PROGRAM
M A in ENGLISH
LITERATURE and
LITERARY THEORY
CURRICULUM AND SYLLABUS

REGULATIONS

2016 admission onwards
<table>
<thead>
<tr>
<th>Sl. No</th>
<th>Contents</th>
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<tbody>
<tr>
<td>1</td>
<td>Program Outcomes</td>
<td>3</td>
</tr>
<tr>
<td>2</td>
<td>Program Specific Outcomes</td>
<td>3</td>
</tr>
<tr>
<td>3</td>
<td>Curriculum Structure</td>
<td>4</td>
</tr>
<tr>
<td>4</td>
<td>Evaluation Scheme and Grading System</td>
<td>6</td>
</tr>
<tr>
<td>5</td>
<td>Syllabus</td>
<td>9</td>
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</table>
**Program Outcomes (POs)**

**PO 1** – Educate the students to comprehend and appreciate the artistry and utility of English language through the study of literature and literary theory.

**PO 2** - Learn and use key concepts of literary theory to interpret literary texts.

**PO 3** - Develop the critical faculties – to examine, analyze, interpret, explain, critique literary texts from multiple genres.

**PO 4** – Cultivate the ability of scrutinizing, analyzing, critically approaching texts from different literary, cultural and historical backgrounds.

**PO 5** - Educate the students to ethically gather, understand, evaluate & synthesize information from a variety of written and electronic sources.

**PO 6** – Enable the students to write analytically in different formats employing judicious use of secondary material with proper citations.

**PO 7** - Develop effective, oral and written communication skills – Listening, Speaking, Reading and Writing.

**PO 8** – Engage students in the lifelong learning process by developing their intellectual flexibility and creativity.

**Program Specific Outcomes (PSOs)**

**PSO 1** – Read, examine, analyze, interpret, explain and critique literary texts and their various representations including movies, documentaries, etc.

**PSO 2** – Comprehension and critical employment of literary texts, literary concepts and theories.

**PSO 3** – Educate students to prepare research papers/ projects/ thesis abiding by ethical academic practices
## CURRICULUM STRUCTURE

### 2016 admission onwards

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<thead>
<tr>
<th>Semester 1</th>
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**SEMESTER 4**

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**ELECTIVES (any four)**

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<td>Human Mind and Behavior</td>
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*One Open Elective course is to be taken by each student, in the 3rd semester, from the list of Open electives offered by School.
@ Students undertaking and registering for a Live-in-Labs project, can be exempted from registering for the Open Elective course in the third semester.

**Evaluation Scheme and Grading System**

**50:50 (Internal: External) (All Theory Courses)**

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**80:20 (Internal: External) (Lab courses and Lab based Courses having 1 Theory hour)**

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**70:30 (Internal: External) (Lab based courses having 2 Theory hours/ Theory and Tutorial)**

**Theory** - 60 Marks; **Lab** - 40 Marks

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<tr>
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Periodical 2 10
*Continuous Assessment (Theory) (CAT) 10
Continuous Assessment (Lab) (CAL) 40
End Semester 30

65:35 (Internal: External) (Lab based courses having 3 Theory hours/ Theory and Tutorial)

**Theory**– 70 Marks; **Lab**– 30 Marks

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*CA – Can be Quizzes, Assignment, Projects, and Reports.

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<th>Letter Grade</th>
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Grades O to P indicate successful completion of the course

\[
CGPA = \frac{\sum (C_i \times Gr_i)}{\sum C_i}
\]

Where

- \( C_i \) = Credit for the \( i^{th} \) course in any semester
- \( Gr_i \) = Grade point for the \( i^{th} \) course
- Cr. = Credits for the Course
- Gr. = Grade Obtained
OBJECTIVES: i) To introduce students to the first great literary work in English literature ii) to apprise students about the Spenserian stanza and the early romantic wedding song iii) to enable them to
appreciate various forms of poetry of Elizabethan age ranging from sonnets to pastoral songs iv) to provide them insights into aphoristic style (v) to help them critically appreciate tragic comedies and revenge tragedies written during the renaissance period.

Unit 1
Geoffrey Chaucer: Prologue to Canterbury Tales

Unit 2
Edmund Spenser: Prothalamion

Unit 3
Christopher Marlowe: The Passionate Shepherd to His Love
Andrew Marvel: To His Coy Mistress
John Donne: Canonization, A Nocturnal Upon St. Lucy's Day

William Shakespeare: Sonnet 48 &54

Unit 4
Francis Bacon: Of Truth, Of Parents, Of Revenge, Of Youth and Age

Philip Sydney: Apologie for Poetry

Unit 5
William Shakespeare: The Tempest

Thomas Kyd: The Spanish Tragedy

Course Outcome:

CO1 Understand the evolution of English literature from the Renaissance to the Elizabethan
CO2 Create an awareness of the political, cultural, intellectual and social cross currents that
    influenced the literature of the period
CO3 Analyse and interpret the contextualization of the literary texts written during that age.
CO4 Develop critical thinking, flexibility of thought and analytical skills.

