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.

Students shall have to register for any two of the following courses, one each in the third and the fourth semesters, which may be offered by the respective school during the concerned semester.

### Courses offered under the framework of Amrita Values Programmes I and II

**Message from Amma’s Life for the Modern World**
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.

**Lessons from the Ramayana**
Introduction to 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 – Relevance of Ramayana for modern times.

**Lessons from the Mahabharata**
Introduction to 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 - Relevance of Mahabharata for modern times.

**Lessons from the Upanishads**
Introduction to the Upanishads: Sruti versus Smriti - Overview of the four Vedas and the ten Principal Upanishads - The central problems of the Upanishads – The Upanishads and Indian Culture – Relevance of Upanishads for modern times – A few Upanishad Personalities: Nachiketas, SatyakamaJabala, Aruni, Shvetaketu.

**Message of the Bhagavad Gita**

**Life and Message of Swami Vivekananda**
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 from Swamiji’s life.

**Life and Teachings of Spiritual Masters India**
Sri Rama, Sri Krishna, Sri Buddha, Adi Shankaracharya, Sri Ramakrishna Paramahamsa, Swami Vivekananda, Sri Ramana Maharshi, Mata Amritanandamayi Devi.

**Insights into 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.

**Yoga and Meditation**
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.

**Kerala Mural Art and Painting**
Mural painting is an offshoot of the devotional tradition of Kerala. 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. 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 when this form of art enjoyed Royal patronage. Learning Mural painting through the theory and practice workshop is the objective of this course.
Course on Organic Farming and Sustainability
Organic farming is emerging as an important segment of human sustainability and healthy life. ‘Haritamritam’ is an attempt to empower the youth with basic skills in tradition of organic farming and to revive the culture of growing vegetables that one consumes, without using chemicals and pesticides. Growth of Agriculture through such positive initiatives will go a long way in nation development. In Amma’s words “it is a big step in restoring the lost harmony of nature”.

Benefits of Indian Medicinal Systems
Indian medicinal systems are one of the most ancient in the world. Even today society continues to derive enormous benefits from the wealth of knowledge in Ayurveda of which is recognised as a viable and sustainable medicinal tradition. This course will expose students to the fundamental principles and philosophy of Ayurveda and other Indian medicinal traditions.

Traditional Fine Arts of India
India is home to one of the most diverse Art forms world over. The underlying philosophy of Indian life is “Unity in Diversity” and it has led to the most diverse expressions of culture in India. Most art forms of India are an expression of devotion by the devotee towards the Lord and its influence in Indian life is very pervasive. This course will introduce students to the deeper philosophical basis of Indian Art forms and attempt to provide a practical demonstration of the continuing relevance of the Art.

Science of Worship in India
Indian mode of worship is unique among the world civilizations. Nowhere in the world has the philosophical idea of reverence and worshipfulness for everything in this universe found universal acceptance as it in India. Indian religious life even today is a practical demonstration of the potential for realisation of this profound truth. To see the all-pervading consciousness in everything, including animate and inanimate, and constituting society to realise this truth can be seen as the epitome of civilizational excellence. This course will discuss the principles and rationale behind different modes of worship prevalent in India.

15CSA104 INTRODUCTION TO COMPUTING 1 0 2 2

Unit 1

Unit 2
Word Processing – MS Word

Unit 3
Spreadsheet: MS Excel

Unit 4
Application Integration: Integrate data between word processing and spreadsheet documents, Copy charts from spreadsheets to word processing documents, Create linked objects between spreadsheets and word processing documents, Embed word processing documents into spreadsheets.

Unit 5
WWW and Web Browsers: Web Browsing software - Internet Explorer, Mozilla Firefox. Surfing the Internet - Giving the URL address, Search, Moving Around in a web-site, Printing or saving portion of web pages, Downloading, Use bookmarks or favorites to return to favorite internet sites, get RSS feeds. Use tabbed browsing, safely browse the internet.

Email - Basic of electronic mail - What is an Electronic mail, Email addressing, Mailbox: Inbox and outbox. Using Emails - Viewing an email, sending an Email, Saving mails, sending same mail to various users. Document handling - sending soft copy as attachment, Enclosures to email, sending a portion of document as email.

TEXTBOOKS:
2. Dinesh Maidasani – Learning Computer Fundamentals, MS Office and Internet & Web Technology, Laxmi Publications

REFERENCE BOOKS:
2. John Walkenbach Herb Tyson Michael R. Groth Faithe Wempen Lisa A. Bucki – Microsoft Office 2010 Bible, Wiley India

15CUL101 CULTURAL EDUCATION I 2002

Unit 1
Introduction to Indian Culture - Introduction to Amma's life and Teachings - Symbols of Indian Culture.

Unit 2
Science and Technology in Ancient India - Education in Ancient India - Goals of Life – Purusharthas - Introduction to Vedanta and Bhagavad Gita.

Unit 3
Introduction to Yoga - Nature and Indian Culture - Values from Indian History - Life and work of Great Seers of India.

TEXTBOOKS:
1. The Glory of India (in-house publication)
2. The Mother of Sweet Bliss, (Amma's Life & Teachings)

15CUL111 CULTURAL EDUCATION II 2002

Unit 1
1. Relevance of Sri Rama and Sri Krishna in this Scientific Age
2. Lessons from the Epics of India
3. Ramayana & Mahabharata

Unit 2
4. Who is a Wise Man?
5. A Ruler's Dharma
6. The Story of King Shibi

Unit 3
7. Introduction to the Bhagavad Gita
8. Bhagavad Gita – Action without Desire

Unit 4
9. Role and Position of Women in India
10. The Awakening of Universal Motherhood

Unit 5
11. Patanjali’s Astanga - Yoga System for Personality Refinement
12. Examples of Heroism and Patriotism in Modern India

TEXTBOOKS:
Common Resource Material II (in-house publication)
Sanatana Dharma - The Eternal Truth (A compilation of Amma's teachings on Indian Culture)

15ELL101 HISTORY OF ENGLISH LITERATURE: THE PRE-CHAUCERIAN TO THE AUGUSTAN 4004

Objectives: On completion of the course, the student should: Understand the evolution of English literature; apply their awareness of literary history of the period to literary studies; identify the trends and movements in English literature during the period; get familiarity with the writers and their major works.

Course Outline: History of English Literature from Pre-Chaucerian era to Augustan age with special emphasis on major writers.
SYLLABI
5yr Integrated MA - Engl. Lang. and Literature  
2015 admissions onwards

Unit 1
General Introduction
Pre-Chaucerian Era
Chaucer – life and works - other writers of the age

Unit 2
Elizabethan Age – Characteristics - Socio-Political Background – Major Writers -
Wyatt, Surrey, Spenser, Dekker, Jonson, Webster, Beaumont, Fletcher, Bacon, Nash, Ascham
University Wits - Marlowe, Lily, Kyd, Greene Shakespeare

Unit 3
The Metaphysical Movement – Characteristics - Socio-Political Background - Major Writers - Donne/ Herbert/ Herrick

Unit 4
Milton and Puritanism - Socio-Political Background. Other Writers of the Age.

Unit 5
Augustan Age – Characteristics - Socio-Political Background - Major Writers - Dryden, Pope, Swift, Congreve, Addison, Steele, Bunyan, Defoe

CORE READING:

15ELL102 ENGLISH POETRY: THE ELIZABETHAN TO THE AUGUSTAN

Objectives: To help the students identify forms and types of poetry; make them familiar with poetic devices and strategies; motivate them to read and appreciate poetry.


