

**ST. JOSEPH'S COLLEGE(Autonomous) , IRINJALAKUDA**  
NAAC accredited (3<sup>rd</sup> cycle) with 'A' grade, College with Potential for Excellence (CPE)  
Thrissur District, Kerala, India Pin- 680121



**CURRICULA AND SYLLABI FOR**  
**THE POSTGRADUATE AND RESEARCH**  
**DEPARTMENT OF ENGLISH**  
**POST GRADUATE PROGRAMME IN 2024-25**  
**(2024 ADMISSION onwards)**  
**Under Choice Based Credit & Semester System**

## **Preface**

The programme introduces the students to the essence and aesthetics of English Literature and inculcates a perceptive understanding and scholarly appreciation for the subject. The different courses serve to familiarize the students with classic and contemporary works and identify the literary practices that shape these works. Discussion of diverse literary theories enables the students to become active readers of literature with well-defined perspectives. The course is framed to guide the students through the evolution and development of English Literature over the various literary periods and movements to its present day global status which includes varieties of English Literature. The study aims at introducing the student to the tremendous scope literature offers for critical, comparative and translation studies with special emphasis on both research and career opportunities. The programme is designed keeping in mind the changing demands of the job market. It also helps the students to refine their communicative skills by providing special focus to improving their grammar, listening and writing skills.

# St. Joseph's College, (Autonomous), Irinjalakuda



## STUDENT ATTRIBUTES

The motto of the institution is “Light, Life, Love”

Light for the illumination of the heart and mind

Life for the fullness of growth – physical, mental, intellectual and spiritual

Love for fellowship with the Supreme & with one another

The motto enshrines the vision of the Founders for the students and constitutes the foundation for the acquisition of the following student attributes envisioned by the institution.

- Empowerment
- Life Long Learning
- Holistic Development
- Value Orientation
- Social Responsibility
- Nation Building Capacity
- Green Thinking
- Creativity & Innovation

### Acquiring Life Skills

- Discipline
- Leadership / Team skills
- Problem solving skills
- Communicability

The above Student Attributes will be attained in the span of their student life at St. Joseph's College through various activities such as

- Curricular, Co-curricular & extra-curricular
- Sports, games, fine arts and cultural
- Enrichment / certificate courses
- Extension / outreach programmes
- Healthy / Best practices

## PROGRAMME OUTCOMES

**PO1- Knowledge Acquisition:** Demonstrate a comprehensive understanding of the emerging knowledge trends and industry practices and evaluate their impact on the chosen discipline of study.

**PO2- Demonstrate communication and leadership skills to foster collaboration and inclusivity:** Become effective communicators and strategic leaders capable of synthesizing diverse perspectives to create inclusive environments and implementing transformative change through collaborative teamwork.

**PO3- Acquire Professional Skills-** Demonstrate professional expertise, transferable skills, and procedural knowledge, enabling, confident navigation of diverse career paths by adapting to changing environments, challenges and opportunities with resilience and flexibility.

**PO4- Develop Digital Intelligence:** Develop digital intelligence to competently employ a range of digital and technological tools to critically analyze and engage with the digital world, effectively managing and processing complex information.

**PO5- Apply Scientific Reasoning and Critical Thinking:** Apply scientific knowledge and critical thinking to innovate and mediate effectively, resolving complex challenges and promoting sustainable solutions.

**PO6- Appreciate Human Values, Professional Ethics, and Societal and Environmental Responsibility:** Demonstrate ethical conduct and commitment to human values in personal and professional life, while being objective, truthful and mindful of environmental and sustainability concerns as responsible global citizens.

**PO7- Develop Innovative Research and Entrepreneurial Competencies:** Excel as research and entrepreneurial leaders, collaborating effectively with industry, academia, and communities to develop innovative and sustainable solutions that address local, regional and global challenges.

**PROGRAMME SPECIFIC OUTCOME**

<b>PSO</b>	<b>Program Specific Outcomes</b>
PSO1	Understand the evolution of English language, English literature and New literatures
PSO2	Comprehend the concepts of criticism, theory and linguistics
PSO3	Analyse different genres to distinguish the voices, representation and power relations across literatures
PSO4	Evaluate the research skills undertaking projects, paper presentations , assignments and seminars
PSO5	Understand the cultural and historical contexts of various regional literatures through its English translations.

## **AIMS AND OBJECTIVES**

### **First Semester**

- Understand the classic literatures
- Familiarize with the different forms and themes of poetry in the history of literature
- Trace the elements of ethnicity in literature
- Explore the multiple perspectives of classics in the modern realm
- Understand the evolution of the Romantic sensibility
- Critically examine the influence of French and American revolutions in Romantic Literature
- Analyse the contribution of women writers by in the evolution of British literature.
- Discuss the influence of scientific development and theory of evolution on the Victorian poets and their poetry
- Understand the history of evolution of English language
- Analyse the features of old English, middle English and modern English
- Understand the growth and rise of Indian literature in English
- Trace the origin and development of Harlem Renaissance
- Understand the new literary forms and styles peculiar to American Literature

### **Second Semester**

- Understand and appreciate English Literature in the first four decades of 20<sup>th</sup> century

- Understand the major social, cultural and religious trends that have influenced the literature of the age
- Analyse and obtain an overview of the literary styles of the age on the basis of suggested writers and works
- Understand the evolution of American Renaissance, Philosophical and Literary Movements of Transcendentalism and Romanticism
- Understand American literary movements –Realism and Naturalism and explore its effects in American Literature
- Trace the development of racism/racial discrimination in American Literature
- Understand colonialism and post colonialism
- Evaluate how postcolonial works resist the colonial discourses

### **Third Semester**

- Understand various trends in British literature after the 1940s.
- Analyse poetry as a reflection of post war scenario.
- Understand the genres Theatre of Absurd, Comedy of Menace, movement poetry and Historical Fiction
- Create awareness about the history through the literary works which reflect the general tendencies of the era.
- . Understand these seminal theories of twentieth century literary criticism through an encounter with the representative critical essays.
- Understand the major theories and thinkers of the age.
- .Evaluate the major arguments underlying critical writings.
- . Create a detailed overview of various modes of cultural expression
- Explore issues of cultural plurality and hybridity
- Understand the richness and complexity of literary texts

- . Evaluate various terms like identity, marginalization and inequality
- Analyze the texts and writers in socio-cultural context
- Understand the race- gender roles in ethnic literature.

