

**ANNA UNIVERSITY, CHENNAI  
UNIVERSITY DEPARTMENTS**

**M. Phil. ENGLISH**

**REGULATIONS – 2015**

**CHOICE BASED CREDIT SYSTEM**

**CURRICULUM & SYLLABI**

**SEMESTER I**

S.NO.	COURSE CODE	COURSE TITLE	CATEGORY	CONTACT PERIODS	L	T	P	C
1.	EL7101	English Language Teaching	PC	4	4	0	0	4
2.	EL7102	Research Methodology	PC	4	4	0	0	4
3.		Elective I	PE	4	4	0	0	4
4.		Elective II	PE	4	4	0	0	4
<b>TOTAL</b>				<b>16</b>	<b>16</b>	<b>0</b>	<b>0</b>	<b>16</b>

S.NO.	COURSE CODE	COURSE TITLE	CATEGORY	CONTACT PERIODS	L	T	P	C
1.	EL7211	Seminar	EEC	2	0	0	2	1
2.	EL7212	Project Work	EEC	32	0	0	32	16
<b>TOTAL</b>				<b>34</b>	<b>0</b>	<b>0</b>	<b>34</b>	<b>17</b>

**TOTAL CREDITS: 33**

**PROFESSIONAL CORE (PC)**

S.No	COURSE CODE	COURSE TITLE	CATEGORY	CONTACT PERIODS	L	T	P	C
1.		English Language Teaching	PC	4	4	0	0	4
2.		Research Methodology	PC	4	4	0	0	4

**PROFESSIONAL ELECTIVES (PE)**

S.No	COURSE CODE	COURSE TITLE	CATEGORY	CONTACT PERIODS	L	T	P	C
<b>ELECTIVES LANGUAGE GROUP</b>								
1.	EL7001	Computer-Assisted Language Learning	PE	4	4	0	0	4
2.	EL7002	English for Specific Purposes	PE	4	4	0	0	4
3.	EL7003	English Language Teaching in India	PE	4	4	0	0	4
4.	EL7004	English Language Testing	PE	4	4	0	0	4
5.	EL7005	English through e-Learning	PE	4	4	0	0	4
6.	EL7006	Language and Media	PE	4	4	0	0	4
7.	EL7007	Language through Literature	PE	4	4	0	0	4
8.	EL7008	Linguistics	PE	4	4	0	0	4
9.	EL7009	Models of Language teaching	PE	4	4	0	0	4
10.	EL7010	Sociolinguistics	PE	4	4	0	0	4
11.	EL7011	Technology for English Language Teaching	PE	4	4	0	0	4
<b>LITERATURE GROUP</b>								
12.	EL7012	Canadian literature	PE	4	4	0	0	4
13.	EL7013	Contemporary American Literature	PE	4	4	0	0	4
14.	EL7014	Contemporary Indian Drama in English	PE	4	4	0	0	4
15.	EL7015	Gender in Literature	PE	4	4	0	0	4
16.	EL7016	Literary Criticism and Theory	PE	4	4	0	0	4
17.	EL7017	Modern Indian Drama in English Translation	PE	4	4	0	0	4
18.	EL7018	Myths and Legends	PE	4	4	0	0	4
19.	EL7019	Postcolonial Fiction	PE	4	4	0	0	4
20.	EL7020	South Indian Novels in Translation	PE	4	4	0	0	4
21.	EL7021	Translation: Theory and Practice	PE	4	4	0	0	4
22.	EL7022	Women in Literature	PE	4	4	0	0	4

**OBJECTIVES**

- To familiarize researchers with the history of English language teaching-learning theories with the specific reference to current trends at various levels.
- To enable researchers to prepare lesson plans to teach skills and strategies.
- To make research scholars conversant with the theoretical foundations of English language teaching.