SYLLABI
5yr Integrated MA - Engl. Lang. and Literature  
2015 admissions onwards

Unit 2
Edmund Spenser: “One day I wrote her name”
William Shakespeare: Sonnet 18, Sonnet 116, “All the World is a Stage”, “Requiem”, “Under the Greenwood Tree”

Unit 3
John Donne: “Death”, “The Sun Rising”
Andrew Marvell: “The Garden”
George Herbert: “The Gifts of God” (The Pulley)
Robert Herrick: “To Blossoms”; “To Daffodils”

Unit 4
John Milton: “On his Blindness”, “On Time”, Paradise Lost Book I (Invocation); Paradise Lost Book IV (Adam and Eve)

Unit 5
Jonathan Swift: “Critics”
Oliver Goldsmith: “The Village Schoolmaster”

CORE READING:

FURTHER READING:

15ELL103 ENGLISH PROSE: THE ELIZABETHAN TO THE VICTORIAN

Objective: On completion of the course, the student should be able to: Recognize various types of prose writing; analyse, understand and appreciate prose writing; write creatively and critically in an expository or argumentative way.

SYLLABI 5yr Integrated MA - Engl. Lang. and Literature 2015 admissions onwards

Unit 1
Introduction to the English essay.

Unit 2
Francis Bacon: “Of Studies”, “Of Great Places” “Of Travel”.

Unit 3
Joseph Addison: “Sir Roger at the Theatre, On the Whim of Lotteries - Adventures
Richard Steele: “The Trumpet Club”, Sir Roger and the Widow

Unit 4
James Boswell: “Life of Samuel Johnson”
Oliver Goldsmith: “Man in Black”, “National Prejudices”
Daniel Defoe: “Description of a Quack Doctor”

Unit 5
Charles Lamb: “Dream Children A Reverie”, “Poor Relations”, “Old China”
William Hazlitt: “On Familiar Style”
Leigh Hunt: “Getting up on Cold Mornings”

CORE READING:

FURTHER READING:

15ELL111 HISTORY OF ENGLISH LITERATURE: THE PRE-ROMANTIC TO THE VICTORIAN

Course Outline: History of English Literature from Pre-Romantic era to Victorian age with special emphasis on major writers.

Unit 1
Pre-Romantic Age – Characteristics - Transition
Major Writers of the Age - Collins, Blake, Gray, Cowper, Burns
Richardson, Fielding, Smollett, Dr Johnson, Burke, Goldsmith, Sheridan

Unit 2
Early Romantic Age – Wordsworth and Coleridge
Austen, Scott, Irving, Cooper,
Unit 4
John Keats: “La Belle Dame Sans Merci”; Ode to Nightingale, “Ode to Autumn”

Unit 5
Alfred Tennyson: “Ulysses”, “Lotos-Eaters-Choric Song”
Robert Browning: “My Last Duchess”
Matthew Arnold: “Dover Beach”, “Forsaken Merman”, “To Margaret”

CORE READING:  

FURTHER READING:  
Students are recommended to read poems from popular anthologies.

15ELL113  ENGLISH PROSE: THE LATE VICTORIAN TO THE MODERN  4 0 0 4

Course Outline: Major trends in essay writing - 19th and 20th centuries.

Unit 1
John Ruskin: “On Books and Reading”
R. L. Stevenson: “Walking Tours”

Unit 2
A G Gardiner: “A Fellow Traveller”, “On Saying Please”
E. V. Lucas: “Bores”
Stephen Leacock: “My Lost Dollar”

Unit 3
Max Beerbohm: “Speed”
G. K. Chesterton: “The Worship of the Wealthy”

Unit 4
Hilaire Belloc: “A Conversation with a Cat”
Aldous Huxley: “Selected Snobberies”
J.B. Priestley: “Lectures”, “On Doing Nothing”

Unit 5
George Orwell: “Politics and English Language”

A.A. Milne: “A Village Celebration”
George Bernard Shaw: “Spoken English and Broken English”

CORE READING:  

FURTHER READING:  
Students are recommended to read essays from popular anthologies.

15ELL114  INDIAN WRITING IN ENGLISH: FICTION  3 0 0 3

Objective: To help them learn the fine art of story writing; to help them learn the techniques of story telling; to make them familiar with the morals and values held in high esteem by the ideals of Indianess.

Course Outline: Indian short stories of the 19th to the late 20th century. Indian novels of the Pre-Independence period.

Unit 1
Introduction to short stories - differences between novel and short stories

Unit 2
1. Rabindranath Tagore: “Kabuliwallah”

Unit 3

Unit 4
7. Manohar Malgonkar: “Upper Division Love”
8. Romila Thapar: “The Spell”

Unit 5
10. Mulk Raj Anand: Untouchable
11. Raja Rao: Kanthapura
**SYLLABI**  
5yr Integrated MA - Engl. Lang. and Literature  
2015 admissions onwards

**CORE READING:**

15ELL201  
**HISTORY OF ENGLISH LITERATURE:  4 0 0 4**  
**VICTORIAN TO THE PRESENT**

**Objectives:** To meet the need of the learners of English literature; to have a comprehensive idea of the different periods of English literature; be able to understand the process of this evolution and identify the trends and movements in the literature of each period; be acquainted with all the leading writers of each period and their major works.

**Unit 1**  
Early Victorian Period  
Conflict between science and religion  
The Oxford movement  
The Victorian Compromise  
Major writers like Tennyson, Browning, Arnold Dickens/ Thackeray/ Meredith

**Unit 2**  
Late Victorian Period  
General characteristics, major writers and their works

**Unit 3**  
Twentieth Century –  
Characteristics – Poetry/ Prose/ Drama/ Essay  

**Unit 4**  
The Inter-War Years – Chief Writers – Features

**Unit 5**  
Post-War Period (after 1945)  
Major trends and movements  
Poets, novelists etc

**REFERENCES:**
Syllabi 5yr Integrated MA - Engl. Lang. and Literature 2015 admissions onwards

Hemingway: Farewell to Arms
Toni Morrison: The Bluest Eyes
O’Henry: “The Last Leaf”.

Prescribed Texts:

References:

15ELL203 BIOGRAPHY 4 0 0 4

Objectives: To familiarize the students with life sketches of important personalities who have made significant contributions in social cultural and political domains. A critical evaluation of the subject and treatment of Biography would sensitize the students about the whole problem of representation the life and activities of people.

Unit 1

Unit 2
Nelson Mandela

Unit 3
Abraham Lincoln

Unit 4
Netaji; A biography for the young

Unit 5
Winston Churchill

15ELL204 ENGLISH FICTION: VICTORIAN 4 0 0 4

Objectives: To introduce the students to the origin and development of English fiction; to study fiction relating it to the socio-cultural aspects of the age; to familiarize them with different strategies of reading fiction.

Unit 1

Unit 2
Jane Austen: Pride and Prejudice

Unit 3
Charles Dickens: A Tale of Two Cities

Unit 4
George Elliot: Mill on the Floss
Emily Bronte: Wuthering Heights

Unit 5
Thomas Hardy: Mayor of Casterbridge

Core Texts:
1. Pride and Prejudice, Tark Classic Fiction
2. A Tale of Two Cities, Penguin books India
3. Mill on the Floss, Ubspd
4. Wuthering Heights, Penguin
5. Mayor of Casterbridge, Rupa and Co.

References:

15ELL211 HISTORY OF THE ENGLISH LANGUAGE AND PHONETICS

Objectives: To give students a greater language sense; to make them aware of language families; to familiarize them with different stages of the development of the English Language; to familiarize students with the Phonology of English; to enable them to speak with good pronunciation and accent.