#### **Fourth Semester**

- Understand literature in the contemporary times.
- Analyse major movements and trends in the literature of the modern times.
- Understand the major writers and their significant texts.
- Evaluate the social political and historical dimensions reflected in the contemporary texts.
- Understand the growth and rise of Indian English Fiction
- Evaluate the importance of partition and urban turmoil during Emergency period
- Understand the major trends and genres in Malayalam Literature through representative texts
- Evaluate the social, political and cultural dimensions of the texts prescribed
- Critically evaluate the canonical authors and texts in Malayalam
- Analyse the negative impact of trauma
- Analyse the tendencies of fundamentalism in the contemporary times
- Understand the basic features of contemporary poetry and prose.

## **COURSE DESIGN**

The M A English Language and Literature programme includes

- i. Core courses
- ii. Elective Courses
- iii. Project Work / Dissertation
- iv. Comprehensive Viva-voce
- v. Audit Courses

The M A English Language and Literature programme contains 13 compulsory Core courses of 62 credit, 4 Elective Courses of 18 credits, 1 Project Work / Dissertation, 1 Comprehensive Viva-voce and 2 Audit Courses of 8 credits.. The student can select any Choice based elective course offered by the department which offers the core courses, depending on the availability of teachers and infrastructure facilities, in the institution.

### **Duration of the programme**

The minimum duration for completion of a four semester PG Programme is 2 years. The maximum period for completion is 4 years. The duration of each semester will be 90 working days, inclusive of examinations, spread over five months. Odd semesters will be held from June to October and even semesters from November to March subject to the academic calendar of St. Joseph's College (Autonomous) Irinjalakuda.

### **Programme structure**

The M A English Language and Literature programme includes three types of courses: Core courses, Elective courses and Audit Courses. Project Work and Comprehensive Viva-voce are mandatory for all regular programmes and these shall be done in the end semester. Total credit for the M A English Language and Literature programme is 80 (eighty), this describes the weightage of the course concerned and the pattern of distribution is as detailed below.

Programme Duration	4 Semester
Core courses	13
Elective Courses	4
Project Work / Dissertation	1
Comprehensive Viva-voce	1
Minimum attendance required	75%

Elective courses shall be spread over in the Third & Fourth Semesters combined or in any one of these Semesters (III / IV). Study Tour / Field visit / Industrial visit may be conducted as a part of the Programme.

Semester	Course Title	Suggested Area
I	Ability Enhancement Course (AEC)	Internship / Seminar presentation / Publications / Case study analysis / Industrial or Practical Training/Community linkage programme /Book reviews etc.
II	Professional Competency Course (PCC)	To test the skill level of students like testing the application level of different softwares such as SPSS/R/ Econometrics / Pythan/Any software relevant to the programme of study /Translations etc.

### **Courses and Credit distribution**

The required number of credits as specified in the syllabus/regulations must be acquired by the student to qualify for the degree. A student shall accumulate a minimum of 80 credits for the successful completion of MA English Language and Literature programme.

Semester	Course	Teaching Hours	Credit
I	Core Courses (Theory)	25	20
II	Core Courses (Theory)	25	20
III	Core Courses (Theory) Elective Courses(Theory)	25	10+10

IV	Core Courses (Theory) Including:  <ul style="list-style-type: none"> <li>• Comprehensive Viva-voce (Optional)</li> <li>• Project Work / Dissertation</li> </ul> Elective Courses (Theory)	25	12+8
<i>Total credit: 80</i>			

***Audit Courses:***

In addition to the above courses there will be two Audit Courses (*Ability Enhancement Course & Professional Competency Course*) with 4 credits each. The college will conduct examinations for these courses in respective semesters and intimate /upload the results of the same to the Controller of Examinations of St. Joseph's College (Autonomous) Irinjalakuda. The College will intimate/upload the results of the same to the University on the stipulated date during the third semester. The credits will not be counted for evaluating the overall SGPA & CGPA. The details of Audit courses are given below.

Semester	Course	Teaching Hours	Credit
I	<i>Audit Course I :</i> <i>Ability Enhancement Course(AEC)</i>	<i>Total teaching hours</i>	4
II	Audit Course II : Professional Competency Course (PCC)	Total teaching hours	4

### **Project Work / Dissertation & Comprehensive Viva-Voce**

There is a Project work with dissertation and Comprehensive Viva-Voce as separate courses relating to the core area under study in the end Semester and included in the Core Courses. Viva-voce related to Project work is one of the criteria for Project Work evaluation. Students have to submit a Project Report / Dissertation in the prescribed structure and format as a part of the Project Work undertaken. There will be External and Internal evaluation for Project Work/ Comprehensive Viva-Voce and these shall be combined in the proportion of 4:1.