**CONTENTS****UNIT I HISTORY OF ELT****12**

History of English language teaching- Palmer, Sweet, Hornby- Howatt-Approaches and methods in language teaching- Theories of first language acquisition- Behaviorism- Cognitivism – Communicative Competence- Current trends in ELT

**UNIT II SECOND LANGUAGE THEORIES****12**

Theories of Second Language acquisition- Acquisition-Learning Hypothesis-Monitor Hypothesis-Natural Order Hypothesis-Input-Output Hypothesis- Affective-Filter Hypothesis- Applied Linguistics and Language Teaching- Discourse analysis- Contrastive analysis- Error Analysis

**UNIT III SYLLABUS DESIGN****12**

Curriculum vs Syllabus-Principles of Syllabus Design- Types of Syllabus-Bangalore Project-English for Specific Purpose- EOP-EAP-EST-Business English- Bridge course Syllabus

**UNIT IV MATERIALS PRODUCTION****12**

Principles and procedures of materials production- task vs activities-designing accuracy fluency tasks & activities- designing tasks & activities for developing the four language skills-designing lesson plans- designing grammar& vocabulary-Teaching Language & Literature

**UNIT V LANGUAGE TESTING****12**

Assessment vs evaluation-principles of testing-formative assessment vs summative assessment-Norm-referenced and Criterion test-types of test-wash back effect in testing-feedback in testing-current trends in language testing-program evaluation-international language tests IELTS-TOEFL-BEC.

**TOTAL: 60 PERIODS****Teaching Methods**

Lectures, invited lectures, presentations, discussions, classroom observations, teaching practice.

**Evaluation****Internal and External**

Internal: 2 written tests + assignments, seminars, project (15+15+20 = 50 marks).

External: A 3 hour written exam (50 marks)

**REFERENCES**

1. Howatt, A. P. R. , H. G. Widdowson. **A History of English Language Teaching**. 2nd ed. Oxford: OUP, 2004.
2. Kumaravadivelu B, **Understanding Language Teaching *From Method to Post Method***, Routledge: 2009.
3. Richards, J. and Rodgers, S. **Approaches and Methods in Language Teaching**. Cambridge: CLT Library, 1986.
4. Tickoo, M.L. **Teaching and Learning English – A source book**. New Delhi: Orient Blackswan, 2003.

5. Prabhu, N.S. **Second Language Pedagogy**. Oxford: Oxford University Press, 1987.
6. Halliday M.A.K. and Ruqaiya Hassan **Language, Context, and Text: Aspects of Language in a Social-Semiotic Perspective** OUP, 1989
7. Johnson, Keith. **Communicative Syllabus Design and Methodology**. Pergamon Institute of English, Oxford: Pergamon Press.1982.Print.
8. Yalden, Janice. **The Communicative Syllabus: Evolution, Design & Implementation** Pergamon Institute of English, Pergamon Press,1983
9. Brown, Gillian and George Yule. **Teaching the Spoken Language. An approach based on the analysis of conversational English** Cambridge Language Teaching Library. CUP: 1983
10. Allen J.P.B. and S. Pit Corder **Readings for Applied Linguistics**. Vols. 1-3 OUP: 1973
11. McArthur, Tom. **A Foundation Course for Language Teachers**. Cambridge Language Teaching Library, CUP: 1983
12. Holliday, Adrian. **Appropriate Methodology & Social Context**, Cambridge University Press 1994
13. Holliday, Adrian. [Understanding Intercultural Communication: negotiating a grammar of culture](#), Routledge, 2013
14. Stern, H. H. **Fundamental Concepts of Language Teaching** Oxford Applied Linguistics OUP, 1983
15. Brumfit, Christopher. **Problems and Principles in Language Teaching**. Pergamon Press, Oxford. 1980
16. Gokak, V. K **English in India: Its present and future**. Bombay: Asia Publishing House, 1964.

**EL7102**

**RESEARCH METHODOLOGY**

**L T P C**  
**4 0 0 4**

**OBJECTIVES**

- To enable researchers to collect, to analyse and to make inference of the data collected and to apply various critical theories to literary field.
- To guide researchers to write their dissertation following MLA / APA style.
- To sensitize research scholars to an understanding of the rudiments of research in language teaching and literature

**UNIT I INTRODUCTION TO RESEARCH**

**12**

The good researcher- nature of research inquiry-key concepts in research-the research process-choosing the appropriate research problem-arriving research question-formulating the research hypothesis- referencing skills-bibliography

**UNIT II RESEARCH METHODS**

**12**

An introduction to research methods and traditions- epistemological enquiry-deductive -inductive-principles of ethnographic research- kinds of research-choosing a research method-referencing skills-Literature review-primary and secondary sources-ethical research- plagiarism-dos and don'ts.

