

15AVP501**AMRITA VALUES PROGRAMME****1 0 0 1**

Amrita University's Amrita Values Programme (AVP) is a new initiative to give exposure to students about richness and beauty of Indian way of life. India is a country where history, culture, art, aesthetics, cuisine and nature exhibit more diversity than nearly anywhere else in the world.

Amrita Values Programmes emphasize on making students familiar with the rich tapestry of Indian life, culture, arts, science and heritage which has historically drawn people from all over the world.

Post-graduate students shall have to register for any one of the following courses, in the second semester, which may be offered by the respective school.

Courses offered under the framework of Amrita Values Programme:**Art of Living through Amma**

Amma's messages can be put to action in our life through pragmatism and attuning of our thought process in a positive and creative manner. Every single word Amma speaks and the guidance received in on matters which we consider as trivial are rich in content and touches the very inner being of our personality. Life gets enriched by Amma's guidance and She teaches us the art of exemplary life skills where we become witness to all the happenings around us still keeping the balance of the mind.

Insights from the Ramayana

Historical significance of Ramayana, the first Epic in the world – Influence of Ramayana on Indian values and culture – Storyline of Ramayana – Study of leading characters in Ramayana – Influence of Ramayana outside India – Misinterpretation of Ramayana by Colonial powers and its impact on Indian life - Relevance of Ramayana for modern times.

Insights from the Mahabharata

Historical significance of Mahabharata, the largest Epic in the world – Influence of Mahabharata on Indian values and culture – Storyline of Mahabharata – Study of leading characters in Mahabharata – Kurukshetra War and its significance – Importance of Dharma in society – Message of the Bhagavad Gita - Relevance of Mahabharata for modern times.

Insights from the Upanishads

Introduction: Sruti versus Smṛti - Overview of the four Vedas and the ten Principal Upanishads - The central problems of the Upanishads – Ultimate reality – the nature of Atman - the different modes of consciousness - Sanatana Dharma and its uniqueness - The Upanishads and Indian Culture – Relevance of Upanishads for modern times – A few Upanishad Personalities: Nachiketas, Satyakama Jabala, Aruni, Shvetaketu.

Insights from Bhagavad Gita

Introduction to Bhagavad Gita – Brief storyline of Mahabharata - Context of Kurukshetra War – The anguish of Arjuna – Counsel by Sri. Krishna – Key teachings of the Bhagavad Gita – Karma Yoga, Jnana Yoga and Bhakti Yoga - Theory of Karma and Reincarnation – Concept of Dharma – Idea of the Self and Realisation of the Self – Qualities of a Realised person - Concept of Avatar - Relevance of Mahabharata for modern times.

Swami Vivekananda and his Message

Brief Sketch of Swami Vivekananda's Life – Meeting with Guru – Disciplining of Narendra - Travel across India - Inspiring Life incidents – Address at the Parliament of Religions – Travel in United States and Europe – Return and reception India – Message to Indians about our duties to the nation.

Great Spiritual Teachers of India

Sri Rama, Sri Krishna, Sri Buddha, Adi Shankaracharya, Sri Ramanujacharya, Sri Madhvacharya, Sri Ramakrishna Paramahansa, Swami Vivekananda, Sri Ramana Maharshi, Mata Amritanandamayi Devi

Indian Arts and Literature:

The aim of this course is to present the rich literature and culture of Ancient India and help students appreciate their deep influence on Indian Life - Vedic culture, primary source of Indian Culture – Brief introduction and appreciation of a few of the art forms of India - Arts, Music, Dance, Theatre, Paintings, Sculpture and architecture – the wonder language, Sanskrit and ancient Indian Literature

Importance of Yoga and Meditation in Life:

The objective of the course is to provide practical training in YOGA ASANAS with a sound theoretical base and theory classes on selected verses of Patanjali's Yoga Sutra and Ashtanga Yoga. The coverage also includes the effect of yoga on integrated personality development.

Appreciation of Kerala's Mural Art Forms:

A mural is any piece of artwork painted or applied directly on a wall, ceiling or other large permanent surface. In the contemporary scenario Mural painting is not restricted to the permanent structures and are being done even on canvas. A distinguishing characteristic of mural painting is that the architectural elements of the given space are harmoniously incorporated into the picture. Kerala mural paintings are the frescos depicting mythology and legends, which are drawn on the walls of temples and churches in South India, principally in Kerala. Ancient temples, churches and places in Kerala, South India, display an abounding tradition of mural paintings mostly dating back between the 9th to 12th centuries CE when this form of art enjoyed Royal patronage. Learning Mural painting through the theory and practice workshop is the objective of this course.

Practicing Organic Farming

Life and nature are closely linked through the healthy practices of society for maintaining sustainability. When modern technological knowhow on microorganisms is applied in farming using the traditional practices we can avoid damage to the environment. The course will train the youth on modern practices of organic farming. Amma says “we have to return this land to the coming generations without allowing even the slightest damage to happen to it”. Putting this philosophy to practice will bring about an awakening and enthusiasm in all to strive for good health and to restore the harmony in nature”

Ancient Indian Science and Technology

Science and technology in ancient and medieval India covered all the major branches of human knowledge and activities, including mathematics, astronomy, physics, chemistry, medical science and surgery, fine arts, mechanical, civil engineering, architecture, shipbuilding and navigation. Ancient India was a land of sages, saints and seers as well as a land of scholars and scientists. The course gives an awareness on India's contribution to science and technology.

15CUL501**CULTURAL EDUCATION****2 0 0 P/F**

Objective: Love is the substratum of life and spirituality. If love is absent life becomes meaningless. In the present world if love is used as the string to connect the beads of values, life becomes precious, rare and beautiful like a fragrant blossom. Values are not to be learned alone. They have to be imbibed into the inner spirit and put into practice. This should happen at the right time when you have vitality and strength, when your hearts are open.

The present course in value education is a humble experience based effort to lead and metamorphosis the students through the process of transformation of their inner self towards achieving the best. Amma's nectarous words of wisdom and acts of love are our guiding principles. Amma's philosophy provides an insight into the vision of our optimistic future.