Unit 1

Unit 2

Unit 3

Unit 4

Unit 5

PRESCRIBED TEXTS
1. F T Wood: An outline History of the English Language, Macmillan
2. C L Barber: The story of Language, ELBS
3. V Sasikumar, P Kiranmayi Dutt, Geetha Rajeevan: Listening and Speaking - CUP Imp. Foundation

REFERENCES:
2. Mario Pei: The Story of Language, Mentor
3. A C Gimson: An Introduction to the pronunciation of English, ELBS
4. Simon Potter: Our Language, Pelican
5. Otto Jespersen: Growth and Structure of the English Language, OUP
7. George Yule: The Study of Language, CUP

15ELL212 INDIAN WRITING IN ENGLISH: POETRY

Objectives: to trace the rise, growth and development of Indian poetry in English; 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; to broaden the aesthetic skills.

Unit 1
Introduction to Indian Writing in English - development and growth of poetry in the nineteenth and twentieth centuries – post-independence period.

Unit 2
Toru Dutt: “Lakshman”, “Lotus”
Rabindranath Tagore: “The Child”, “Breezy April”
Sarojini Naidu: “The Bird Sanctuary”, “Awake!”, “Coromandel Fishers”

Unit 3
K N Daruwalla: “The Ghagra in Spate”
Kamala Das: “A Hotnoon In Malabar”, “Middle Age”, “Naani”

Unit 4
Nissim Ezekiel: “Very Indian poem in Indian English “Good bye Party for Miss Pushpa T S”
Arun Kolatkar: “The Boatride”

Unit 5
Aravind Krishna Mehrotra: “The Sale”
Gieve Patel: “On Killing a tree”
SYLLABI
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Jayantha Mahapatra: “Lost”, “The Abandoned British Cemetery at Balasore”

PRESCRIBED TEXTS:
2. Ten Twentieth Century Indian Poets. Ed., R Parthasarathy. OUP

REFERENCES:

15ELL213 SHAKESPEARE: COMEDIES 4 0 0 4

Objectives: to introduce the students to an awareness about the dramatic art of Shakespeare; to expose them to the craft and the magic of Shakespeare’s style and the universality and the eternal variety of his themes; to re-read Shakespeare in the light of modern critical perspectives.

Unit 1
Introducing Shakespeare - Growth and development of Shakespeare’s mind and art.

Unit 2
Introducing Shakespearean comedy - Salient features of romantic comedies.

Unit 3
As You Like It – First two acts.

Unit 4
As You Like It – Remaining three acts.

Unit 5
Twelfth Night

PRESCRIBED TEXTS:
1. Verity, A W (Ed.), As You Like It, Warwickshire, London

REFERENCES:

SYLLABI
5yr Integrated MA - Engl. Lang. and Literature 2015 admissions onwards

2. Kenneth Muir. Shakespeare Survey Volume 32: The Middle Comedies

15ELL231 CREATIVE WRITING IN ENGLISH 3 0 0 3

Objectives: To introduce the concept of creative writing; to familiarize students with the process of writing poetry, fiction and drama; to train students to write the various forms; to prepare students to write for the media; to encourage students to write for publication.

Unit 1 INTRODUCTION TO CREATIVE WRITING

Unit 2 THE ART AND CRAFT OF WRITING

Unit 3 MODES OF CREATIVE WRITING
a) POETRY
Definitions - functions of language - poetry and prose - shape, form, and technique - rhyme and reason – fixed forms and free verse – modes of poetry: lyrical, narrative, dramatic – voices - Indian English poets – interview - verse for children - problems with writing poetry - writing poetry - Workshops

b) FICTION
Fiction, non-fiction - importance of history - literary and popular fiction – short story and novel – interview - writing fiction for children- children’s literature - interview - workshops

c) DRAMA

Unit 4 WRITING FOR THE MEDIA
Print media - broadcast media – internet - advertising

Unit 5 PUBLICATION TIPS
Revising and rewriting – proof reading – editing – submitting manuscript for publication – summary
EXTENSION ACTIVITY (READING)
A reading of a few pieces of creative writing of well known authors is to be undertaken as an extended activity. The reading may be done as a class room activity under the guidance of teacher or optionally, students read the pieces at home and a discussion on the various aspects may be undertaken later in class. It could also be done as a group activity in classroom with the group leader presenting the summary of the ideas generated at the discussion. Loud reading of poems and stories and role plays of sections of plays is to be encouraged. A sample collection of pieces is given. The list is only suggestive. A resourceful teacher is free to select any number of pieces of his/her choice. Being an open course, such an activity will be of a serious nature.

POETRY
Wordsworth: The Solitary Reaper
Robert Frost: Stopping by the Woods on a Snowy Evening
Shakespeare: Shall I compare thee to a summer’s day?
Pablo Neruda: Tonight I Can Write
Wole Soyinka: Telephone Conversation
Tagore: Where the Mind is Without Fear
Emily Dickinson: It’s Such a Little Thing

FICTION
O. Henry: The Last Leaf
Prem Chand: Resignation
Chinua Achebe: Marriage is a Private Affair
Anton Chekhov: The Grief
Saki: The Open Window

DRAMA
Shakespeare: The Merchant of Venice (The Trial Scene)
Stanley Houghton: The Dear Departed
Tagore: Chandalika
Chekhov: The Bear

PRESCRIBED TEXT:

REFERENCES:
2. Write from the Heart: Unleashing the power of Your Creativity Hal Zina Bennet California, New World Library, 2001

CYBER RESOURCES:
http://www.chillbreeze.com/articles_various/creative-writer.asp
http://www.contentwriter.in/articles/writing/
http://www.cbse.nic.in/cw-xii/creative-writing-xii-unit-1.pdf: (downloadable free)
language in Indian class rooms overcoming the problems posed by the interference of the mother tongue.

Unit 1 Problems and Principles

Unit 2 Approaches to Syllabus Design
Structural – Situational – Functional – Communicative - Emergent (Process vs. Product)

Unit 3 Approaches to Teaching Design
Audio – Lingual (structural drills) – Grammar Translation (rules and exercise) – Bilingual (use of the mother tongue) – situational and communicative – Structuring of lesson and class room interaction – learner – centered teaching and the problems of teaching large classes.

Unit 4 Principles of Material Production

Unit 5 Error Analysis, Lexicography and Evaluation
Attitude to error analysis, the concept of inter-language – The art of lexicography and its relevance to a language teaching programmes – Testing and evaluation.

PRESCRIBED TEXTS

REFERENCES:

SYLLABI 5yr Integrated MA - Engl. Lang. and Literature 2015 admissions onwards

15ELL234 TECHNICAL AND PROFESSIONAL WRITING 3 0 0 3

Objectives: Produce workplace documents, including memos/letters, instructions, and proposals; create usable, readable, and attractive documents; prepare and deliver oral presentations; collaborate with others; write coherent, concise, and correct sentences; dit for clarity.

Unit 1

Present interview findings to the class. Grammar Basics. Punctuation, Proof Reading.

Unit 2

Unit 3

Unit 4
RÉSUMÉ (cover letter, résumé, and vitae) Memorandums (regarding weekly reading) Interview a Professional Business Letters (letters of apology, customer response, and persuasion) Writing Instructions & Directions.

Unit 5
Editing and Proofreading, Portfolio, Participation, Meetings - Minutes, agenda, Chair. Conferences (two conferences) Mock interview, Conduct Meetings. Presenting a technical paper.