Required Reading:

Geoffrey Chaucer: Knight’s Tale, Nun’s Priest’s Tale, Pardoner’s Tale
Edmund Spenser: Epithalamion, The Shepherd’s Calendar
Christopher Marlowe: Edward II

References:


Course Code: 16ELL506       Neo-Classical Literature  3 0 0 3

**OBJECTIVES:**
i) To introduce the students to the major epic poem of the 17th century that depicts the fall of man
ii) to help the students acquire a basic understanding of the mock-heroic satires and to gain an insight into the philosophical and romantic compositions
iii) to create an awareness about the beginnings of the English critical traditions
iv) to make them appreciate the different genres in fictional writing like travelogues, picaresque/comic and realistic
v) to familiarize them with the restoration comedies/comedy of manners

**Unit 1 Poetry**
John Milton: *Paradise Lost* (Book IX)

**Unit 2 - Poetry**
John Dryden: *Mac Flecknoe*
Alexander Pope: *Rape of the Lock*
Thomas Gray: *Elegy Written in a Country Churchyard*

Robert Burns: *Red, Red Rose*

**Unit 3 - Prose**
Samuel Johnson: *Preface to Shakespeare*

John Dryden: *Essay on Dramatic Poesy*

**Unit 4 - Fiction**
Daniel Defoe: *Robinson Crusoe*

Henry Fielding: *Tom Jones*

**Unit 5 - Drama**
Sheridan: *The Rivals*

William Congreve: *The Way of the World*

**Course Outcome:**

CO 1 Understand the various aspects of literature of the seventeenth century
CO 2 Develop a basic understanding of mock-heroic satires of the age
CO 3 Create an awareness about the beginnings of English critical traditions
CO 4 Appreciate the different genres of fictional writing
CO 5   Discuss the different kinds of comedies of the era

Required Reading

Jonathan Swift: *Gulliver’s Travels*
Laurence Sterne: *Tristram Shandy*
John Dryden: *Epistle to Dr Arbuthnot*

Addison and Steele: *The Spectator*

References:


Course Code: 16ELL508 Romantic Literature 3 0 0 3

**OBJECTIVES:**

1. To understand the emphasis on individual thought and personal feeling in poetry
2. To appreciate the sublimity of nature and the aesthetic experience
3. To enjoy the personal essays written in an easy, relaxed prose and the creative criticism which attempted new definitions of poetry
4. To read the novel as a social commentary and also to appreciate the precursor of historical novels.

**Unit 1**

**Early Romantic Poets**

William Blake –From both *Songs of Innocence and Songs of Experience* – *The Chimney Sweeper, A Cradle Song* (4 poems)
Thomas Moore - *The Last Rose of Summer*

**Unit 2**

**Later Romantic Poets**
Lord Byron - *Solitude, Fame*

P.B. Shelley - *The Cloud, Song to the Men of England, Mutability* John Keats - *Ode to a Grecian Urn, Eve of St.Agnes*
Leigh Hunt - *The Negro Boy – A Ballad*

**Unit 3**

**Prose**
William Hazlitt - *On Disagreeable People*

Charles Lamb - *South-Sea House, In Praise of Chimney Sweepers*

**Unit 4**

**Fiction**
Jane Austen - *Emma*

Sir Walter Scott – *Kenilworth*

**Unit 5**

**Criticism**
Wordsworth - *Preface to Lyrical Ballads*
S.T. Coleridge – *Biographia Literaria: Chapters xiii, xiv*

**Course Outcome:**

CO1 To appreciate the sublimity of nature and the aesthetic experience
CO2 To comprehend and analyze the subjective perspective of human sentiments
CO3 To appreciate the art of essay writing in its most delightful and at the same time personal level
CO4 To appreciate the skill of weaving facts and fancy in an aesthetic manner in fiction
CO5 To comprehend and analyze philosophical and mystical undercurrents in poetry and to appreciate the perspective behind the new definition of imagination
Required Reading

P.B. Shelley - *A Defence of Poetry*

Thomas De Quincey - *On Knocking at the Gate in Macbeth*

Mary Shelley - *Frankenstein*

Texts

Any standard editions of the books prescribed in the units above.

References:


Code: 16ELL510 Victorian Literature 3003

**OBJECTIVES:** The course will help the students to (i) critically appreciate poetry and to examine the poetic form and its relation to its content (ii) To throw light on urbanization, class conflict, religious crisis, imperial expansion, information explosion, technological development and bureaucratization (iii) to understand the rural town life in the middle of the 19th century (iv) to realize the follies, foibles and snobbish attitude of the upper class society.

Unit 1

Poetry

Terry Eagleton - *How to Read a Poem* (Chapter V – *How to Read a Poem*)
Elizabeth Barret Browning - *A Dead Rose, The Cry of the Children* Alfred Tennyson – *The Brook, A Farewell*

Unit 2

Poetry

Robert Browning – *Andrea del Sarto, The Patriot*
Mathew Arnold – *Growing Old, Longing*
D G Rossetti – *The Choice, The Song of the Bower*

Unit 3

Prose

Thomas Carlyle–*The Sphinx* (Chapter II – *Past and Present*)
John Ruskin – *The Relation of Art to Morals*
R L Stevenson – *A Chapter on Dreams*

**Unit 4**
**Fiction**

H G Wells – *The Invisible Man*
Charles Dickens – *Great Expectations*
Thomas Hardy – *Under the Greenwood Tree*

**Unit 5**
**Drama**

Oscar Wilde – *A Woman of No Importance*
George Bernard Shaw – *Candida*
J M Synge – *In the Shadow of the Glen*

**Course Outcome:**

1. **CO 1** Analyze the work of a range of Victorian writers, both canonical and less well-known, and with a range of genres including the novel, short story, prose, plays and poetry.
2. **CO 2** Comprehend a range of Victorian literature in relation to a range of contexts including Victorian anxieties about modernity, conflict between science and religion, technological advancement, sexual transgression and mortality.
3. **CO 3** Identify and discuss theoretical discourses concerning class, sexuality, gender and colonialism as these illuminate a range of Victorian texts.
4. **CO 4** Observe the ways in which texts are constructed and demonstrate this skill in writing.
5. **CO 5** Understand and successfully deploy a range of terms and concepts integral to literary studies.