**UNIT III DATA COLLECTION METHODS**

**12**

Elicitation methods-interview- questionnaire-classroom observation and data collection-interview-sampling techniques-random sampling

**UNIT IV DATA ANALYSIS AND INTERPRETATION**

**12**

Data analysis-qualitative data analysis-quantitative data analysis- statistical techniques -use of quotations-figures-charts-tables- interpretation of results and findings- mechanics of writing-use of abbreviations-acronyms- Use of SPS software for statistical analysis.

**UNIT V PLANNING AND WRITING THE THESIS**

12

Planning the thesis-outlining –chapterization—drafting the thesis-writing the abstract

**TOTAL: 60 PERIODS****Teaching Methods**

Lectures, invited lectures, presentations, discussions.

**Evaluation Internal and External**

Internal: 2 written tests + assignments, seminars, Term paper, project (15+15+20 = 50 marks)

External: A 3 hour written exam (50 marks)

**REFERENCES**

1. Kothari, C.R. **Research Methodology**. Jaipur: New Age International, 1990.Print.
2. **MLA Handbook for Writers of Research papers**, 7th ed. New Delhi: East-West Press Pvt. Ltd., 2009. Print
3. Nickerson, T. Eileen. **The Dissertation Handbook, A Guide to Successful Dissertations**. 2nd ed. Dubuque, IA: Kendall/Hunt Publishing Company, 1993. Print.
4. Nunan, David. **Research Methods in Language Learning**, Cambridge: CUP, 2005. Print.
5. Seliger, H.W. and Sohamy, Elana. **Second Language Research Methods**. Oxford: OUP, 1989.
6. Strunk, W. and E.B.White. **Elements of Style**, 4th ed. London: Longman, 1999.
7. Dornyei, Zoltan. **Research Methods in Applied Linguistics**. OUP, Oxford: 2007.Print.
8. McNiff, Jean. **Action Research Principles and Practice**. Routledge, London: 1988.Print
9. Farhady and Hatch.**Research Design and Statistics. For Applied linguistics**. Massachusetts: NewBury House Publishers.1982.Print.
10. **Publication Manual of the American Psychological Association** Sixth Edition 2015.
11. Bateson, F.W. *The Scholar Critic*. Routledge, London: 1972

EL7001

**COMPUTER-ASSISTED LANGUAGE LEARNING****L T P C****4 0 0 4****OBJECTIVES**

- To introduce researchers to technology assisted language learning
- To help researchers use computer and internet for effective learning and teaching of English

**CONTENT****UNIT I INTRODUCTION AND SCOPE OF CALL**

12

CALL - CAI - Self-Access Learning - Computer Resources - Classroom Management - Scope and limitations of CALL - Different Terminologies - Typology - Distance Learning and E-Learning - Blended Learning.

**UNIT II DEVELOPMENT OF CALL**

12

Evolution of CALL - Educational Technology - Historical Overview - Indian Scenario - Programmed Instruction - Language Lab - Media - Radio - Video - Internet - Mobile Assisted Language Learning

**UNIT III CALL - PRINCIPLES AND THEORIES**

12

Individualized Learning and Self-Directed Learning - Different Approaches to CALL: Behaviorist - Structural - Cognitive - Integrated CALL.

**UNIT IV CALL AND INTERNET**

12

Multimedia Language Lab - CALL in Web Resources - Blogs – Wikis -Moodles -Interactive Whiteboard - CALL Software Packages - Types of CALL activities.

## **UNIT V CALL AND LANGUAGE SKILLS**

**12**

Listening - Speaking - Reading - Writing - Grammar - Pronunciation - Vocabulary - Production of CALL -Based Teaching and Learning Material - uses of CALL in language classes.

**TOTAL: 60 PERIODS**

### **Teaching Methods**

Lectures, invited lectures, presentations, discussions, classroom observations, teaching practice.

### **Evaluation Internal and External**

Internal: 2 written tests + assignments, seminars, project (15+15+20 = 50 marks).