1. Invocation, Satsang and Question - Answers
2. Values - What are they? Definition, Guiding Principles with examples Sharing own experiences
3. Values - Key to meaningful life. Values in different contexts
4. Personality - Mind, Soul and Consciousness - Q and A. Body-Mind-Intellect and the Inner psyche Experience sharing
5. Psychological Significance of samskara (with eg. From Epics)
6. Indian Heritage and Contribution and Q and A; Indian Ethos and Culture
7. Self Discipline (Evolution and Practice) – Q and A
8. Human Development and Spiritual Growth - Q and A
9. Purpose of Life plus Q and A
10. Cultivating self Development
11. Self effort and Divine Grace - their roles – Q and A; - Vedanta and Creation - Understanding a spiritual Master

12. Dimensions of Spiritual Education; Need for change Lecture – 1; Need for Perfection Lecture - 2

13. How to help others who have achieved less - Man and Nature Q and A, Sharing of experiences

REFERENCES:

1. Swami Amritaswaroopananda Puri - Awaken Children (Volume VII and VIII)
2. Swami Amritaswaroopananda Puri - Amma's Heart
3. Swami Ramakrishnanda Puri - Rising Along the Razor's Edge
4. Deepak Chopra - Book 1: Quantum Healing; Book 2: Alpha and Omega of God; Book 3: Seven Spiritual Rules for Success
5. Dr. A. P. J. Abdul Kalam - 1. Ignited Minds 2. Talks (CD)
6. Swami Ramakrishnanda Puri - Ultimate Success
7. Swami Jnanamritananda Puri - Upadesamritham (Trans: Malayalam)
8. Vedanta Kesari Publication - Values - Key to a meaningful life
9. Swami Ranganathananda - Eternal values for a changing society
10. David Megginson and Vivien Whitaker - Cultivating Self Development
11. Elizabeth B. Hurlock - Personality Development, Tata Mcgraw Hill
12. Swami Jagatmananda - Learn to Live (Vol.1 and 2), RK Ashram, Mylapore

15ELL501**LINGUISTICS****4 0 0 4**

Objectives: To introduce the students to the nature of Language systems; to expose the students to the features of languages; to introduce them to the nature of English language.

Unit 1

Introduction to Linguistic Studies - Nature of Languages - Langue and Parole - Competence and Performance - Substance and Form - Syntagmatic and Paradigmatic - Diachronic and Synchronic relations.

Unit 2

Phonology and Phonetics – English sounds, stress and rhythm – Morphology – Definitions - morph, morpheme, allomorphs - kinds of morphemes - kinds of allomorphs - morphological processes.

Unit 3

Definition - Semantics – relationship of similarity, opposition and inclusion: synonymy, opposites, hyponymy, homonymy, polysemy. Lexical Ambiguity; Collocation and field.

Unit 4

Syntax - IC Analysis - Structural vs. Generative Grammar - Transformational Generative Grammar - Deep Structure – Surface Structure – PS Rule - Adequacy, Meaning, Lexicon - Tree Diagram.

Unit 5

Indo-European language family – Features - Centum Satam classification - major Indo-European languages - Grimm's Law - Verner's Law.

REFERENCES:

1. Balasubramaniam T. *A Text Book of English Phonetics: For Indian Students*. Macmillan: New Delhi. 2001
2. Daniel Jones. *An Outline of English Phonetics*. Oxford University Press: London. 1964
3. Hockett, C.F. *A Course in Modern Linguistics*. Indian Edition. Oxford & IBH, New Delhi. 1958
4. John Lyons. *An Introduction to Theoretical Linguistics*. (Rev. ed). Cambridge University Press: London. 1995
5. Palmer F.R. *Semantics*. II ed. Cambridge University Press. 1981
6. Verma, S.K. & Krishnaswami N. *Modern Linguistics: An Introduction*. Oxford University Press. New Delhi. 1989

15ELL502 ENGLISH POETRY UPTO THE PRE-ROMANTIC 4 0 0 4

Objectives: To acquaint students with major trends and poets up to the pre-Romantic age; to enable students to read and appreciate the poetical works by major English poets; to inculcate an aesthetic sense of appreciation and understanding.

Unit 1

Chaucer: "Prologue", (lines 1-34), Spenser: "Epithalamion".

Unit 2

Shakespeare: Sonnets III, IV, XIX, XX, CVI, CVII - John Donne: "Canonization", "A valediction: Forbidding Mourning".

Unit 3

Andrew Marvell: "To His Coy Mistress", George Herbert: "Discipline", "Life".
Robert Herrick: "Counsel to Girls"

Unit 4

John Milton: "Paradise Lost" Book IX, John Dryden: "Mac Flecknoe".

Unit 5

Alexander Pope: "Rape of the Lock" - Thomas Gray: "An Elegy Written in a Country Churchyard".

PRESCRIBED TEXTS:

1. *A book of English poetry*, G B Harrison, (Ed.)
2. *Golden Treasury of English Poetry*, Francis Turner Palgrave (Ed.)

REFERENCES:

1. *A Companion to 18th Century Poetry*, Christine Gerrard (Ed.). Blackwell Publication Ltd.

2. *The Cambridge Companion to 18th Century Poetry*, Indiana John Sitter (Ed.), Cambridge University Press.
3. *Virginia Bracket, The Facts on File Companion to British Poetry 17th and 18th Centuries*.

15ELL503 ENGLISH PROSE UPTO 19TH CENTURY 4 0 0 4

Objectives: To inculcate good reading habits in students; to introduce them to the art of writing effectively; to introduce the great masters of English Prose Writing to them; to introduce them to the socio, cultural and political milieu of England.

Unit 1

Bacon: "Of Truth", "Of Boldness" – "Of Parents and Children",
Swift: The Battle of the Books

Unit 2

Addison: "Sir Roger in Westminster"
Steele: "Recollections"

Unit 3

Oliver Goldsmith: "On National Prejudice".

