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 Smriti - 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, Satyakarma Jabala, 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, Adi Shankaracharya, Sri Ramanujacharya, Sri Madhvacharya, Sri Ramakrishna Paramahamsa, 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 200 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 Amrtaswaroopananda Puri - Awaken Children (Volume VII and VIII)
2. Swami Amrtaswaroopananda 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 - Ignited Minds 2. Talks (CD)
6. Swami Ramakrishnanda Puri - Ultimate Success
7. Swami Jnananandanananda Puri - Upadesanritham (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 Jagadisananda - Learn to Live (Vol.1 and 2), RK Ashram, Mylapore

15ELL501 LINGUISTICS 400 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 - Substrate and Form - Syntagmatic and Paradigmatic - Diachronic and Synchronic relations.

Unit 2

Unit 3
Definition - Semantics – relationship of similarity, opposition and inclusion: synonymy, opposites, hyponymy, homonymy, polysemy. Lexical Ambiguity; Collocation and field.

Unit 4

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2015 admissions onwards

### Unit 5

**REFERENCES:**

### 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**

**Unit 3**
Robert Herrick: “Counsel to Girls”

**Unit 4**
John Milton: “Paradise Lost” Book IX, John Dryden: “Mac Flecknoe”.

**Unit 5**

**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.

### 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**

**Unit 2**
Addison: “Sir Roger in Westminster”
Steele: “Recollections”

**Unit 3**
Oliver Goldsmith: “On National Prejudice”.

**Unit 4**
William Hazlitt: “On the Pleasure of Hating”.

**Unit 5**
Matthew Arnold: “The Study of Poetry” (Essays in Criticism - Second series)

**PRESCRIBED TEXTS:**
2. Online Resource-about.com/essays

**REFERENCES:**
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,
4. The Seventeenth-Century English Essay, Franklin H Potter; Elbert N.S Thompson, Iowa University.
SYLLABI Master of Arts - Engl. Lang. and Lit. 2015 admissions onwards

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
Graham Greene: The Quiet American

PRESCRIBED TEXTS:
2. Hard Times, Bradbury and Evans, London
3. Tess of the d’Urbervilles, Harper and Bros, Newyork
5. The Portrait of the Artist as a Young Man, The Egoist Ltd., London
7. The Quiet American, William Heinmann, London

REFERENCES:


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:
SYLLABI  Master of Arts - Engl. Lang. and Litr.  2015 admissions onwards

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)
Longinus: On the Sublime

Unit 2
Samuel Johnson: Preface to Shakespeare

Unit 3
Samuel Taylor Coleridge: Biographia Literaria (Chapter XIV)

Unit 4
T.S Elliot: “Tradition and Individual talent”
I A Richards: Practical Criticism

Unit 5
Raymond Williams: “Realism and Contemporary Novel”.
Practical Criticism of Poetry and Prose (to be done in the class)

TEXTBOOKS:
2. Twentieth Century Literary Criticism David Lodge (Ed.), London: Longman,
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”

Unit 3
Lord Byron: “She Walks in Beauty Like the Night”
the Moon”,
Chapman’s Homer”.

Unit 4

Unit 5
Robert Browning: “Andrea Del Sarto”, “The Last Ride Together”
G M Hopkins: “Windhover”.

PRESCRIBED TEXTS:
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
New York.

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.
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2015 admissions onwards

Unit 1
G.B. Shaw: “What is Wrong with Our System of Education”
E.V. Lucas: “The Town Week - A Funeral”.

Unit 2
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”
A A Milne: “A Word for an Autumn”.

PREScribed TEXTs:
2. Online Resource-about.com/essays

REFERENCES:

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

SYLLABI  

2015 admissions onwards

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
4. Naipal, V.S: A House for Mr Biswas, Picador
6. White, Patrick: Waiting for The Tree of Man, 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
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**PRESCRIBED TEXTS:**


**REFERENCES:**


**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**
Genealogy – 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:**


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**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; to 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 Venkateshwara 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”:

**Unit 4**
Folktales
Any twelve stories from the prescribed text.

**Unit 5**
Drama
Girish Karnad: Tughlaq

**PRESCRIBED TEXTS:**


**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.

**REFERENCES:**

SYLLABI  
2015 admissions onwards

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:
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
7. Making Meaning in Indian Cinemaby Ravi S Vasudevan
8. Narrative in Fiction and Film: An Introduction by Jakole Lothe
9. 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

PRESCRIBED TEXTS:
1. Kamala Markandaya: Nectar in a Sieve, Jai co
4. Nayantara Sahgal. Rich Like Us, Heinemann

REFERENCES:
5. Patterns of Feminist Consciousness in Indian Women Writers. Anuradha Roy. Prestige
7. Indian Women's Writing in English. Joel Kuroth. Rawat

SYLLABI  
2015 admissions onwards

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
4. Nayantara Sahgal. Rich Like Us, Heinemann

REFERENCES:
5. Patterns of Feminist Consciousness in Indian Women Writers. Anuradha Roy. Prestige
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  

Unit 2  

Unit 3  
Contemporary approaches – Communicative Language Teaching – Content-Based Language Teaching – Task-Based Language Teaching - Cooperative Language Learning.
Unit 4

Unit 5
Computer Assisted Language learning – Introduction to CALL – Creating materials using technology – Practical work using CALL.

PRESCRIBED TEXTS:

REFERENCES:

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

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.

REFERENCES:

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

Unit 2 Drama
Eugene O Neil: Emperor Jones, Arthur Miller: Death of a Salesman

Unit 3 Fiction

Unit 4 Short Stories

Unit 5 Prose

PRESCRIBED TEXTS:
SYLLABUS Master of Arts - Engl. Lang. and Lit. 2015 admissions onwards


REFERENCES:

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:

REFERENCES:
4. Lodge, David, Modern Criticism and Theory, London: Pearson Education Inc. 1985

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”
SYLLABI Master of Arts - Engl. Lang. and Lit. 2015 admissions onwards

**PRESCRIBED TEXT:**
2. Board of Editors, Poetry Down the Ages, Hyderabad: Orient Black Swan, 2010

**REFERENCES:**

**15ELL603 RESEARCH METHODOLOGY FOR LANGUAGE AND LITERATURE**

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:**

**REFERENCES:**

**15ELL604 MODERN ENGLISH DRAMA**

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:**

**REFERENCES:**
2. Dr Sandle Byrne (ed), George Bernard Shaw's Plays. London: W. W. Norton & Company; 2002

**15ELL61 POST-INDEPENDENCE INDIAN WRITING IN ENGLISH**

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.

**SYLLABI** Master of Arts - Engl. Lang. and Lit. 2015 admissions onwards
Unit 1
Introduction to the Post - Independence Indian Writing in English
Nissim Ezekiel: “Night of the Scorpion”, “Poet, Lover, Birdwatcher”
R Parthasarathy: “Exile”, “Trial”, “Homecoming” (From “Rough Passage”)

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:

REFERENCES