External: A 3 hour written exam (50 marks).

### **REFERENCES**

1. Atkinson and H. A. Wilson. **Computer- Assisted Instruction**, New York: Stanford University Academic Press, 1969.
2. Chapelle, A. Carol. **Computer Applications in Second Language Acquisition: Foundations for Teaching, Testing and Research**. Cambridge: CUP, 2001.
3. Egbert, Joy. **CALL Essentials:Principles & Practice in CALL Classrooms**, Virginia: TESOL, 2005.
4. Kenning, Marie-Madeleine. **ICT And Language Learning**, London: Palgrave Macmillan, 2007.
5. Kenning, M.J. and M. M. Kenning. **An Introduction to Computer Assisted Language Teaching**. Oxford: OUP, 1983.
6. Levy, M. **CALL: Context and Conceptualization**. Oxford: OUP, 1997.
7. Wasschauer, G. **Technological Change and The Future of CALL**, 2004.
8. The JALT CALL Journal

**EL7002**

**ENGLISH FOR SPECIFIC PURPOSES**

**L T P C**  
**4 0 0 4**

### **OBJECTIVES**

- To help researchers assess the need of a specific group of learners
- To enable them to design effective courses in English for specific needs

### **CONTENTS**

#### **UNIT I ESP - HISTORICAL AND THEORETICAL PERSPECTIVE**

**12**

Definition of ESP - Classification of ESP - Varieties of English - Origin and development of ESP - Theories of learning - Approaches to language learning in ESP.

#### **UNIT II NEEDS ANALYSIS**

**12**

Approaches to Needs Analysis - Methodology - Research Tools - Data collection - Learner Needs - Learning Needs - Target situation needs - Questionnaires - Formal and informal interviews - Observation.

#### **UNIT III COURSE DESIGN**

**12**

Aim and objectives of a course - Need based Course Design - Definition - Difference between syllabus and curriculum - Parameters of Course Design - Approachs to Course Design - Types of Syllabus.

**UNIT IV METHODS AND MATERIALS 12**

Instructional approaches in ESP - ESP Classroom - Classroom practice - Role of Learners and Teachers - Preparation of Lesson Plan - Role of Teaching/Learning Materials - Different types of materials: Conventional and Non-Conventional - Issues involved in ESP materials development - Teacher-generated materials - Learner-generated materials - Self-instructional learning materials / Self-access materials - Discourse analysis and genre analysis.

**UNIT V EVALUATION 12**

Types of Evaluation - Assessment and Evaluation - Classroom Assessment - Continuous Assessment and Testing - Needs-related Testing - Large-scale Testing - Testing on a smaller scale - Self and peer evaluation - Tests as teaching cum learning activities - portfolio assessment.

**TOTAL: 60 PERIODS**

**Teaching Methods**

Lectures, invited lectures, presentations, discussions, classroom observations, teaching practice.

**Evaluation Internal and External**

Internal: 2 written tests + assignments, seminars, project (15+15+20 = 50 marks).

External: A 3 hour written exam (50 marks).

**REFERENCES**

1. Dudley-Evans, T. **Genre analysis: A Key to a theory of ESP?** Iberica, 2.3-11, 2002.
2. Hutchinson, T and A. Walters, **English for Specific Purposes**, Cambridge: CUP, 1987.
3. Kennedy, Chris and Rod Bolitho. **English for Specific Purpose. Essential Language Teaching Series**. General Editor: Roger H. Flavell. London: Macmillan, 1984.
4. Miller, T. (Ed.), **Functional approaches to written text: classroom applications**, English Language Programs, United States Information Agency, pp.134-149, 1997.
5. Murcia, M. Celce (Ed ), **Teaching English as a second or foreign language**, 2<sup>nd</sup> ed., New York: Newbury House, 1991.
6. Robinson P. C. **ESP Today: A prentice Guide**. New York: Prentice Hall, 1991.
7. West, R. **Needs analysis in Language Teaching**. Language Teaching 27(1):1-9, 1994.
8. ESP: An International Research Journal.
9. The Asian ESP Journal.

**EL7003 ENGLISH LANGUAGE TEACHING IN INDIA L T P C 4 0 0 4**

**OBJECTIVE**

- To familiarize research scholars with the fundamental issues related to the teaching of English in India

**UNIT I ORIGINS OF ELT I INDIA**

Origins of ELT in India- a critique of Macaulay's minutes-Babu English-the setting up of major universities in ore-independent India and the furthering of English language education in India-teaching of English after Independence-the setting up of Education Commissions-the Radhakrishnan Commission (1948)

**UNIT II EDUCATION COMMITTEES**

English teaching after Independence-the various education commissions- the Kothari Commission (1964)- Ramamurthy Commission Report (1986)- the Acharya Committee report-(1990) the three language formula- National Curriculum Framework(2005)

### UNIT III TEACHING ENGLISH AS A SECOND LANGUAGE IN INDIA

English as Second Language (ESL) at school (primary, secondary)- the ABL methodology- SarvaShikshaAbhiyan Scheme- the ESL syllabus in State Board schools – the Uniform Syllabus- The Central Board Secondary Education Project (1993-1998)

### UNIT IV INNOVATIONS IN SYLLABUS

The teaching of ESL at the tertiary level-General English syllabus in Arts & Science colleges-the Bangalore Project and the Task-based syllabus-curricular and syllabus innovations at the tertiary level.

### UNIT V SOCIO CULTURAL THEORY IN ELT

Issues related to the teaching of English in India-Sociocultural theory in language teaching-Vygotsky-ZPD-scaffolding-Bernstein-elaborate & restricted code-role of mother-tongue in the teaching of ESL-Bilingualism vs Immersion- Communicative language teaching in India-testing of English as a second language in India-A critique on English teaching policy in India.

#### Evaluation:

Internal(50 marks)  
External950 marks)

#### Teaching Methods

Classroom lectures, guest lectures, seminar presentations

#### REFERENCES

1. Swain Merrill, Penny Kinnear and Linda Steinman. ***Sociocultural Theory in Second Language Education An Introduction through Narratives***. Orient Black Swan : 2012
2. Braine, George. ***Nonnative Speaker English Teachers Research, Pedagogy, and Professional Growth***.Routledge, 2010
3. Singh, V.D. ***Language Learning, Teaching and Testing.A Companion***. Foundation Books: 2008
4. Long. H. Michael. ed. ***Second Language Needs Analysis*** CUP, Cambridge: 2005
5. Ghosh, Suresh Chandra. ***The History of Education in Modern India 1757-2012***.Orient Black Swan: Hyderabad, 2009
6. Dheram, Premakumari***Negotiating EmpowermentStudies in English Language Education***. Orient Longman Pvt. Ltd. Hyderabad: 2008
7. Dheram, Premakumari. ***Promoting Learner Autonomy-A Teacher's Reflections on ESL in India***. Orient Longman Pvt. Ltd.: Hyderabad,
8. Altbach. G. Philip. inPawanAgarwal. ***A Half-Century of Indian Higher Education***. Sage Publications, New Delhi: 2012.
9. Chaudron, Craig. ***Second Language Classrooms. Research on teaching and Learning***. Cambridge Applied Linguistics. CUP, Cambridge: 1988
10. Hinkel, Eli. Ed. ***Culture in Second Language Teaching and Learning***. Cambridge Applied Linguistics. CUP, Cambridge: 1999.
11. Nagaraj, Geetha. ***English Language TeachingApproaches, Methods, Techniques***. Orient Black Swan, Hyderabad: 2010.
12. Clark.L.John. ***Curriculum Renewal in School Foreign Language Learning***. OUP: Oxford.1987.Print.
13. Sinha, Shoba. ***Reading without Meaning: The Dilemma of Indian Classrooms. Language & Language Teaching. Vol: 1. No.1*** June 2012.
14. Agnihotri, R.K. & A.L. Khannaeds .***ELT in India: Issues and Innovations*** Studies in Second Language Acquisition OUP, New Delhi 1995
15. **Canagarajah, A.S. Resisting Linguistic Imperialism in English Teaching**. OUP, Oxford: 1990



**OBJECTIVES**

- To familiarise researchers to the principles of language testing
- To enable researchers to design, develop and administer language tests

**CONTENTS**

<b>UNIT I</b>	<b>INTRODUCTION TO LANGUAGE TESTING</b>	<b>12</b>
History of English Language testing – the pre-scientific era – the psychometric-structuralist era – the psycholinguistic-sociolinguistic era –modern trends in language testing-communicative language testing.		
<b>UNIT II</b>	<b>PRINCIPLES OF LANGUAGE TESTING</b>	<b>12</b>
Fundamental features of tests – validity – reliability – practicality – types of validity and reliability – test methods and their effects – statistical and analytical techniques – criterion and norm-referenced testing – formative and summative tests – wash back effect of tests – role of feedback in testing.		
<b>UNIT III</b>	<b>LANGUAGE TESTING: CONSTRUCTION AND EVALUATION</b>	<b>12</b>
Purpose and kinds of tests – test formats – test design and production – testing of four language skills – testing language in the classroom – testing language in a laboratory – testing English for specific purposes.		
<b>UNIT IV</b>	<b>CURRENT TRENDS IN LANGUAGE TESTING</b>	<b>12</b>
Recent trends in language testing – alternative approaches to testing language – testing students with limited proficiency in English – standardized international English language tests (IELTS, TOEFL)		
<b>UNIT V</b>	<b>LANGUAGE TESTING IN INDIA</b>	<b>12</b>
Second language testing – issues – recommendations – testing at the primary and the secondary level – the CBSE project – CCE (Continuous and Comprehensive Evaluation) – the Bangalore project – testing language at the tertiary level – testing in arts and science colleges and in engineering institutions.		

**TOTAL: 60 PERIODS****Teaching Methods**

Lectures, invited lectures, presentations, discussions, classroom observation, item writing.

**Evaluation Internal and****External**

Internal: 2 written tests + assignments, seminars, project (15+15+20 = 50 marks).

External: A 3 hour written exam (50 marks).

**REFERENCES:**

1. Bachman, L. *Fundamental Considerations in Language Testing*. Oxford: OUP, 1990.
2. Brown, Sally et al. *Assessing Students' Learning*. London: Routledge, 1997.
3. Brown, Sally and Angela Glasner (eds). *Assessment Matters in Higher Education*, Buckingham: Open University Press, 1999.
4. Carroll, J. Brendan. *Testing Communicative Performance: An Interim Study*, Oxford: Pergamon Press, 1980.
5. Davies, Allan. *Assessing Academic English: Testing English Proficiency*, Cambridge: CUP, 2008.
6. Prabhu, N. S. *Second Language Pedagogy*, 4<sup>th</sup> ed, Oxford: OUP, 1987.
7. Hughes, A. *Testing for language Teachers*, Oxford: OUP, 2002.
8. Weir, Cyril. *Communicative Language Testing*. Exeter Linguistic Studies No. 11, University of Exeter, 1988.

9. Rowntree, Derek. **Assessing Students: How Shall we know them?** Routledge, London: 1987. Print. Digital Printing. 2006.
10. Black, Hillel. **They shall not Pass** William Morrow and Co, New York: 1963. Print.
11. J. Charks, Alderson, Beretta, Alan. **Evaluating Second Language Education**. Cambridge: CUP, 1992. Print.
12. Assessment in Education
13. International Journal of Testing
14. Language Assessment Quarterly

**EL7005**

**ENGLISH THROUGH E-LEARNING**

**L T P C**  
**4 0 0 4**

**OBJECTIVES**

- To help researchers to familiarize themselves with the electronic medium for learning, using and teaching language
- To enable researchers to understand the elements of e-learning and its tools

**CONTENTS**

**UNIT I INTRODUCTION 12**  
Definition - Scope and limitation of e-Learning - e-Learning: Benefits, Challenges, Opportunities and Resources - A Framework for Practice.

**UNIT II HISTORY OF E-LEARNING 12**  
Evolution of e-Learning - emergence of the Internet generation - New learning skills for the 21<sup>st</sup> century - current trends in e-Learning.

**UNIT III E-LEARNING THEORY 12**  
Self-directed learning - Socio-constructivism and online communities - Learning management systems - Types of e-learning: scenario-based, goal-based, problem-based, case-based and role-play-based learning - