



UNIVERSITY OF CALICUT
G & A - IV - B

No. 8005/GA - IV - B2/2012/CU (I)

Calicut University.P.O

Dated: 29.04.2025

From

The Registrar

To

The Principal

Sacred Heart College (Autonomous)

Chalakkudy

Sir

Sub:- Approval of the scheme and syllabus of MA English Language and Literature submitted by Sacred Heart College ,Chalakkudy with effect from 2024 admission onwards - Decision of the Board of Studies in English PG - Forwarding of-Reg

Ref:- 1. Your email dated 20/02/2025

2. Item no 2 of the minutes of the meeting of the Board of Studies in English PG held on 22/3/2025.

3.Orders of the Vice Chancellor in the file of Even No dated 28/04/2025

With reference to the above, it is hereby informed that the meeting of the Board of Studies in English PG held on 22/03/2025, vide item no 2 has approved the syllabus of MA English Language and Literature Programme submitted by your college with effect from 2024 admission onwards.

The Board also made the following observation.

- The syllabus should be subjected to a more careful and attentive proofreading, as the copy submitted carried many typographical errors, faulty sentences and awkward phrasal constructions. It is also important to ensure more precise wording and better consistency in the naming of the texts and their authors. It is advisable to carry out the necessary corrections before placing it in the public domain (copy of the syllabus with some of the mistakes highlighted appended)

The Vice-Chancellor has approved the above resolutions of the Board of Studies.

Yours faithfully

Arsad M

Deputy Registrar
(For The Registrar)



**SACRED HEART COLLEGE
(AUTONOMOUS), CHALAKUDY**

**MA ENGLISH
(CORE, ELECTIVE AND AUDIT COURSES)**

SYLLABUS & QUESTION PAPER SCHEME

w.e.f. 2024 admission onwards

M.A in English Language and Literature

This is the OBE syllabus of the MA programme in English Language and Literature offered by Sacred Heart College, Chalakudy as per the PG Regulations 2024.

The M.A. English syllabus in the CBCSS scheme comprises of 19 courses to be taught over 4 semesters in 2 years. Among these, 13 are core compulsory courses, 4 are elective courses and 2 are audited courses. 18 elective courses are spread over third and fourth semesters, out of which the students shall be taught four courses. The audited courses (Ability Enhancement and Professional competency Course) with 4 credits each, have to be done one each in the first two semesters.

The eligibility criteria for applicants to the MA English programme are as follows:

Under Mark System: - BA English Lang. & Litt. /BA English & History/BA Functional English with at least 45% marks for English Main Papers or BA/BSc (excluding alternative pattern) Degree with at least 45% marks in Part I English, of this University or equivalent degree. OBC/OEC candidates are eligible to relaxation up to 5%. SC/ST candidates need only to get a pass.

Under Grade System: - BA English Lang & Litt./BA English & History/BA Functional English/ or BA/BSc (excluding alternative pattern) Degree with English as Common Course of this University or equivalent degree with Overall CGPA, atleast equivalent to 50%. OBC/OEC candidates are eligible to relaxation up to 5%. SC/ST candidates need only to get a pass.

Programme Description:

The Programme has been designed with the principal intention of familiarizing the learners with the characteristics of the English language as it is written and spoken across the world and with the modes, genres, trends and movements of the literatures written in the language. It is also designed as a continuation of the BA (English Language and Literature) programme offered by the University. Besides for the course on the history of English language, a diachronic approach has been adopted for courses relating to British literature, while a general survey method has been adopted for Indian Writing in English, Regional Indian Writing in Translation, Malayalam Literature in English Translation, Postcolonial Writings in English, Latino Literature and Writings from the Middle East. In tune with the current trend of inter- disciplinarity of programmes, this programme also offers glimpses into Cultural Studies, Film Studies, Teaching of English and Ecology and Literature. World Drama, which gives an overview of some of the classics of drama across the world and Writings from the Middle East, offering a selection of works from cultures in the Middle East attempt to widen the horizons of literary perspectives. European Fiction in Translation and Indian Fiction in Translation represent attempts at in-depth study of genres in literature. The courses on Women's Writing, Dalit Studies, Queer Studies and American Ethnic Writing present instances of dynamic socio-political discourses operating within literatures across cultures. Introduction to Children's Literature is an attempt to adopt the systemic approach to Literature by focusing on one of the important systems in the literary polystem. The Project/Dissertation in the Fourth Semester is a multiple-mode research- oriented course.

Program Outcomes (POs) - M.A. English Language and Literature Programme (2024 onwards)

PO1: Advanced Subject Mastery: Graduates will achieve profound and expansive knowledge in their respective fields, empowering them to become thought leaders and innovators.

PO2: Elevated Critical Thinking: Students will refine their ability to critically evaluate complex theories and problems, enabling them to generate sophisticated and original solutions.

PO3: Exemplary Communication Proficiency: Graduates will master the art of eloquent and precise communication, effectively conveying intricate ideas to both academic and professional audiences.

PO4: Ethical Stewardship and Leadership: Students will embody ethical principles and demonstrate leadership that is both visionary and principled, fostering trust and integrity in all endeavours.

PO5: Synergistic Interdisciplinary Collaboration: Graduates will excel in forging interdisciplinary connections, leveraging diverse perspectives to tackle global challenges with holistic approaches.

PO6: Research Excellence and Innovation: Students will engage in groundbreaking research, contributing novel insights and advancing the frontiers of knowledge in their disciplines.

PO7: Cultural and Global Awareness: Graduates will develop a deep understanding of cultural and global dynamics, enabling them to operate with sensitivity and effectiveness in an interconnected world.