**Required Reading:**

Jane Austen – *Sense and Sensibility*
Charles Dickens – *Oliver Twist*
Thomas Hardy – *Tess of the d’Urbervilles*
George Bernard Shaw – *Pygmalion*
J M Synge – *Riders to the Sea*
Charlotte Bronte – *Jane Eyre*
Oscar Wilde – *Salome*

**References:**

Course Code: 16ELL509    Introduction to Literary Criticism and Theory      3 0 0 3

OBJECTIVES: (i) To introduce students to the evolution of literary criticism; (ii) to give them a clear understanding about the distinction between literary criticism and literary theory; (iii) to give a brief introduction to the major schools of literary theory; (iv) to help them develop critical sensibility so that they can analyze and appreciate literary works.

Unit 1
Prescribed Text: Poetics - Aristotle

Unit 2
British Literary Criticism – Philip Sidney, John Dryden, Dr. Johnson, William Wordsworth, S T Coleridge, Mathew Arnold, T S Eliot

Unit 3
Prescribed Text: Freud and the Scene of Writing – Jacques Derrida

Unit 4
Postmodernism and Post Colonialism – Lyotard, Baudrillard, Federic Jameson, Linda Hutcheon, Edward Said, Homi K Bhabha, Gayatri Spivak, Benedict Anderson
Prescribed Texts: The Other Question: Stereotype, discrimination, and the discourse of Colonialism – Homi K Bhabha

Historiographic Metafiction – Linda Hutcheon

Unit 5

Feminism – Mary Wollstonecraft, Virginia Woolf, Simone de Beauvoir, Elaine Showalter, Sandra Gilbert, Susan Gubar, Kate Millet, Julia Kristeva, Helene Cixious, Luce Irigaray, Judith Butler
Prescribed Text: Theory of Sexual Politics from Sexual Politics – Kate Millet

Course Outcome:

CO 1 Identify major theoretical/critical movements and theorists, as well as primary concepts with which they are associated
CO 2 Examine historical contexts for the development of contemporary theory and criticism
CO 3 Define and apply specific theoretical concepts, theories, and terms to literary and cultural texts
CO 4 Analyze strengths and limitations of critical/theoretical arguments

References:


15ELL501 LINGUISTICS 4004

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

UNIT 2

UNIT 3
Definition – Semantics – relationship of similarity, opposition and inclusion; synonymy, opposites, homonymy, polysemy . Lexical Ambiguity; Collection and field.

UNIT 4

UNIT 5
Course Outcome:

CO1 To expose the students to the various aspects of the nature of language and language learning
CO2 To perceive and produce the most common sound types in the IPA chart/of the languages of the world
CO3 To develop an understanding of the relationship between meaning in language on word, sentence and utterance level
CO4 To develop the critical thinking through the analysis and interpretation of morphological and syntactic structures
CO5 To demonstrate an understanding of the interrelatedness of the language families of the world

REFERENCES:


15CUL501 Cultural Education 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 e.g. 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

COURSE OUTCOMES

CO1 Understanding Indian culture
CO2 Understanding Indian value system, Human Development and Spiritual Growth
CO3 Learn about Dimensions of Spiritual Education

REFERENCES:

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

Course Code: 16ELL518 Literary Theory 1 (till 1960) 3 0 0 3

OBJECTIVES: (i) To give the students an in-depth understanding of literary theories of the first half of twentieth century; (ii) to give a clear picture of how different schools of thought evolved during the period; (iii) to introduce the students to the ideas of major Philosophers of the period who have had a great impact on literary studies.
Unit 1
1. *The Language of Paradox* - Cleanth Brooks
2. *Seven Types of Ambiguity* - William Empson
   *Poetry: A Note in Ontology* - John Crowe Ransom

Unit 2
1. *Towards a Feminist Poetics* - Elaine Showalter
2. *A Room of One’s Own* - Virginia Woolf

Unit 3
1. *Realism and the Contemporary Novel* - Raymond Williams
2. *Art as Technique* - Viktor Shklovsky

Unit 4
3. *Archetypes of Literature* - Northrop Frye
4. *Freud and Literature* - Lionel Trilling
5. *The Birth of Tragedy* - Friedrich Nietzsche

Unit 5
1. *Literature as Equipment for Living* - Kenneth Burke
2. *Marxism and Existentialism* - Jean Paul Sartre
3. *Cultural Criticism and Society* - Theodor W. Adorno

Course Outcome:

CO 1  Familiarise with the literary trends of the of the first half of the twentieth century.
CO 2  understanding the prescribed theories
CO 3  applying the theories to any given texts
CO 4  appraising theories and the theorists, other than the ones prescribed

References:

OBJECTIVES: (i) To learn about the movements in the contemporary literary history of America, relating it to cultural history, (ii) to understand how literacy created the United States' national identity, (iii) to analyze the elements and strategies of various genres, (iv) to understand the uniqueness of American Drama and its place in the construction of an American identity.