REFERENCE BOOKS:
1. McNair, “New Technologies and Your Résumé”
SYLLABI  5yr Integrated MA - Engl. Lang. and Literature  2015 admissions onwards

5. Technical Communications, “Desk Top Type: Tradition and Technology.”

15ELL301  ELEMENTS OF LITERARY CRITICISM  4 0 0 4

Objectives: To create and nurture critical sensibility; to introduce the students to different genres; to make them appreciate various forms of literature.

Unit 1
General Introduction and “The Study of Poetry”

Unit 2
“The Study of Prose Fiction” and “The Study of the Drama”

Unit 3
“The Study of Criticism and the Valuation of Literature”

Unit 4
“On Personality in Literature” and “On the Treatment of the Nature in Poetry”

Unit 5
“The Study of the Essay” and “The Study of the Short Story”

TEXTBOOK:

REFERENCES:

15ELL302  ENGLISH POETRY: MODERN  4 0 0 4

Objectives: To introduce the learners to the trends and movements in modern poetry; to create critical awareness about modern literature in general and modern poetry in particular; to inspire the students to read and write poetry.

Unit 1
Introduction to modern poetry
W. B. Yeats, “Easter 1916”, “A Prayer for My Daughter” and “An Irish Airman Foresees his Death”

SYLLABI  5yr Integrated MA - Engl. Lang. and Literature  2015 admissions onwards

Unit 2
T. S. Eliot, “Sweeney Among the Nightingale”
W.H. Auden, “The Unknown Citizen”, “Song”, and “Consider”
Louis Macneice, “Snow”, “Conversation”, and “Prayer before Death”

Unit 3
Stephen Spender, “The Express”, and “The Pylons”

Unit 4
R S Thomas, “Evans”, and “Iago Prytherch”,
Dylan Thomas, “Poem in October” and “And Death Shall Have no Dominion”

Unit 5
Philip Larkin, “Church Going”, “Next, Please” and “Ambulances”

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

REFERENCES:

15ELL303  ENGLISH DRAMA: ELIZABETHAN TO VICTORIAN  4 0 0 4

Objectives: To introduce the learners to the art and techniques of drama; to enable them to grasp the nuances of the English theater and its evolution from the Elizabethan period; to provide them with critical insights on the essential differences between the literary and theatrical aspects of drama.

Unit 1
Introduction to the drama and its artistic, literary and theatrical aspects.

Unit 2
Marlowe, Dr Faustus

Unit 3
Sheriden, School for Scandal

Unit 4
Gold Smith, She Stoops to Conquer
**SYLLABI**

5yr Integrated MA - Engl. Lang. and Literature 2015 admissions onwards

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**Unit 5**

Oscar Wilde, Importance of Being Earnest

**PRESCRIBED TEXTS:**

1. Dr Faustus. London: Routledge, 2002
4. Importance of Being Earnest. New Delhi: Rupa and co., 2002

**REFERENCES:**


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**15ELL304 SPiritual Literature 4 0 0 4**

**Objectives:** To introduce the students to the rich spiritual heritage of India; to create an ethical and moral bent of mind; to foster a sense of appreciation for the eternal values which have been a guiding light to humanity.

**Unit 1**

Prose


**Unit 2**

Sri Ramakrishna “Master and Disciple”, “Visit to Vidyasagar”. (From The Gospel of Sri Ramakrishna).

**Unit 3**

Sri Mata Amritanandamayi “Principles of Sanathana Dharma”. (From Sri Mata Amritanandamayi’s The Eternal Truth).

**Unit 4**


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**SYLLABI**

5yr Integrated MA - Engl. Lang. and Literature 2015 admissions onwards

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**Unit 5**

Poetry


**PRESCRIBED TEXTS:**


**REFERENCES:**


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**15ELL305 Canadian Literature 4 0 0 4**

**Objectives:** To create an awareness about Canadian culture and literary imagination; to make the students familiar with the unique aspects of Canadian literature; to develop in them a deep interest in the subtle thematic and technical experimentations in Canadian literature.

**Unit 1**

Canadian Poetry

Introduction


Lakshmi Gill, “Letter to a Prospective Immigrant”

**Unit 2**

Canadian Drama

Introduction

George Ryga, The Ecstasy of Rita Joe

**Unit 3**

Canadian Prose

Northrop Frye, “Conclusion to A Literary History of Canada”

**Unit 4**

Canadian Fiction

Introduction

Sinclair Ross, As for Me and My House
SYLLABI 5yr Integrated MA - Engl. Lang. and Literature 2015 admissions onwards

Unit 5
Margaret Atwood, Surfacing

PRESCRIBED TEXTS:
5. Surfacing. Toronto: McClelland and Stewart, 1972

REFERENCES:

15ELL311 LITERARY CRITICISM: INTRODUCTION 4004

Objectives: To provide a comprehensive awareness about the historical evolution of Literary Criticism; to enable the students to familiarize themselves with the critical canons/concepts formulated by great critics from Plato onwards; to help them appreciate literature with insights derived from criticism.

Unit 1
Plato, Aristotle, Longinus

Unit 2
Neo Classical criticism
John Dryden, Joseph Addison, Alexander Pope, Dr Johnson

Unit 3
The Romantic Criticism
William Wordsworth
S T Coleridge

Unit 4
Victorian Criticism

SYLLABI 5yr Integrated MA - Engl. Lang. and Literature 2015 admissions onwards

Unit 5
Matthew Arnold, Walter Pater
20th Century criticism
T S Eliot, I A Richards, F R Leavis (all from - An Introduction to English Criticism – B Prasad)

PRESCRIBED TEXTS:

REFERENCES:

15ELL312 EUROPEAN FICTION 4004

Objectives: To introduce the origin and development of European Fiction through Rabelais, Cervantes, Goethe, Balzac, Hugo, Flaubert, Zola, Dostoevsky, Tolstoy, Kafka, Mann, Hesse and others; to expose the students to 20th Century German, Russian and French fiction and also to various artistic and philosophical undercurrents which shaped them.

Unit 1
Introducing European Fiction
Leo Tolstoy, Death of Ivan Illych

Unit 2
Franz Kafka, The Castle

Unit 3
Albert Camus, The Plague

Unit 4
Thomas Mann, Death in Venice

Unit 5
Hermann Hesse, Siddhartha
Syllabi 5yr Integrated MA - Engl. Lang. and Literature 2015 admissions onwards

Prescribed Texts:

References:
4. Flores, Angel (ed). The Kafka Problem

15ELL313 English Fiction: Modern 4 0 0 4

Objectives: To expose the learners to the intricacies and complexities of modern fiction focusing on its themes and techniques; to enable them to evaluate modern social and cultural movements and appreciate changing literary tastes and fashions; to inspire them to read modern classics and thus re-sensitize themselves.

Unit 1
Introducing modern fiction.
Somerset Maugham, The Moon and Six Pence

Unit 2
E M Forster, A Passage to India

Unit 3
Aldous Huxley, Brave New World

Unit 4
George Orwell, The Animal Farm

Unit 5
Graham Greene, The Heart of the Matter

Prescribed Texts:
2. A Passage to India. London: Penguin, 2005

Syllabi 5yr Integrated MA - Engl. Lang. and Literature 2015 admissions onwards

References:

15ELL314 English Drama: Modern 4 0 0 4

Objectives: To introduce modern English theatre and drama; to expose the students to the themes, techniques, stage-craft and devices that characterize modern drama; to make them familiar with the revolutionary changes introduced by the great dramatists like Shaw and Synge; to introduce them to the problems involved in the production of modern plays.

Unit 1
Introducing modern drama

Unit 2
Bernard Shaw, Arms and the Man

Unit 3
J M Barrie, The Admirable Crichton

Unit 4
J M Synge, Riders to the Sea

Unit 5
Terence Rattigan, The Deep Blue Sea

Prescribed Texts:

Reference:

15ELL315 Shakespeare: Tragedies 3 0 0 3

Objectives: To expose the students to the tragic world Shakespeare; to introduce them to the complex themes and the ingenious dramatic devices of the tragedies; to enable them to appreciate Shakespeare’s magic of expression, universality and eternal freshness.
SYLLABI 5yr Integrated MA - Engl. Lang. and Literature 2015 admissions onwards

Unit 1
Introducing Shakespearean tragedy.

Unit 2
Romeo and Juliet

Unit 3
First two acts of Macbeth

Unit 4
Third and fourth acts of Macbeth

Unit 5
Last act of Macbeth

PRESCRIBED TEXTS:

REFERENCES:

15ELL316 AUTOBIOGRAPHY 4 0 0 4

Objectives: To expose the students to the genre of Autobiography; to approach Autobiography as a literary form; to examine the philosophical and epistemological problems involved in the construction of the self; to make learners familiar with the life and achievements of great personalities.

Unit 1
Introducing the genre of Autobiography.

Unit 2

Unit 3
R K Narayan, My Days

Unit 4
A P J Abdul Kalam, Wings of Fire

15ELL390 LIVE-IN-LAB. 3 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 second semester or fourth semester) and if they identify a worthwhile project, they shall register for a 3-credit Live-in-Lab project, in the fifth 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.

15ELL399 PROJECT (for Exit-option students) 6 cr

Candidates who desire to exit the programme at the end of the sixth semester may do so on specific request to the Head of the institution. The request should be given in the fourth semester itself. Such students shall undertake a six credit project, during the summer term, in the third year of the programme. They have to complete all the credit requirements prescribed up to the end of the sixth semester. The project will start at the beginning of the fifth semester and will be credited during the sixth semester. It will be done under the close supervision of the faculty member. It is expected to be a critical study on any relevant aspect of literature based on the methodology of literary research.
SYLLABI
5yr Integrated MA - Engl. Lang. and Literature  2015 admissions onwards

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

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

Unit 4

Unit 5

REFERENCES:

SYLLABI
5yr Integrated MA - Engl. Lang. and Literature  2015 admissions onwards

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

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
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:
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,
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.

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

SYLLABI 5yr Integrated MA - Engl. Lang. and Literature 2015 admissions onwards

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:
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
15ELL511 LITERARY CRITICISM 4 0 0 4

Objectives: 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
SYLLABI 5yr Integrated MA - Engl. Lang. and Literature  2015 admissions onwards

Unit 3
Lord Byron: “She Walks in Beauty Like the Night”

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:

SYLLABI 5yr Integrated MA - Engl. Lang. and Literature  2015 admissions onwards

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

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”
E.V. Lucas: “The Town Week - A Funeral”.

Unit 2
Bertrand Russell: “In Praise of Idleness”.
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. Naipaul.V.S: A House for Mr Biswas, Picador
5. White Patrick: Waiting for The Tree of Man, Penguin

15ELL531 CANADIAN FICTION

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:

SYLLABI 5yr Integrated MA - Engl. Lang. and Literature 2015 admissions onwards

REFERENCES:

15ELL532 COMPARATIVE LITERATURE

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:
SYLLABI 5yr Integrated MA - Engl. Lang. and Literature 2015 admissions onwards

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” (Kannda)
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:
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 Cinemaby Ravi S Vasudevan
9. Narrative in Fiction and Film: An Introduction by JakoleLothe
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
SYLLABI 5yr Integrated MA - Engl. Lang. and Literature  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
2. Sashi 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

**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

SYLLABI 5yr Integrated MA - Engl. Lang. and Literature  2015 admissions onwards

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.

Unit 5
Mini Project in translation.

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
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",

PRESCRIBED TEXTS:

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. Elliot: “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: “Jagar”, “Hawk Roosting”

**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, Newspapers, 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.**
SYLLABI
Syr Integrated MA - Engl. Lang. and Literature  2015 admissions onwards

PRESCRIBED TEXT:

REFERENCES:

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:

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

SYLLABI
Syr Integrated MA - Engl. Lang. and Literature  2015 admissions onwards

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”
R Parthasarathy: “Exile”, “Trial”, “Homecoming” (From “Rough Passage”)  
Jayantha Mahapatra: “Grass”

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
SYLLABI 5yr Integrated MA - Engl. Lang. and Literature 2015 admissions onwards


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.

15ENG101 COMMUNICATIVE ENGLISH 2 0 2 3

Objectives: To help the student to obtain ability to communicate in English; to impart an aesthetic sense and enhance creativity.

Unit 1
Parts of Speech, Tenses, Prepositions, Determiners- Agreement (Subject – Verb, Pronoun - Antecedent), Phrasal Verbs, Modifiers, Linkers/ Discourse Markers, Question Tags.

Unit 2
Paragraph writing – Cohesion - Development: definition, comparison, classification, contrast, cause and effect - Essay writing: Descriptive and Narrative.

Unit 3
Letter Writing - Personal (congratulation, invitation, felicitation, gratitude, condolence etc.). Official (Principal/ Head of the department/ College authorities, Bank Manager, Editors of newspapers and magazines).

Unit 4

SYLLABI 5yr Integrated MA - Engl. Lang. and Literature 2015 admissions onwards

Unit 5

REFERENCES:
5. Murphy, Raymond, Murphy’s English Grammar, CUP, 2004
7. Seely, John, Writing and Speaking, OUP, 1998

15ENG121 PROFESSIONAL COMMUNICATION 1 0 2 2

Objectives: To convey and document information in a formal environment; to acquire the skill of self-projection in professional circle; to inculcate critical thinking and to improve aesthetic sense.

Unit 1

Unit 2
Instruction, Suggestion & Recommendation - Graphical Interpretation: Extracting data from charts and graphs - Essay writing: Analytical and Argumentative.

Unit 3
Circulars, Memos – Business Letters - e-mails

Unit 4

Unit 5
Listening and Reading Practice - Book Review.
SYLLABI  Syr Integrated MA - Engl. Lang. and Literature  2015 admissions onwards

REFERENCES:
1. Felixa Eskey Tech Talk, University of Michigan. 2005

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SYLLABI  Syr Integrated MA - Engl. Lang. and Literature  2015 admissions onwards

REFERENCES:
2. O'Connor, J. D. Better English Pronunciation. CUP.

SYLLABI  Syr Integrated MA - Engl. Lang. and Literature  2015 admissions onwards

REFERENCES:
1. Felixa Eskey Tech Talk, University of Michigan. 2005

15ENG201 COMMUNICATIVE ENGLISH (ADVANCED)  2 0 2  3

Objectives: To help the students attain high level proficiency in all the four language skills; to equip them for competitive examinations and various International English Language Tests; to enhance their career prospects and employability; to help them develop their personality by fine tuning their communication and presentation skills.

Unit 1
Listening and Speaking: varieties of modern English – British, American, Indian – basic sounds, deviations in American and other varieties.

Verbal Communication: conversation – basic techniques – how to begin, interrupt, hesitate and end – how to express time, age, feelings and emotions – how to respond – using language in various contexts/situations – talking about oneself, others – describing persons, places, incidents and objects – attending an interview – addressing an audience – using audio-visual aids – making short

Unit 2
Speeches – compering – group discussion.


Unit 3
Reading and Writing

Words often confused and misused – synonyms – antonyms – idioms commonly used – corresponding American expressions.