Unit 4

Charles Lamb: "South Sea House", "Dissertation on a Roast Pig", "Oxford in the vacation".
William Hazlitt: "On the Pleasure of Hating".

Unit 5

Leigh Hunt: "Getting up on Cold Mornings",
T.H. Huxley: "A liberal Education".
Matthew Arnold: "The Study of Poetry" (Essays in Criticism - Second series)

PRESCRIBED TEXTS:

1. *Oxford Book of Essays*, John Gross (Ed.), Oxford University Press.
2. *Online Resource-about.com/essays*

REFERENCES:

1. *A Group of English Essayists of the Early Nineteenth Century*, C.T. Winchester, Publisher: Macmillan company, Newyork.
2. *The English Essayists: a comprehensive selection from the works of great essayists - from Lord Bacon to John Ruskin; with introduction, biographical notices and critical notes*, Robert Cochrane, Publisher: Edinburgh W.P Nimmo,
3. *The Great English Essayists*, William James Dawson, Coningsby Dawson, Publisher: Harper & Bros,
4. *The Seventeenth-Century English Essay*, Franklin H Potter; Elbert N.S Thompson, Iowa University.

5. *Literary Nonfiction: Theory, Criticism, Pedagogy*, Chris Anderson, Southern Illinois University Press.
6. *The English Essays and Essayists*, Hugh Walker, Publisher: J.M Dent & Sons Ltd., London,

ONLINE RESOURCES:

www.famouswhy.com/list/c/English_essayists
essays.quotidiana.org

15ELL504 ENGLISH FICTION 4 0 0 4

Objectives: To introduce the students to the pleasures of reading; to expose the students to the English society of 18th and 19th Century; to develop an understanding of human nature.

Unit 1

Jane Austen: Sense and Sensibility

Unit 2

Charles Dickens: Hard Times

Unit 3

Thomas Hardy: Tess of the d'Urbervilles

Unit 4

D.H.Lawrence: Sons and Lovers

James Joyce: The Portrait of the Artist as a Young Man

Unit 5

George Orwell: 1984.

Graham Greene: The Quiet American

PRESCRIBED TEXTS:

1. *Sense and Sensibility*, Penguin, London
2. *Hard Times*, Bradbury and Evans, London
3. *Tess of the d'Urbervilles*, Harper and Bros, Newyork
4. *Sons and Lovers*, Gerald Duck Worth and Co., London
5. *The Portrait of the Artist as a Young Man*, The Egoist Ltd., London
6. 1984, Secker and Warburg, London
7. *The Quiet American*, William Heinmann, London

REFERENCES:

1. Sandra M. Gilbert and Susan Gubar, *The Madwoman in the Attic: The Woman Writer and the Nineteenth-century Literary Imagination*, New Haven and London, 1979.
2. F.B. Pinion, *A Jane Austen Companion*, London: Macmillan, 1976.
3. Pinion, F. B. *A Hardy Companion*. London: Macmillan, St. Martin's Press, 1968.
4. D. Kramer, *Thomas Hardy: The Forms of Tragedy*, London: Macmillan, 1975.
5. R. Morgan, *Women and Sexuality in the Novels of Thomas Hardy*, London: Routledge, 1988.
6. G.K.Chesterton. *Charles Dickens: A Critical Study*. Kessinger Publishing, 2005

7. Philip Hobsbaum. *A Reader's Guide to Charles Dickens*. First Syracuse University Press Edition. 1998
8. Bergonzi, Bernard. *A Study in Greene: Graham Greene and the Art of the Novel*. Oxford University Press. 2006.
9. Rodden, John. (ed) *The Cambridge Companion to George Orwell*. Cambridge. 2007.
10. Bulson, Eric. *The Cambridge Introduction to James Joyce*. Cambridge and New York: Cambridge University Press, 2006.

15ELL505 SHAKESPEARE 4 0 0 4

Objectives: To create an awareness of social, political and cultural aspects of the Elizabethan age; to expose the learners to the distinctive features of the theater and the audience of Shakespeare's time; to introduce the students to Shakespeare's comedies, tragedies, and historical plays.

Unit 1

Introduction to Shakespeare: Elizabethan Age, Theatre, Stage techniques, Audience, Shakespearean Comedy - The last plays.

Unit 2

The Tempest

Unit 3

Introduction to Shakespearean tragedy

Unit 4

Hamlet

Unit 5

Introduction to Historical plays

Henry IV (Part - I)

REFERENCES:

1. A.C. Bradley. *Shakespearean Tragedy, Fourth Edition*, Palgrave Macmillan, January 2007
2. Cooke, Katherine. *A. C. Bradley and His Influence in Twentieth-Century Shakespeare Criticism*. Oxford: Clarendon.
3. Donnawerth, Jane. *Shakespeare and the Sixteenth Century Study of Language*.
4. Dusinger, Juliet. *Shakespeare and the Nature of Women*.
5. Elliot, T.S. *Hamlet in Selected Essays*.
6. Emma Smith. (ed.) *Shakespeare's Comedies: A Guide to Criticism*. Wiley-Blackwell.
7. G.B. Harrison. *Introducing Shakespeare*, Penguin Books.
8. R.A. Foakes. *Coleridge's Criticism of Shakespeare. A Selection*. Athlone Press Ltd., London.
9. Northrop Frye on Shakespeare. Ed. Robert Sandier. Markham, ON: Fitzhenry & Whiteside.
10. Richard Hakluyt. *Voyages and Discoveries*, ed. Jack Beeching, Harmondsworth: Penguin.

15ELL511 LITERARY CRITICISM 4 0 0 4

Objective: To familiarize students with the evolution of literary criticism; to enable them to read literary works critically; to enhance critical sensibility.

Unit 1

Aristotle: Poetics (Chapters 1 to 10)

Longinius: On the Sublime

Unit 2

Samuel Johnson: Preface to Shakespeare

Unit 3

Samuel Taylor Coleridge: Biographia Literaria (Chapter XIV)

Matthew Arnold: "The Function of Criticism in the Present Time" (Essays in Criticism - first series).

