cultural approaches.
- To examine the socio-political dimensions of translation within postcolonial and Indian contexts, highlighting the role of translation in mediating power, identity, and “untranslatable” cultural markers.
- To develop practical expertise in cross-register translation, functional adaptation, and the ethical application of machine translation and AI tools in literary contexts.

Course Outcomes (COs):

By the end of the course, students will be able to;

- **CO1:** Distinguish between various theoretical paradigms, such as Skopos theory, refraction, and principles of correspondence, to justify specific translational decisions across different text types.
- **CO2:** Demonstrate proficiency in register analysis and functional adaptation by transforming literary excerpts into contemporary conversational English or dramatic stage scripts.
- **CO3:** Critically evaluate the impact of cultural politics, including regimes of domestication and foreignization, in both literary texts and cinematic subtitling.
- **CO4:** Navigate the complexities of translating regional Indian literature by documenting and resolving challenges related to “untranslatable” kinship terms and local rituals.
- **CO5:** Effectively utilise machine translation and AI tools while performing manual “humanising” edits to preserve rhythm, irony, and aesthetic integrity in metaphor-dense texts.

COs /POs Mapping:

Cos/Pos	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	✓	✓	✓	✓	✓	–	–	✓	–	✓	✓	✓
CO2	✓	✓	✓	–	✓	–	–	✓	–	✓	✓	✓
CO3	✓	✓	–	✓	✓	✓	✓	✓	–	✓	✓	✓
CO4	✓	✓	✓	✓	✓	✓	✓	✓	–	✓	✓	✓
CO5	–	✓	✓	✓	✓	–	–	✓	✓	✓	✓	✓

Course Outline:

Unit-I: Foundations and Register

[12 Hours]

Roman Jakobson On Linguistic Aspects of Translation
 Susan Bassnett Central Issues in Translation Studies
 John Dryden Preface to Ovid’s Epistles

Practical Component: Register Analysis

- Students will select a formal 19th-century literary excerpt and translate it into contemporary conversational English to observe how changes in vocabulary and syntax alter the character’s “voice.”
- Suggested Authors: Charles Dickens (*Great Expectations*) or Jane Austen (*Pride and Prejudice*).

Unit-II: Functionalism and Adaptation

[12 Hours]

Eugene Nida Principles of Correspondence
 Katharina Reiss Type, Kind and Individuality of Text: Decision Making in Translation
 Hans Vermeer Skopos and Commission in Translational Action

Practical Component: Functional Adaptation

- Students will adapt a short descriptive passage from a novel into a dramatic stage script, focusing on the shift from narrative description to performative dialogue.
- Suggested Authors: Edgar Allan Poe (“The Fall of the House of Usher”) or Franz Kafka (*The Metamorphosis*).

Unit-III: The Cultural Turn and Media

[14 Hours]

André Lefevere	Mother Courage’s Cucumbers: Text, System and Refraction in a Theory of Literature
Lawrence Venuti	Translation as Cultural Politics: Regimes of Domestication in English

Practical Component: Cinematic Translation

- Students compare a scene from an Indian novel with its film adaptation, specifically analyzing how the English subtitles handle cultural markers compared to the literary text.
- Suggested Works: U.R. Ananthamurthy’s *Samskara* (Film: *Samskara*) or Rabindranath Tagore’s *Ghare Baire* (Film: *The Home and the World*).

Unit-IV: Postcolonial and Indian Contexts

[10 Hours]

Tejaswini Niranjana	Translation, Colonialism and Rise of English
Gayatri Chakravorty Spivak	The Politics of Translation
Ganesh N Devy	Literary History and Translation: An Indian View

Practical Component: The Bhasha Workshop/

- Students translate a short regional story or poem into English, documenting the struggle with “untranslatable” kinship terms or local rituals.

Unit-V: Contemporary and Applied Translation

[12 Hours]

Audiovisual Translation [Theory and Practice of Subtitling and Dubbing]- Machine Translation [Ethics and Practice in the Age of AI and Neural Translation]

Practical Component: The Humanizer Exercise

- Students generate a machine-translated version of a metaphor-dense poem and perform a manual “humanizing” edit to restore rhythm and irony.
- Suggested Authors: Kamala Das (“An Introduction”) or T.S. Eliot (Any poem).

Suggested Readings:

Susan Bassnett	Translation Studies
Jeremy Munday	Introducing Translation Studies: Theories and Applications
Mona Baker	In Other Words: A Coursebook on Translation
Lawrence Venuti (Ed.)	The Translation Studies Reader

References:

- Bassnett, Susan, and Harish Trivedi, editors. *Postcolonial Translation: Theory and Practice*. Routledge, 1999.
- Kothari, Rita. *Translating India: The Cultural Politics of English*. St. Jerome Publishing, 2003.
- Lefevere, André. *Translation, Rewriting, and the Manipulation of Literary Fame*. Routledge, 1992.
- Niranjana, Tejaswini. *Siting Translation: History, Post-structuralism, and the Colonial Context*. University of California Press, 1992.
- Spivak, Gayatri Chakravorty. “The Politics of Translation.” *Outside in the Teaching Machine*, Routledge, 1993, pp. 179-200.

Course Code: MEL112 Course Type: IDE-I No. of Credits: 3.00	Course Title *IDE-I: MOOCs
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Online Learning Resources of MHRD

A UGC-recognized online course/courses (MOOCs)

https://www.education.gov.in/sites/upload_files/mhrd/files/upload_document/Write_up_online_learning_resources.pdf

Swayam

(Study Webs of Active Learning for Young Aspiring Minds)

<https://swayam.gov.in/>

Course Code: MEL113 Course Type: CSP No. of Credits: 2.00	Course Title Community Service Project
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Course Objectives:

- Provide students with opportunities to engage with local communities through meaningful service activities that promote social responsibility and civic engagement.
- Develop communication, leadership, teamwork, problem-solving, and interpersonal skills through experiential learning in diverse community settings.
- Encourage the application of language, communication, and critical thinking skills to address the community needs and promote inclusive social development.

Course Outcomes (COs):

By the end of the course, students will be able to;

- **CO1:** Identify and understand the social, cultural, educational, and environmental needs of the community through field engagement.
- **CO2:** Apply communication, organisational, and interpersonal skills while participating in community service activities.
- **CO3:** Document community service experiences through systematic observation, field reports, and reflective writing.
- **CO4:** Demonstrate teamwork, leadership, ethical values, and social responsibility while working with community stakeholders.
- **CO5:** Present the outcomes of the community service project and critically reflect on the learning experiences through seminar presentation and viva voce.

COs /POs Mapping:

Cos/Pos	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	✓	✓	–	–	✓	✓	✓	✓	✓	✓	–	✓
CO2	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
CO3	–	✓	–	✓	✓	–	–	✓	✓	✓	✓	✓
CO4	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
CO5	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Course Outline:

I. Duration:

30 Hours during I Semester

II. Nature of Community Service:

Students shall undertake community service activities in collaboration with Government Departments, Educational Institutions, Local Bodies, NGOs, or Community-Based Organisations

Activities may include:

Literacy and educational awareness programmes
Environmental protection and sustainability initiatives
Health, hygiene, and sanitation awareness campaigns
Digital literacy and financial literacy programmes
Women empowerment and gender sensitisation activities
Community surveys and socio-economic data collection

Cultural heritage and language promotion activities
Rural development and social welfare programmes
Any other community-oriented activity approved by the Department

III. Report Submission:

Students shall submit a detailed Community Service Project Report along with a certificate from the concerned organisation/agency and a report duly certified by the faculty supervisor

IV. Evaluation:

Community Service Project Report (External Examiner): **80 Marks**

Viva-Voce (Department): **20 Marks**

V. Supervision:

Each student shall carry out the Community Service Project under the guidance of a faculty supervisor and in coordination with the host organisation/community.

VI. Final Submission:

The Community Service Project Report shall be prepared in accordance with the University guidelines and prescribed formatting requirements

Suggested Reading:

Bringle, Robert G., and Julie A. Hatcher. *Where's the Learning in Service-Learning?*

Jacoby, Barbara. *Service-Learning in Higher Education: Concepts and Practices.*

National Service Scheme (NSS). *Manual on Community Service and Social Responsibility.*

Government of India. *National Education Policy (NEP) 2020.*

SEMESTER-II

Course Code: MEL201 Course Type: Core No. of Credits: 4.00 No. of Hours: 60	Course Title Seventeenth and Eighteenth-Century British Literature
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Course Objectives:

- To introduce students to the major literary movements, historical transitions, and socio-political developments of seventeenth and eighteenth-century Britain, including Restoration, Neo-classicism, and early Romantic thought.
- To familiarise students with the evolution of literary forms, including Restoration drama, metaphysical poetry, satire, essays, and the rise of the English novel.
- To encourage interpretative, analytical, and research skills through close reading, textual criticism, and contextual study of literary works.

Course Outcomes (COs):

By the end of the course, students will be able to;

- CO1:** Recall and explain major historical, political, and literary developments of seventeenth and eighteenth-century British literature
- CO2:** Interpret themes, styles, and literary techniques in drama, poetry, fiction, and prose
- CO3:** Analyse literary texts in relation to gender, class, religion, morality, colonialism, and social transformation
- CO4:** Critically evaluate the contribution of major writers and literary movements to British literary traditions
- CO5:** Apply critical approaches and develop research-oriented responses through presentations, assignments, and analytical writing.

COs /POs Mapping:

Cos/Pos	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	✓	–	–	–	–	–	–	–	–	–	–	✓
CO2	✓	✓	–	–	–	–	–	–	–	–	–	–
CO3	–	✓	✓	–	✓	–	–	–	–	–	–	–
CO4	–	✓	–	✓	–	✓	✓	✓	–	–	–	–
CO5	–	–	✓	✓	–	–	–	–	✓	✓	✓	–

Course Outline:

Unit-I: Historical, Political Contexts and Literary Movements [12 Hours]

The Transition from Renaissance to Neo-classicism, The English Civil War and Puritanism, The Commonwealth and Restoration, Rise of Capitalism and Mercantilism, Colonial Expansion and Imperial Consciousness, Coffee-House Culture and Print Public Sphere, Gender, Marriage, and Social Morality, Metaphysical Poetry, Cavalier Poetry, Restoration Drama, Neo-classicism and Augustan Ideals, Satire and Mock-Epic Tradition, Sentimentalism and Pre-Romanticism, Rise of Journalism and Periodical Writing, Emergence of the English Novel

Unit-II: Drama [12 Hours]

William Shakespeare	Othello
Ben Jonson	Volpone
William Congreve	The Way of the World

Unit-III: Poetry	[10 Hours]
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John Donne	The Canonisation
Andrew Marvell	To His Coy Mistress
Alexander Pope	The Rape of the Lock (Selections)
Thomas Gray	Elegy Written in a Country Churchyard
William Blake	The Lamb, The Tyger

Unit-IV: Novel	[14 Hours]
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Daniel Defoe	Robinson Crusoe
Jonathan Swift	Gulliver's Travels (Books I and II)
Oliver Goldsmith,	The Vicar of Wakefield

Unit-V: Essay	[12 Hours]
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Francis Bacon	Of Truth, Of Friendship
Samuel Johnson	Preface to Shakespeare
Mary Wollstonecraft	A Vindication of the Rights of Woman (Selections)

Suggested Readings:

John Bunyan	The Pilgrim's Progress
John Dryden	Mac Flecknoe
Samuel Richardson	Pamela

References:

- Choudhury, Bibhash. English Social and Cultural History. Delhi: PHI Learning Private Ltd., 2014.
- Gurr, Andrew. The Shakespearean Stage. 3rd Ed. Cambridge: Cambridge UP, 1992.
- Long, William J. Chapter IX. Eighteenth Century Literature. English Literature: Its History and Its Significance. India: Kalyani Publishers, 1987.
- McDonald, Russ. The Bedford Companion to Shakespeare: An Introduction with Documents. Boston: Bedford/St. Martin's, 2001.
- Steele, Richard, and Joseph Addison. The Spectator. [By Joseph Addison, Richard Steele and Others]; Volume 3. New York: Creative Media Partners, LLC, 2023.
- 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.

Course Code: MEL202 Course Type: Core No. of Credits: 4.00 No. of Hours: 60	Course Title Literary Theory
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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 familiarise themselves with various critical theories.
- To guide the student in the application of knowledge thus gained in the assessment of a literary work.

Course Outcomes (COs):

By the end of the course, students will be able to;

- CO1:** Recall and explain the major concepts, schools, and terminologies of literary theory including Structuralism, Poststructuralism, Feminism, Marxism, Psychoanalysis, Postcolonialism, and Ecocriticism.
- CO2:** Interpret literary and cultural texts using diverse theoretical and critical approaches with conceptual clarity and analytical depth.
- CO3:** Analyse the relationship between literature, language, ideology, gender, class, sexuality, history, culture, and environment through interdisciplinary theoretical frameworks.
- CO4:** Critically evaluate major theoretical writings and their contribution to contemporary literary and cultural studies.
- CO5:** Apply literary theories and critical methodologies in research, textual analysis, presentations, and academic writing for independent and original interpretation of literary works.

COs /POs Mapping:

Cos/POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	✓	–	–	–	–	–	–	–	–	–	–	✓
CO2	✓	✓	–	–	–	–	–	–	–	–	–	–
CO3	–	✓	✓	–	✓	–	–	–	–	–	–	–
CO4	–	✓	–	✓	–	✓	✓	✓	–	–	–	–
CO5	–	–	✓	✓	–	–	–	–	✓	✓	✓	–

Course Outline:

Unit-I: Structuralism and Formalist Approaches [12 Hours]

Structuralism
Jonathan Culler: Structuralism and Literature
Russian Formalism
Roman Jakobson: Two Aspects of Language and Two Types of Aphasic Disturbances

Unit-II: Poststructuralism and Deconstruction [12 Hours]

Poststructuralism
Roland Barthes: The Death of the Author
Deconstruction
Jacques Derrida: Structure, Sign, and Play in the Discourse of the Human Science

Unit-III: Postmodernism and Psychoanalytic Criticism [12 Hours]

Postmodernism
John Barth: The Literature of Replenishment

Unit-IV: Feminist, Queer, and Marxist Literary Theories

[12 Hours]

Feminism
Elaine Showalter: Toward a Feminist Poetics
Queer Theory
Teresa de Lauretis: Lesbian and Gay Sexualities
Marxism
Terry Eagleton: Marxist Literary Criticism

Unit-V: Contemporary Critical Approaches

[12 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.
- . Structuralist Poetics: Structuralism, Linguistics and the Study of Literature. Oxfordshire: Routledge, 2002.
- Hawkes, Terence. Structuralism and 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.

Course Code: **MEL203**
 Course Type: **Core**
 No. of Credits: **4.00**
 No. of Hours: **60**

Course Title
Research Methodology in English Studies

Course Objectives:

- To introduce students to the fundamentals of research methodology, research design, and academic inquiry in English Studies through qualitative, textual, and interdisciplinary approaches.
- To develop a critical understanding of research methods, literature review, documentation styles, ethical practices, and scholarly writing used in literary, linguistic, and cultural research.
- To enhance analytical, interpretative, and academic writing skills through research proposals, textual analysis, dissertation writing, book reviews, and research-based projects.

Course Outcomes (COs):

By the end of the course, students will be able to;

- **CO1:** Recall and explain the objectives, concepts, methods, and terminologies related to research methodology, literature review, citation, and academic writing.
- **CO2:** Apply appropriate research methods, documentation styles, and source-based inquiry in literary, linguistic, and cultural studies research.
- **CO3:** Analyse literary and cultural texts using archival, ethnographic, oral history, discourse analysis, textual analysis, and interdisciplinary research approaches.
- **CO4:** Critically evaluate research problems, existing scholarship, ethical issues, plagiarism, copyrights, and intellectual property rights in academic research.
- **CO5:** Develop research proposals, dissertations, research papers, book reviews, and scholarly projects demonstrating academic writing, critical thinking, and independent research skills.

COs /POs Mapping:

Cos/POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	-	-	-	✓	✓	-	-	-	-	-	-	-
CO2	-	-	✓	✓	✓	-	-	✓	-	-	-	-
CO3	-	✓	✓	✓	✓	✓	-	✓	-	-	-	-
CO4	-	-	-	✓	-	-	-	-	-	-	-	-
CO5	-	-	-	✓	✓	-	-	✓	-	-	✓	-

Course Outline:

Unit-I: Foundations of Research and Types of Data [12 Hours]

Definition, objectives or aims of research
 Description of the term 'Research,' Formation of Research Question and Research Proposal,
 Various Methods of Research, Primary, Secondary and Tertiary Data/Sources, Review of Research Works,
 Citation and Documentation

Unit-II: Literature Review and Research Resource [12 Hours]

The significance of conducting a literature review in problem definition, use of reviews, patents, research databases, and web sources, and identifying gaps within existing literature

Unit-III: Research Methodologies and Approaches [10 Hours]

Introduction to Research Methods, Archival Methods, Oral History, Visual Methods, Ethnographic
 Methods, Discourse Analysis, Textual Analysis, Phenomenology
 Global South perspectives and other Emerging trends

Unit-IV: Academic Writing [14 Hours]

Different Types of Essays: Descriptive, Analytic and Argumentative

Abstract, Synopsis

Research Article: it is highly desired that student shall present his/her research work in the Seminar/Conference/Workshop etc. (National/International)

Writing a Dissertation, Book Review, Writing Reports and Research Proposals

Unit-V: Research Ethics and Intellectual Property

[12 Hours]

Ethical issues, Copyrights, IPR- intellectual property rights and patent law, citation and acknowledgement, Plagiarism, Dissertation/Thesis

Suggested Readings:

Adrian Wallwork

English for Writing Research Papers

Nishikant Jha

The Handbook to Literary Research

John W. Creswell

Research Design: Qualitative, Quantitative, and Mixed Methods

Approaches

References:

Anderson, Jonathan, and Millicent Poole. *Assignment and Thesis Writing*. 4th 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.

Griffin, Gabriele. "Research Methods for English Studies." *Edinburgh University Press eBooks*, 2013, <https://doi.org/10.1515/9780748683444>.

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.

---. *Research Methodology* (Vol. II). India: Ess Publications, 2003.

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

Wallwork, Adrian. *English for Research: Usage, Style, and Grammar*. Springer 2012, <https://doi.org/10.1007/978-1-4614-1593-0>.

Course Code: MEL204 Course Type: Core No. of Credits: 4.00 No. of Hours: 60	Course Title Phonetics and Phonology
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Course Objectives:

- To provide a comprehensive understanding of the mechanisms of speech production, including articulatory, auditory, and acoustic phonetics.
- To equip students with the skills to use the International Phonetic Alphabet (IPA) for accurate transcription and to analyse the structural components of syllables and connected speech.
- To explore the theoretical distinctions between phonemes and allophones and the application of distinctive features in phonological representations.

Course Outcomes (COs):

By the end of the course, students will be able to;

- CO1:** Classify English vowels and consonants based on their articulatory and acoustic properties.
- CO2:** Apply IPA symbols to perform phonemic transcription of individual words and connected speech patterns.
- CO3:** Analyse suprasegmental features, including word stress, intonation, and phonological processes such as assimilation and elision.
- CO4:** Distinguish between underlying and surface representations using phonological rules and distinctive features.
- CO5:** Evaluate and address specific pronunciation challenges for Indian speakers of English to enhance professional communication.

COs /POs Mapping:

Cos/Pos	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	–	–	✓	–	–	–	–	–	–	✓	–	–
CO2	–	–	✓	–	✓	–	–	–	–	–	–	–
CO3	–	–	✓	–	–	–	–	–	–	✓	–	–
CO4	–	–	✓	–	–	–	–	–	–	✓	–	✓
CO5	–	–	✓	–	✓	–	–	–	–	–	✓	–

Course Outline:

Unit-I: Introduction to Phonetics and Speech Production [12 Hours]

Articulatory, Auditory, and Acoustic Phonetics
Speech Organs, Speech Production
Classification of English Sounds (vowels and consonants)

Unit-II: English Vowel and Consonant Systems [12 Hours]

Description of English Sounds
Vowels: Monophthongs, Diphthongs, Triphthongs
Consonants

Unit-III: Phonemic Transcription and Connected Speech [14 Hours]

IPA and Phonemic Transcription
Syllable and Syllabification
Segmental vs Suprasegmental Features, Connected Speech
Pronunciation Problems for Indian Speakers of English

Unit-IV: Stress, Intonation, and Phonological Processes**[10 Hours]**

Word Stress, Sentence Stress, Stress Shift, and Word Class

Phonological Environment: Weak Forms, Assimilation, Elision, Liaison, Juncture

Intonation Patterns

Unit-V: Fundamentals of Phonology**[12 Hours]**

Phonemes vs Allophones

Underlying Representation, Surface Representation

Phonological Features, Distinctive Features

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.