Unit 4
Writing for Specific Purposes

Scientific writing – business writing – preparation of project proposals – writing of summaries and reviews of movies and books in English/regional languages.

Unit 5
Practical Sessions
Language Skills Test (Written):
1. Translation of short and simple passages – from Malayalam to English
2. Providing captions for photos and pictures

PRESCRIBED TEXTS:
2. O’Connor, J. D. Better English Pronunciation. CUP.
3. Swan, Michael. Practical English Usage. OUP.

REFERENCE:

15ENV300 ENVIRONMENTAL SCIENCE AND SUSTAINABILITY  3 0 0 3

Unit 1
State of Environment and Unsustainability, Need for Sustainable Development, Traditional conservation systems in India, People in Environment, Need for an attitudinal change and ethics, Need for Environmental Education, Overview of International Treaties and Conventions, Overview of Legal and Regulatory Frameworks.

Environment: Abiotic and biotic factors, Segments of the Environment, Biogeochemical Cycles, Ecosystems (associations, community adaptations, ecological succession, Food webs, Food chain, ecological pyramids), Types of Ecosystems – Terrestrial ecosystems, Ecosystem Services, Economic value of ecosystem services, Threats to ecosystems and conservation strategies.

Biodiversity: Species, Genetic & Ecosystem Diversity, Origin of life and significance of biodiversity, Value of Biodiversity, Biodiversity at Global, National and Local Levels, India as a Mega-Diversity Nation (Hotspots) & Protected Area Network, Community Biodiversity Registers, Threats to Biodiversity, Red Data book, Rare, Endangered and Endemic Species of India. Conservation of Biodiversity, People’s action.

Impacts, causes, effects, control measures, international, legal and regulatory frameworks of: Climate Change, Ozone depletion, Air pollution, Water pollution, Noise pollution, Soil/ land degradation/ pollution.
Unit 2
Linear vs. cyclical resource management systems, need for systems thinking and design of cyclical systems, circular economy, industrial ecology, green technology. Specifically apply these concepts to: Water Resources, Energy Resources, Food Resources, Land & Forests, Waste management.

Discuss the interrelation of environmental issues with social issues such as: Population, Illiteracy, Poverty, Gender equality, Class discrimination, Social impacts of development on the poor and tribal communities, Conservation movements: people’s movements and activism, Indigenous knowledge systems and traditions of conservation.

Unit 3

Global and national state of housing and shelter, Urbanization, Effects of unplanned development case studies, Impacts of the building and road construction industry on the environment, Eco-homes/ Green buildings, Sustainable communities, Sustainable Cities.

Ethical issues related to resource consumption, Intergenerational ethics, Need for investigation and resolution of the root cause of unsustainability, Traditional value systems of India, Significance of holistic value-based education for true sustainability.

TEXTBOOKS/ REFERENCES:

15HIN101 HINDI I

Objectives: To teach Hindi for effective communication in different spheres of life: Social context, Education, governance, Media, Business, Profession and Mass communication.

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15HIN111 HINDI II

Objectives: Appreciation and assimilation of Hindi Literature both drisya & shravya using the best specimens provided as anthology.

Unit 1

Unit 2
Communicative Hindi - Moukhik Abhivyakti.
Unit 3
Audio-Visual – Media in Hindi – Movies like Tare Zameen par, Paa, Black etc., appreciation and evaluation. News reading and presentations in Radio and TV channels in Hindi.

Unit 4
Gadya Manjusha – Budhapa, Kheesa, Sadachar ka Thavis.

Unit 5

TEXTBOOKS:
Kavay Tarang: Dr. Niranjan, Jawahar Pusthakalay, Mathura.  
Gadya Manjusha: Editor: Govind, Jawahar Pusthakalay, Mathura

KANNADA I

Objectives: To enable the students to acquire basic skills in functional language; to develop independent reading skills and reading for appreciating literary works; to analyse language in context to gain an understanding of vocabulary, spelling, punctuation and speech.

Unit 1
Adalitha Kannada: bhashe, swaroopa, belavaniyega kiru parichaya  
Paaribhaashika padagalu  
Vocabulary Building

Unit 2
Prabhandha – Vyaaghra Geethe - A. N. Murthy Rao  
Prabhandha – Baredidi...baredidi, Baduku mugiyuddilla allige... - Nemi Chandra  
Paragraph writing – Development: comparison, definition, cause & effect  
Essay – Descriptive & Narrative

Unit 3
Mochi – Bharateepriya  
Mosarina Mangamma – Maastti Venkatesh Iyengar  
Kamalapurada Hotelnalli – Panje Mangesh Rao  
Kaanike – B. M. Shree  
Geleyanobbanige bareda Kaagada – Dr. G. S. Shivarudrappa  
Moodala Mane – Da. Ra. Bendre  
Swathantryada Hanate – K. S. Nissaar Ahmed

REFERENCES:
1. H. S. Krishna Swami Iyangar – Adalitha Kannada – Chetana Publication, Mysuru  
2. A. N. Murthy Rao – Aleyuva Mana – Kuvempu Kannada Adyayana Samste  
3. Nemi Chandra – Badhuku Badalisahabuddu – Navakarnataka Publication  
4. Sanna Kathagalu – Prasaranga, Mysuru University , Mysuru  
5. B. M. Shree – Kannada Buvata – Kannada Sahitya Parishattu  
7. Dr. G. S. Shivarudrappa – Samagra Kavya – Kamadhenu Pustaka Bhavana

KIGN11

Objectives: To enable the students to acquire basic skills in functional language; to develop independent reading skills and reading for appreciating literary works; to develop functional and creative skills in language; to enable the students to plan, draft, edit & present a piece of writing.

Unit 1
Official Correspondence: Adhikrutha patra, prakatane, manavi patra, vanijya patra

Unit 2
Nanna Hanate - Dr. G. S. Shivarudrappa  
Ella Marethiruvaga - K. S. Nissaar Ahmed  
Saviraru Nidigalu – S Siddalingayya

Unit 3

Unit 4
Sarva Sollegala turtu Maha Samelana - Beechi  
Swarthakkaagi Tyaga - Beechi

Unit 5
Essay writing: Argumentative & Analytical  
Précis writing
SYLLABI
5yr Integrated MA - Engl. Lang. and Literature
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REFERENCES:
1. H. S. Krishnaswami Iyengar – Adalitha Kannada – Chetan Publication, Mysuru
2. Dr. G. S. Shivarudrappa – Samagra Kavya. - Kamadhenu Pustaka Bhavana
5. Dr. Da. Ra. Bendre – Saayo Aata – Shri Maa Publication

15MAL101 MALAYALAM I

Objectives:
To appreciate the aesthetics & cultural implications; to enhance creative thinking in
mother-tongue; to learn our culture & values; to equip students read & write correct Malayalam;
to correct the mistakes in pronunciation; to create awareness that good language is the sign of
complete personality.

Unit 1

Unit 2
Modern Poet trio: Ente Gurunathan, Vallathol Narayana Menon - Critical analysis of
the poem.

Unit 3
Short stories from period 1/2/3, Poovanpazham - Vaikaom Muhammed Basheer - Literary & Cultural figures of Kerala and about their literary contributions

Unit 4
Literary Criticism: Ithihasa studies - Bharatha Paryadanam - Vyasaante Chiri - Kuttiyakshirsha Mararu - Outline of literary Criticism in Malayalam Literature - Introduction to Kutti Krishna Mararu & his outlook towards literature & life.

Unit 5
Error-free Malayalam: 1. Language; 2. Clarity of expression; 3. Punctuation.