Unit 4

T.S Eliot: "Tradition and Individual talent"

I A Richards: Practical Criticism

F.R Leavis: "Poetry and the Modern World" (New Bearings in English Poetry).

Unit 5

Raymond Williams: "Realism and Contemporary Novel".

Practical Criticism of Poetry and Prose (to be done in the class)

TEXTBOOKS:

1. *English Critical Texts. D.J. Enright and Ernst de Chickera, (Ed.). Delhi: OUP*
2. *Twentieth Century Literary Criticism David Lodge (Ed.), London: Longman,*
3. *Practical Criticism. Kegan Paul, London*

REFERENCES:

1. *Atkins, J W H, Literary Criticism in Antiquity*
2. *Butcher, S H, Aristotle's Theory of Poetry and Fine Art*
3. *Daiches, David, Critical Approaches to Literature*
4. *Saints Bury, George, A History of English Criticism*

15ELL512 ENGLISH POETRY – 19TH CENTURY 4 0 0 4

Objectives: To acquaint students with major trends and poets in English literature; to enable students to read and appreciate the poetical works by the major English poets; to sharpen their aesthetic sensibility; to make them form a comprehensive awareness about the social and cultural under-currents of the period.

Unit 1

General introduction to 19th Century English Poetry – Romantic Movement – Characteristics of Romantic Poetry and Victorian Poetry.

Unit 2

William Wordsworth: "Ode on Intimations of Immortality from Recollections of Early Childhood", "To the Skylark", "Lucy Gray"

S.T.Coleridge: "Dejection: An Ode", Rime of the Ancient Mariner.

Unit 3

Lord Byron: "She Walks in Beauty Like the Night"

Percy Bysshe Shelley: "Adonais", "The Poet's Dream", "Love's Philosophy", "To the Moon",

John Keats: "Ode on a Grecian Urn", "Eve of St. Agnes", "On First Looking in Chapman's Homer".

Unit 4

Alfred, Lord Tennyson: "In Memoriam" (Extracts – II, XI, XV), "The Lady of Shalott"

Unit 5

Robert Browning: "Andrea Del Sarto", "The Last Ride Together"

Matthew Arnold: "The Scholar Gypsy", "Shakespeare", "Austerity of Poetry",

G M Hopkins: "Windhover".

PRESCRIBED TEXTS:

1. *A Book of English Poetry, ed. G B Harrison, Penguin. London*
2. *Golden Treasury, ed. FT Palgrave*
3. *Poetry Down the Ages, Orient Blackswan*

REFERENCES:

1. *Clarence D. Thorpe; Carlos Baker; Bennett Weaver. The Major English Romantic Poets: A Symposium in Reappraisal. Southern Illinois University Press.*
2. *Herbert Read. The True Voice of Feeling: Studies in English Romantic Poetry. Pantheon Books. New York.*
3. *Joseph Warren Beach. The Concept of Nature in 19th Century English Poetry. Macmillan. New York.*
4. *M.H.Abrams (Ed.) English Romantic Poets: Modern Essays in Criticism. Oxford University Press.*
5. *Rene Wellek. A History of Modern Criticism: 1750 –1950, Vol.2. University Press, Cambridge.*

15ELL513 ENGLISH PROSE – 20TH CENTURY 4 0 0 4

Objectives: To inculcate good reading habits in students; to introduce them to the art of writing effectively; to introduce them to the great masters of English Prose; to introduce them to various styles of prose writing.

Unit 1

G.B. Shaw: "What is Wrong with Our System of Education"

A.G. Gardiner: "On the Philosophy of Hat", "On Courage"

E.V. Lucas: "The Town Week - A Funeral".

Unit 2

Hilaire Belloc: "On the Departure of a Guest" - "The Crooked Streets".

Bertrand Russell: "In Praise of Idleness".

Unit 3

Sir Max Beerbohm: "A Clergyman"- "Going Out for a Walk"

Sir Winston Churchill: "The War of the Unknown Warriors", "Still Captain of Our Souls".

Unit 4

G. K. Chesterton: "A Defence of Penny Dreadfuls"

Robert Lynd: "Confessions", "The Pleasures of Ignorance".

Unit 5

Stephen Leacock: "Men in Asbestos",

Aldous Huxley: "Meditation on the Moon"

J.B. Priestly: "The Toy Farm", "Money for Nothing".

A A Milne: "A Word for an Autumn".

PRESCRIBED TEXTS:

1. *Oxford book of Essays, John Gross (Ed.), Oxford University Press.*

2. *Online Resource-about.com/essays*

REFERENCES:

1. *Chris Anderson, Literary Nonfiction: Theory, Criticism, Pedagogy, Southern Illinois University Press.*

2. *Dictionary of Literary Biography - Modern British Essayists, First Series, Vol. 98, Published by Gale.*

ONLINE RESOURCES:

www.famouswhy.com/list/c/English_essayists

essays.quotidiana.org

15ELL514**CONTEMPORARY FICTION****3 0 0 3**

Objectives: To expose students to contemporary fiction; to create an awareness about the complex themes, techniques and narrative strategies of fiction of the present period; to introduce students to fiction produced in various cultures.

Unit 1

Marquez: One Hundred Years of Solitude

Unit 2

Nadine Gordimer: The Need for Something Sweet

Milan Kundera: The Farewell Party

Unit 3

V S Naipal: A House for Mr Biswas

Unit 4

Patrick White: Waiting for The Tree of Man

Unit 5

J M Coetzie: Waiting for the Barbarians

PRESCRIBED TEXTS:

1. *Marquez, Gabriel Garcia: One Hundred Years of Solitude, Penguin*

2. *Gordimer, Nardine: The Need for Something Sweet, Penguin*

3. *Kundera, Milan: The Farewell Party, Penguin*

4. *Naipaul, V.S.: A House for Mr Biswas, Picador*

6. *White Patrick: Waiting for The Tree of Man, Penguin*

6. *Coetzie, J.M.: Waiting for the Barbarians, Penguin*

15ELL531**CANADIAN FICTION****3 0 0 3**

Objectives: To introduce emerging trends in the growth and development of Canadian fiction; to generate an interest in the new mode of fictionalization in Canadian literature; to develop an enthusiasm for the surprising creative energy that characterizes Canadian imagination in general.