PO8: Lifelong Intellectual Curiosity: Students will cultivate an enduring passion for learning, ensuring they remain at the forefront of their fields through continuous personal and professional development.

PO9: Analytical and Quantitative Expertise: Graduates will acquire sophisticated analytical and quantitative skills, empowering them to interpret data and make informed, impactful decisions.

PO10: Psychological Insight and Empathy: Students will enhance their psychological acumen and empathy, enabling them to understand and influence human behaviour in personal, academic, and professional contexts.

**Programme Specific Outcomes (PSOs) – M.A. English Language and Literature Programme
(2019 Onwards)**

PSO1	Develop an understanding of the cultures represented by the literatures discussed and evaluate how various constructions of identity such as class, region, ethnicity, religion, race, gender and sexuality have been explored in the texts by a close reading of them.
PSO2	Equip the students to undertake critical analyses of the works and develop a general critical as well as rational thinking in them.
PSO3	To enable learners to undertake a theoretically informed analysis of language and literature for the preparation of an advanced literary research and create a window for prospective research scholars and professionals.
PSO4	To cultivate a multi- disciplinary approach in the students towards literary discourses by familiarising them various theories and approaches.
PSO5	Promote values- based thinking through various marginalised discourses and thus equip them to navigate through the social and professional spaces.

LIST OF COURSES

Semester 1

Core courses

1. ENG1CO1 British Literature from Chaucer to 18th century	(5 credits)
2. ENG1CO2 British Literature - 19th century	(5 credits)
3. ENG1CO3 History of English Language	(5 credits)
4. ENG1CO4 Indian Literature in English	(5 credits)
Total Credits	20

Semester 2

Core courses

5. ENG2 CO5 Twentieth century British Literature up to 1940	(5 credits)
6. ENG2 CO6 Literary Criticism and Theory - Part 1(up to New Criticism)	(5 credits)
7. ENG2 CO7 American Literature	(5 credits)
8. ENG2 CO8 Postcolonial writings	(5 credits)
Total Credits	20

Semester 3

Core courses

- 9. ENG3 CO9 Twentieth century British Literature post 1940
- 10. ENG3C10 Literary Criticism and Theory - Part 2

Elective Courses

- 11. ENG3 E02 European Fiction in Translation
- 12. ENG3 E04 Introduction to Linguistics

Semester 4

Core courses

13. ENG4 C11 English Literature in the 21st Century	(4 credits)
14. ENG4P01 Dissertation / Project	(4 credits)
15. ENG4V01 Comprehensive viva-voce	(4 credits)

Elective Courses

16. ENG4 E14 Indian English Fiction	(4 credits)
17. ENG4 E18 Malayalam Literature in English Translation	(4 credits)

Audit courses

AEC (Ability Enhancement Course) (4 credits)

ENG1 A01 Writing Skills

Professional Competency Course (PCC) (4 credits)

ENG2 A02 Translation Theory and Practice

SEMESTER - I

ENG1CO1 British Literature from Chaucer to 18th Century (5 credits)

Course Description

The course features the trends and movements in British Literature from the Fourteenth to the Eighteenth Century. Prominent authors and texts are discussed. There is also an attempt to link the texts and movements to British social and cultural history.

Course Content

Section A

(Poetry)

Geoffrey Chaucer	: “The General Prologue to Canterbury Tales” (first 100 lines)
William Shakespeare	: Sonnet 18. “Shall I Compare thee to a Summer's Day”
John Donne	: “The Canonization”
John Milton	: “Paradise Lost” Book 1 (lines up to 270)
John Dryden	: “Mac Flecknoe”
Andrew Marvell	: “To His Coy Mistress”
Thomas Gray	: “Elegy written in a Country Churchyard”

(All poems in section A are marked for annotation)

Section B: Drama

Shakespeare	: Hamlet
Webster	: The Duchess of Malfi
Sheridan	: The Rivals

Section C: Prose and Fiction

Francis Bacon	: “Of Marriage”,
Joseph Addison	: Sir Roger at Church
Swift	: Gulliver’s Travels
Henry Fielding	: Joseph Andrews
Daniel Defoe	: Robinson Crusoe

Course Outcomes

- CO1 - Acquire a comprehensive view of British Literature from the Fourteenth to the Eighteenth Century.
- CO2 - Get an outline of social and cultural history of Britain during the period.
- CO3 - Engage with different critical perspectives and interpretations of selected texts, considering their historical and cultural contexts.
- CO4 - Identify and discuss recurring themes, motifs, symbols and various literary devices in British literature of this era, and analyze their significance.
- CO5 - Develop an improved academic writing skills through essays and critical analyses of texts from the course.

ENG1 CO2 British Literature- 19th Century (5 credits)

Course Description

The course is intended to familiarize the students with various trends, literary movements and major writers in British Literature during the nineteenth century, one of the most important periods in British Literature and British History in terms of social change and the investments of British society in literature.

Course Content

Section A

(Poetry)

William Blake	: The Tiger, The Lamb
William Wordsworth	: Lines Composed a Few Miles above Tintern Abbey
S.T. Coleridge	: Kubla Khan
P.B. Shelley	: Ozymandias
John Keats	: Ode to a Nightingale
Byron	: She Walks in Beauty
Tennyson	: Tithonus
Browning	: Fra Lippo Lippi
Elizabeth Barret Browning	: A Musical Instrument
Mathew Arnold	: Dover Beach

D.G Rossetti : The Blessed Damozel

(All poems in section A are marked for annotation)

Section B: Drama

Oscar Wilde : The Importance of Being Earnest

Section C: Fiction and Prose

Charles Lamb : “Dream Children – A Reverie”

William Hazlitt : On Reading Old Books

Charles Dickens : A Tale of Two Cities

Emily Bronte : Wuthering Heights

Thomas Hardy : Tess of the D’Urbervilles

Course Outcomes

- CO1 - Get acquainted with the vast body of British Literature in the Nineteenth Century, looking into trends, movements and influences.
- CO2 - Get an outline of British social and cultural history during the period, examining how social transition is represented in literature.
- CO3 - Develop critical thinking skills by questioning assumptions, interpretations, and representations within the texts studied.
- CO4 - Evaluate the gender roles existed in the Nineteenth century society and their impact on literature.
- CO5 - Demonstrate proficiency in academic writing through essays, critical analyses, and research papers focused on 19th-century British literature.

ENG1CO3 History of English Language (5 credits)

Course Description

The Course is offered with the aim of acquainting the learners with the history of the English Language from its evolution and its genetic relationship with other Germanic languages and with the Indo-European language family. It connects with courses on British literature in the syllabus with descriptions on English literature and English social and political history in the respective periods in the history of the English language.

Course Content

Section A.

Language families - The Indo-European family of languages; Germanic Family of languages and the origin of English
- The early history of English language; Old English Period - Scandinavian invasions - Middle English Period: The Impact of the Norman Conquest on the English Language; - Middle English Literature. Modern English Period – Latin and Greek influence – Loan words - The impact of the Renaissance – Bible Translations. Sound changes in English – The Great Vowel Shift - Changes in Grammar, vocabulary, phonology and morphology
– Semantics – word formations

Section B.

Foreign influences on English in the Seventeenth, Eighteenth and the Nineteenth Centuries – Colonialism and the English language – Expansion of Vocabulary – Semantic change- Pidgins and Creoles. Contributions of major writers to the growth of English vocabulary.

Section C.

The discrepancy between spelling and pronunciation - Attempts to reform English spelling – Evolution of Standard English - Dialects of English: British and American – English in India – English in the postcolonial world –English as a global language — The rise of ‘englishes’ – impact of Science and Technology – English in the digital age.

Recommended Reading:

F. T. Wood : An Outline History of the English language

C. L. Wrenn : The English Language

A. C. Baugh : A History of the English Language

David Crystal : English as a Global Language

David Crystal: The English Language: A guided Tour of the Language

Course Outcome

- CO1 - Create a historical perspective of the English Language in general and create awareness about the evolution of human language.
- CO2 - Develop critical thinking on a variety of topics like multiculturalism, power relations in evolution of languages, the dynamics of language change and principles of political correctness in language policy.
- CO3 - Equip the students to analyse various language variety and the use of English in the New Media.
- CO4 - Develop a linguistic understanding giving looking into phonetic, syntactic and semantic structures.

ENG1 C04: Indian Literature in English (Credits 5)

Course Description

The course is intended to familiarize the students with the various trends and movements in Indian English literature from its emergence to the present.

Course Content

Growth and rise of Indian writing in English - A Historical perspective –The beginning - Renaissance in India - Toru Dutt, Tagore, Aurobindo, Sarojini Naidu - Indian English poetry and fiction - Mulk Raj Anand, Raja Rao, R.K. Narayanan: The Trio of Indian English fiction - Indian English prose – Indian English Drama –Partition novels- Contemporary writers

Texts for study

Section A: Poetry

Toru Dutt	: “Our Casuarina Tree”
Rabindranath Tagore	: “The Child”
Nizzim Ezekiel	: “In the Country Cottage”
Jayantha Mahapatra	: “Hunger”
A.K. Ramanujan	: “Obituary”
R. Parthasarathy	: “River, Once”
Kamala Das	: “The Old Playhouse”
Gieve Patel	: “The Ambiguous fate of Gieve Patel, he being neither Muslim nor Hindu in India”
Meena Alexander	: “Blue Lotus”
Arundhati Subramaniam	: “Home”
Meena Kandasamy	: “Dead Woman

Walking”(All poems in section A are marked for annotation)

Section B: Fiction

Mulk Raj Anand	: Coolie
R.K. Narayanan	: The Guide
Salman Rushdie	: Midnight’s Children
Amitav Ghosh	: The Hungry Tide

Section C: Drama

GirishKarnad : Yayati (English Translation by the author)

Mahesh Dattani :

TaraSection D: Prose

JawaharLal Nehru : “What is Culture?”

AmartyaSen : “Reason and Identity” (From: The Argumentative Indian, Part IV)

Course outcomes

- CO1 - Trace the emergence and evolution of Indian Writing in English from the early colonial phase to the modern phase.
- CO2- Examine how Indian writers in English represent identity, including issues of gender, caste, religion, and postcolonial perspectives.
- CO3 - Familiarise the evolving trajectory of English writing in India in its multiple manifestations and diversity.
- CO4 - Gain an understanding of the various phases of Indian writing in English in the context of the wider transnational scenario, by critically engaging with notions of imitation, assimilation and experimentation.
- CO5 - Identify and analyse literary techniques, narrative styles, and language use unique to Indian literature in English.

AUDIT COURSE (4credits)

Ability Enhancement

ENG1 A01Writing Skills

Course Description

This course aims at imparting practical skills in writing to students. The focus will be on developing the linguistic, cognitive and logical skills required in writing different types of essays, anecdotes, academic papers and reports.

Course content

The course material would consist of textbooks on good writing and specimen pieces representing various kinds of essays, articles, advertisements and anecdotes.

Main Texts

Palmer, Richard Write in Style: A guide to Good English.