1. Unit 1 - Prose
   - Allen Tate - The Man of Letters in the Modern World
   - Ezra Pound – What is Money for?
   - Robert Frost - The Figure a Poem Makes
   - Marilynna Robinson - When I was a Child I Read Books

1. Unit 2 - Poetry
   - Adrienne Rich - Aunt Jennifer’s Tigers, Snapshots of a Daughter-in-law
   - Elizabeth Bishop - The Map, Questions of Travel, A Cold Spring
   - Maya Angelou – Still I Rise

2. Unit 3 - Drama
   - Edward Albee – Who is Afraid of Virginia Woolf
   - Tennessee Williams - Cat on a Hot Tin Roof
   - Arthur Miller – Death of a Salesman

1. Unit 4 - Fiction
   - J.D. Salinger - Catcher in the Rye
   - John Barth - Floating Opera
   - Amy Walden - The Submission

2. Unit 5 - Short stories
   - Jamaica Kincaid - Girl, In the Night
   - Hisaye Yamamoto – Seventeen Syllables
   - Amy Tan - Fish Cheeks

Required Reading

1. Bernard Malamud - The Fixer
2. Gloria Naylor - Mama Day
3. Michael Chabon - The amazing Adventures of Kavalier Clay
4. Arthur Miller – A View from the Bridge
5. August Wilson – Fences
6. Anna Deavere Smith.- Fire in the Mirror

**Course Outcome:**

**CO1** Demonstrate understanding of contemporary American literature, and American literary developments, and their social and cultural contexts

**CO2** Analyze the elements and strategies of various genres and appreciate its literary and cultural traditions

**CO3** Acquire skill to explore and identify the characteristics of the post war American writings.

**CO4** Analyze the themes explored in multicultural and post-modern literature within contemporary American society and culture.

**References:**


**Course Code: 16ELL517**

**Indian Writing in English**

**Credits: 4-0-0-4**

**OBJECTIVES:** The course will help the students (i) to understand the fabric of Indian society and the cultural unity of its people (ii) to generate discussions on the constraints and challenges encountered in articulating Indian sensibility (iii) to visualize the effect of indigenous and non-indigenous cultures on the Indian mind in the light of Indian independence (iv) to realize the commoditization of the third world body (v) to analyze gender issues in the Indian scenario.

**Unit 1 - Prose**

Sri Aurobindo – *The Renaissance in India*

S. Radhakrishnan- *An Idealist View of Life*

Abdul Kalam – *Propitiation* (The Wings of Fire)

**Unit 2 - Poetry**

Nissim Ezekiel – *Night of the Scorpion*

Kamala Das – *The Old Playhouse*

Arun Kolatkar – *Meera*

Jayantha Mahapatra – *Freedom*
Unit 3 - Short Stories
Rabindranath Tagore - *Subha*
Mulk Raj Anand – *The Barber’s Trade Union*
Khushwant Singh- *The Voice of God*

Unit 4 - Fiction
Salman Rushdie - *Midnight’s Children*
Amitav Ghosh - *Shadow Lines*
Manju Kapur - *Difficult Daughters*

Unit 5 - Drama
Manjula Padmanabhan - *Harvest*
Girish Karnad - *Hayavadana*
Mahesh Dattani - *Tara*

Course Outcome:

CO1 Recall and state basic concepts like the peculiarities of specific authors and themes dealt with in the prescribed works
CO2 Understand and explain ideas and concepts associated with the fabric of Indian society during specific period under consideration
CO3 Interpret and sketch the constraints and challenges in the articulation of Indian sensibility
CO4 Examine, compare and contrast the effects of indigenous and non-indigenous cultures on the Indian mind during the pre and post-colonial times
CO5 Defend or critique various issues, including gender issues in the Indian scenario
CO6 Investigate the difference between a piece of literature and its movie adaptation

Required Reading
1. Shashi Tharoor– *The Great Indian Novel*
2. Rohinton Mistry - *A Fine Balance*
3. Kiran Desai - *Inheritance of Loss*
4. Rabindranath Tagore - *Gitanjali*
5. Sashi Deshpande – *That Long Silence*
6. Mahesh Dattani – *Dance like a Man*

References

**16ELL515 Bhasha Sahithya in EnglishTranslation**

**OBJECTIVES:**
This course will enable the students i) to know about varied dimensions of Indian demography and social realities. ii) It will help them to comprehend the impact of marginalization and its vertical and horizontal ramifications. iii) It will make them understand the evolution of power play and its effects on society, iv) It will introduce the students to the concept of third space and universal motherhood and traditional values through the medium of poetry.