Unit 1

Introducing Canadian Fiction

Sheila Watson, The Double Hook

Unit 2

Carol Shields, Swann

Unit 3

George Bowering, Burning Water

Unit 4

Jeannette Armstrong, In Search of April Raintree

Unit 5

M G Vassanji, The Assassins's Song

PRESCRIBED TEXTS:

1. *The Double Hook*. Toronto: Mc Clelland & Stewart, 1959
2. *Swann*, New York: Viking, 1989
3. *Burning Water*. Toronto: Penguin, 1980
4. *In Search of April Raintree*. Winnipeg, MB: Pemmican, 1983
5. *The Assassins's Song*. Delhi: Penguin, 2007

REFERENCES:

1. *Moss, John, Reader's Guide Canadian Novel*. Toronto: Mc Clelland & Stewart, 1987
2. *Woodcock, George, The Canadian Novel in the 20th Century*. Toronto: Mc Clelland & Stewart, 1975
3. *New, W.H, Native Writers and Canadian Writing*. New Van Couver: University of British Columbia Press, 1992
4. *Williams David. Confessional Fiction: Portrait of the Artist in the Canadian Novel*. Toronto: University of Toronto Press, 1991.

15ELL532**COMPARATIVE LITERATURE****3 0 0 3**

Objectives: To introduce the students to the intercultural literary relations; to make the students appreciate the similarities and differences in human thoughts; to make the students understand the people of the globalized world in the proper perspective.

Unit 1

History of Comparative Literature - Development of different schools - Theory and Methods of Comparative Literature.

Unit 2

Thematology – Motifs, Myths and Archetypes – The study of Themes.

Unit 3

Geneology – Western and Indian categorization – Literary History - Problems and Issues in Periodization.

Unit 4

Cross Cultural Literary Relations - Influence – Analogy - Reception - Cultural History in Post Colonial Countries.

Unit 5

Translation Theories – Comparative Indian Literature – Traditions and Movements.

REFERENCES:

1. *Amiya Dev and Sisirkumar Das (ed.) Comparative Literature: Theory & Practice*. Allied Publishers. New Delhi
2. *Susan Bassnett. Comparative Literature: A Critical Introduction*. Blackwell.
3. *Weisstein Ulrich (ed.) Comparative Literature and Literary Theory: Survey and Introduction*. Bloomington. Indiana University Press.

15ELL533**INDIAN LITERATURE IN TRANSLATION****3 0 0 3**

Objectives: To introduce the students to the rich and varied literature available in regional languages; to expose them to the Indian mind, both ancient and modern; to inculcate a sense of appreciation for the Indian literary genius; o understand the fabric of Indian society and the cultural unity of its people.

Unit 1 Novel

Ashoka Mitran: Mole

Lakshmi Kannan: Going Home.

Unit 2 Short Story

Masti Venkateshwar Iyengar: "Mangamma, the Curd-Seller" (Kannada)

Thakazhi S. Pillai: "In the Flood" (Malayalam)

Chalam: "Widow" (Telugu)

Mauni: "Undying Flame" (Tamil)

Mahaswetha Devi: "Arjun" (Bengali).

Unit 3 Poetry

Balamani Amma: "To My Daughter"

Meena Alexander: "Her Garden":

A.K.Ramanujan: "The Black Hen".

Unit 4 Folktales

Any twelve stories from the prescribed text.

Unit 5 Drama

Girish Karnad: Tughlaq

PRESCRIBED TEXTS:

1. *Ashokamitran - Mole. (Tr.) Kalyan Raman. Orient Blackswan Pvt. Ltd.*
2. *Dharwadker, Vinay and A.K.Ramanujan (ed.) The Oxford Anthology of Modern Indian Poetry*. Delhi.
3. *E.V.Ramakrishnan. (ed.) Indian Short Stories 1900-2000. Sahithya Akademi. New Delhi*
4. *Geeta Menon (ed.) Indian Folk Tales. Children's Book Trust. New Delhi.*
5. *Karnad Girish. Collected Plays. Vol II .Oxford University Press.*
6. *Lakshmi Kannan. Going Home. Orient Blackswan.*
7. *Vinay Dharwadker. (ed.). The Collected Poems of A.K.Ramanujan. OUP. New Delhi.*

15ELL534**INTRODUCTION TO FILM STUDIES****3 0 0 3**

Objectives: Identifying the relationship between film and literature; familiarize the students with the history and evolution of movie making; introduce different perspectives of film reading; introduce to the modern cinema.

Unit 1

History of Films - the evolution of the Hollywood Film Paradigm.

Unit 2

Standardization of film practices - semiotic theory.

Unit 3

Film Narratology - Russian Formalism and Structuralism.

Unit 4

Modern Trends in World Cinema since the '50s.

Unit 5

Indian Cinema.

REFERENCES:

1. *Film Theory and Criticism* by Gerald Mast and Marshall Cohen (eds.) Oxford University Press Inc. New York; 4th Revised edition. 1992
2. *Hollywood Cinema: An Introduction* by R. Maltby and I Craven
3. *Film and Theory: An Anthology* by Robert Stam and Toby Miller (eds.)
4. *Film Studies: Critical Approaches* by John Hill and Pamela Church Gibson (eds)
5. *Key Concepts in Cinema studies* by Susan Hayward
6. *Movies and Methods* by Bill Nicholas
7. *New Vocabularies in Visual Semiotics* by Robert Stam
8. *Making Meaning in Indian Cinema* by Ravi S Vasudevan
9. *Narrative in Fiction and Film: An Introduction* by Jakole Lothe
10. *Selected films to be screened*

15ELL535 INDIAN WOMEN NOVELISTS IN ENGLISH 3 0 0 3

Objectives: To explore and study women's creative mind; to analyze how women project their own sensibility; to unravel the feminist perspective of social, cultural and political issues.