Thettillatha Malayalam – Writing - a. Expansion of ideas; b. Precis Writing; c. Essay Writing; d. Letter writing; e. Radio Speech; f. Script/ Feature/ Script Writing; g. News Editing; h. Advertising; i. Editing; j. Editorial Writing; k. Critical appreciation of literary works (Any one or two as an assignment).

REFERENCES:

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REFERENCES:

15MAL111 MALAYALAM II

Objectives:
To appreciate the aesthetics & cultural implications; to enhance creative thinking in
mother-tongue; to learn our culture & values; to equip students read & write correct Malayalam;
to correct the mistakes in pronunciation; to create awareness that good language is the sign of
complete personality.

Unit 1
Ancient poet trio: Kalyanasougandhikam, (kallum marangalun… namukkennarika vrikodara) Kunjan Nambiar - Critical analysis of his poetry - Ancient Drama: Kerala Sakunthalam (Act 1), Kalidasan (Translated by Attor Krishna Pisharody).

Unit 2

Unit 3

Unit 4
Part of an autobiography/ travelogue: Kannerum Kinavum, V. T. Bhattathiripadu - Socio-cultural literature - historical importance.

Unit 5
Error-free Malayalam: 1. Language; 2. Clarity of expression; 3. Punctuation.

Thettillatha Malayalam – Writing - a. Expansion of ideas; b. Precis Writing; c. Essay Writing; d. Letter writing; e. Radio Speech; f. Script/ Feature/ Script Writing; g. News Editing; h. Advertising; i. Editing; j. Editorial Writing; k. Critical appreciation of literary works (Any one or two as an assignment).

REFERENCES:
1. Narayana Pillai, P. K, Sahitya Panchanan, Vmarsanathrayam, Kerala Sahitya Academy, 2000

Arts and Sciences AMRITA VISHWA VIDYAPEETHAM S 63
Arts and Sciences AMRITA VISHWA VIDYAPEETHAM S 64
15OEL231 – 2xx   OPEN ELECTIVES    3 0 0 3
Open electives syllabi – see at the end of the booklet.

15SAN101   SANSKRIT I    1 0 2 2

Objectives: To familiarize students with Sanskrit language and literature; to enable them to read
and understand Sanskrit verses and sentences; to help them acquire expertise for self-study of
Sanskrit texts and communication in Sanskrit; to help the students imbibe values of life and
Indian culture as propounded in scriptures.

Unit 1
Introduction to Sanskrit language, Devanagari script - Vowels and consonants,
punctuation, classification of consonants, conjunct consonants, words – nouns
and verbs, cases – introduction, numbers, Pronouns, communicating time in Sanskrit.
Practical classes in spoken Sanskrit.

Unit 2
Verbs - Singular, Dual and plural – First person, Second person, Third person.
Tenses – Past, Present and Future – Atmanepadi and Parasmaipadi - karthariprayoga.

Unit 3
Words for communication, slokas, moral stories, subhashithas, riddles (from the
books prescribed).

Unit 4
Selected slokas from Valmiki Ramayana, Kalidasa’s works and Bhagavad Gita.
Ramayana – chapter VIII - verse 5; Mahabharata - chapter 174, verse 16; Bhagavad
Gita – chapter IV - verse 8; Kalidasa’s Sakuntalam - Act IV – verse 4.

Unit 5
Translation of simple sentences from Sanskrit to English and vice-versa.

ESSENTIAL READINGS:
1. Pravesahaa; Publisher: Samskrita bharati, Aksharam, 8th cross, 2nd phase, girinagar,
Bangalore-560 085

15SAN111   SANSKRIT II    1 0 2 2

Objectives: To familiarize students with Sanskrit language and literature; to enable them to read
and understand Sanskrit verses and sentences; to help them acquire expertise for self-study of
Sanskrit texts and communication in Sanskrit; to help the students imbibe values of life and
Indian culture as propounded in scriptures.

Unit 1
Seven cases, indeclinables, sentence making with indeclinables, Saphtha karakas.

Unit 2
Ktavatu Pratyaya, Upasargas, Ktvanta, Tumunnanta, Lyabanta.
Three Lakaras – brief introduction, Lot lakara.

Unit 3
Words and sentences for advanced communication. Slokas, moral stories
(Panchatantra) Subhashitas, riddles.

Unit 4
Introduction to classical literature, classification of Kavyas, classification of Dramas
- The five Mahakavyas, selected slokas from devotional kavyas - Bhagavad Gita
– chapter II verse 47, chapter IV verse 7, chapter VI verse 5, chapter VIII verse 6,
chapter XVI verse 21, Kalidasa’s Sakuntala act IV verse 4, Isavasypomanishat 1st
Mantra, Mahabharata chapter 149 verses 14 - 120, Neetisara chapter – III.

Unit 5
Translation of paragraphs from Sanskrit to English and vice-versa.

ESSENTIAL READINGS:
1. Pravesahaa; Publisher: Samskrita bharati, Aksharam, 8th cross, 2nd phase, girinagar, Bangalore-
560 085
2. Sanskrit Reader I, II and III, R. S. Vadhyar and Sons, Kalpathi, Palakkad
3. Prakriya Bhashyam written and published by Fr. John Kunnappally
4. Sanskrit Primer by Edward Delavan Perry, published by Ginn and Company Boston
5. Sabdamanjari, R. S. Vadayar and Sons, Kalpathi, Palakkad
6. Namalinganusasanam by Amarasimha published by Travancore Sanskrit series
5. Sabdamanjari, R. S. Vadyar and Sons, Kalpathi, Palakkad
6. Namalinganussenam by Amarasinima published by Travancore Sanskrit series

15SSK201

LIFE SKILLS I

1022

Soft skills and its importance: Pleasure and pains of transition from an academic environment to work-environment. Need for change. Fears, stress and competition in the professional world. Importance of positive attitude, self-motivation and continuous knowledge upgradation.

Self Confidence: Characteristics of the person perceived, characteristics of the situation, Characteristics of the Perceiver. Attitude, Values, Motivation, Emotion Management, Steps to like yourself, Positive Mental Attitude, Assertiveness.

Presentations: Preparations, Outlining, Hints for efficient practice, Last minute tasks, means of effective presentation, language, Gestures, Posture, Facial expressions, Professional attire.

Vocabulary building: A brief introduction into the methods and practices of learning vocabulary. Learning how to face questions on antonyms, synonyms, spelling error, analogy etc. Faulty comparison, wrong form of words and confused words like understanding the nuances of spelling changes and wrong use of words.

Listening Skills: The importance of listening in communication and how to listen actively.

Prepositions and Articles: A experiential method of learning the uses of articles and prepositions in sentences is provided.

Problem solving; Number System; LCM & HCF; Divisibility Test; Surds and Indices; Logarithms; Ratio, Proportions and Variations; Partnership; Time speed and distance; work time problems;

Data Interpretation: Numerical Data Tables; Line Graphs; Bar Charts and Pie charts; Caselet Forms; Mix Diagrams; Geometrical Diagrams and other forms of Data Representation.

Logical Reasoning: Family Tree; Linear Arrangements; Circular and Complex Arrangement; Conditionalities and Grouping; Sequencing and Scheduling; Selections; Networks; Codes; Cubes; Venn Diagram in Logical Reasoning.

15SSK211

LIFE SKILLS II

1022


Group Discussions: Advantages of Group Discussions, Structured GD – Roles, Negative roles to be avoided, Personality traits to do well in a GD, Initiation techniques, How to perform in a group discussion, Summarization techniques.