- **CO1** Identify the rich plethora of Indian languages in a historical process
- **CO2** Understand the deep rooted cultural heritage of our country
- **CO3** Demonstrate Bhasha learning as a viable mode of strengthening national integrity
- **CO4** Apply the comprehensive understanding to close reading and interpretations of the texts

**Activities with direct bearing on Employability/Entrepreneurship/Skill development:**
Power Point Presentations, Discussions, Survey to Collect Data of Languages Used in a Given Area, Lectures, Seminars and Field Trip

**Unit 1 - Novel**
BibhutibhushanBandyopadhyay: *PatherPanchali (SongOf The Road)*
O.V. Vijayan: *Legends of Khasak*

**Unit 2 - Short Story**
M.T. VasudevanNair: *Little LittleEarthquakes*
MastiVenkateshwaralyengar: *The Curds-Seller (Kannada)*
HariKishanKaul: *Sunshine (Kashmiri)*

**MunshiPremchand: The Child (Hindi)**
C. Rajagopalachari: *The Nose-Jewel (Tamil)*

**Unit 3 - Autobiography**
Bama: *Karukku*

**Unit 4 - Poetry**
BalamaniAmma: *To My Daughter*
Meena Alexander: *The Garden*
A.K. Ramanujan: *The Black Hen*

**Unit 5 - Drama**
Indira Parthasarathi: *Aurangazeb*
Mahashweta Devi: *Mother of 1084*

**REQUIRED READING:**


**REFERENCES:**

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: Shruti versus Smrti - Overview of the four Vedas and 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, SatyakamaJabala, Aruni, Shvetaketu.

**Insights from Bhagavad Gita**

**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, AdiShankaracharya, Sri Ramanujacharyya, Sri Madhvacharya, Sri Ramakrishna Paramahamsa, Swami Vivekananda, Sri RamanaMaharshi, 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.

**COURSE OUTCOMES**
- CO1 Understanding Indian Value system
- CO2 Learning for Indian historical epics
- CO3 Understanding the importance of Yoga, Meditation in Life and organic farming.

**Indian Aesthetics 3003**

Course Code: 16ELL605

**OBJECTIVES:** This course will introduce the students (i) to the critical theories that the ancient Indians proposed, (ii) art appreciation and literary criticism found in the early Indian English writers of the twentieth century, (iii) and the important works of criticism that literary critics have produced in the post-independent India.

**Unit 1**

**Unit 2**

**Unit 3**
Ananda Coomaraswamy: (i) What has India Contributed to Human Welfare? (ii)The Dance of Siva (From ‘The Dance of Siva’)
K. R. Srinivasa Iyengar: Chapter XV- The Dramatic Artist (From Shakespeare: His World and His Art)
Bhalchandra Nemade: Indian Literature and Universalism

**Unit 4**
Hiriyanna-Indian Aesthetics from “Art Experience”
A. K. Ramanujan -(i) Where Mirrors are Windows,(ii) Is there an Indian Way of Thinking?

(From “The Collected Essays of A. K. Ramanujan”) (iii) Afterword from The Interior Landscapes: Classical Tamil Love Poems

Unit 5
Ayyappa Panikker(i) The Theory and Practice of the Narrative in India.(ii) The MahaKavya/ Grand Narrative: Raghuvamsa Model, (iii) Narrative versus Narratology (From “Indian Narratology”)

C. D. Narasimhaiah:--i) Drama as a form of Art and Theatre (ii) An Introduction to Indian Criticism (ii) Aurobindo: Inaugurator of Modern Indian Criticism(From The Swan & The Eagle)

Course Outcome:

CO 1 To know the stalwarts of Indian Aesthetic theories
CO 2 To understand the critical theories proposed by the ancient Indians
CO 3 To discuss art appreciation and literary criticism of the early Indian writers in English
CO 4 To assess some of the important works of criticism of the Indian critics in the post-independent India
CO 5 To analyse some constraints and problems faced by Indians in proposing new critical theories to assess Indian literatures.

Texts:

8. http://dl.i.serc.iisc.ernet.in/handle/2015/113897

References:

4. http://aesthetics-online.org/?page=TrivediIndian
Course Code: 16ELL606  
Twentieth Century British Literature  
3-0-0-3

**OBJECTIVES:** The course will help the students (i) to analyze the intrinsic relationship between art and politics (iii) to appreciate the transition to Modernism and to study the impact of fate and the divine on Irish national history (ii) to critically appreciate modernist poetry and to analyze the literary and cultural allusions to the vast and dissonant range of cultures and literatures (iii) to form a comprehensive awareness of the theatre of the Absurd (iv) to analyze the pitfalls of religious extremism and appreciate the development of individual consciousness.

**Unit 1: Poetry 1**  
G. M. Hopkins - *The Windhover*

W.B. Yeats - *The Second Coming, Byzantium*  
W. H. Auden - *In Memory of W.B. Yeats*  
Dylan Thomas –*Fern Hill*  
Stephen Spender–*A Childhood*  
Christopher Isherwood–*The Common Cormorant*

Ted Hughes - *Thought Fox*

**Unit 2: Poetry 2**  
T.S. Eliot –*The Wasteland*

**Unit 3: Drama**  
Harold Pinter - *The Birthday Party*

Samuel Beckett - *Waiting for Godot*

**Unit 4: Fiction 1**  
Joseph Conrad - *Heart of Darkness*

James Joyce - *A Portrait of the Artist as a Young Man*

**Unit 5: Fiction 2**  
Virginia Woolf - *Mrs. Dalloway*

William Golding – *Lord of the Flies*

**Course Outcome:**

| CO1 | Understand the intrinsic relationship between art and politics |
| CO2 | Apply knowledge of the social, cultural, historical contexts of the modern period to the literary texts |
| CO3 | Identify the major literary devices employed by the 20th century writers |
| CO4 | Develop the ability to critically analyze the literary texts |
Required Reading