### **COURSE CODE FORMAT**

The following are the common guidelines for coding various courses in order to get a uniform identification. It is advisable to assign a DigitCode(combinationofAlphaNumerical)for various courses as detailed below:

1. First two digits indicate the code of college SJ
2. Next three digits indicatetheProgramme/disciplinecode(ENGforEnglish,MCMfor M.Com, CHE for chemistry, PHY for physics, MLM for Malayalam, SKT for Sanskrit, HTY for History etc.)

3. Sixth digit is the Semester indicator which can be given as 1, 2, 3 & 4 respectively for I, II, III & IV Semester (MCM1, CHE2 Etc).
4. Seventh digit will be the Course Category indicator as detailed below:

Sl No	Nature of Course	Course Code
1	Core Courses	C
2	Elective Courses	E
3	Project	P
4	Comprehensive Viva	V
5	Practical / Lab	L
6	Audit Courses	A

5. Last two digits indicate the serial number of the respective courses. If there is one digit it should be prefixed by '0'(Zero). (01, 02, etc)
6. If the number of courses in one category is only one (eg : Viva, Project etc.), assign the course serial number as 01.

### **EVALUATION AND GRADING**

The evaluation scheme for each course will contain two parts; (a) Internal/Continuous Assessment (CA) and (b) External / End Semester Evaluation (ESE). Of the total, 20% weightage will be given to Internal evaluation/Continuous assessment and the remaining 80% to External/ESE and the ratio and weightage between Internal and External is 1:4.

- a) Internal/Continuous Assessment (CA) : 20 marks

b) External / End Semester Evaluation (ESE) : 80 marks

Primary evaluation for Internal and External shall be based on 6 letter grades (A+, A, B, C, D and E) with numerical values (Grade Points) of 5, 4, 3, 2, 1 & 0 respectively.

Grade Point Average: Internal and External components are separately graded and the combined grade point with weightage 1 for Internal and 4 for external shall be applied to calculate the Grade Point Average (GPA) of each course. Letter grade shall be assigned to each course based on the categorization based on Ten-point Scale. There is no revaluation for PG Programme (due to double valuation)

***Evaluation of Audit Courses:***

The examination and evaluation will be conducted by the college either in the normal structure or MCQ model from the Question Bank and other guidelines provided by the University/BoS. The Question paper will be for minimum 20 weightage and a minimum of 2- hour duration for the examination. The marks of audit courses one and two will be forwarded to Controller of Examinations of St. Joseph's College (Autonomous) Irinjalakuda in time of respective semesters. The result will be intimated / uploaded to the University during the Third Semester.

**Phases for Evaluation:**

*I Phase: To be done by the concerned Teacher/Examiner based on 6 Point Scale*

1. Evaluation of all individual External Theory courses and Internal evaluation
2. Evaluation of Project Work External and Internal
3. Evaluation of External and Internal Practical Courses
4. Evaluation of External and Internal Comprehensive Viva-voce

*II Phase - GPA Calculation - To be done by St. Joseph's College (Autonomous)*

1. Consolidation of External and Internal for Theory Courses (Calculation of GPA)
2. Consolidation of External and Internal for Project Work (Calculation of GPA)
3. Consolidation of External and Internal for Practical Courses (Calculation of GPA)
4. Consolidation of External and Internal for Comprehensive Viva-voce (Calculation of GPA)

*III Phase - SGPA Calculation - To be done by St. Joseph's College (Autonomous) Irinjalakuda*

- Calculation of Semester Grade Point Average. This is the consolidated net result (Grade) in a particular Semester.

*IV Phase - CGPA Calculation - To be done by St. Joseph's College (Autonomous) Irinjalakuda*

- Calculation of Consolidated Grade Point Average. This is the consolidated net result (Grade) of a Programme.

**Internal Evaluation / Continuous Assessment (CA)**

Continuous Assessment will be based on a predetermined transparent system involving periodic two written tests, assignments, seminars and attendance in respect of theory courses and based on tests, lab skill and records/viva in respect of practical courses. The criteria and percentage of weightage assigned to various components for internal evaluation are as follows:

(a) Theory:			
Sl.No	Component	Percentage	Weightage
1	Examination /Test	40%	2

2	Seminars / Presentation	20%	1
3	Assignment	20%	1
4	Attendance	20%	1
(b) Practical:			
1	Lab Skill	40%	4
2	Records/viva	30%	3
3	Practical Test	30%	3

Attendance weightage 1 can be distributed as follows

Attendance	Internal weightage	Marks
Above 90%	1	5
85–89%	0.8	4
80–84%	0.6	3
76–79%	0.4	2
75%	0.2	1

Grades given for the internal evaluation are based on the grades A+, A, B, C, D & E with grade points 5, 4, 3, 2, 1 & 0 respectively. The overall grades will be as per the Ten Point scale. There shall be no separate minimum Grade Point for internal evaluation. To ensure transparency of the evaluation process, the internal assessment marks awarded to the students in each course in a semester will be published on the notice board before 5 days of commencement of external examination. There will not be any chance for improvement of

internal marks. The course teacher will maintain the academic record of each student registered for the course.

*Examination /Test:* For each course there shall be class test/during a semester. Grades should be displayed on the notice board. Valued answer scripts shall be made available to the student's for perusal.

*Seminars / Presentation:* Every student should deliver Seminar/Presentation as an internal built – in component of the curriculum transaction for every course and must be evaluated by the respective course teacher in terms of structure, content, presentation and interaction. The soft and hard copies of the seminar report are to be submitted to the course teacher.

*Assignment:* Each student will be required to do assignment/s as an internal built – in component of the curriculum transaction for each course. Assignments after valuation must be returned to the students. The teacher shall define the expected quality of the above in terms of structure, content, presentation etc. and inform the same to the students. Punctuality in submission is to be considered.