Strunk, William, EB White and Maria Kalman: The Elements of Style

McCarthy and O'D: English Vocabulary in Use

(Evaluation: based on a paper not below 600 words)

Course Outcome

- Hone their writing skills helping them in developing the linguistic, cognitive and logical skills required in writing different types of essays, anecdotes, academic papers and report.

SEMESTER – II

ENG2C05: Twentieth Century British Literature up to 1940 (5 credits)

Course Description

The course features major trends, movements and writers in British literature up to 1940. The Course also discusses the intellectual currents of the time and the socio- political events which are represented/re- fracted in literature.

Course content

Section A

G.M. Hopkins -	: “The Windhover”
W.B. Yeats -	: The Second Coming, Byzantium
TS Eliot -	: The Waste Land
W.H.Auden -	: Funeral Blues
Wilfred Owen	: A Strange Meeting

(All Poems in section A are marked for annotation purpose also)

Section B : Drama

GB Shaw	: Caesar and Cleopatra
TS Eliot	: Murder in the Cathedral
Sean O Casey	: Juno and The Paycock

Section C: Prose and Fiction

Virginia Woolf	: “Modern Fiction”
Joseph Conrad	: Heart of Darkness
D.H. Lawrence	: Sons and Lovers
James Joyce	: A Portrait of the Artist as a Young Man

Course Outcomes

- CO1 - Familiarize students with the major trends, movements and authors in British literature in the first half of the Twentieth Century.
- CO2 - Develop a sound understanding of genres, authors, and ideas by a close reading of the representative texts of the period.

- CO3 - Apply advanced literary analysis skills to critically interpret major works and Analyse writing techniques of British literature from the specified time period, including novels, poetry, drama, and essays.
- CO4 - Understand ethical and cultural issues represented in British literature up to 1940, including issues of class, gender, identity, war and colonialism.
- CO5 - Develop advanced research skills through the exploration of primary and secondary sources, and demonstrate proficiency in academic writing through essays and research papers.

ENG2C06 – Literary Criticism and Theory – Part 1(Up to New Criticism) (5 credits)

Course Description

The course offers an overview of the major contributions to literary criticism and theory from the classical times to the early twentieth century, including traditional Indian aesthetic theories. It is aimed at providing a general understanding of the critical approaches that have been prevalent in literature through the ages.

Course Content

Section A

Plato	: The Republic (Books 2 and 3)
Aristotle -	: Poetics
Longinus -	: On the Sublime (Chapters 7 – 9)

Section B

Sir Philip Sydney -	: An Apology for Poetry
William Wordsworth	: Preface to Lyrical Ballads
F. R Leavis	: Hard Times: An Analytic note (From 'The Great Tradition')
T.S. Eliot -	: Tradition and Individual Talent
Cleanth Brooks -	: The Language of Paradox
Northrop Frye -	: The Archetypes of Literature

Section C

S.N. Das Gupta -	: The Theory of Rasa
Kunjunni Raja -	: Theory of Dhvani

Course Outcomes

- CO1 - Develop a critical acumen rooted in a strong awareness of the historical trajectory of critical thought in western and non-western contexts.
- CO2 - Familiarise with the key texts in Western as well as Indian literary theories.
- CO3 - Get exposed to various philosophies and schools of criticism and develop a scientific approach to literary criticism.
- CO4 - Articulate the prominent features of different texts cogently and to develop a sensitivity to the social implications of different schools of criticism.
- CO5 - Develop a deep understanding of the Greek and Indian mythologies as well as their implication in literary criticism.
- CO6 - Demonstrate advanced critical writing skills through essays, critiques, and research papers that apply literary theory to analyse specific literary works or themes.

ENG2C07: American Literature (5 credits)

Course Description

This course features texts representing with the dominant trends in American Literature from the early Nineteenth Century to the twentieth century.

Course Contents

Section A

Edgar Allan Poe -	The Raven
Walt Whitman -	A passage to India
Emily Dickinson -	There is a certain slant of light
Robert Frost -	Home Burial
Wallace Stevens -	The Emperor of Ice Cream
EE Cummings -	Buffalo Bill
Langston Hughes -	I Too
Robert Lowell -	For the Union Dead
Allen Ginsberg -	America
Sylvia Plath -	Edge

Gloria E. Anzaldua : To live in the Borderlands means you

(All poems in section A are marked for annotation)

Section B: Prose and Fiction

Ralph Waldo Emerson - "Self-reliance"

Herman Melville - Moby Dick

Mark Twain - Huckleberry Finn

William Faulkner - The Sound and the Fury

Tony Morrison - Tar Baby

Section C: Drama

Eugene O'Neill- The Emperor Jones

Tennessee Williams - The Glass Menagerie

Amiri Baraka (LeRoi Jones) – Dutchman

Course outcomes

- CO1 - Familiarize with the maturing phase of American literature in the early Nineteenth Century to its evolution till the end of the Twentieth century.
- CO2 - Equip to critically analyse of American literary texts, including novels, poetry, and essays with attention to themes, literary techniques, and historical contexts.
- CO3 - Develop an understanding of how issues of gender, class and identity are represented in the literary works, examining the role of women, the working class, and marginalized groups in literary texts of the period.
- CO4 - Apply various literary theories and critical approaches to analyse texts, deepening their understanding of the texts and enhancing their ability to formulate insightful interpretations.
- CO5 - Analyse how issues of gender, class, and identity are represented in the literary works, examining the roles of women, the working class, and marginalized groups in literary texts of the period.

ENG2 C08 Postcolonial Writings (Credits: 5)

Course Description

This course on Postcolonial literature will explore colonialism and its cultural impacts, through writings produced by people from countries with a history of colonialism, primarily those concerned with the workings and legacy of colonialism and the postcolonial resistance to them.