Course Code: MEL205 Course Type: SEC No. of Credits: 2.00 No. of Hours: 30	Course Title Professional Communication Skills-2
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Course Objectives:

- To develop students' academic reading abilities through critical, analytical, and interpretative engagement with texts.
- To enhance writing proficiency in academic, professional, and creative contexts using appropriate language and structure.
- To cultivate effective communication skills through coherent expression, critical thinking, and research-based writing practices.

Course Outcomes (COs):

By the end of the course, students will be able to;

- **CO1:** Recall and explain the principles, strategies, and techniques involved in academic reading, comprehension, and effective writing.
- **CO2:** Interpret literary, academic, visual, and digital texts by identifying themes, arguments, tone, perspective, and contextual meanings.
- **CO3:** Apply reading and writing skills in academic, professional, and creative contexts through essays, reports, reviews, formal correspondence, and content writing.
- **CO4:** Analyse and evaluate written texts for coherence, cohesion, grammatical accuracy, clarity, and critical effectiveness.
- **CO5:** Develop research-oriented, collaborative, and technology-assisted writing practices using annotation, summarising, editing, proofreading, and peer-review techniques.

COs /POs Mapping:

Cos/Pos	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	-	-	✓	-	✓	-	-	-	-	✓	-	✓
CO2	✓	✓	-	-	✓	-	✓	✓	-	✓	-	-
CO3	-	✓	✓	✓	✓	-	-	✓	✓	✓	✓	-
CO4	✓	✓	✓	✓	✓	-	-	✓	-	✓	✓	✓
CO5	-	✓	✓	✓	✓	-	-	✓	✓	✓	✓	✓

Course Outline:

Unit-I: Fundamentals of Reading Skills [6 Hours]

Skimming and scanning, reading academic essays and articles, identifying thesis statements and arguments, Note-making and summarising, Annotation and marginal note techniques, Identifying tone, bias, and perspective

Unit-II: Critical Reading and Interpretation [6 Hours]

Identifying arguments and evidence, recognising bias and perspective, Critical reading of literary texts, newspaper editorials and research article reviews

Unit-III: Reading Literary, Visual, and Digital Text [6 Hours]

Reading visual and multimodal texts, Evaluating digital information sources

Unit-IV: Principles and Forms of Effective Writing [6 Hours]

Principles of effective writing, Sentence construction and paragraph development, Coherence, cohesion, and unity, Common grammatical and syntactic errors, Paragraph writing, Essay writing

Unit-V: Research and Digital Writing**[6 Hours]**

Basics of academic integrity, Citation and referencing (APA/MLA), Literature review fundamentals, Blog and content writing, Editing and proofreading, Peer review and collaborative writing, AI-assisted writing; ethics and responsible use

Suggested Readings:

Linda Markstein and Louise Hirasawa
Alice Oshima and Ann Hogue

Developing Reading Skills: Advanced
Writing Academic English

References:

Adler, Mortimer J., and Charles Van Doren. *How to Read a Book*. Touchstone, 2014.
Eco, Umberto. *How to Write a Thesis*. Translated by Caterina Mongiat Farina and Geoff Farina, MIT Press, 2015.
Hayot, Eric. *The Elements of Academic Style: Writing for the Humanities*. Columbia UP, 2014.
Wallace, Catherine. *Reading*. Oxford UP, 1992.
Williams, Joseph M., and Joseph Bizup. *Style: Lessons in Clarity and Grace*. 13th ed., Pearson, 2019.

Course Code: MEL211 Course Type: Elective I No. of Credits: 4.00 No. of Hours: 60	Course Title Environmental Humanities
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Course Objectives:

- To introduce students to the major concepts, theories, and interdisciplinary approaches in Environmental Humanities, including ecology, ecocriticism, ecofeminism, environmental ethics, sustainability, climate change, and indigenous ecological knowledge.
- To develop critical understanding of the relationship between literature, environment, culture, spirituality, and society through the study of environmental narratives, ecological crises, environmental justice, and human–nature interconnectedness represented in literary and cultural texts.
- To enhance analytical, interpretative, and research skills by engaging students with theoretical essays, novels, and eco-literary texts that address environmental degradation, ecological consciousness, sustainability, and ethical responsibility.

Course Outcomes (COs):

By the end of the course, students will be able to;

- CO1:** Recall and explain key concepts and theories related to Environmental Humanities, ecology, ecocriticism, ecofeminism, Anthropocene, climate change, environmental ethics, and sustainability.
- CO2:** Interpret literary and cultural texts from ecological and interdisciplinary perspectives using ecocritical and environmental approaches.
- CO3:** Analyse representations of environmental degradation, ecological crises, indigenous ecological knowledge, environmental justice, spirituality, and human–nature relationships in prescribed texts.
- CO4:** Critically evaluate environmental narratives and ecological concerns in literary works using theoretical, cultural, and contextual frameworks.
- CO5:** Develop research-oriented, analytical, and creative responses to environmental issues through presentations, assignments, academic writing, and interdisciplinary projects.

COs /POs Mapping:

Cos/POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	✓	✓	–	–	–	✓	✓	–	–	✓	–	✓
CO2	✓	✓	–	✓	✓	–	✓	✓	–	✓	–	–
CO3	✓	✓	–	✓	–	–	✓	–	–	✓	✓	✓
CO4	✓	✓	–	✓	–	–	✓	–	–	✓	✓	✓
CO5	–	✓	–	✓	✓	–	✓	✓	✓	✓	✓	✓

Course Outline:

Unit-I: Background	[12 Hours]
Definition and Scope of Environmental Humanities, Ecology: Shallow and Deep Ecology, Ecocriticism and Environmental Ethics, Anthropocene and Climate Change, Nature and Culture, Ecofeminism and Environmental Justice, Eco-spirituality and Sustainability, Indigenous Ecological Knowledge	
Unit-II: Poetry	[10 Hours]
Charlotte Mew Mamang Dai	The Trees are Down The Voice of the Mountain, Small Towns and The River
Unit-III: Essay	[12 Hours]
Cheryll Glotfelty	Introduction (from The Ecocriticism Reader)

Lawrence Buell
Rachel Carson
Diana L. Eck

The Environmental Imagination (Selected Chapters)
Silent Spring (Chapters 1 and 2)
Ganga: The Goddess Ganges in Hindu Sacred Geography

Unit-IV: Short Story

[10 Hours]

Ruskin Bond	The Cherry Tree
Sarah Orne Jewett	A White Heron

Unit-V: Novel

[16 Hours]

Indra Sinha	Animals People
Akkineni Kutumba Rao	Softly Dies a Lake
Sudha Murthy	The Magic of the Lost Temple

Suggested Readings:

Amitav Ghosh	Hungry Tide
Margaret Atwood	Oryx and Crake (from MaddAddam Trilogy)
Gita Mehta	A River Sutra

References:

Buell, Lawrence. *The Environmental Imagination: Thoreau, Nature Writing and the Formation of American Culture*. Cambridge: Harvard University Press, 1995.

Farb, Peter. *Ecology*. New York: Time, 1963. Print.

Garrard, Greg. *Ecocriticism*. New York: Routledge, 2004.

Alexander, Taylor Richard. *Ecology*. New York: Golden, 1973. Print.

Gold, John Robert., and George Revill. *Representing the Environment*. London: Routledge, 2004. Print.

Kroeber, Karl. *Ecological Literary Criticism: Romantic Imagining and the Biology of Mind*. New York: Columbia UP, 1994. Print.

Murphy, Patrick D. *Critical Essays on Gary Snyder*. Boston: G.K. Hall, 1990. Print.

Course Code: **MEL211**
 Course Type: **Elective II**
 No. of Credits: **4.00**
 No. of Hours: **60**

Course Title
Community Studies

Course Objectives:

- To introduce students to the concepts of community, caste, marginalisation, tribal identity, agrarian life, war narratives, and subaltern experiences through literary and cultural texts.
- To develop a critical understanding of social structures, identity formation, displacement, trauma, gender, labour, and resistance represented in community-based literature.
- To encourage analytical, ethical, and research-oriented engagement with issues of social justice, cultural memory, nationalism, and community representation in diverse literary contexts.

Course Outcomes (COs):

By the end of the course, students will be able to;

- CO1:** Recall and explain key concepts related to caste, tribal identity, marginalisation, nationalism, agrarian culture, labour, and community studies.
- CO2:** Interpret literary texts representing subaltern voices, oral traditions, displacement, trauma, and social inequalities within different communities.
- CO3:** Analyse the intersections of caste, gender, class, ecology, nationalism, and cultural identity in prescribed literary works.
- CO4:** Critically evaluate narratives of resistance, oppression, memory, war, and rural life using social, cultural, and interdisciplinary perspectives.
- CO5:** Apply research and analytical skills to examine contemporary community issues through presentations, projects, and academic writing based on literary and cultural studies.

COs /POs Mapping:

Cos/Pos	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	✓	✓	-	-	-	-	✓	-	-	✓	-	✓
CO2	✓	✓	-	✓	✓	-	✓	✓	-	✓	-	✓
CO3	✓	✓	-	✓	-	-	✓	✓	-	✓	✓	✓
CO4	✓	✓	-	✓	-	-	✓	✓	-	✓	✓	✓
CO5	-	✓	-	✓	✓	-	✓	✓	✓	✓	✓	✓

Course Outline

Unit-I: Marginality, Identity, and Subaltern Narratives [12 Hours]

Caste, social hierarchy, marginalisation, Dalit identity, tribal communities, oral traditions, soldier narratives, war, nationalism, trauma, farmers' lives, agrarian culture, rural poverty, labour, land, peasant resistance, subaltern voices, gender and community intersections, cultural identity, memory, displacement

Unit-II: Caste and Social Oppression in Indian Literature [12 Hours]

Vijay Tendulkar Kanyadaan
 Mulk Raj Anand Untouchable

Unit-III: Adivasi Life in Indian Literature [12 Hours]

Hansda Sowvendra Shekhar Adivasi Will not Dance
 Narayana Kocharethi The Araya Woman

Unit-IV: War, Nationalism, and Soldier Narratives [12 Hours]

Lt. Gen. Mohinder Puri Kargil: Turning the Tide
 Rachna Bisht Rawat The Brave

Jim Crace
Shukla Shrilal

Harvest
Raag Darbari

Suggested Readings:

Saadat Hasan Manto
Raja Rao
Bhimrao Ramji Ambedkar

Toba Tek Singh
Kanthapura
Annihilation of Caste

References:

- Devy, GN. (Ed.) *Painted Words: An Anthology of Tribal Literature*. Penguin India, 2002.
- Freire, Paulo. *Pedagogy of the Oppressed*. Translated by Myra Bergman Ramos, Bloomsbury Academic, 2000.
- Guha, Ranajit. *Selected Subaltern Studies*. Oxford UP, 1988.
- K Satyanarayana and Susie Tharu (ed). *No Alphabet in Sight: New Dalit Writing from South India*. New Delhi: Penguin Books. 2011.
- Roy, Arundhati. *Listening to Grasshoppers: Field Notes on Democracy*. Hamish Hamilton, 2009.
- Sainath, P. *Everybody Loves a Good Drought: Stories from India's Poorest Districts*. Penguin Books, 1996.
- Shiva, Vandana, and Maria Mies. *Ecofeminism*. Zed Books, 2014.

Course Code: **MEL211**
 Course Type: **Elective III**
 No. of Credits: **4.00**
 No. of Hours: **60**

Course Title
Introduction to the Indian Knowledge System

Course Objectives:

- To introduce students to the foundations, philosophical traditions, literary heritage, artistic practices, and knowledge systems of ancient India.
- To develop understanding of Indian epistemological, ethical, ecological, and cultural traditions through the study of Vedas, Purāṇas, Darśanas, epics, and classical arts.
- To encourage critical appreciation of the contemporary relevance of Indian Knowledge Systems in relation to literature, sustainability, culture, ethics, and holistic education.

Course Outcomes (COs):

By the end of the course, students will be able to;

- **CO1:** Recall and explain the major concepts, sources, and branches of Indian Knowledge Systems, including Vedas, Vedāṅgas, Purāṇas, and Darśanas.
- **CO2:** Interpret the philosophical, literary, ethical, and cultural dimensions of Indian intellectual traditions and classical texts.
- **CO3:** Analyse the significance of Indian epics, temple architecture, classical dances, theatre, and puppetry traditions as expressions of Indian cultural heritage.
- **CO4:** Critically examine ecological consciousness, sustainability practices, and the relationship between humans and nature reflected in Indian scriptures and traditions.
- **CO5:** Apply interdisciplinary and research-oriented approaches to explore the relevance of Indian Knowledge Systems in contemporary literary, cultural, ethical, and environmental discourses.

COs /POs Mapping:

Cos/Pos	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	✓	✓	-	-	-	✓	-	-	-	✓	-	✓
CO2	✓	✓	-	✓	✓	✓	-	✓	-	✓	-	✓
CO3	✓	✓	-	-	✓	✓	-	✓	-	✓	-	✓
CO4	-	✓	-	✓	-	✓	✓	-	-	✓	-	✓
CO5	✓	✓	-	✓	✓	✓	-	-	-	✓	-	✓

Course Outline:

Unit-I: Foundations of Indian Knowledge Systems [12 Hours]

Sources and Foundations, Indian Philosophical Thought, Literary and Aesthetic Traditions, Ecological Consciousness and Sustainability, Holistic and Ethical Education, and Contemporary Relevance

Unit-II: Introduction to Indian Philosophy [14 Hours]

Basic Introductory information about Caturdaśa vidyāsthāna- 14 different branches of learning in ancient India-

Purāṇa, Nyāya, Mīmāṃsā, Dharmaśāstra

Six Vedāṅgas (Śikṣā, Vyākaraṇa, Nirukta, Chanda, Jyotiṣa, Kalpa)

Four Vedas (Rgveda, Yajurveda, Sāmaveda and Atharvaveda)

Introduction to Ṣaḍ Darśana (Six Schools of Philosophy) Nyāya, Vaiśeṣika, Sāṃkhya, Yoga, Mīmāṃsā, Vedānta along with Cārvāka, Jaina and Buddha

Unit-III: Epics and Purāṇic Traditions [10 Hours]

Elementary details of 18 Purāṇas and their characteristics, Introducing Seven Kandas of Rāmāyaṇam and Eighteen Parvas of Mahābhārata

Unit-IV: Indian Art, Architecture, and Performance Traditions**[16 Hours]**

Basic overview of Hindu temple styles and their differences, including Nagara, Dravida, and Vesarā. Highlights of notable constructions across eras and their characteristics.

Introduction to Bharata Muni's Nāṭyaśāstra and an outline of India's eight classical dances: Bharatanāṭyam, Mohināṭṭam, Kathakalī, Kucipudī, Kattthaka, Oḍiśī, Maṇipurī, And Satriya.

Introduction to the regional theatrical practices and puppetry traditions of India.

Unit-V: Ecological Wisdom in Indian Traditions**[12 Hours]**

The interaction between humans and nature, an elucidation of ecological sustainability and the significance of nature in scriptures, along with eco-centric practices in festivals and daily routines

Suggested Readings:

Anandavardhana	Dhvanyaloka
Vishnu Sharma	Panchatantra

References:

Chatterjee, Satischandra, and Dhirendramohan Datta. *An Introduction to Indian Philosophy*. Rupa Publications India Pvt. Ltd, 2007.

Ganguli, Kisari Mohan, translator. *The Mahabharata of Krishna-Dwaipayana Vyasa*. Manohar Publishers and Distributors, 2023.

Ghosh, Sampa, and Utpal Kumar Banerjee. *Indian Puppets*. Abhinav Publications, 2006.

Krishna, N. *Hinduism and Nature*. Penguin Books. 2017.

Mahadevan, B., et al. *Introduction to Indian Knowledge System: Concepts and Applications*. PHI Learning Pvt. Ltd., 2022.

Mani, Vettam. *Puranic Encyclopedia: A Comprehensive Work with Special Reference to the Epic and Puranic Literature*. Motilal Banarsidass.

Course Code: MEL212 Course Type: CCC No. of Credits: 4.00 No. of Hours: 30T + 60L	Course Title Introduction to Artificial Intelligence and Machine Learning
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Course Objectives:

- Provide To provide students with a strong foundation in the concepts, principles, and applications of Artificial Intelligence, including problem solving, knowledge representation, machine learning, and intelligent systems.
- To develop programming skills in Python, enabling students to write programs, apply control structures, functions, lists, and strings, and solve computational problems effectively.
- To enable students to understand and apply AI techniques such as machine learning, natural language processing, computer vision, and reasoning methods for solving real-world problems.

Course Outcomes (COs):

By the end of the course, students will be able to;

- **CO1:** Explain the fundamental concepts, characteristics, and applications of Artificial Intelligence and intelligent agents.
- **CO2:** Apply problem-solving and searching techniques, including uninformed, informed, and constraint satisfaction approaches, to AI problems.
- **CO3:** Demonstrate knowledge representation, logical reasoning, probabilistic reasoning, and automated planning techniques in AI systems.
- **CO4:** Analyse basic machine learning models and AI applications such as NLP, speech recognition, and computer vision.
- **CO5:** Develop Python programs using functions, control structures, strings, and lists to solve computational and AI-related problems.

COs /POs Mapping:

Cos/Pos	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	2	–	–	1	–	–	–	–	–	–	2
CO2	3	3	2	1	2	–	–	–	–	–	–	2
CO3	3	3	2	2	2	–	–	–	–	–	–	2
CO4	3	3	2	2	3	–	–	–	–	–	–	2
CO5	3	2	3	2	3	–	–	–	1	1	–	2

Course Outline:

Unit-I:

[12 Hours]

Introduction to Artificial Intelligence: Definition – 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; Path planning; Constraint Satisfaction Problems (CSP)

Unit-II:

[12 Hours]

Knowledge Representation: Logical Agents– Propositional and first order Predicate logic - inference - Knowledge representation and Automated Planning– Uncertain Knowledge and Reasoning: Quantifying uncertainty– probabilistic reasoning

Unit-III:

[12 Hours]

Machine learning and AI Applications: Machine learning basics - Learning from examples - forms of learning (supervised, unsupervised, reinforcement learning) - simple models (linear and logistic regression) - Deep Learning AI applications: Natural Language Processing - Language Models - Machine Translation; Speech Recognition; Computer Vision - Image classification

Unit-IV:

[12 Hours]

Python Programming: Introduction-The Python Programming Language, History, features, Installing Python, Running Python program, Debugging: Syntax Errors, Runtime Errors, Semantic Errors – Experimental Debugging, Formal and Natural Languages, The Difference between Brackets, Braces, and Parentheses. Variables and Expressions: Values and Types - Variables, Variable and Keyword Type conversion - Operator and Operands – Expressions – Interactive – Mode and script Mode, Order of Operations. Conditional Statements: if, if- else, nested if –else -Looping: for, while, nested-loops. Control statements: Terminating loops, skipping specific conditions

Unit-V:

[12 Hours]

Functions: Function Calls, Type Conversion Functions, Math Functions, Adding New Functions, Definitions and Uses, Flow of Execution, Parameters and Arguments, Variables and Parameters. Strings: Strings, String Slices, Strings are immutable, and Searching–Looping–and counting String methods - the in operator–String Comparison – String operations Lists: Values and Accessing Elements, Lists are mutable, traversing a List, Deleting elements from List–, Built-in List Operators, Concatenation, In Operator, Built-in List functions and methods

Suggested Readings:

M.Tim Jones, Artificial Intelligence
Burkhard
S. Russell and P. Norvig

A Systems Approach (Computer Science)
A Meier, Python GUI programming Cookbook
Artificial Intelligence: A Modern Approach

References:

Barry, P., Head first Python: A brain-friendly guide. “O’Reilly Media, Inc.”. Lutz, 2016.
Lavika Goel, Artificial Intelligence: Concept and Applications, Willy, 2021
Mark Lutz, Learning python: Powerful object-oriented programming. “O’Reilly Media, Inc.”, 2013.
Nils J. Nilsson, The Quest for Artificial Intelligence, Cambridge University Press, 2009.

Course Code: MEL213 Course Type: IDE-II No. of Credits: 3.00	Course Title *IDE-II: MOOCs
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Online Learning Resources of MHRD

A UGC-recognized online course/courses (MOOCs)

https://www.education.gov.in/sites/upload_files/mhrd/files/upload_document/Write_up_online_learning_resources.pdf

Swayam

(Study Webs of Active Learning for Young Aspiring Minds)

<https://swayam.gov.in/>

SEMESTER-III

Course Code: MEL301 Course Type: Core No. of Credits: 4.00 No. of Hours: 60	Course Title Nineteenth and Twentieth-Century British Literature
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Course Objectives:

- To enable students to analyse the trajectory of British literature from the Industrial Revolution through the World Wars to the Postcolonial era, focusing on shifting socio-historical and philosophical foundations.
- To foster critical evaluation of diverse literary forms- including Romantic poetry, Victorian fiction, and Modernist experimentation- using lenses such as gender, class, and psychoanalysis.
- To integrate interdisciplinary perspectives, including Indian Knowledge Systems and digital tools, to conduct research on colonial identity and multiculturalism within English Studies.

Course Outcomes (COs):

By the end of the course, students will be able to;

- CO1:** Analyse the impact of major historical shifts, such as the Industrial Revolution and Darwinian science, on literary production while demonstrating professional responsibility in literary study.
- CO2:** Apply relevant critical theories to evaluate the thematic and formal complexities of 19th and 20th-century British texts.
- CO3:** Demonstrate linguistic competence and enhanced communication skills through the stylistic analysis of canonical poetry and prose.
- CO4:** Conduct independent research on issues of gender, colonial identity, and multiculturalism, integrating Indian Knowledge Systems and postcolonial perspectives.
- CO5:** Utilize digital learning tools and critical thinking to develop professional skills in academic writing, publication, and teaching within the field of English Studies.

COs /POs Mapping:

Cos/Pos	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	✓	–	–	–	–	–	–	–	–	–	–	✓
CO2	✓	✓	–	–	–	–	–	–	–	–	–	–
CO3	–	–	✓	–	✓	–	–	–	–	–	–	–
CO4	–	–	–	–	–	✓	✓	✓	–	–	–	–
CO5	–	–	–	✓	–	–	–	–	✓	✓	✓	✓

Course Outline:

Unit-I: Socio-Historical Context

[12 Hours]

The Industrial Revolution and Social Transformation, Romanticism and Its Philosophical Foundations, The Crisis of Faith and Darwinian Science, Victorian Society, Morality, and Industrial Modernity, Realism and the Rise of the Novel, The Gothic Tradition and Fin de Siècle Anxieties, Imperialism and Colonial Expansion, Class, Gender, and the “Woman Question”, Aestheticism and Decadence, Modernism, Psychoanalysis, and Literary Experimentation, The Impact of the World Wars, Post-war British Society and the Movement, Postcolonialism and Multicultural Britain, Developments in Drama: From Realism to Absurdism

Unit-II: Poetry

[12 Hours]

William Wordsworth

Tintern Abbey

John Keats
 Alfred, Lord Tennyson
 Robert Browning
 W.B. Yeats
 T.S. Eliot

Ode on a Grecian Urn
 Ulysses
 My Last Duchess
 The Second Coming
 The Waste Land

Unit-III: Prose

[10 Hours]

Charles Lamb
 Virginia Woolf
 Matthew Arnold

Dream-Children: A Reverie
 A Room of One's Own
 Culture and Anarchy

Unit-IV: Fiction

[14 Hours]

Jane Austen
 Charles Dickens
 D.H. Lawrence

Emma
 Great Expectations
 Sons and Lovers

Unit-V: Drama

[12 Hours]

The Importance of Being Earnest
 George Bernard Shaw
 Samuel Beckett

Oscar Wilde
 Saint Joan
 Waiting for Godot

Suggested Readings:

Mary Shelley
 Charlotte Brontë
 Charles Darwin
 George Eliot
 Thomas Hardy
 W.H. Auden
 George Orwell

Frankenstein
 Jane Eyre
 On the Origin of Species
 Middlemarch
 The Mayor of Casterbridge
 Collected Poems
 1984

References:

- Altick, Richard D. *Victorian People and Ideas: A Companion for the Modern Reader of Victorian Literature*. W. W. Norton, 1973.
- Baldick, Chris. *The Oxford Dictionary of Literary Terms*. 4th ed., Oxford UP, 2015.
- Eagleton, Terry. *Literary Theory: An Introduction*. Anniversary ed., U of Minnesota P, 2008.
- Gilbert, Sandra M., and Susan Gubar. *The Madwoman in the Attic: The Woman Writer and the Nineteenth-Century Literary Imagination*. 2nd ed., Yale UP, 2000.
- Lewis, Pericles. *The Cambridge Introduction to Modernism*. Cambridge UP, 2007.
- Sanders, Andrew. *The Short Oxford History of English Literature*. 3rd ed., Oxford UP, 2004.

Course Code: MEL302 Course Type: Core No. of Credits: 4.00 No. of Hours: 60	Course Title World Classics
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Course Objectives:

- To introduce students to the major concepts, genres, themes, and traditions of classical world literature from Eastern and Western civilizations.
- To develop critical understanding of epics, drama, poetics, mythology, aesthetics, and philosophical traditions through the study of representative classical texts.
- To encourage comparative, analytical, and research-oriented approaches to classical literature by examining themes such as heroism, fate, morality, dharma, ethics, and cultural values across literary traditions.

Course Outcomes (COs):

By the end of the course, students will be able to;

- CO1:** Recall and explain the major concepts, genres, and characteristics of classical world literature, including epic, tragedy, mythology, and poetics.
- CO2:** Interpret the literary, philosophical, and aesthetic principles presented in classical texts such as *Poetics* and *Natyashastra*.
- CO3:** Analyse themes such as heroism, fate, morality, dharma, ethics, and social values in Eastern and Western classical literary traditions.
- CO4:** Critically evaluate the narrative techniques, dramatic structures, and cultural significance of prescribed classical epics and plays.
- CO5:** Apply comparative and research-oriented approaches to classical literature through analytical writing, presentations, and interdisciplinary interpretation.

COs /POs Mapping:

Cos/Pos	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	✓	–	–	–	–	–	–	–	–	–	–	✓
CO2	✓	✓	–	–	–	–	–	–	–	–	–	–
CO3	–	✓	✓	–	✓	–	–	–	–	–	–	–
CO4	–	✓	–	✓	–	✓	✓	✓	–	–	–	–
CO5	–	–	✓	✓	–	–	–	–	✓	✓	✓	–

Course Outline:

Unit-I: Foundations of Classical Literature and Aesthetics [12 Hours]

Meaning and scope of classical literature, Features of classical literary traditions, Myth, epic, tragedy, and philosophy, Oral tradition and manuscript culture, Eastern and Western classical traditions, Concepts of

heroism, fate, dharma, ethics, and morality, Classical aesthetics and literary criticism

Unit-II: Classical Literary Theory and Dramatic Aesthetics [12 Hours]

Aristotle

Poetics

Bharata

Natyashastra (selected concepts of Rasa and Drama)

Unit-III: Classical Epic Traditions [14 Hours]

Homer

The Iliad

Virgil

The Aeneid

Unit-IV: Classical Drama and Poetic Imagination	[10 Hours]
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Sophocles	Oedipus Rex
Kalidasa	Ritusamhara

Unit-V: Classical Indian Drama and Narrative Traditions	[12 Hours]
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Shudraka	Mrcchakatika
Ilango Adigal	Silappadikaram

Suggested Readings:

Bhāraṇi	Kīratārjunīyam
Homer	The Odyssey

References:

- Abrams, M. H., and Geoffrey Galt Harpham. *A Glossary of Literary Terms*. 11th ed., Cengage Learning, 2015.
- Damrosch, David, editor. *The Longman Anthology of World Literature*. Pearson Education, 2004.
- Damrosch, David. *What Is World Literature?* Princeton UP, 2003.
- Dodds, E. R. *The Greeks and the Irrational*. University of California P, 1951.
- Hamilton, Edith. *Mythology*. Little, Brown and Company, 1942.
- Harvey, Paul, and J. E. Zimmerman, editors. *The Oxford Companion to Classical Literature*. Oxford UP, 1980.
- Hight, Gilbert. *The Classical Tradition: Greek and Roman Influences on Western Literature*. Oxford UP, 1949.
- Lemprière, John. *Classical Dictionary*. Routledge, 1994.
- The Norton Anthology of World Literature*. 4th ed., edited by Martin Puchner et al., W. W. Norton, 2018.
- The Oxford History of the Ancient World*. Edited by John Boardman, Jasper Griffin, and Oswyn Murray, Oxford UP, 1986.

Course Code: MEL303 Course Type: Core No. of Credits: 4.00 No. of Hours: 60	Course Title Indian Literature in English Translation
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Course Objectives:

- To introduce students to the richness and diversity of Indian literatures across languages, regions, cultures, and traditions through English translation
- To develop critical understanding of translation as a literary, cultural, and ideological practice in multilingual India and examine literary representations of identity, gender, caste, class, region, ecology, and marginality in translated Indian texts.
- To enhance analytical, interpretative, and research skills through the study of poetry, drama, fiction, short stories, and life writing from various Indian languages and familiarize students with major debates in translation studies and their significance in preserving, disseminating, and reinterpreting India's multilingual literary heritage.

Course Outcomes (COs):

By the end of the course, students will be able to;

- CO1: Explain major genres, literary traditions, movements, and cultural contexts of Indian literature available in English translation.
- CO2: Analyse translated texts by examining their linguistic, cultural, historical, and ideological dimensions.
- CO3: Interpret literary representations of identity, gender, caste, class, region, ecology, and marginality in translated Indian texts.
- CO4: Evaluate the role of translation in preserving, transmitting, and transforming literary and cultural knowledge.
- CO5: Develop research-based arguments on Indian literary traditions, translation practices, and contemporary literary discourses.

COs /POs Mapping:

Cos/Pos	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	✓	–	✓	–	–	✓	–	✓	–	–	✓	–
CO2	–	✓	✓	–	✓	–	–	✓	–	✓	–	–
CO3	–	✓	✓	–	–	–	✓	✓	–	–	–	–
CO4	✓	✓	–	✓	–	✓	–	–	–	✓	–	✓
CO5	–	–	✓	✓	✓	–	–	–	✓	–	✓	✓

Course Outline:

Unit-I: Poetry: Language, Identity and Cultural Memory [10 Hours]

Translation and poetic expression; multilingual literary traditions in India; language, memory and cultural identity; selfhood and belonging; nationalism and regional consciousness; gender, ecology and social experience in poetry; challenges of translating poetic forms and cultural references.

Sugathakumari (Malayalam)

Selected Poems from The Scent of Earth

Amrita Pritam (Punjabi)

I Say Unto Waris Shah

A. K. Ramanujan (Kannada/Tamil)

Self-Portrait; Obituary

Unit-II: Drama: Society, Reform and Performance [10 Hours]

Translation and performance; theatre as social commentary; social reform movements; gender and social

institutions; marriage, education and social change; regional theatrical traditions.

Kandukuri Veeresalingam (Telugu)

Brahma Vivaham

Badal Sircar (Bengali)

Evam Indrajit

Unit-III: Novel: Community, Ecology and Social Change

[14 Hours]

Translation and narrative representation; regional cultures; caste, class and gender relations; ecology and environment; tradition and modernity.

U. R. Ananthamurthy (Kannada)

Sanskara

Birendra Kumar Bhattacharyya (Assamese)

Mrityunjay

Unit-IV: Short Story and Narrative Prose: Gender, Society and Everyday Life

[12 Hours]

Translation and narrative representation; regional experiences; gender, education, poverty and marginality; reinterpretation of myths and traditions.

Fakir Mohan Senapati (Odia)

Rebati

Premchand (Hindi)

The Shroud

Olga (Telugu)

The Liberation of Sita (Selections)

Unit-V: Life Writing and Prose: Memory, Identity and Resistance

[14 Hours]

Autobiography and self-representation; memory and testimony; caste, identity and social exclusion; life writing as resistance.

Kamala Das (Malayalam)

My Story (Selections)

Lakshman Gaikwad (Marathi)

Uchlya (Selections)

S. Ramakrishnan (Tamil)

Katha Vilasam: The story Within

Suggested Readings:

Temsula Ao

These Hills Called Home

Vaikom Muhammad Basheer

Balyakalasakhi

Gurdial Singh

The Last Flicker

Lalithambika Antharjanam

Cast Me Out If You Will

Ayyappa Paniker

Kurukshetram and Other Poems

Mahasweta Devi

Mother of 1084

Qurratulain Hyder

River of Fire

References:

Bassnett, Susan. Translation Studies. 4th ed., Routledge, 2014.

Devy, G. N. After Amnesia: Tradition and Change in Indian Literary Criticism. Orient BlackSwan, 2010.

Kothari, Rita. Translating India: The Cultural Politics of English. Foundation Books, 2003.

Mukherjee, Sujit. Translation as Discovery and Other Essays on Indian Literature in English Translation. Orient BlackSwan, 2009.

Niranjana, Tejaswini. Siting Translation: History, Post-Structuralism and the Colonial Context. University of California Press, 1992.

Trivedi, Harish and Susan Bassnett, eds. Post-Colonial Translation: Theory and Practice. Routledge, 1999.

Devy, G. N., ed. Indian Literary Criticism: Theory and Interpretation. Orient BlackSwan, 2010.

Paniker, K. Ayyappa. Indian Narratology. D. K. Printworld, 2003.

Course Code: MEL304 Course Type: Core No. of Credits: 4.00 No. of Hours: 60	Course Title Morphology and Syntax
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Course Objectives:

- To introduce the fundamental principles of word formation, including the study of morphemes, allomorphs, and the distinction between derivation and inflection.
- To provide a comprehensive understanding of syntactic structures through frameworks like Phrase-Structure Grammar and Transformational Generative Grammar.
- To develop analytical and critical thinking skills by training students to identify structural ambiguities and solve complex problems in linguistic descriptions.

Course Outcomes (COs):

By the end of the course, students will be able to;

- **CO1:** Define and differentiate between key morphological concepts such as morphemes, affixes, allomorphs, and word-formation processes like compounding and conversion.
- **CO2:** Apply rules of phonological and morphological conditioning to analyse the structure of words and resolve descriptive problems in morphology.
- **CO3:** Utilise Immediate Constituent Analysis and Phrase-Structure Grammar to represent the hierarchical organisation of sentences and identify structural ambiguity.
- **CO4:** Analyse the relationship between deep and surface structures using the principles of Transformational Generative Grammar and transformational rules.
- **CO5:** Demonstrate linguistic competence by communicating technical analyses of language through rigorous academic writing and professional presentation.

COs /POs Mapping:

Cos/Pos	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	–	–	✓	–	–	–	–	–	–	✓	–	✓
CO2	–	–	✓	–	–	–	–	–	–	✓	–	✓
CO3	–	–	✓	–	–	–	–	–	–	✓	–	✓
CO4	–	–	✓	–	–	–	–	–	–	✓	–	✓
CO5	–	–	✓	✓	✓	–	–	–	–	✓	✓	✓

Course Outline:

Unit-I: Fundamentals of Morphology [12 Hours]

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

Unit-II: Word Formation and Morphological Processes [12 Hours]

Word Formation, Phonological and Morphological Conditioning Constructing Word-Formation Rules

Unit-III: Morphological Productivity and Analysis [14 Hours]

Productivity
Problems in Morphological Descriptions

Unit-IV: Structural Syntax and Phrase Analysis [10 Hours]

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

Transformational Generative Grammar, Deep and Surface
Structure Transformational Rules

Suggested Readings:

Martin Haspelmath and Andrea Sims:	Understanding Morphology
Andrew Carnie	Syntax: Generative Introduction
Andrew Carnie	The Syntax Workbook: A Companion to Carnie's Syntax
Kristin Denham and Anne Lobeck:	Morphology and Syntax: Tools for Analysing 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.

Course Code: MEL311 Course Type: Elective I No. of Credits: 4.00 No. of Hours: 60	Course Title Modern European Literature
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Course Objectives:

- To familiarize students with the historical, social, and literary contexts of modern European literature.
- To develop critical understanding of European poetry, drama, fiction, and non-fiction through close reading.
- To enhance analytical and interpretative skills in relation to literary movements, modernity, and existential concerns.

Course Outcomes (COs):

By the end of the course, students can be able to;

- CO1:** Recall and define major literary periods, writers, movements, and themes in American literature.
- CO2:** Explain and interpret American literary texts in relation to historical, social, and cultural contexts.
- CO3:** Apply Literary/Critical Approaches to analyse poetry, drama, fiction, and non-fiction in American literature.
- CO4:** Analyse and evaluate issues of race, identity, modernism, the American Dream, and cultural diversity.
- CO5:** Research and create critical and academic responses through independent inquiry and textual analysis.

COs /POs Mapping:

Cos/Pos	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	✓	–	–	–	–	✓	–	–	–	–	–	✓
CO2	✓	✓	–	–	–	–	–	✓	–	✓	–	–
CO3	–	✓	✓	–	✓	–	–	✓	–	✓	–	–
CO4	–	✓	–	✓	–	✓	✓	✓	–	–	–	–
CO5	–	–	✓	✓	–	–	–	–	✓	✓	✓	–

Course Outline:

Unit-I: Background [12 Hours]

Introduction to Modern European Literature, Historical and Socio-Political Context of Europe (19th–20th Century), Industrialisation, Urbanisation and Social Change, Impact of the French Revolution and World Wars on Literature, Major Literary Movements in Europe -Realism-Naturalism -Symbolism -Modernism -Existentialism, Alienation and Identity, Class Conflict and Social Inequality, Psychological Realism, Individualism and Existential Crisis, Narrative Techniques and Literary Innovations, Modern European Drama, Fiction and Poetry: An Overview

Unit-II: Poetry [12 Hours]

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
Wislaw Szymborska	The Onion
	Love at First Sight

Unit-III: Drama	[12 Hours]
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Henrik Ibsen	A Doll's House
August Strindberg	Miss Julie
Luigi Pirandello	Six Characters in Search of an Author

Unit-IV: Fiction	[14 Hours]
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Victor Hugo	The Hunchback of Notre Dame
James Joyce	Ulysses
Italo Calvino	If on a Winter's Night a Traveler

Short Stories/Novella

Leo Tolstoy	The Imp and the Crust
Guy de Maupassant	The Necklace
Franz Kafka	The Metamorphosis

Unit-V: Non-fiction	[10 Hours]
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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.

Docherty, Brian, editor. Twentieth-Century European Drama. Insights Series, Palgrave Macmillan, 1993.

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

Howatson, M.C. The Oxford Companion to Classical Literature (Oxford Quick Reference).

Landmarks in Continental European Literature. Ed. by Philip Gaskell. Oxford: OUP, 2013.

Oxfordshire: Routledge, 1999.

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

Course Code: MEL311 Course Type: Elective II No. of Credits: 4.00 No. of Hours: 60	Course Title Masculinity Studies
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Course Objectives:

- To introduce students to the core theoretical frameworks of Masculinity Studies, specifically focusing on concepts like hegemonic masculinity and gender performativity.
- To examine how masculinity intersects with structures of power such as colonialism, caste, labor, and domesticity within South Asian and global contexts.
- To critically analyse the portrayal of masculinities in literature, film, and media, and understand their impact on social issues and gender-based violence.

Course Outcomes (COs):

By the end of the course, students will be able to;

- CO1:** Apply foundational theories to analyse the construction of male identities in diverse cultural texts.
- CO2:** Evaluate the sociocultural influences on “growing up male” and the evolving roles of fatherhood and domesticity through the study of contemporary literature and cinema.
- CO2:** Critique the historical impact of colonialism and the complexities of caste-based subalternity in shaping masculine archetypes in India.
- CO4:** Analyse media representations and cinematic trends to identify how masculinities are contested and their relationship to gender-based violence in public spaces.
- CO5:** Conduct academic research and produce well-structured arguments regarding gender identities, utilising appropriate methodology and ethical standards.

COs /POs Mapping:

Cos/Pos	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	✓	✓	–	–	–	–	✓	–	–	✓	–	–
CO2	✓	✓	–	–	–	✓	✓	✓	–	✓	–	–
CO3	✓	✓	–	–	–	✓	✓	✓	–	✓	–	–
CO4	✓	–	✓	–	–	–	✓	–	–	✓	✓	–
CO5	–	–	–	✓	✓	–	✓	–	✓	✓	✓	✓

Course Outline:

Unit-I: Theorizing Masculinities: Key Concepts [12 Hours]	
R.W. Connell and James W. Messerschmidt Judith Butler Literary Text: S. Hareesh	Hegemonic Masculinity: Rethinking the Concept Performativity Acts and Gender Constitution Moustache (Malayalam, Trans. Jayasree Kalathil)
Unit-II: Growing Up Male [12 Hours]	
Krishna Kumar Michael Kimmel Literary Text: Sachin Kundalkar	Growing Up Male Guyland: Gendering the Transition to Adulthood Cobalt Blue (Trans. Jerry Pinto)
Unit-III: Labour, Domesticity, and Fatherhood [14 Hours]	
Thomas Johansson Raka Ray Film	The Conundrum of Fatherhood: Theoretical Explorations Masculinity, Femininity, and Servitude The Great Indian Kitchen (Malayalam, Dir. Jeo Baby)/ or any other

Unit-IV: Colonialism, Caste, and Subalternity		[10 Hours]
Mrinalini Sinha	Colonial Masculinity [Introduction]	
S. Anandhi, J. Jeyaranjan, and Rajan Krishnan	Work, Caste and Competing Masculinities	
Memoir: Omprakash Valmiki	Joothan: An Untouchable's Life (Trans. Arun Prabha Mukherjee)	

Unit-V: Representation, Media, and Social Issues		[12 Hours]
Gita Rajan	Constructing-Contesting Masculinities: Trends in South Asian Cinema	
Sanjay Srivastava	Masculinity and Its Role in Gender Based Violence in Public Spaces	
Film	Gangs of Wasseyapur (Part 1, Dir. Anurag Kashyap)/ or any other	

Suggested Readings:

R.W. Connell	Masculinities
Ashis Nandy	The Intimate Enemy: Loss and Recovery of Self under Colonialism
bell hooks	The Will to Change: Men, Masculinity, and Love

References:

- Chopra, Radhika, Caroline Osella, and Filippo Osella, editors. *South Asian Masculinities: Context of Change, Sites of Continuity*. Women Unlimited, 2004.
- Gardiner, Judith Kegan, editor. *Masculinity Studies and Feminist Theory: New Directions*. Columbia University Press, 2002.
- Horlacher, Stefan, and Kevin Floyd, editors. *Post-World War II Masculinities in British and American Literature and Culture: Towards Comparative Masculinity Studies*. Routledge, 2013.
- Kimmel, Michael S., and Michael A. Messner, editors. *Men's Lives*. 9th ed., Pearson, 2013.
- Reeser, Todd W. *Masculinities in Theory: An Introduction*. Wiley-Blackwell, 2010.

Course Code: MEL311 Course Type: Elective III No. of Credits: 4.00 No. of Hours: 60	Course Title New Literatures
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Course Objectives:

- To introduce students to the diverse body of Postcolonial and World Literatures, focusing on themes of identity, resistance, and decolonisation across Africa, the Caribbean, Australia, and India.
- To provide a critical understanding of the theoretical frameworks- such as those by Fanon, Ngũgĩ wa Thiong'o, and Said-necessary to analyse the socio-political impact of colonial and postcolonial discourses.
- To foster analytical and critical thinking regarding the intersection of language, gender, and social structures within "New Literatures" through the study of poetry, prose, fiction, and drama.

Course Outcomes (COs):

By the end of the course, students will be able to;

- **CO1:** Critically examine the historical and cultural contexts of New Literatures, identifying major genres and movements in British, Indian, African, and Commonwealth literary traditions.
- **CO2:** Apply postcolonial and literary theories to analyse primary texts, demonstrating intellectual depth in discussing race, marginalisation, etc.
- **CO3:** Evaluate the linguistic and stylistic innovations used by postcolonial writers to reclaim indigenous languages and challenge colonial narrative structures.
- **CO4:** Synthesize issues of gender, sustainability, and social awareness by analyzing representations of indigenous communities and marginalized identities in texts like *Potiki* or *No Sugar*.
- **CO5:** Conduct independent research and academic writing that utilizes digital platforms and translation studies to explore comparative literary traditions.

COs /POs Mapping:

Cos/Pos	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	✓	–	–	–	–	–	–	✓	–	✓	–	–
CO2	–	✓	–	–	–	–	✓	–	–	✓	✓	–
CO3	–	–	✓	–	–	–	–	✓	–	–	✓	–
CO4	–	–	–	–	–	✓	✓	–	–	–	–	✓
CO5	–	–	–	✓	✓	–	–	–	✓	–	–	✓

Course Outline:

Unit-I: Introduction to New Literatures and African-Caribbean Poetry [9 Hours]

Derek Walcott (St. Lucia)	A Far Cry from Africa
Kamau Brathwaite (Barbados)	Wings of a Dove
Gabriel Okara (Nigeria)	Piano and Drums

Unit-II: Indigenous and South Asian Poetry [9 Hours]

Oodgeroo Noonuccal (Australia)	We Are Going
Judith Wright (Australia)	Bora Ring
A.K. Ramanujan (India)	Small-Scale Reflections on a Great House

Unit-III: Prose: Language, Race and Identity [14 Hours]

Frantz Fanon (Martinique)	The Fact of Blackness
Ngũgĩ wa Thiong'o (Kenya)	The Language of African Literature
Salman Rushdie (India/UK)	Imaginary Homelands

Unit-IV: Postcolonial Fiction		[14 Hours]
Chinua Achebe (Nigeria)	Things Fall Apart	
Jean Rhys (Dominica)	Wide Sargasso Sea	
Patricia Grace (New Zealand/Māori)	Potiki	

Unit-V: Postcolonial Drama		[14 Hours]
Jack Davis (Australia)	No Sugar	
Maresh Elkunchwar	The Old Stone Mansion	

Suggested Readings:

Margaret Atwood	Surfacing
Salman Rushdie	Midnight's Children
Jhumpa Lahiri	Interpreter of Maladies
Dangaremba	Nervous Conditions

References:

- Ashcroft, Bill, et al. *The Empire Writes Back: Theory and Practice in Postcolonial Literatures*. 2nd ed., Routledge, 2002.
- , editors. *The Postcolonial Studies Reader*. 3rd ed., Routledge, 2024.
- Boehmer, Elleke. *Colonial and Postcolonial Literature: Migrant Metaphors*. 2nd ed., Oxford UP, 2005.
- Loomba, Ania. *Colonialism/Postcolonialism*. 3rd ed., Routledge, 2015.
- Said, Edward W. *Orientalism*. 25th anniversary ed., Vintage Books, 2003.
- Young, Robert J. C. *Postcolonialism: A Very Short Introduction*. 2nd ed., Oxford UP, 2020.

Course Code: MEL312 Course Type: IDE-III No. of Credits: 3.00	Course Title *IDE-III: MOOCs
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Online Learning Resources of MHRD

A UGC-recognized online course/courses (MOOCs)

https://www.education.gov.in/sites/upload_files/mhrd/files/upload_document/Write_up_online_learning_resources.pdf

Swayam

(Study Webs of Active Learning for Young Aspiring Minds)

<https://swayam.gov.in/>

Course Code: CCC313 Course Type: CCC No. of Credits: 2.00 No. of Hours: 30	Course Title Building Mathematical Ability and Financial Literacy
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Course Objectives:

The main objectives of this course are:

- Solving skills through mathematical reasoning, quantitative aptitude, and data interpretation, enabling them to apply these concepts in academic, professional, and real-life scenarios.
- Familiarize students with investment options, banking structures, financial institutions, taxation, insurance, and the roles of RBI and SEBI in the financial system.
- Enable students to make informed financial decisions through understanding of investment planning, risk management, digital payments, and awareness of financial fraud.

Course Learning Outcomes (COs):

By the end of the course, students will be able to;

- **CO1:** Enhance logical thinking and decision-making through structured problem-solving.
- **CO2:** Demonstrate competence in fractions, simple and compound interest ratios, proportion, and percentage-based problems.
- **CO3:** Calculate mean, median, and mode to summarise data effectively. Present data using bar charts, pie charts, and line charts for clear communication.
- **CO4:** Prepare budgets, track expenses, manage savings, and set financial goals using basic money management principles.
- **CO5:** Evaluate financial risks, use digital payment systems securely, and adopt appropriate strategies for financial planning and risk reduction.

COs /POs Mapping:

Cos/POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1 Recall and define	✓	–	–	–	–	–	–	–	–	–	–	–
CO2 Explain and interpret	✓	✓	–	–	–	–	–	✓	–	–	–	–
CO3 Apply Models	✓	✓	✓	–	✓	–	–	–	–	–	–	–
CO4 Analyse and evaluate	–	✓	–	✓	–	✓	✓	–	–	–	–	✓
CO5 Research and create	–	–	✓	✓	✓	–	✓	✓	–	–	–	–

Course Outline:

Unit-I [7 Hours]

Logical Reasoning: Number series, letter series, coding-decoding, problems on ages

Basic Set Theory: Operations on sets, Venn diagrams, and cardinality of sets

Unit-II [5 Hours]

Mathematical aptitude: Fractions, time and work, time and distance, ratio and proportion, percentage, profit and loss, discount, simple interest, compound interest, mensuration

Unit-III [6 Hours]

Basic Statistics: Sources and classification of data, data interpretation, quantitative and qualitative data, graphical representation (bar chart, pie chart, line chart), mean, median, and mode for ungrouped data

Unit-IV**[5 Hours]**

Foundations of Financial Literacy: Introduction to financial literacy and its process and structure, personal finance, income, expenditure, savings, and budgeting, financial goals, financial discipline, money management skills, awareness of financial frauds, basic budgeting and expense tracking activities.

Unit-V**[7 Hours]**

Financial Institutions: Banking system and credit process, recent innovations in the banking system, Reserve Bank of India role and functions, and monetary policy tools. **Capital Market;** Primary market, secondary market, financial decision-making, SEBI. **Digital Finance:** Digital payments system and digital currency.

Suggested Readings:

Arihant (2019). *Teaching and Research Aptitude (General Paper 1)*. Arihant Publication. (India) Limited.
Jain, L. and Vashistha, K. C. (2024). *Teaching and Research Aptitude (General Paper 1)*
Lewis, M. K. (2000). *Monetary economics*. Oxford University Press, New York.

References:

Aggarwal, R.S. (n.d). *Quantitative Aptitude*. S. Chand.
C Rangarajan. (1991). *Indian economy: Essays in money and finance*. UBS Publishers' Distributors Ltd.
Lewis, M. K. (2000). *Monetary economics*. Oxford University Press.

Course Code: MEL314 Course Type: SIP No. of Credits: 2.00	Course Title Summer Internship Project
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Course Objectives:

- Provide students with practical exposure to the English language, literature, communication, media, publishing, and cultural studies in professional and academic settings.
- Strengthen analytical, interpretative, creative, and communication skills through experiential learning and field engagement.
- Develop professional competencies in academic writing, editing, content creation, teaching practices, research documentation, presentation, and viva voce evaluation.

Course Outcomes (COs):

By the end of the course, students will be able to;

- CO1:** Identify and understand the application of English studies in academic, publishing, media, corporate, and cultural institutions.
- CO2:** Demonstrate practical knowledge through internship/field work related to language, literature, communication, translation, teaching, or content development.
- CO3:** Prepare a structured internship report documenting organisational practices, assigned tasks, learning experiences, and critical reflections.
- CO4:** Present internship findings effectively through seminars and academic presentations.
- CO5:** Defend practical insights, analytical observations, and applied knowledge during viva voce evaluation.