*Lab Skill:* Students in the science stream are required to combine their classroom methods with hands on practical sessions in the laboratories. The teacher shall assess the skills of the student and the quality of application of theoretical knowledge.

*Records/viva:* Records are submitted by science students for documenting the textual and classroom knowledge along with their practical lab skills. Neatness, accuracy and precision are also evaluated here. Viva voce is conducted to assess the grasp of knowledge gained by the student and to test their communication skills in the translation of the knowledge.

*Practical Test:* It is conducted for students in the science stream to assess their scientific temper and application of theoretical knowledge. The sense of precision and accuracy is also taken into account.

### **External / End Semester Evaluation (ESE)**

The semester-end examinations in theory courses will be conducted by the Controller of Examination St. Joseph's College (Autonomous) Irinjalakuda with question papers set by external experts. The evaluation of the answer scripts will be done by examiners based on a well-defined scheme of valuation. The external evaluation will be done immediately after the internal valuation. The language of writing the examination should be English.

### **Pattern of Questions For External/ESE:**

Questions will be set to assess the knowledge acquired, standard, and application of knowledge, application of knowledge in new situations, critical evaluation of knowledge and the ability to synthesize knowledge. Due weightage will be given to each module based on content/teaching hours allotted to each module. The question will be prepared in such a way that the answers can be awarded A+, A, B, C, D, E Grades. Different types of questions shall be given different weightages to quantify their range given in the following model:

Sl.No	Type of Questions	Individual weightage	Total Weightage	Number of questions to be answered
1	Short Answer type questions	2	$2 \times 4 = 8$	4 out of 7

2	Short essay/ problem solving type	3	$3 \times 4 = 12$	4 out of 7
3	Long Essay type questions	5	$5 \times 2 = 10$	2 out of 4
Total			30	18

### Evaluation of project work / dissertation

There will be External and Internal evaluation with the same criteria for Project Work done and the grading system shall be followed. One component among the Project Work

Sl. No	Criteria	% of weightage	Weightage External	Weightage Internal
1	Relevance of the topic and Statement of problem	20%	8	2
2	Methodology & Analysis	20%	8	2
3	Quality of Report & Presentation	20%	8	2
4	Viva-Voce	(40%)	16	4
Total Weightage		100%	40	10

Evaluation criteria will be Viva-voce (Project Work related) and the respective weightage will be 40%. Consolidated Grade for Project Work is calculated by combining both the External and Internal in the Ratio of 4:1 (80% & 20%). For a pass in Project Work, a student has to secure a minimum of P Grade in External and Internal examination combined. If the students could not secure minimum P Grade in the Project work, they will be treated as failed in that attempt and the students may be allowed to rework and resubmit the same in accordance with the University exam stipulations. There shall be no improvement chance for Project Work. The External and Internal evaluation of the Project Work shall be done based on the following criteria and weightages as detailed below:

### **Conduct of comprehensive viva-voce**

There will be External and Internal Comprehensive Viva-voce; the External Conduct and

For a pass in Comprehensive viva-voce, a student has to secure a minimum of P Grade in External and Internal examination combined. If the students could not secure minimum P Grade in the Comprehensive viva-voce, they will be treated as failed in that attempt and the student may reappear for the same next time in accordance with the University exam stipulations. There shall be no improvement chance for Comprehensive viva-voce.

### **DIRECT GRADING SYSTEM**

Direct Grading System based on a 10 – Point scale is used to evaluate the performance (External and Internal Examination of students). For all courses

(Theory & Practical)/Semester/Overall Programme, Letter grades and GPA/SGPA/CGPA are given on the following way:

- a) First Stage Evaluation for both Internal and External done by the Teachers concerned in the following Scale:

Grade	Grade Points
A+	5
A	4
B	3
C	2
D	1
E	0

- b) The Grade Range for both Internal & External shall be:

Letter Grade	Grade Range	Range of Percentage (%)	Merit / Indicator
O	4.25 – 5.00	85.00 – 100.00	Outstanding
A+	3.75 – 4.24	75.00 – 84.99	Excellent
A	3.25 – 3.74	65.00 – 74.99	Very Good

B+	2.75 – 3.24	55.00 – 64.99	Good
B	2.50 – 2.74	50.00 – 54.99	Above Average
C	2.25 – 2.49	45.00 – 49.99	Average
P	2.00 -2.24	40.00 – 44.99	Pass
F	< 2.00	Below 40	Fail
I	0	-	Incomplete
Ab	0	-	Absent

*'B' Grade lower limit is 50% and 'B+' Grade lower limit is 55%*

No separate minimum is required for internal evaluation for a pass, but a minimum P Grade is required for a pass in the external evaluation. However, a minimum P grade is required for pass in a course. A student who fails to secure a minimum grade for a pass in a course will be permitted to write the examination along with the nextbatch.

Improvement of Course—The candidates who wish to improve the grade / grade point of the external examination of a course/s they have passed already can do the same by appearing in the external examination of the concerned semester along with the immediate juniorbatch.

Betterment Programme One time- A candidate will be permitted to improve the CGPA of the Programme within a continuous period of four semesters immediately following the completion of the programme allowing only once for a particular semester. The CGPA for

the betterment appearance will be computed based on the SGPA secured in the original or betterment appearance of each semester whichever is higher.

### Semester Grade Point Average (SGPA) – Calculation

The SGPA is the ratio of sum of the product of the number of credits with the grade points scored by a student in all the courses taken by a student and the sum of the number of credits of all the courses taken by a student. After the successful completion of a semester, Semester Grade Point Average (SGPA) of a student in that semester is calculated using the formula given below.

$$\text{Semester Grade Point Average - SGPA } (S_j) = \frac{\sum(C_i \times G_i)}{Cr}$$

(SGPA = Total Credit Points awarded in a semester / Total credits)

Where „S<sub>j</sub>„ is the j<sup>th</sup> semester , „G<sub>i</sub> „ is the grade point scored by the student in the i<sup>th</sup> course 'c<sub>i</sub> „ is the credit of the i<sup>th</sup> course, 'Cr ‘ is the total credits of the semester .