Course Content

Section A

A. K. Ramanujan	: “Self Portrait”
Dom Moraes	: “A Letter”, “Sinbad”
Leopold Senghor	: “New York”
Gabriel Okara	: “The Mystic Drum”
David Diop	: “Africa”
Allen Curnow	: “House and Land”
A.D. Hope	: “Australia”
Jack Davis	: “Aboriginal Australian”
Margaret Atwood	: “Journey to the Interior”
Derek Walcott	: “Ruins of a Great House”
E. E. Tiang Hong	: “Arrival”
Almaghir Hashmi	: “So What if I Live in a House Made by Idiots”
Kamau Brathwaite	: “Negus”

Section B: Drama

Wole Soyinka	: The Road
GirishKarnad	: Hayavadana
Timberlake Wertenbaker	: Our Country’s Good

Section C: Fiction

Chinua Achebe	: Things Fall Apart
V. S. Naipaul	: A House for Mr.Biswas
Margaret Laurence	:The Stone Angel
Khaled Hosseini	: The Kite Runner

Course outcomes

- CO1 - Get an overview of the historical experience of colonization and its impacts on the colonized peoples across the globe, through the medium of literary writings.
- CO2 - Get acquainted with the major theoretical concepts associated with postcolonial studies as manifested through the literary discourse in the works under consideration.
- CO3 - Familiarize students with questions of resistance and representation, the politics, language and literary form.
- CO4 - Understand the quests for identity, autonomy and self-determination that mark postcolonial literary expression.
- CO5 - Develop an improved academic writing skills through essays and critical analyses of texts from the course.

AUDIT COURSE (Professional Competency)

ENG2 A02 Translation Theory and Practice (Credits: 4)

Course Description

The Course offers discussions on contemporary translation theory, descriptive translation studies and translation practice.

Course Content

Texts/topics for Study

UNIT I – Theoretical and Descriptive translation studies

Types of translation – equivalence in translation – process of translation – language and culture in translation – translatability - Audiovisual Translation – Translation in Journalism - basic features of interpreting – introduction to Machine Translation - historicity and politics in literary translation – Indian tradition in translation theory.

Recommended Reading

- | | |
|-------------------|---|
| Susan Bassnett | : Translation Studies. Chapter I, “Central Issues.” |
| Andre Lefevere | : “Beyond Interpretation or the Business of (Re)Writing. |
| AyyappaPanikker | : “Towards an Indian Theory of Literary Translation.” |
| P. P. Raveendran | : “Translation and Sensibility: The Khasak
Landscape in English and Malayalam” |
| Jorge Diaz Cintas | : “Audio-Visual Translation: An Overview of its Potential,”
New Trends in Audio Visual Translation (Ed. Jorge Diaz Cintas) |

Sara Bani : “An Analysis of Press Translation Process,” Translation in
Global
News, (Ed. Kyle Conway and Susan Bassnett)

John Milton : “Translation Studies and Adaptation Studies”

UNIT II – Translation Practice

Practice in translation and interpretation

The direction of translation/interpreting will be from Malayalam or Hindi into English and from English into Malayalam/Hindi. Tamil and Gujarati may be considered as additional source/target languages for translation practice on demand by students registered for the course.

Evaluation: Based on the translation of a work not below 600 words.

Course outcomes

- CO1 - Get familiarized with the core of translation theory and obtain a general understanding of the current debates in the discipline.
- CO2 - Develop practical skill translation and interpretation of literary and non- literary texts.

SEMESTER - III

ENG3C09 Twentieth Century British Literature Post 1940(5 Credits)

Course description

The course is intended to introduce to the student various trends and movements in British literature after the 1940s.

Course Content

Section A:

Poetry

Dylan Thomas	: “Fern Hill”
Philip Larkin	: “Church Going”
Thom Gunn	: “On the Move”
Ted Hughes	: “View of a Pig”,
Seamus Heaney	: “Punishment”
Charles Tomlinson	: “Swimming Chenango Lake”
Geoffrey Hill	: “In Memory of Jane Frazer”
Elizabeth Jennings	: “One Flesh”
Andrew Motion	: “The Last Call”

(Annotations will cover the entire section)

Section B: Drama

Samuel Beckett	: Waiting for
GodotCaryl Churchill	: Top Girls
Harold Pinter	: The Birthday Party
Edward Bond	: Lear

Section C: Fiction

John Fowles	: The French Lieutenant’s woman
Kingsley Amis	: Lucky Jim
Alan Sillitoe	: Loneliness of the Long Distance Runner
Kazuo Ishiguro	: Remains of the Day

Course outcomes

- CO1 - Acquire a comprehensive view of British literature written after 1940 and understand the British culture and society during the period through prescribed texts.
- CO2 - Engage in close reading and critical analysis of literary texts from the post-1940 period, exploring the techniques and innovations employed by authors and poets to reflect contemporary concerns and artistic movements.
- CO3 - Application of various literary theories and critical approaches to analyse literary texts of the period, enhancing their ability to formulate nuanced interpretations and understand the broader significance of literary works.
- CO4 - Demonstrate advanced critical writing skills through essays, critiques, and research papers
- CO5 - Identify and discuss recurring themes, motifs, symbols and various literary devices including narrative techniques in British literature of this era, and analyse their significance

ENG3C10 Literary Criticism and Theory: Part 2 (5 credits)

1. Structuralism: An Overview

- Major theorists: Ferdinand de Saussure, Claude- Levi-Strauss, Roland Barthes, Gerrard Genette
- Key concepts: Structure, Sign, Signifier, Signified, Semiology, Semiotics, Langue and Parole, Mythemes, Structuralist Narratology.
- Text for Detailed Study: Roland Barthes: “Structuralist Activity”