Unit 1

Introduction to Indian women writers - outlining the contours of women's literary sensibility - thematic and stylistic patterns in women's novels - feminist preoccupations.

Kamala Markandaya: Nectar in a Sieve

Unit 2

Shashi Deshpande: That Long Silence

Unit 3

Anita Desai: Fire on the Mountain

Unit 4

Nayantara Sahgal: Rich Like Us

Unit 5

Arundhati Roy: God of Small Things

Kiran Desai: The Inheritance of Loss

PRESCRIBED TEXTS:

1. Kamala Markandaya: *Nectar in a Sieve*, Jai co
2. Shashi Deshpande. *That Long Silence*. Penguin
3. Anita Desai. *Fire on the Mountain*. Allied Publishers
4. Nayantara Sahgal. *Rich Like Us*, Heinemann
5. Arundhati Roy. *God of Small Things*, Flamingo
6. Kiran Desai: *The Inheritance of Loss*, Grove Press

REFERENCES:

1. *Studies in Women Writers in English*. Ed. Mohit K. Ray, Rama Kundu. Atlantic
2. *New Lights on Indian Women Novelists*. Amarnath Prasad. Saroop
3. *Feminist Visions: Indian English Women Novelists*. Anita Sinha. Creative Books
4. *Indian Women Novelists*. Ed. R. K. Dhawan. Prestige
5. *Patterns of Feminist Consciousness in Indian Women Writers*. Anuradha Roy. Prestige
6. *Contemporary Women Writers in English: A Feminist Perspective*. Suryanath. Atlantic
7. *Indian Women's Writing in English*. Joel Kuroth. Rawat

15ELL536 METHODS OF TEACHING ENGLISH LANGUAGE 3 0 0 3

Objectives: To introduce the students to the field of language teaching and provide a theoretical base; to expose them to different methods and techniques in teaching English as a Second Language; to help them understand the difficulties and identify the basic problems in language teaching; to expose the students of Literature to the latest innovations in the field of Language Teaching.

Unit 1

History of Language Teaching – Second Language Acquisition – Definition of SLA – Errors and Error Analysis – Interlanguage – Language pedagogy – Definitions of Curriculum, Syllabus and textbooks.

Unit 2

Traditional methods - GT method, direct method, audio-lingual method etc. - 20th century trends - Definition of 'Methods' and 'Approaches' – Total Physical Response – Silent Way – Community Language Teaching – Suggestopedia – Whole Language – Multiple Intelligences – Lexical Approach.

Unit 3

Contemporary approaches – Communicative Language Teaching – Content-Based Language Teaching – Task-Based Language Teaching - Cooperative Language Learning.

Unit 4

Types of Syllabus – Syllabus design - Text and Materials – Types of Testing and Evaluation in Language Teaching.

Unit 5

Computer Assisted Language learning – Introduction to CALL – Creating materials using technology – Practical work using CALL.

PRESCRIBED TEXTS:

1. Jacks C. Richards and Theodore S. Rodgers. *Approaches and Methods in Language Teaching. II ed.* Cambridge University Press. 2001
2. Rod Ellis. *Second Language Acquisition. Ninth Impression.* Oxford University Press. 2003
3. Sandra Fotos and Charles M. Browne (ed.) *New Perspectives on CALL for Second Language Classrooms.* Lawrence Erlbaum Associates Inc. New Jersey. 2008
4. V. Saraswathi. *English Language Teaching: Principles and Practice.* Orient Longman Pvt. Ltd. Chennai.2005

REFERENCES:

1. Bill Van Patten and Jessica Williams. *Theories in Second Language Acquisition: An Introduction.* Routledge. 2006
2. Michael Levy. *Computer – Assisted Language Learning: Context and Conceptualization.* Oxford University Press. 1997
3. Susan M. Gass and Larry Selinker. *Second Language Acquisition: An Introductory Course. III edition.* Routledge. 2008

15ELL537**TRANSLATION STUDIES****3 0 0 3**

Objectives: To expose the students to the art of translation; to introduce them to the theories and techniques of translation; to provide them with an insight into the problems of a translator; to provide them with a practical knowledge of a translator's job.

Unit 1

Introduction to Translation Studies - Translation Theory and Practice.

Unit 2

Types of Translation - Issues in Translation - Transliteration- Transcreation - Machine Translation.

Unit 3

Comparative Literature and Translation Studies – Semiotics - Literary and Cultural Tradition.

Unit 4

Translation of scientific, technical, medical, and legal documents - Translation in the 21st Century in the global context.

Unit 5

Mini Project in translation.

REFERENCES:

1. Alessandra Riccardi ed., *Translation Studies: Perspectives on an emerging discipline,* Cambridge University Press, Cambridge.
2. B.K. Das, *A Handbook of Translation Studies,* Atlantic Publishers and Distributors (P) Ltd., New Delhi.
3. Mohit K. Ray, *Studies in Translation,* Atlantic Publishers and Distributors (P) Ltd., New Delhi.

15ELL538 TWENTIETH CENTURY AMERICAN LITERATURE 3 0 0 3

Objectives: To create an awareness about the major trends and movements in American literature in the 20th century; to expose the students to the various genres of literature and the literary outputs of the writers in this period; to enable them to understand the culture and to appreciate the modern trends and their effects on literature.

Unit 1 Poetry

Robert Frost: "Mending Walls", "Birches", "After Apple Picking",
Wallace Stevens: "The Emperor of Ice cream", "The Sunday Morning",
E.A. Robinson: "London Bridge",
Ezra Pound: "An Immortality".

Unit 2 Drama

Eugene O Neil: Emperor Jones,
Arthur Miller: Death of a Salesman

Unit 3 Fiction

Ernest Hemingway: The Old Man and the Sea,
Scott Fitzgerald: The Great Gatsby.

Unit 4 Short Stories

O Henry: "Last Leaf"
John Updike: "Pigeon Feathers",
John Steinbeck: "Chrysanthemums",
William Carlos Williams: "The Use of Force".

Unit 5 Prose

Allen Tate: "The Man of Letters in the Modern World",
Ezra Pound: "Imagism",
Robert Frost: "The Figure a Poem Makes".

PRESCRIBED TEXTS:

1. Egbert Olives. (Ed.) *American Literature 1980-1965,* New Delhi, Eurasia Publishing House

2. C. Subbian. *An Anthology of American Poems*. Emerald Publications.
3. P. Marudhanayagam. *An Anthology of American Prose* Emerald Publications.

REFERENCES:

1. Brower, Reuben. *The Poetry of Robert Frost: Constellations of Intentions*.
2. Chase, Richard. *The American Novel and Its Tradition*, Kalyani Publishers, Ludhiana. C.
3. C.W.E. Bigsby. *A Critical Introduction to 20th Century American Drama*. Cambridge University Press. Vol I
4. C.W.E. Bigsby. *A Critical Introduction to 20th Century American Drama*. Cambridge University Press. Vol II
5. Ellmann, Richard and Robert O'Clair, eds. *The Norton Anthology of Modern Poetry*. New York: Norton.
6. Gottesman, Ronald et al., eds. *The Norton Anthology of American Literature*. Vol II Norton: New York.
7. Harold Bloomed: *Modern Critical Interpretation: Miller's Death of a Salesman*. New York. Chelesa House Publishers.
8. Howe, Irving. *William Faulkner. A Critical Study*. Chicago Press.
9. Vickory, Olga W. *The Novels of William Foulkner. A critical interpretation*, Louisiana State University Press.
10. Wagner, Linda. *The Poems of William Carlos Williams*.

15ELL601 CONTEMPORARY LITERARY THEORY 4 0 0 4

Objectives: To introduce contemporary literary theories such as structuralism, post-structuralism, deconstruction; Post-modernism, cultural materialism, new-historicism and Indian Aesthetics through the seminal works of major theorists; To enable the students to sharpen their critical insights and theoretical awareness and to make them familiar with contemporary philosophical thoughts.

Unit 1

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

Unit 2

Gerard Genette, "Structuralism and Literary Criticism "

Unit 3

M.H. Abrams, "The Deconstructive Angel"

Unit 4

Edward Said, "Crisis [in orientalism]
Elaine Showalter, "Towards a Feminist Poetics"

Unit 5

Hiriyanna, "Main Aspects of Indian Aesthetics"

PRESCRIBED TEXTS:

1. David Lodge (ed.) *Modern Criticism and Theory: A Reader*. London: Longman, 1988
2. V.S. Sethuraman, (ed). *Contemporary Criticism: An Anthology*. New Delhi: Macmillan, 1989
3. Nalini Bhushan & Jay, L Garfield (ed.), *Indian Philosophy in English*, London: OUP, 2011
4. Peter Barry, *Beginning Theory: An Introduction to Literary and Cultural Theory*. Manchester: Manchester University Press, 1995

REFERENCES:

1. Adams, Hazard, *Critical theory since Plato*, New York: Wadsworth publishing Ltd, 1972
2. Habib, M.A.R – *A History of Literary Criticism: From Plato to the Present*. London: Blackwell, 1980
3. G.N. Devy (ed). *Indian Literary Criticism*, New Delhi: Orient Longman, Pvt. Ltd, 1975
4. Lodge, David, *Modern Criticism and Theory*, London: Pearson Education Inc. 1985
5. Vincent B. Leitch (ed). *The Norton Anthology of Theory and Criticism*. London: W.W. Norton & Co, 1991
6. V.S. Sethuraman (ed). *Indian Aesthetics*, Macmillan, India, 1988

15ELL602 ENGLISH POETRY - 20TH CENTURY 4 0 0 4

Objectives: To create an awareness about 20th century literature in general and poetry in particular; to introduce the students to the major social and cultural movements and dominant literary trends of the 20th century; to expose them to modern of poetic techniques and devices through the works of major poets of the 20th Century.

Unit 1

Introducing modern poetry

W.B.Yeats: "Sailing to Byzantium", "Second Coming", "Leda and the Swan".

Unit 2

T.S.Eliot: "The Wasteland"

Unit 3

W.H. Auden: "In Memory of W.B.Yeats"

Dylan Thomas: "Fern Hill "

Unit 4

Philip Larkin: "Whitsun Wedding",

Ted Hughes: "Jaguar", "Hawk Roosting"

Unit 5

Seamus Heaney: "Digging", "Personal", "Helicon"

Thom Gunn: "On the Move"

Sylvia Plath: "Lady Lazarus"

PRESCRIBED TEXT:

1. Thomas, C T (ed.), *20th Century verse*, New Delhi: MacMillan, 1979
2. Board of Editors, *Poetry Down the Ages*, Hyderabad: Orient Black Swan., 2010
3. Alexander W. Allison et al. *The Norton Anthology of Poetry*, New York, The W.W. Norton & Company, 1975
4. Gary Geddes, *Twentieth Century Poetry and Poetics*, Toronto: OUP, 1985
5. Simon Rae & Michael Hulse, *20th Century in Poetry*, Ebury Press, 2011

REFERENCES:

1. Rosenthal, M. L., *The Modern Poets*, New York: Oxford UP, 1961
2. Beach, J.W. *The Making of the Auden Canon*. Minneapolis: University of Minnesota Press, 1957.
3. Blair, John G. *The Poetic Art of W.H. Auden*. Princeton: Princeton University Press, 1973
4. Fraser, G. S. *Dyalan Thomas*. London: Longman, 1957

15ELL603 RESEARCH METHODOLOGY FOR LANGUAGE AND LITERATURE 3 0 0 3

Objectives: To initiate scientific approach to research; to introduce the students to the methods of scrupulous writing and careful documentation of research; to provide the students information about writing processes in research.

Unit 1 Research - A form of Exploration

Purpose of writing - Identification of a research problem and the choice of subject
– Types of research - Selecting sources – Bibliography - Plagiarism.

Unit 2 The Mechanics of Writing

Spelling, Punctuation, Italics, Numbers, Title of work, Quotations. Format and documentation of research paper.

Unit 3 Documentation

Works cited - Citing works, Essays, Articles, News papers, Journals, Internet - sources.

Unit 4 Analysis of research writings

Analysis of specimen research writings. Motivate students for critical thinking.

Unit 5 Practicing writing research papers on various topics.**PRESCRIBED TEXT:**

Gibaldi, Joseph. *MLA Handbook for writers of Research Papers*, New Delhi: EWP, 2009 (10th edition).

REFERENCES:

- Anderson, Jonathan, B.H. Durston and M.Pcole. *Thesis and Assignment Writing*, New Delhi: Wiley Eastern, 1970.
- Kothari, C.R. *Research Methodology: Methods and Techniques*, Delhi: New Age International Ltd. 1985.

15ELL604 MODERN ENGLISH DRAMA 4 0 0 4

Objectives: To introduce modern theatre movement and its socio-cultural impact; to make the students familiar with the themes and techniques of modern drama; to expose them to the problems related to the production of modern plays.

Unit 1

Introducing modern drama

Bernard Shaw: Man and Superman

Unit 2

T. S. Eliot: Murder in the Cathedral

Unit 3

Samuel Beckett: Waiting for Godot

Unit 4

John Osborne: Look Back in Anger

Unit 5

Harold Pinter: The Home Coming

PRESCRIBED TEXT:

1. *Man and Superman*. London: Dover Publication, 1994
2. *Murder in the Cathedral*. London: Harcourt, 1964
3. *Waiting for Godot*. London: Grove Press, 1994
4. *Look Back in Anger*. London: Penguin, 1982
5. *The Home Coming*. London: Penguin, 1985

REFERENCES:

1. Mark Taylor – Batty, Juliette Taylor – Batty, *Samuel Beckett's waiting for Godot*, London: Cotinuum, 2008
2. Dr Sandie Byrne (ed), *George Bernard Shaw's Plays*. London: W. W. Norton & Company; 2002
3. Paul Gannon & Stephen Levensohn (ed). *Murder in the Cathedral and other Poems by T.S. Eliot*. London: Monarch Press, Inc. 1965
4. Prasad G.J.V. *The Lost Temper: Critical Essays on Look Back in Anger*, New Delhi: Macmillan, 2004

15ELL611 POST-INDEPENDENCE INDIAN WRITING IN ENGLISH 3 0 0 3

Objectives: To provide an overview of the various phases of the evolution of Indian writing in English; to introduce students to the thematic concerns, genres and trends of Indian writing in English; to generate discussions on the constraints and challenges encountered in articulating Indian sensibility in English; to expose students to the pluralistic aspects of Indian culture and identity.

Unit 1

Introduction to the Post - Independence Indian Writing in English

Nissim Ezekiel: "Night of the Scorpion", "Poet, Lover, Birdwatcher"

Shiv K Kumar: "Indian Women", "Days in New York"

R Parthasarathy: "Exile", "Trial", "Homecoming" (From "Rough Passage")

Jayantha Mahapatra: "Grass"

A.K. Ramanujan: "Looking for a Cousin on a Swing."

Unit 2 Drama

Girish Karnad: Hayavadana

Unit 3

Amitav Ghosh: Shadow Lines

Unit 4

Salman Rushdie: Midnight's Children

Unit 5

Shashi Tharoor: The Great Indian Novel

PRESCRIBED TEXTS:

1. *Shadow Lines*. Delhi: Ravi Dayal, 1988
2. *Midnight's Children*. London: Penguin, 1980
3. *The Great Indian Novel*. New York: Viking, 1989
4. V.K. Gokak (ed.). *The Golden Treasury of Indo-Anglian Poetry: 1895-1965*. Delhi: Sahitya Akademy, 1970.
5. R Parthasarathy (ed). *Ten Twentieth Century Indian Poets*. Delhi: OUP, 1976
6. Saleem Peeradina (ed). *Contemporary Indian Poetry in English*. Delhi: Macmillan, 1972.
7. Girish Karnad: Delhi: Hayavadana, OUP, 1975

REFERENCES

1. King, Bruce. *Modern Indian Poetry in English*. New Delhi: OUP, 1987.
2. George, K. M. (ed.). *Modern Indian Literature: An Anthology*. Vol 1 & 2. Delhi: Sahitya Akademy, 1992.
3. Naik, M.K. *Perspectives on Indian Poetry in English*. Delhi: Abhinav Publication, 1984.
4. Williams, H. M. *Indo-Anglian Literature 1800-1970: A Survey*. Madras: Orient Longman, 1976.
5. Srinivasa Iyengar, K.R. *Indian Writing in English*. Delhi: Sterling, 1974
6. Naik, M.K. "A History of Indian English Literature". Delhi: Sahitya Akademy, 1982.
7. Kripalani, Krishna, *Literature of Modern India*, New Delhi: National Book Trust, 1982]
8. Shastri, Ramaswami, Rabindranath Tagore. *The Poet and Dramatist*, Calcutta: Oxford University Press, 1948.

15CMJ690**LIVE-IN-LAB.****2 cr**

This initiative is to provide opportunities for students to get involved in coming up with solutions for societal problems. The students shall visit villages or rural sites during the vacations, after the second semester and if they identify a worthwhile project, they shall register for a 2-credit Live-in-Lab project, in the third semester. The objectives and projected outcome of the project should be reviewed and approved by the Dept. chairperson and a faculty assigned as the project guide. On completion of the project, the student shall submit a detailed project report. The report shall be evaluated and the students shall appear for a viva-voce test on the project.

15ELL696**DISSERTATION****10 cr**

Students have to do a 10-credit dissertation on a researchable topic in the tenth semester of the programme. They will be put under supervisors in the beginning of the semester and can choose their topic in discussion with them. The dissertation is expected to be of an original nature and should be as per the latest methodology of literary research. While choosing the topic for dissertation students are advised not to confine themselves to what they have studied as part of the syllabus. It is always desirable to go beyond the syllabus and attempt a critical investigation into some aspects of contemporary literature. The overall idea is to inculcate an aptitude for research among the students and to make them familiar with the research methodology.