### Cumulative Grade Point Average (CGPA) – Calculation

$$\text{Cumulative Grade Point Average (CGPA) = } \frac{\sum(C_i \times S_i)}{Cr}$$

(CGPA = Total Credit points awarded in all semesters / Total credits of the

Where C<sub>1</sub> is the credit of the I<sup>st</sup> semester S<sub>1</sub> is the SGPA of the I<sup>st</sup> semester and Cr is the total number of credits in the programme. The CGPA is also calculated in the same manner taking into account all the courses undergone by a student over all the semesters of a programme. The SGPA and CGPA shall be rounded off to 2 decimal points. For the successful completion of a semester, a student should pass all courses and score a

minimum SGPA of 2.0. However, the students are permitted to move to the next semester irrespective of their SGPA.

### CONSOLIDATED SCHEME FOR I TO VI SEMESTERS PROGRAMME

#### STRUCTURE

#### SEMESTER I

COURSE CODE	COURSE TITLE	HOURS	CREDIT
SJENG1C01	British Literature from Chaucer to 18th century	7	5
SJENG1C02	British Literature - 19th century	6	5
SJENG1C03	History of English Language	6	5
SJENG1C04	Indian Literature in English	6	5

#### SEMESTER II

COURSE CODE	COURSE TITLE	HOURS	CREDIT
SJENG2C05	Twentieth Century British Literature up to 1940	7	5
SJENG2C06	Literary Criticism and Theory Part 1( Upto New criticism)	6	5
SJENG2C07	American literature	6	5
SJENG2C08	Post Colonial Writings	6	5

**SEMESTER III**

COURSE CODE	COURSE TITLE	HOURS	CREDIT
SJENG3C09	Twentieth Century British Literature Post 1940	7	5
SJENG3C10	Literary Criticism and Theory Part II	6	5
SJENG3E02	European Fiction in Translation	6	5
SJENG3E09	American Ethnic Writing	6	5

**SEMESTER IV**

COURSE CODE	COURSE TITLE	HOURS	CREDIT
SJENG4C11	English Literature in the 21 <sup>st</sup> Century	7	4
SJENG4C12	Dissertation/Project	4	4
SJENG4C13	Comprehensive Viva-voce	0	4
SJENG4E14	Indian English Fiction	7	4
SJENG4E18	Malayalam Literature in English Translation	7	4

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 admission to all PG programmes shall be as per the rules and regulations of the University. 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, at least equivalent to 50%. OBC/OEC candidates are eligible to relaxation up to 5%. SC/ST candidates need only to get a pass.

### **Semester 1 Core courses**

SJENG1CO1 British Literature from Chaucer to 18th century (5 credits)

SJENG1CO2 British Literature - 19th century (5 credits)

SJENG1CO3 History of English Language(5 credits)

SJENG1CO4 Indian Literature in English (5 credits)

Total Credits 20

Audit courses: AEC (Ability Enhancement Course) (4 credits)

## ENG1 A01 Writing Skills

### **Semester 2 Core courses**

SJENG2 CO5 Twentieth century British Literature up to 1940(5 credits)

SJENG2 CO6 Literary Criticism and Theory - Part 1(up to New Criticism) (5 credits)

SJENG2 CO7 American Literature (5 credits)

SJENG2 CO8 Postcolonial writings (5 credits)

Total Credits 20

Professional Competency Course (PCC) (4 credits)

ENG2 A02 Translation Theory and Practice

### **Semester 3 Core courses**

SJENG3 CO9 Twentieth century British Literature post 1940 (5 credits)

SJENG3C10 Literary Criticism and Theory - Part 2 (5 credits)

Elective 1: SJENG3 E02 European Fiction in Translation (5 credits)

Elective 2: SJENG3 E09 American Ethnic Writing (5 Credits)

Total Credits 20

### **Semester 4 Core courses**

SJENG4 C11 English Literature in the 21st Century (4 credits)

SJENG4 P 01 Dissertation / Project (4 credits)

SJENG4 V01 Comprehensive viva-voce (4 credits)

Elective 1: SJENG4 E14 Indian English Fiction (4 credits)

Elective 2: SJENG4 E18 Malayalam Literature in English Translation (4 Credits)

Total Credits 20

Maximum credits 80.



## Semester I

### **SJENG1CO1 British Literature from Chaucer to 18th Century (5 credits)**

#### **OBJECTIVES OF THE COURSE:**

**CO1-** Understand the classic literatures and composite cultures of the world

**CO2-** Familiarize with the different forms and themes of poetry in the classic tradition

**CO3-** Evaluate the literary sensibility in students through classics

**CO4-** Understand the folk elements and universal values represented in classics

#### **Section A (Poetry)**

Geoffrey Chaucer : “The General Prologue to Canterbury Tales”  
(first 100 lines), “Prologue of the Prioress Tale” and  
“The Prioress Tale”

William Shakespeare : Sonnet 25.

“ Let those who are in favor with their stars”

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",

Richard Steele : Spectator's Club

Swift : Gulliver's Travels

Henry Fielding: Joseph Andrews

Daniel Defoe : Robinson Crusoe

## **SJENG1 CO2 British Literature 19th Century (5 credits)**

CO1- Analyze key themes, imagery, and stylistic features of poems through close reading.

CO2- Evaluate dramatic techniques and social critique in 19th-century plays.