2. Post-Structuralism/ Deconstruction: An Overview

- Major theorists: Jacques Derrida, Roland Barthes, Michel Foucault, The Yale School.
- Key concepts: Deconstruction of Sign, Decentering, Logocentrism, Aporia, Supplement, The Death of the Author, Knowledge, Power, Discourse.
- Text for Detailed Study: Jacques Derrida: “Structure, Sign and Play in the Discourse of Social Sciences”

3. Psychoanalysis: An Overview

- Major theorists: Sigmund Freud, Jacques Lacan.
- Key concepts: Id, Ego, Superego, Dream Mechanism, Oedipus Complex, Unconscious, Mirror Stage, Imaginary, Symbolic and Real, Ego Formation and Constructions of Selfhood, Jouissance, Unconscious is structured like a Language.
- Text for Detailed Study: Jacques Lacan: “The Mirror Stage as Formative of the Function of the I”

4. Feminism: An Overview

- Major theorists: Virginia Woolf, Kate Millet, Elaine Showalter, Helene Cixous, Adrienne Rich.
- Key concepts: Gynocriticism, Ecriture Feminine, Womanism, The Language Problem in Feminism, Marxist Feminism, French Feminism, Lesbian Feminism, Black Feminism, Dalit Feminism, Post-feminism.
- Text for Detailed Study: Elaine Showalter: "Towards a Feminist Poetics"

5. Cultural Materialism/ New Historicism: An Overview

- Major theorists: Raymond Williams, Jonathan Dollimore, Stephen Greenblatt, Louis Montrose.
- Key concepts: Neo-Marxism, Culture: New Definitions, Thin and Thick Descriptions, Textuality and Historicity, Texts, Contexts and Co-texts, Rereading the Renaissance and Shakespeare, The Politics of Representation and Power.
- Text for Detailed Study: Louis Montrose: "Professing the Renaissance: The Poetics and Politics of Culture"

6. Postcolonialism: An Overview

- Major theorists: Frantz Fanon, Edward Said, Homi Bhabha, Gayatri Spivak, Benedict Anderson.
- Key concepts: Critique of Eurocentrism and Universalism, Decolonization, National Consciousness, Critiquing Nationalism, Post nationalism, Imagined Communities, Orientalism, Strategic Essentialism, Subaltern Studies, Hybridity, Ambivalence, Mimicry.
- Text for Detailed Study: Edward Said: "Jane Austen and Empire"

7. Ecocriticism: An Overview

- Major theorists: Jonathan Bate, Cheryll Glotfelty, Laurence Coupe, Patrick D Murphy, William Rueckert.
- Key concepts: Anthropocentrism, Shallow Ecology vs Deep Ecology, The Crisis of Humanism, Nature/Culture, Green Studies, Environmental Imagination, Ecofeminism.
- Text for Detailed Study: Cheryll Glotfelty: "Introduction: Literary Studies in an age of Environmental Crisis" (From "The Ecocriticism Reader")

8. Critiquing Theory: An Overview

- Text for Detailed Study: Graham Good: "Presentism: Postmodernism, Poststructuralism, Postcolonialism"

Course outcomes

- CO1 - Learn to read literary and critical texts with judicious appreciation and build up the competence to generate and articulate personal responses to literary and critical texts, as well as to explain the premises and assumptions underlying such personal responses.

- CO2 - Gain insights into theories like Structuralism, Post-Structuralism/ Deconstruction, Psychoanalytic Criticism, Feminism, Cultural Materialism/New Historicism, Postcolonialism and Ecocriticism.
- CO3 - Develop ability to formulate independent and well-supported critical perspectives on literary texts, theories, and critical debates.
- CO4 - Develop a sound understanding of literary criticism by making connections across different theoretical perspectives, literary texts, and critical methodologies, demonstrating a comprehensive grasp of the field's breadth and diversity.
- CO5 - Application of literary criticism to contemporary issues and cultural phenomena, exploring how theoretical insights can inform understanding of current literary and cultural debates.

ELECTIVES

ENG3 E02 EUROPEAN FICTION IN TRANSLATION (5 credits)

Course Description

The course offers a selection of the classics of European fiction as well as a pick of contemporary European fiction. It gives an outline sketch of European fiction across the centuries, introducing learners to its various modes.

Course Content

Texts prescribed

Cervantes : Don Quixote
 Gustave Flaubert : Madame Bovary
 Leo Tolstoy : Anna Karenina
 Franz Kafka : The Trial
 Nikoz Kazantzakis : Zorba, the Greek
 Gunter Grass : The Tin Drum
 Milan Kundera : The Joke
 Orhan Pamuk : Snow
 Jose Saramago : Blindness
 Italo Calvino : If on a winter's night a traveller.

Course outcomes

- CO1 - Acquire a historical perspective of European fiction and glimpses into European culture and society across the centuries.
- CO2 - Develop skills in analysing and interpreting themes, motifs, and literary techniques employed in European fiction, exploring how these elements reflect cultural, historical, and philosophical perspectives.
- CO3 - Understand how European fiction in translation addresses issues of identity, ethnicity, gender, and socio-political dynamics, analysing how authors navigate these themes within their respective cultural contexts.
- CO4 - Develop the academic writing skills by composing analytical essays that examine and interpret European fiction in translation.

ENG 3 E04 – Introduction to Linguistics (Credits: 5)

Course Description

The course is intended to familiarize learners with the nature and organization of language. The history of Linguistics, its key concepts, its different branches of study and their applications are discussed in detail.

Course content

Unit 1

Origin of Language – Features of Language – language behavior and language system-Language Families – Language Typology – Language Acquisition.

Unit 2: Introduction to Linguistics

Linguistics as a science - History of Linguistics: Ancient Greece and Rome – Ancient India – Medieval Arabic and Hebrew Traditions – Branches of Linguistics - Comparative Philology – Saussure's theories – Schools and movements – Historicism – Structuralism – Functionalism – Generativism .

Unit 3: Phonology and Phonetics

Sounds – Phonology and Phonetics - (The sound system, classification of sounds, phonological rules) – Articulatory Phonetics – Vocoids and Contoids – Allophones – Supra-segmental features – Auditory phonetics

Unit 4: Morphology and Syntax

Morphology (Morphemes, Word formation, Morphological rules) – Morphophonemics – Semantics (Semantic properties, semantic fields, semantic change) - Syntax - Transformational Generative Grammar – Chomsky's contributions to Linguistics – Derivation – Constituent Structure – Immediate Constituents - Tagmemics.

Unit 5: Linguistics and Society

Language and the brain – Psycholinguistics – Sociolinguistics – Ethnolinguistics

Neurolinguistics – Ecolinguistics – Forensic Linguistics – Computational Linguistics. Cognitive Science and Artificial Intelligence.

Books for Reference

R H Robins :A Short History of Linguistics

William O'Grady, Michael Dobrovsky& Mark Aronoff :Contemporary Linguistics: An Introduction

Charles F. Hockett : A Course in Modern Linguistics

John Lyons : Language and Linguistics, An Introduction.

Danny D Steinberg & Natalia V Sciarini :An Introduction to Psycholinguistics

Malcolm Coulthard& Alison Johnson: An Introduction to Forensic Linguistics

Peter Trudgill :Sociolinguistics: An Introduction to Language and Society

Course outcomes

- CO1 - Get familiarised with the key ideas, theories and historical perspectives of Linguistics.
- CO2 - Demonstrate an understanding of the field of linguistics, including its subfields such as phonetics, phonology, morphology, syntax and semantics
- CO3 - Learn to analyse and describe the structure of language at various levels (sounds, words, sentences), applying linguistic concepts to analyse and explain how languages are organized and function.

SEMESTER IV

ENG4C11 English Literature in the 21st Century (4 credits)

Course Description

The Course offers a selection of Twenty First Century writing in English from writers of diverse postcolonial cultures apart from works by a few native English-speaking writers who can fit in the same framework. The texts represent multicultural engagement and cultural resistance at various levels.

Course Content

Section A

Simon Armitage	: “A Vision”
Benjamin Zephaniah	: “Rong Radio Station”
Martin Espada	: “Alabanza: In Praise of Local 100”
Evan Boland	: “Atlantis - A lost Sonnet”
DaljitNagra	: “Look We Have Coming to Dover”
Sean O’Brien	: “Water- Gardens”
Ocean Vuong	: “DetoNation”
Terrance Hayes	: “I Lock You in an American Sonnet that is Part Prison”
Sarah Howe	: “Yangtze”
Jorie Graham	: “Fast”
Vijay Nambisan	: These were my Homes

Section B: Drama

Tracy Letts	: August: Osage
CountyLucy Kirkwood	: Chimerica
AyadAkhtar	: Disgraced

Section C: Fiction & Prose

Mohsin Hamid	: The Reluctant Fundamentalist
ChimamandaNgoziAdichie	: Purple Hibiscus
Richard Powers	: The Echo Maker
Viet Thanh Nguyen	: The Sympathizer
Ali Smith	: Autumn

Amitav Ghosh : Chapters 1-4 (Part I 'Stories' from The Great Derangement)

David Lodge : “Consciousness and the Two Cultures” (Chapter 1,
Consciousness and the Novel)

Course Outcomes

- CO1 - Create awareness regarding the multicultural nature of writings in English in the contemporary world and of how English serves as a vehicle for rumination and resistance for writers who come from diverse linguistic communities.
- CO2 - Equipped to critically analyse the latest advances in English literature through selected texts.
- CO3 - Develop understanding of major authors, poets, and works of English literature from the 21st century, spanning various genres including novels, poetry, drama, and essays.
- CO4 - Develop skills in analysing and interpreting themes, motifs, and literary techniques prevalent in 21st century English literature, exploring how these reflect contemporary social, political, cultural, and technological developments.
- CO5 - Application of contemporary literary theories and critical approaches to analyse the texts, including postcolonial theory, eco-criticism, queer theory, and posthumanism, enriching their understanding of literary texts and contexts.

ENG 4 P 01 Dissertation/Project (Credits: 4)

Option 1:

Dissertation: A work of authentic research on a topic related to the curriculum and approved by the Department Council. The dissertation should be a minimum of 15000 words, excluding the bibliography and title pages.

Option 2:

Translation Project: A work of annotated translation into English of literary/cultural text(s) of a regional Indian language, approved by the Department Council. The project report should include the translation and an analysis/statement of the work undertaken, addressing the challenges faced in the work of translation. The work should be a minimum of 15000 words, including the translation and the analysis, but excluding the bibliography and title pages.

Option 3:

Pedagogic Project: A practice oriented work of research, aimed at developing a teaching methodology for a specific literary/cultural area, texts(s). The report should include a detailing of the methodology, the rationale for it, and an analytical statement of the practice as executed. The report should be a minimum of 10000 words, excluding the bibliography and title pages.

Option 4:

Other Projects: Any other project such as producing a play, making a video film, executing field work, case study, etc., generally related to the curriculum and approved by the Department Council. The project report should include details of the work and an analytical statement of the challenges faced in the process of the work. The report should be a minimum of 10000 words, excluding the bibliography and title pages.

(Dissertation/Project should follow the guidelines of the latest version of MLA Handbook. Any standard legible font can be used. Matter can be typed on both sides of the page. Soft Binding is also permitted. The Department Councils are free to decide the binding style of the project)

Course Outcomes

- CO1 - Explore the research aptitude of the learners, expressing their creative talent based on the knowledge and skills they have acquired through various courses in the programme.
- CO2 - Application of relevant theoretical frameworks and methodological approaches to their research.
- CO3 - Produce original insights, findings, or creative outputs that contribute to the existing body of knowledge or creative practice in their field.
- CO4 - Be prepared to pursue further academic study, professional opportunities, or creative endeavours by showcasing their research skills, project management abilities, writing skills and disciplinary expertise developed through their dissertation or project.

ENG4V01 Comprehensive viva-voce (4 credits)

Course Outcomes

- CO1 - Enable the learner to effectively articulate and defend their research findings, project outcomes, or academic perspectives during oral examinations, demonstrating clarity, coherence, and depth of understanding.
- CO2 - Demonstrate comprehensive knowledge and understanding of the core concepts, theories, methodologies, and practices in language and literature.

ELECTIVES

ENG4E14 INDIAN ENGLISH FICTION (4 Credits)

Course Description

This is a genre-specific course on Indian Writing in English. It offers a variety of Indian fiction in English by writers from Raja Rao to Anees Saleem

Course Content

Raja Rao	: Kanthapura
Mulk Raj Anand	: Coolie
Khushwant Singh	: Train To Pakistan
Rohinton Mistry	: A Fine Balance
Arvind Adiga	: The White Tiger
Deepak Unnikrishnan	: Temporary People
Chitra Banerjee Divakaruni	: The Palace Of Illusions
Jhumpa Lahiri	: The Namesake
Kiran Desai	: The Inheritance Of Loss
Anees Salim	: The Blind Lady's Descendants

Course outcomes

- CO1 - Trace the trajectory of Indian English fiction from the first half of the Twentieth Century to the beginning of the 21st Century.
- CO2 - Develop skills in analysing and interpreting themes, motifs, and literary techniques prevalent in Indian English fiction, exploring how these reflect cultural, social, political, and historical contexts of India.
- CO3 - Engage in close reading and critical analysis of Indian English literary texts, exploring narrative strategies, language use, and stylistic innovations employed by authors to convey their ideas and perspectives.
- CO4 - Explore how issues of gender, identity, caste, class, religion, and socio-political dynamics are represented and challenged in Indian English fiction, analysing the roles of marginalized groups and their narratives.
- CO5 - Develop their academic writing skills by composing analytical essays that analyse and interpret Indian English literary texts

ENG4 E18 Malayalam Literature in English Translation (Credits: 4)

Course Description

The Course introduces the learners to movements and trends in Malayalam literature in the Twentieth Century, offering representative texts for study.

Course Content

Section A: Poetry

Kumaran Asan	: “The Fallen Flower”
Vallathol	: “Akroon to Ambadi”
Ulloor	: “Music of Love”
Changampuzha	: “Manaswini”
G. Sankara Kurup	: “The Master Carpenter”
Balamani Amma	: “Mother’s Heart”
Vyloppilli	: “The Mother Tigress in the Zoo”
N.V. Krishna Variyar	: “The Rats”
Sugatha Kumari	: “Colossus”
O.N.V. Kurup	: “Blue Fish”

Section B: Fiction

O. Chandu Menon	: Indulekha
C.V. Raman Pillai	: Marthanda Varma
Thakazhi	: Chemmeen
Basheer	: My Granddad had an Elephant
Kesava Dev	: From The Gutter
M.T. Vasudevan Nair	: Mist
O.V. Vijayan	: The Legend of Kazak

Section C: Drama

N. Krishna Pillai	: Investment (Kerala Sahitya Akademi, Thrissur)
C.J. Thomas	: Behold, He Comes Again
Thoppil Bhasi	: Capital
G. Sankara Pillai	: Bharata Vakyam
K.J. Baby	: Nadugadhika

Course outcomes

- CO1- Acquire a comparative perspective involving Malayalam literature and other literatures which are discussed in the programme.
- CO2 - Get familiarized with the movements and trends in Malayalam Literature since the 1970s from the select texts of Malayalam Literature in Translation.

- CO3 - Develop skills in analysing and interpreting themes, motifs, and cultural contexts prevalent in Malayalam literature, exploring how these reflect Kerala's social, political, historical, and cultural milieu.
- CO4 - Explore the influence of folklore, oral traditions, myths, and legends on Malayalam literature, analysing how these elements contribute to the richness and uniqueness of the literary tradition.

QUESTION PAPER SCHEME

Feature	Description
Exam Duration	3 Hours (180 Minutes)
Number of Questions	18 (choice included)
Total Marks	100
Questions Type	1.Short Essay Questions (200 Words) 2. Essay Questions (600 Words)
Short Essay Questions	Maximum Marks: 40 marks Maximum Marks for a Question: 5 marks Question Numbers: from 1 to 12 (4 short essay questions from each group of the Core Reading List into one bundle) Maximum number of answers that will be considered for Valuation: 8 questions
Essay Questions	Maximum Marks: 40 marks Maximum Marks for a Question: 15 marks Question Numbers: from 13 to 18(2 essay questions from each group of the Core Reading List into one bundle) Maximum number of answers that will be considered for Valuation: 4 questions