Listening Comprehension advanced: Exercise on improving listening skills, Grammar basics: Topics like clauses, punctuation, capitalization, number agreement, pronouns, tenses etc.

Reading Comprehension advanced: A course on how to approach middle level reading comprehension passages.

Problem solving – Money Related problems; Mixtures; Symbol Based problems; Clocks and Calendars; Simple, Linear, Quadratic and Polynomial Equations; Special Equations; Inequalities; Functions and Graphs; Sequence and Series; Set Theory; Permutations and Combinations; Probability; Statistics.

Data Sufficiency: Concepts and Problem Solving.
Non-Verbal Reasoning and Simple Engineering Aptitude: Mirror Image; Water Image; Paper Folding; Paper Cutting; Grouping Of Figures; Figure Formation and Analysis; Completion of Incomplete Pattern; Figure Matrix; Miscellaneous.

Special Aptitude: Cloth, Leather, 2D and 3D Objects, Coin, Match Sticks, Stubs, Chalk, Chess Board, Land and geodesic problems etc., Related Problems

TEXTBOOKS:
4. The Hard Truth about Soft Skills, by Amazon Publication.

REFERENCES:
1. Quantitative Aptitude, by R S Aggarwal, S Chand Publ.
5. The BBC and British Council online resources
6. Owl Purdue University online teaching resources
7. www.thegrammarbook.com online teaching resources
8. www.englishpage.com online teaching resources and other useful websites.

15SSK301 LIFE SKILLS III 1 0 2 2


Facing an Interview: Foundation in core subject, Industry Orientation/ Knowledge about the company, Professional Personality, Communication Skills, activities before interview, upon entering interview room, during the interview and at the end. Mock interviews.

Advanced Grammar: Topics like parallel construction, dangling modifiers, active and passive voices, etc.

Syllogisms, Critical reasoning: A course on verbal reasoning, Listening Comprehension advanced: An exercise on improving listening skills.

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Reading Comprehension advanced: A course on how to approach advanced level of reading, comprehension passages. Exercises on competitive exam questions.

Specific Training: Solving campus recruitment papers, National level and state level competitive examination papers; Speed mathematics; Tackling aptitude problems asked in interview; Techniques to remember (in Mathematics). Lateral Thinking problems. Quick checking of answers techniques; Techniques on elimination of options, Estimating and predicting correct answer; Time management in aptitude tests; Test taking strategies.

TEXTBOOKS:
4. The Hard Truth about Soft Skills, by Amazon Publication.

REFERENCES:
1. Speed Mathematics, Secrets of Lightning Mental Calculations, by Bill Handley, Master Mind books;
2. The Trachtenberg Speed System of Basic Mathematics, Rupa & Co., Publishers;
5. Quick Arithmetic, by Ashish Aggarwal, S Chand Publ.;
8. The BBC and British Council online resources
9. Owl Purdue University online teaching resources
10. www.thegrammarbook.com online teaching resources
11. www.englishpage.com online teaching resources and other useful websites.

15TAM101 TAMIL I 1 0 2 2

Objectives: To introduce the students to different literature - Sangam literature, Epics, Bhakti literature and modern literature; to improve their ability to communicate with creative concepts, and also to introduce them to the usefulness of basic grammatical components in Tamil.

Unit 1
Sangam literature: Kutuntakai: (2. 6. 8. 40 pátâlak) – குறுந்தாகை (74. 112. 184. 192 pátâlak) – tirukkuṟal (tiraiṟaṟu, amaiḻcu).

Unit 2
Epics literature: ciappadikâram maturai kântam (vaḻakkaṟkkâti 50-55).

Spiritual Literature: tiruppâvai (3,4) – tōvāṟṟam (mâḻudiantiṟṟum)
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Medieval Literature: bārātiyār kannāṅ pāṭu (eṉ vilaiyāṭṭu pilai) – bārātiyācāṅ kutuṃpāvīḷakkū (tāyīṛ tāḷāṭṭu).

Unit 3  
Novel: Jayakāntāṅ “kuru pīṭṭam”

Eccoy: Aṇṇā “ō tājānta tamīḻakomē”

Unit 4  

Unit 5  
Tamil Crammer: Ool vaḷaikal – vēṟṟumai urupukkal – vailāṭṭam mekuṟam mēkāṭṭam – canti(putarci) - ilakkanaṅkkuṟijikkārppu.

Practical skills: Listening, speaking, writing and reading.

TEXTBOOKS:

ānṭāl “ō tājānta tamīḻakomē” nakkirrūng pāṭukkētaṅg.  
Cakktniṟcēṅg cūṟumāḷaiyāṅ “nāḷḷa kūṟungtai molemum uraiyum” muṟṟai patippaṅka, 2008  
jayakāntāṅ “kuru pīṭṭam” mēḻtōṭci puttaḷi nilaiyāṅ, 1971.  
Nā Pāṭtarčēntu “purunāṅcuṟṟu cīttaaliccāṟ” tamiḻ pūṭtaiyāḷi, 1978 ṇēnī.  
Pūṭiṟyār kēkicēṅg “kūṟungtai molemum uraiyum” cāṭtta patippaṅka, 2010.  
Pūṭiṟyār kēkicēṅg “purunāṅcuṟṟu” arēneparkā patippaṅka, 2010

15TAM111  
TAMIL II  
1 0 2 2

Objectives: To learn the history of Tamil literature; to analyze different styles, language training, to strengthen the creativity in communication, Tamil basic grammar, Computer and its use in Tamil language.

Unit 1  
The history of Tamil literature: Nāṭṭūpurāṅ pāṭālakal, katakkal, pāḷajomkal - cīttaalakal tōṟramum vaḷarcciyum, cīttaalakiyāṅkal; Kāṅkkaṭtup paraṇi (pōṟṟiṟiyātu) - mukkkuṟippu 35.  
Kēppiyāṅkal: Cīḷapattikārām – maniṁikai naṟṭtaiyāl āyuv marxm amiperum – naṟṟicėṅg kēppiyāṅkal tōṭarpāga ceytkil.

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Unit 2  
tiṉā ilakkiamum nilīḷaiḷkkiamum - patiṉēṟkēḷkēnākkū nūḷkkal tōṭarpāga piṟa ceytkal - tiṟukkuṟṟaḷ (aṉṟu, peṟṟu, kalvi, oḷḷukkam, nāṟṟu, vaṟṟmai, kēḷvi, ceṉyaṅṟi, pariṟṟaiṟukkēntōṭai, viḷḷippuṟuvu peṟṟaṭṭaṭṭai ulḷa ceytkal).

Ačaṅkkūḷ: Ulakantu (1-6) - olāṭi (1,3,6) - Cittarkal: Kaṭuṟveḷi cittar pāṭalakal (aṇṭantak kalippu – 1,4,6,7,8), marxm akappē cittar pāṭalakal (1-5).

Unit 3  
tamiḻ pāṭalakal. Vaṟṟiyā pāṭalakal - laṟṟuṟri pāṟṟuṟri - nōkkurāy uyeṟṟuṟṟiyyu.

Unit 4  

Unit 5  
tamiḻ moḷ āyvīl naṟṭi payaṟṟiṟu - Kaṇṭtu pariṟṟam - viṟṟampara moḻiṟamaippu - pēċcu - nāṭṭakam paṭaippu - ciṟṟukai, kattai, putiṟṟam paṭaippu.

TEXTBOOKS:

http://www.tunathamizh.tm/2013/07/blogpost_24.html  
Mu. Varataračēṅg “tamiḻ ilakkiyā varaṭṭu” cānṭhāy akāṭṭum pāṭukkēttaṅg, 2012  