COs /POs Mapping:

Cos/POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	✓	✓	-	-	✓	-	✓	✓	✓	✓	✓	✓
CO2	✓	✓	✓	✓	✓	-	✓	✓	✓	✓	✓	✓
CO3	-	✓	-	✓	✓	-	-	-	✓	✓	✓	✓
CO4	-	✓	✓	✓	✓	-	-	✓	✓	✓	✓	✓
CO5	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Course Outline:

I. Duration: 6 weeks during summer vacation (May–June)

II. Nature of Work:

Internship must align with the student's specialisation and may include work in:

Educational institutions
Publishing houses
Media and communication organisations
Content writing and editing agencies
Translation centres
Cultural organizations, NGOs
Research projects
Digital humanities and creative industries

III. Report Submission:

Students shall submit a detailed internship report along with a certificate from the host organisation/institution

IV. Evaluation:

Internship Report (External Examiner): **80 Marks**

Viva-Voce (Department): **20 Marks**

V. Supervision:

Each student shall work under the guidance of a faculty supervisor

VI. Final Submission:

Internship report/dissertation must follow university rules and formatting guidelines

Suggested Reading:

Anderson, Jonathan, and Millicent Poole

Deshpande, H.V.

Garg, Bhanwar Lal

Assignment and Thesis Writing. 4th edition

Research in Literature and Language: Philosophy,
Areas, and Methodology

Introduction to Research Methodology

SEMESTER-IV

Course Code: MEL401 Course Type: Core No. of Credits: 4.00 No. of Hours: 60	Course Title Postcolonial Literature
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Course Objectives:

- To introduce students to the major concepts, themes, and critical perspectives in Postcolonial Studies, including colonialism, hybridity, identity, subalternity, decolonisation, and the socio-political realities of colonialism and its aftermath.
- To develop critical understanding of postcolonial literary texts through the study of poetry, drama, fiction, and theoretical writings from diverse cultural and historical contexts, while fostering comparative and interdisciplinary approaches to literary and cultural analysis.
- To encourage analytical, interpretative, and research-oriented engagement with issues of race, nationalism, displacement, cultural identity, resistance, and representation in postcolonial literature and culture.

Course Outcomes (COs):

By the end of the course, students will be able to;

- CO1:** Recall and explain major concepts, terminologies, and theoretical frameworks related to colonialism and postcolonial studies.
- CO2:** Interpret postcolonial literary texts by examining themes such as identity, race, nationalism, migration, hybridity, and cultural conflict.
- CO3:** Analyse the representation of colonial power, resistance, subalternity, gender, and cultural displacement in prescribed literary works.
- CO4:** Critically evaluate postcolonial theories and literary narratives using interdisciplinary and comparative approaches.
- CO5:** Apply research and analytical skills in presentations, academic writing, and critical interpretation of postcolonial texts and discourses.

COs /POs Mapping:

Cos/POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	✓	✓	–	–	–	–	✓	–	–	✓	–	✓
CO2	✓	✓	–	–	✓	–	✓	✓	–	✓	–	–
CO3	✓	✓	–	✓	–	–	✓	✓	–	✓	–	✓
CO4	✓	✓	–	✓	✓	–	✓	✓	–	✓	✓	✓
CO5	✓	✓	–	✓	✓	–	–	✓	✓	✓	✓	✓

Course Outline:

Unit-I: Background: Colonialism, Identity and Decolonisation

[12 Hours]

Colonialism and imperialism; emergence of postcolonial studies; colonial discourse and ideology; othering, subjectivity, and representation; hybridity, ambivalence, and the Third Space; Orientalism and hegemony; subaltern studies and marginal voices; racism, double consciousness, and cultural identity; decolonisation, neo-colonialism, indigeneity, and creolisation; postcolonial approaches to culture, nation, and resistance.

Unit-II: Poetry: Race, Migration and Cultural Identity

[12 Hours]

Poetry as a site of postcolonial expression; race, ethnicity, and cultural conflict; colonial ideology and imperial discourse; migration, diaspora, and displacement; language, identity, and belonging; nationalism

and resistance; memory and historical consciousness; cultural hybridity and transnational experiences in postcolonial poetry

Derek Walcott	A Far Cry from Africa
Rudyard Kipling	The White Man's Burden
Ram Sharma	India to Britain
Louise Bennett	Colonisation in Reverse

Unit-III: Drama: Power, Tradition and Social Transformation [12 Hours]

Postcolonial drama and performance; colonial legacy and nation-building; political authority and resistance; tradition and modernity; gender and social institutions; individual agency and community expectations; cultural conflict and social change; representation of postcolonial African societies through drama.

Wole Soyinka	Kongi's Harvest
Ama Ata Aidoo	Anowa

Unit-IV: Fiction: Culture, Migration and Identity Formation [12 Hours]

The postcolonial novel and narrative representation; colonial encounter and cultural disruption; indigenous traditions and social transformation; migration, diaspora, and displacement; race, class, and gender relations; nationalism and community; identity, belonging, and multicultural experiences; memory and cultural continuity in postcolonial fiction.

Ngũgĩ wa Thiong'o	Petal of Blood
Monica Ali	Brick Lane

Unit-V: Non-Fiction: Subalternity, Language and Resistance [12 Hours]

Postcolonial theory and critical discourse; subalternity and representation; voice, agency, and marginalisation; colonial violence and psychological consequences; resistance and decolonisation; language, power, and cultural imperialism; politics of knowledge production; contemporary relevance of postcolonial thought in understanding identity, culture, and global inequalities

Gayatri Chakravorty Spivak	Can the Subaltern Speak?
Frantz Fanon	Colonial War and Mental Disorders

Suggested Readings:

M. K. Gandhi	Hind Swaraj
J. M. Coetzee	Disgrace
Benedict Anderson	Imagined Communities (Selections)
Edward Said	Orientalism
Homi K. Bhabha	The Location of Culture
Frantz Fanon	The Wretched of the Earth
Ngũgĩ wa Thiong'o	Decolonising the Mind
Aime Césaire	Discourse on Colonialism

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.
- The Cambridge Companion to Postcolonial Literary Studies*. Ed. by Neil Lazarus. Cambridge: Cambridge UP, 2004.
- Young, Robert J. C. *Postcolonialism: An Historical Introduction*. Malden: Blackwell Publishing, 2001.

Course Code: MEL402 Course Type: Core No. of Credits: 4.00 No. of Hours: 60	Course Title Semantics and Pragmatics
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Course Objectives:

- To introduce students to the core theories and concepts of linguistic meaning at both the word and sentence level, including sense relations, reference, and propositional logic.
- To explore the interface between language structure and social context by examining how meaning is shaped through deixis, presupposition, and speech acts.
- To equip students with the linguistic tools necessary to critically analyse complex communicative interactions and the cooperative principles that govern human discourse.

Course Outcomes (COs):

By the end of the course, students will be able to;

- **CO1:** Define and describe fundamental concepts of semantics and pragmatics, such as denotation, hyponymy, and the different types of deixis.
- **CO2:** Explain the relationship between syntax, semantics, and pragmatics, interpreting how lexical meaning differs from context-dependent meaning.
- **CO3:** Apply theoretical models, including Componential Analysis and Speech Act classification, to analyse authentic language data and communication patterns.
- **CO4:** Evaluate the propositional meaning of sentences using predicate logic and truth conditions to assess the logical structure of English discourse.
- **CO5:** Conduct independent analysis of conversational implicatures and politeness strategies to understand the nuances of social interaction and professional communication.

COs /POs Mapping:

Cos/Pos	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	–		✓	–	–	–	–	–	–	✓	–	–
CO2	–	✓	✓	–	–	–	–	–	–	✓	–	–
CO3	–		✓	–	✓	–	–	✓		✓	✓	–
CO4	–		✓	–	–	–	–	–	–	✓	✓	–
CO5	–		✓	✓	–	–	✓		✓	✓	✓	✓

Course Outline:

Unit-I: Introduction to the Study of Meaning

[12 Hours]

Semantics, Semantics, Pragmatics, and Discourse Analysis
Semantic Analysis, Problems in Describing Meaning
Reference, Denotation and Reference, Types of Reference
Concepts in the Mind, Prototypes

Unit-II:

[12 Hours]

Sense
Synonymy, Antonymy, Incompatibility
Hyponymy and Hypernymy, Polysemy and Homonymy
Meronymy, Metonymy, Synecdoche
Metaphor, Markedness

Unit-III:**[14 Hours]****Theories of Word Meaning**

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

Unit-IV:**[10 Hours]****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-V:**[12 Hours]****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: Oxford University 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: Cambridge University 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.

Course Code: MEL411 No. of Credits: 8.00	Course Title Dissertation
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Course Objectives:

- Enable students to undertake independent research in English Studies by applying literary, linguistic, cultural, and interdisciplinary theories to selected research problems.
- Strengthen analytical, interpretative, methodological, and academic writing skills through supervised dissertation work.
- Encourage students to design research-based projects integrating literature, language, translation, media, culture, ecology, gender studies, digital humanities, and related specialisation areas with textual and empirical evidence.

Course Outcomes (COs):

By the end of the course, students will be able to;

- **CO1:** Identify and formulate a research problem in their chosen area of English Studies.
- **CO2:** Conduct a literature review and develop a coherent theoretical and conceptual framework.
- **CO3:** Apply appropriate research methodologies, critical theories, and analytical approaches in literary, linguistic, and cultural studies.
- **CO4:** Analyse texts/data, interpret findings critically, and draw evidence-based conclusions.
- **CO5:** Present research findings in a structured dissertation and defend them effectively in viva voce.

COs /POs Mapping:

Cos/Pos	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	✓	✓	-	✓	-	-	✓	-	✓	✓	-	✓
CO2	✓	✓	-	✓	✓	-	✓	✓	✓	✓	-	✓
CO3	✓	✓	✓	✓	✓	-	✓	✓	✓	✓	✓	✓
CO4	✓	✓	✓	✓	✓	-	✓	✓	✓	✓	✓	✓
CO5	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Course Outline:

I. Synopsis Submission:

Students must submit a synopsis of a selected research topic in accordance with the prescribed guidelines

II. Research Work:

Dissertation must be related to the chosen specialisation area, such as:

Literary Studies
 Linguistics and Language Studies
 Translation Studies
 Cultural Studies
 Gender Studies
 Postcolonial Studies
 Environmental Humanities
 Indian Writing in English
 Comparative Literature
 Digital Humanities

III. Evaluation:

Dissertation (External Examiner): **80 Marks**

Viva-Voce (Department): **20 Marks**

IV. Supervision:

Each student shall work under the guidance of a faculty supervisor

V. Final Submission:

The dissertation must follow the university rules and formatting guidelines.

Suggested Readings:

Barry, Peter. Beginning Theory. An Introduction to Literary and Cultural Theory. 4th ed.
Creswell, John W., and J. David Creswell. Research Design: Qualitative, Quantitative, and Mixed
Methods Approaches. 5th ed.,