CO3- Critically examine themes, character development, and narrative

styles in 19th-century fiction and essays from diverse

perspectives.

CO4- Analyze and evaluate 19th-century British literature, applying

critical thinking, comparative analysis, and effective writing skills.

### **Section A : Poetry**

William Blake	: The Tiger, The Lamb
William Wordsworth	: Lines Composed a Few Miles above Tintern Abbey
S.T. Coleridge	: Dejection: An Ode
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

William Hazlitt : On Reading Old Books

Charles Dickens : A Tale of Two Cities

Emily Bronte : Wuthering Heights

Thomas Hardy : Tess of the D'Urberville

COs	PO	PSO	CL	KC	Assessment
CO1	1, 3	3,5	An	C, P	Assignments/ Exams
CO2	1,3,5	3,5,6	E	C, P	Assignments/ Discussions/Exams
CO3	1,3,5	3,5,6	An, E	C, P	Assignments/ Discussions/Exams
CO4	1,3,5	3,5,6	An, E	C, P	Assignments/ Discussions/Exams
<b>CL-</b> Remember (R), Understand (U), Apply (Ap), Analyze (An), Evaluate (E), Create (C) <b>KC-</b> Factual Knowledge(F), Conceptual Knowledge, (C) Procedural Knowledge (P), Metacognitive Knowledge (M)					

## **SJENG1CO3 History of English Language (5 credits)**

### **COURSE OUTCOME**

- CO1-** Understand the historical, social, and linguistic factors that have shaped the development of English language and its adaptation into various dialects and global forms in the modern era.
- CO2-** Understand the origin and evolution of the English language within the Indo-European and Germanic language families, and analyze the impact of major historical events on its development.
- CO3-** Examine the influence of foreign elements and colonialism on the development of English language during the 17th to 19th centuries with special focus on the expansion of English vocabulary through the contributions of major writers and semantic change.
- CO4-** Analyze the evolution of Standard English, focusing on its dialects, its role in the postcolonial world, and its significance as a global language, with an emphasis on the impact of science and technology on English in the digital age.

### **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-( basic concepts, formal semantics and lexical semantics, semantic roles, lexical relations) – 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 (Shakespeare, Spenser).

### **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*

Bill Ashcroft, et al : *The Empire Writes Back*

Christian Mair : *The Politics of English as a World Language*

Andreas Sedlatschek : *Contemporary Indian English: Variation and Change*

Pingali Sailaja : *Indian English*

Michael Hanrahan & Deborah L Madsen (Ed.) : *Teaching, Technology, Textuality: Approaches to New Media*

## **SJENG1 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 inception to the present.

### **Course Outcomes (COs):**

- CO1:** Understand the historical development and significant movements within Indian English Literature.
- CO2:** Analyze key authors and thematic contributions in Indian English fiction, including partition narratives.
- CO3:** Evaluate the evolution and distinct characteristics of Indian English prose and drama.
- CO4:** Recognize the contributions of major historical and contemporary writers to Indian English Literature.

### **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 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 : The Untouchable

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 : Tara

### **Section D: Prose**

JawaharLal Nehru : “What is Culture?”

Gayathri Chakraborty Spivak: “Can the Subaltern Speak?”

## **SJENG2C05: Twentieth Century British Literature up to 1940 (5 credits)**

### **COURSE OUTCOME:**

**CO1-** Understand the major trends, movements, and authors in British literature in the first half of the Twentieth Century.

**CO2-** Analyze and interpret the themes, poetic elements as well as the cultural contexts of the representative British poems up to 1940

**CO3-** Evaluate the themes and techniques of Modern British Drama and thereby explore the socio-cultural implications presented in the selected plays.

**CO4-** Examine the growth of Modern British fiction by focussing on the thematic, structural, and stylistic aspects of the selected works.

### **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: Poetry**

- 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”

#### **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 : *Women in Love*  
James Joyce : *A Portrait of the Artist as a Young Man*

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

**SJENG2C06 – Literary Criticism and Theory – Part 1(Up to New Criticism) (5 credits)**

CO1. Understand diverse critical approaches and their relevance in literature.

CO2. Analyze key ideas from classical literary thoughts.

CO3. Examine major literary theories from the Renaissance to modern criticism.

CO4. Understand the key principles of classical Indian literary theories.

**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

<b>COs</b>	<b>PO</b>	<b>PSO</b>	<b>CL</b>	<b>KC</b>	<b>Assessment</b>
<b>CO1</b>	1, 3	3,5	U	C, P	Assignments/ Presentations/ Exams
<b>CO2</b>	1,3,5	3,5,6	U, An	C, P	Assignments/ Presentations/ Exams
<b>CO3</b>	1,3,5	3,5,6	U, E	C, P	Assignments/ Presentations/ Exams
<b>CO4</b>	1,3,5	3,5,6	U, An	C, P	Assignments/ Presentations/ Exams
<p><b>CL-</b> Remember (R), Understand (U), Apply (Ap), Analyze (An), Evaluate (E), Create (C)</p> <p><b>KC-</b> Factual Knowledge(F), Conceptual Knowledge, (C) Procedural Knowledge (P), Metacognitive Knowledge (M)</p>					

## **SJENG2C07: AMERICAN LITERATURE (5 credits)**

### **COURSE OUTCOME:**

**CO1-** Understand the major literary trends, literary genres, and authors in American literature in the early nineteenth Century to its evolution till the end of the twentieth century.

**CO2-** Analyze and interpret the themes, poetic style as well as the social and cultural contexts in the poetry by the representative American poets of nineteenth and twentieth centuries.

**CO3-** Evaluate the growth of Modern American fiction by focussing on the thematic, structural, and stylistic aspects of the selected works.

**CO4-** Examine the themes and the emerging dramatic techniques of the twentieth century American Drama and thereby explore the social, economic, and cultural implications presented in the selected plays.

### **Course Description**

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

## **COURSE CONTENT**

### **Texts Prescribed**

#### **Section A: Poetry**

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

#### **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 : *Dutchman*  
(LeRoi Jones)

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## **SJENG2 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 Outcomes**

- CO1: Understand the core concepts of colonialism and postcolonialism, including their defining features and diverse authorial styles.
- CO2: Evaluate how postcolonial literature, across genres like poetry and drama, serves as a mode of resistance against colonial discourses and explores experimental forms.
- CO3: Analyze the representation of social and political issues within postcolonial fiction.
- CO4: Assess the overall impact and significance of postcolonial writings.

### **Texts for study**

#### **Section A: Poetry**

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

Girish Karnad : 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

## **SJENG3C09 Twentieth Century British Literature Post 1940(5 Credits)**

### **Course description**

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

### **Course Outcomes:**

**CO1:** Understand various trends in British literature after the 1940s.

**CO2:** Analyse poetry as a reflection of post war scenario.

**CO3:** Understand the different trends that evolved after 1940 s

**CO4:** Create awareness about the history through the literary works which reflect the literary sensibilities of the era.

### **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	: <i>Waiting for Godot</i> Caryl
Churchill	: <i>Top Girls</i>
Harold Pinter	: <i>The Birthday Party</i>
Edward Bond	: <i>Lear</i>

**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*

## **SJENG3C10 Literary Criticism and Theory: Part 2 (5 credits)**

**CO1:** Develop a comprehensive understanding and critical analysis of key literary theories and apply these frameworks to the interpretation of literary texts.

**CO2:** Understand and critically analyse key theories of structuralism, post-structuralism, Psychoanalysis.

**CO3:** Explore the intersections of history, culture, and literature through New Historicism, Cultural Materialism, and Postcolonialism.

**CO4:** Critically engage with Ecocriticism, Feminism and other contemporary debates in literary theory

### **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”

### **Post-Structuralism/ Deconstruction: An Overview**

**Major theorists:** Jacques Derrida, Roland Barthes, Michel Foucault, The Yale School.

**Key concepts:** Deconstruction of Sign, Decentring, 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”

### **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”

### **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”

### **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”

### **Post colonialism: 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”

### **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)

### **Critiquing Theory: An Overview**

**Text for Detailed Study:** Roland Barthes: “Death of an Author” (as suggested by the Board of Studies from the 2021 Admission onwards)

## **Electives**

### **SJENG3 E02 EUROPEAN FICTION IN TRANSLATION (5 credits)**

#### **OBJECTIVES OF THE COURSE:**

**CO1:** Develop an understanding and appreciation of European fiction and its cultural impact.

**CO2:** Analyze cultural plurality, hybridity, and diverse modes of expression in literature.

**CO3:** Evaluate key concepts like identity, marginalization, and inequality in European fiction.

**CO4:** Explore the role of translation and the evolution of European literature across centuries.

#### **Texts prescribed**

Cervantes : Don Quixote

Gustave Flaubert : Madame Bovary

Leo Tolstoy : Anna Karenina

Franz Kafka : The Trial

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 traveler

Sl. No.	Course Outcome	P O/P SO	CL	KC	Class Sessions  Approx hrs
CO1	Develop an understanding and appreciation of European fiction and its cultural impact.	PO-5 PSO-3	U	F C	
CO2	Analyze cultural plurality, hybridity, and diverse modes of expression in literature.	PO-3 PSO-5	U	F C	
CO3	Evaluate key concepts like identity, marginalization, and inequality in European fiction.	PO-6 PSO-3	U	FC	
CO4	Explore the role of translation and the evolution of European literature across centuries.	PO-4 PSO-3	Ev	C P	

### **SJENG 3 E09: American Ethnic Writing (5 credits)**

CO1 - To provide an in-depth understanding of how poets from diverse backgrounds articulate societal issues through their works.

CO2 – To analyse the politics of language of theatre in different cultural contexts texts.

CO3 – To explore ethnic fiction, emphasizing the interplay between personal identity and cultural expression.

CO4 – To understand the role of race, gender and religion in ethnic literature.

#### **Texts prescribed**

##### **Section A :POETRY**

Diane Glaney - “Without Title”

Maurice Kenney - “They Tell Me I am Lost”, “Amerindian”

Mary Tallmountain - “Good Grieece”, Indian Blood”

Langston Hughes - “The Negro Speaks of Rivers”, “Theme for English B”

Amiri Baraka (LeRoi Jones) -“ Black Art”

Domna Kate Rushin - “The Bridge Poem”

Philip Levine -“Commanding Elephants”, “Sunday Afternoon”, “Jewish American”

Louis Zukofsky - “All of December“s Toward New Year“s”

Sylvia Plath “Daddy”, “Morning Song”

Gary Soto - “Oranges”

Janice Mirikitani -“Breaking Silence”

Dwight Okita - “In Response to Executive Order 9066”

**(All the poems included except those by the Jewish-American writers and the two well- known male Afro-American writers are available in Braided Lives published by Minnesota Humanities Commission, 1991)**

##### **Section B: Drama**

Lorraine Hansberry - A Raisin“ in the Sun

Amiri Baraka (LeRoi Jones) -Slave Ship

Ed Bullins - The Electronic Nigger

Israel Zangwill - The Melting Pot

### **Section C: Fiction**

Scott Momaday - House Made of Dawn

Leslie Marmon Silko –Ceremony

Ralph Ellison -Invisible Man

James Baldwin - Go tell it on the Mountain

Bernard Malamud – The Assistant

Isaac Bashevis Singer - The Slave

## **SJENG4C11 English Literature in the 21st Century( 4 credits)**

### **Course Outcome**

- CO1 - To analyse major movements and trends in the literature of the modern times.
- CO2 - To enable students to critically analyze and interpret contemporary poetry, focusing on themes of identity, migration, and societal issues.
- CO3 - To explore the socio-political contexts influencing the creation and reception of the selected plays.
- CO4 - To examine the thematic concerns and stylistic elements in the contemporary novels.

### **Section A: Poetry**

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 County

Lucy Kirkwood : Chimerica

AyadAkhtar : Disgraced

### **Section C: Fiction & Prose**

Mohsin Hamid : The Reluctant Fundamentalist

Chimamanda Ngozi Adichie : 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)

## **SJENG4C11 English Literature in the 21st Century( 4 credits)**

### **Course Outcome**

- CO1 - To analyse major movements and trends in the literature of the modern times.
- CO2 - To enable students to critically analyze and interpret contemporary poetry, focusing on themes of identity, migration, and societal issues.
- CO3 - To explore the socio-political contexts influencing the creation and reception of the selected plays.
- CO4 - To examine the thematic concerns and stylistic elements in the contemporary novels.

### **Section A: Poetry**

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 County

Lucy Kirkwood : Chimerica

AyadAkhtar : Disgraced

### **Section C: Fiction & Prose**

Mohsin Hamid : The Reluctant Fundamentalist

Chimamanda Ngozi Adichie : 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)

### **SJENG4C12 Dissertation/Project (Credits: 4)**

**CO1:** Develop the ability to conduct authentic, independent research on a topic related to the curriculum.

**CO2:** Critically engage with existing scholarship and theoretical frameworks in literary studies.

**CO3:** Demonstrate the ability to apply literary theories to the in-depth analysis of primary texts.

**CO4:** Develop academic writing skills, ensuring clear, coherent, and well-structured argumentation.

**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.

### **SJENG4C12 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 Literary/cultural texts of a regional language, approved by the Department Council. It includes the project work on translation /analysis/statement of the work undertaken, addressing the challenges faced in the work of translation. The work should be a minimum of 15000 words, 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 methodology for a specific literary /cultural area. It includes the detailing of methodology, the rationale for it and an analytical statement. The work should be a minimum of 10000 words, excluding the bibliography and title pages.

**Option 4: Other Projects:** producing a play or video film can be done executing field work and case study, generally related to the curriculum and approved by the department council. . It includes the detailing of analytical statement and challenges faced in the field. The work should be a minimum of 10000 words, excluding the bibliography and title pages. (Latest edition of MLA handbook should be followed for the project. Matter can be typed on both sides of the page. Soft binding is also permitted. Department councils are free to decide the binding style of the project.

**SJENG4C13 Comprehensive viva-voce (4 credits)**

**Course objectives:**

**CO1:** Demonstrate knowledge of major literary periods, genres, and authors.

**CO2:** Apply critical and theoretical approaches to literary texts.

**CO3:** Analyze texts with clarity, depth, and original interpretation.

**CO4:** Communicate literary insights effectively in oral discussion.

## **SJENG4E14 INDIAN ENGLISH FICTION (4 Credits)**

**CO1:** Trace the growth of Indian English fiction and its major literary figures.

**CO2:** Analyze themes of partition, urban turmoil, and socioeconomic divides in key novels.

**CO3:** Examine identity, alienation, and diasporic perspectives in contemporary Indian fiction.

**CO4:** Explore modern reinterpretations of Indian epics and contributions of contemporary writers.

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 Descendant

	Course Outcome	PO/PSO	CL	KC	Class Sessions	Assessment
CO1	Trace the growth of Indian English fiction and its major literary figures.	PO-5,6 PSO-5	Un	F,C	10	Seminars, Assignments, Internals
CO2	Analyze themes of partition, urban turmoil, and socioeconomic divides in key novels.	PO-5,6 PSO-3,5	An, Cr	C	10	”
CO3	Examine identity, alienation, and diasporic perspectives in contemporary Indian fiction.	PO-5,6 PSO-3,5	Ev,Un	C	10	”
CO4	Explore modern reinterpretations of Indian epics and contributions of contemporary writers.	PO-5,6 PSO-3	Un,Ap	F	15	”

## **SJENG4 E18 Malayalam Literature in English Translation (Credits: 4)**

### **COURSE OUTCOME:**

**CO1-** Understand the evolution and significance of Malayalam literature in translation through an appreciation of its cultural richness and global relevance.

**CO2-**Analyze and interpret the key themes, poetic styles, linguistic and aesthetic qualities, as well as the cultural contexts of selected Malayalam poems in translation.

**CO3-** Examine the narrative techniques and character development in selected Malayalam novels with special focus on the socio-cultural and historical contexts influencing their themes.

**CO4-** Critically evaluate the structure, themes, and performance aspects of selected Malayalam plays focussing on the role of drama in reflecting societal issues and cultural narratives within Malayalam literature.

### **Course Description**

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

### **Texts for Study**

(The following Poems available in *A Survey of Malayalam Literature* by Dr. K.M. George, Asia Pub. House.)

#### **Section A: Poetry**

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

#### **Section B: Fiction**

O. Chandu Menon	: <i>Indulekha</i>
C.V. Raman Pillai	: <i>Marthanda Varma</i>

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*  
C.J. Thomas : *Behold, He Comes Again*  
Thoppil Bhasi : *Capital*  
G. Sankara Pillai : *Bharata Vakyam*  
K.J. Baby : *Nadugadhika*