1. Wilfred Owen – *Anthem for Doomed Youth*
2. Sylvia Plath – *Lady Lazarus*
3. Tom Stoppard - *Rosencrantz and Guildenstern are Dead*
4. D.H. Lawrence - *Sons and Lovers*
5. Doris Lessing - *The Fifth Child*
6. Graham Greene - *The Heart of the Matter*
7. John Osborne – *Look Back in Anger*

References


Course Code: 16ELL607 Literary Theory II (1960-1990)3 0 0 3

OBJECTIVES: (i) to enable students to have grounding in advanced literary theories; (ii) to familiarize the learners with cross-disciplinary nature of literary theories; (iii) to highlight the breaks and continuities in literary theory of the latter half of the twentieth century; (iv) to enable students to discern the political underpinnings of a text.

Unit 1

2. “The Metaphoric and Metonymic Poles” - Roman Jakobson

Unit 2

4. “The Death of the Author” – Roland Barthes
5. “What is an Author?” – Michel Foucault

Unit 3

4. “On National Culture” – Franz Fanon
5. “Jane Austen and Empire” from Culture and Imperialism – Edward Said
6. “Interrogating Identity” from The Location of Culture – Homi K Bhabha
7. “Can the Subaltern Speak?” – Gayatri Spivak

Unit 4

2. “Postmodernism or the Cultural Logic of Late Capitalism” – Federic Jameson

Unit 5

1. “The Laugh of Medusa” – Helen Cixious
2. “The Resistance to Theory” – Paul de Man

Course Outcome:

CO1 Identify and define major theoretical/critical movements and theorists as well as primary concepts they are associated with
CO2 Understand and analyze strengths and limitations of critical/theoretical arguments
CO3 Evaluate the rise of literary theory in the 20th century, and describe the place of theory in contemporary English and cultural studies
CO4 Observe some of the viewpoints opposed to the practice of literary theory
CO5 Apply these concepts or arguments successfully in a close reading of a literary text and strengthen critical reading, writing, and interpretive practices

References:


Course Code: 16ELL612

NEW LITERATURES 4 0 0 4

Objectives: The course will (i) equip the learners with diverse literary experiences through the literatures originating from different countries across the world in recent times. (ii) give an insight into Commonwealth literature., (iii) deepen the students’ understanding of the salient features of the world literatures, and (iv) help the students learn to think critically and understand a variety of people and their
cultures.

Unit 1 Prose
Salman Rushdie: ‘Commonwealth Literature’ Doesn’t Exist (From ‘Imaginary Homelands’) Italo Calvino: *Why read the Classics?*

Unit 2 Poetry
Seamus Heaney: *Digging, Death of a Naturalist, Blackberry Picking and Follower*
Kishwar Naheed: *I am not that Woman*
David Diop: *Africa*
A.D. Hope: *Australia*
Margaret Atwood: *Journey to the Interior, Looking in a Mirror, It is dangerous to read Newspaper and The Animals in that Country*

Unit 3 Short Stories
Alice Munro: *Dear Life and In Sight of the Lake*

Gabriel Garcia Marquez: *The Third Resignation and The Other Side of Death*

Gita Hariharan: *Untitled Poem*

Unit 4 Novel
Nadine Gordimer: *The Burger’s Daughter*

Orhan Pamuk: *My Name is Red* Haruki Murakami: *Norwegian Wood*

Jean Rhys: *Wide Sargossa Sea*

Unit 5 Drama
Uma Parameshwaran: *Sons Must Die*

Wole Soyinka: *The Lion and the Jewel*

Course Outcome:

- **CO1** Understand the written expression of world cultures originating from different countries around the world
- **CO2** Identify the social, cultural, historical, economic, political and ecological contexts of the works studied
- **CO3** Analyze the salient features of world literature, postcolonial literature and commonwealth literature
- **CO4** Evaluate ways in which literary texts from varied cultural perspectives reveal both continuity and diversity across cultures
- **CO5** Apply the knowledge for a critical observation of elements of tradition and change within literature

Required Reading
1. James Baldwin - Go Tell it on the Mountain
2. Taufiqua Rafat - The Medal
3. Mark Mcwatt - Gull
4. Judith Wright - Train Journey
5. Gabriel Okara - Once Upon a Time
6. Chinua Achebe - The Novelist as Teacher
7. J.M. Coetzee: Disgrace

References


**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 processing in research.

**COURSE OUTCOMES**

- **CO 1** Understand some basic concepts of research and its methodologies.
- **CO 2** Identify research problem, select and define research topic.
- **CO 3** Demonstrate skills for scholarly writing, documentation, citation.
- **CO 4** Critically examine a research paper.
CO 5 Prepare a research proposal

Unit 1
Research – A form of Exploration

Unit 2
The Mechanical Writing
Spelling, Punctuation, Italic,s Numbers, Title of Work, Quotations. Format and documentation of research paper.

Unit 3
Documentation
Works cited – Citing Works, Essays Articles, Newspapers, journals, internet – sources

Unit 4
Analysis of Research Writings
Analysis of specimen research writing. Motivate students for critical thinking.

Unit 5
Practicing writing research papers on various topics.

PRESCRIBED TEXT:


REFERENCES:

2. Kothari, C.R. research Methodology: Methods and Techniques, Delhi: New Age International Ltd, 19785

Course Code: 16ELL613 Literary Theory III 3 0 0 3

OBJECTIVES:(i) to acquaint students with contemporary theory and the most contentious domains of it; (ii) to draw attention towards the most vital socio-cultural and political issues of our times; (iii) to enable the students to connect various critical notions with the predicaments of the globalized world.
Unit 1
1. “Is There a Text in the Class?” – Stanley Fish
2. “Resonance and Wonder” – Stephen Greenblatt
3. “Literary Studies in an Age of Environmental Crisis” – Cheryl Glotfelty

Unit 2
1. “Imitation and Gender Insubordination” – Judith Butler

Unit 3
1. “Subject of Politics, Politics of the Subject” – Ernesto Laclau
2. “Teaching for Our Times” – Gayatri Spivak
3. “Excursus on Leveling the Genre Distinction Between Philosophy and Literature” – Jurgen Habermas

Unit 4

Unit 5
1. “Homo Sacer” from *Homo Sacer: Sovereign Power and Bare Life* – Giorgio Agamben
2. “Biopower and Security” from *Multitude: War and Democracy in the Age of Empire* – Michael Hardt and Antonio Negri

Course Outcome:

CO1 To know about the contemporary literary theories
CO 2 To understand impact of globalization on the ideology of global population
CO 3 To familiarize with predominant ideologies of the present age
CO 4 To analyze the nuances of post structural and post modernistic ideas
CO 5 To assess the significance of eco-critical theories evolving ideas and technologies of war

References:

15ELL696  
Dissertation  
10 Credits

Students have to do a 10 credit dissertation on a researchable topic in the fourth 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 of 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.

**ELECTIVES**

**Code:16ELL542  
Children’s Literature  3-0-0-3**

**OBJECTIVES:** The course will introduce the students (i) to the world of children and young adults; (ii) it will deal with their perceptions, fears, expectations, happiness and sorrows, hardships and dangers etc; (iii) it will also promote their understanding and appreciation of the children’s space in a family, among their peers, and in the society.

**Unit 1**

**Classics:**

1. Vishnu Sharma: *Panchatantra*(Book Two)
2. Aesop: *Aesop’s Fables* (First Twenty from the prescribed edition)
3. Hans Christian Anderson- *The Ugly Duckling, Thumbelina, The Little Mermaid, The Little Fur Tree (Fairy Tales)*

**Unit 2**

**British:**

1. Lewis Caroll: *Through the Looking Glass*
2. R. L. Stevenson : *Kidnapped*
Unit 3

**American:**
1. Mark Twain: *Adventures of Huckleberry Finn*

1. Harper Lee: *To Kill a Mocking Bird*

Unit 4

**Indian:**
1. Devika Rangachari - *When Amma Went Away*

2. Paro Anand – *The Wild Child and Other Stories*

3. Ranjit Lal – *Smitten*

**Audio and graphic books**
1. Shobha Vishwanath- Karadi Tales – *Birth of Lord Krishna / Indian Rhymes*

2. Amar Chitra Katha - *Legends of India (15 in 1)*

Unit 5

**Film adaptations (Critical Reviews)**

Harry Potter series - The Jungle Book - Alice in Wonderland - Oliver Twist - The Diary of a Young Girl - Anne Frank - Robinson Crusoe

*Children’s movie adaptations from any language, including Indian Regional movies, can also be included.*

Course Outcome:

CO 1 Understanding the ways in which children’s literature is created in a cultural and historical context

CO 2 Analysing well known children’s literature in a new literary perspective

CO 3 Appraise or review how text and image function separately and how these forms function differently or in combination as in graphic novels

CO 4 Comparing how the literary devices are used in print literature and in a film adaptation

Texts / References:


OBJECTIVES: This course will enable the students to. i) imbibe a sense of both quest and appraisal of one’s own surroundings. ii) it will inculcate a spirit of adventure and build inquisitive minds in order to emerge out of closed spaces iii) It will help to generate empathy for ecological understandings iv) It will also enable them to connect their personal perspectives to the world at large.

UNIT 1
Travel Writing and Travel Fiction
Jonathan Swift: Gulliver’s Travels

Oliver Goldsmith: Citizen of the World

UNIT 2 Travel Account

Heinrich Harrer: Seven Years in Tibet

Dean Mahomet: The Travels of Dean Mahomet: An Eighteenth-Century Journey Through India

UNIT 3 Nature Writing

Gerald Durrell: My Family and Other Animals

James Herriot: All Things Wise and Wonderful

UNIT 4 Adventure Writing, Travel Diary and Essay


Somerset Maugham: The Gentleman in the Parlour

UNIT 5 Exploration

Mark Twain: Life on the Mississippi

William Dalrymple: Nine Lives: In Search of the sacred in Modern India

REQUIRED READING

REFERENCES:


Course Code: 16ELL541 Ancient Classics in Translation 3 0 0 3

OBJECTIVES

- To traverse through the world of ancient Greeks as depicted by Homer and understand the foundations of Greek culture
- To explore the adventures and exploits of Don Quixote and study the elements of realism, fantasy, comedy and tragedy in the work
- To understand the highlights of Indian dramatics and appreciate its aesthetics
- To enjoy the everyday themes of ancient Tamil Sangam literature and appreciate its relevance to the present
- To appreciate the brilliance and eloquence of Persian poetry

Unit 1

Homer -The Iliad (in prose)

Unit 2

Cervantes – Don Quixote (Part 1 & 2)
Unit 3
Kalidasa – _Shakuntala_

Unit 4
Poems of Love and War – From the Eight Anthologies and the Ten Long Poems of Classical Tamil –
The first **five** poems in each of the four sections.
Thirukkural – Not Speaking Profitless Words (191-200) Knowing the Fitting Time (481-490)

Unit 5
Omar Khayyam – _Rubaiyat_

**Course Outcome:**

CO 1  To understand the background of the world of classics and also sociological/cultural/philosophical
worldviews as depicted in the ancient literatures

CO 2  To discuss the literary milestone these different classics mark in the evolution of literature of their
respective regions usually also pioneering/being exemplary in the literary genres in which they
were written.

CO 3  To analyse the literary concepts and techniques these path breaking models have explored.

CO 4  To analyse the human and literary relevance of the classics to the present times

**Texts:**


World Classics, 2010.


<https://www.gutenberg.org/files/16659/16659-h/16659-h.htm>


<http://www.projectmadurai.org/pm_etexts/pdf/pm0153.pdf>

**Required Reading**


<http://www.gutenberg.org/files/22456/22456-h/22456-h.htm>

http://www.gutenberg.org/cache/epub/1728/pg1728-images.html>


http://www.gutenberg.org/files/46389/46389-h/46389-h.htm
References:

Code: 16ELL543 Green Literature (Elective) 3 0 0 3

OBJECTIVES: The course will (i) train students to look at Nature from an ecological perspective (ii) help them read and analyse issues related to economic, social, and scientific problems from the sustainability point of view (iii) make the students reflect on climate change and the future of mankind along with all the other living things on the planet

**Unit 1 Poetry**
Oliver Goldsmith - *The Deserted Village*
Gerard Manley Hopkins - *Binsey Poplars*
Sri Aurobindo - *A Vision of Science*

Gieve Patel - *On Killing a Tree*

**Unit 2 - Prose**
Rachel Carson - *Silent Spring*

Vandana Shiva - *Making Peace with the Earth*

**Unit 3 – Fiction**
Amitav Ghosh - *The Hungry Tide*

*Nadine Gordimer* - The Conservationist

**Unit 4- Short Stories**
Ernest Hemingway - *The Big Two Hearted River -I and II*

Ruskin Bond - *No Room for a Leopard*

**Unit 5 – Drama**
Chandrasekhar Kambar – *JoKumaraswamy*

Course Outcome:

CO1 Demonstrate understanding of contemporary American literature, and American literary developments, and their social and cultural contexts
CO2  Analyze the elements and strategies of various genres and appreciate its literary and cultural traditions

CO3  Acquire skill to explore and identify the characteristics of the post war American writings.

CO4  Analyze the themes explored in multicultural and post-modern literature within contemporary American society and culture.

References

16ELL544 Psychology in Language and Communication: Human Mind and Behaviour

Objectives
To enable the student to understand the concept and importance of Psychology and its applications in various fields; to acknowledge the nature of learning, memory and forgetting and the ways to improve memory; to appreciate and learn the nature, significance and individual differences of intelligence and personality; to experience the importance of communication skills and coping with stress and also practicing the concept and need for counseling and need to be assertive

UNIT I

Introduction to Self-Development


UNIT II

Cognitive Development & Processes I

UNIT III

Cognitive Development & Processes II


UNIT IV

Personality

Personality: Definition – Determinants - Theories: Psychoanalytic Theory, Defense Mechanisms
– Maslow’s Theory

UNIT V

Student’s Issues & Counselling


REFERENCES:


Course Code: 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:


15ELL534 Introduction to Film Studies

Objectives: To expose students to film studies; to create awareness about the major theories, techniques and narrative strategies of film and its appreciation across time; to introduce students to films produced in various cultures.

Unit 1
Introduction to Film Studies-Evolution of Cinema as an art form-literature and cinema: interdisciplinary dimensions
Unit 2
Soviet Film Theory-Isenstein and the theory of montage-Andre Bazin and realism in cinema

Unit 3
Italian New Realism-French New Wave

Unit 4
Apparatus Theory-Semiotic and psychoanalytic approaches to Cinema

Unit 5
Feminism in Film Theory-Post Theory in Film Studies

SELECT FILMS FOR SCREENING:

1. Battleship Potemkin
2. Bicycle Thieves
3. Modern Times
4. Seventh Seal
5. Rashomon
6. Pather Panchali

References:
2. *Film and Theory: An Anthology* by Robert Stam and Toby Miller (eds.)
3. *Film Studies: Critical Approaches* by John Hill and Pamela Church Gibson (eds)
4. *Key Concepts in Cinema studies* by Susan Hayward
5. *Movies and Methods* by Bill Nicholas
6. *Narrative in Fiction and Film: An Introduction* by Jakole Lothe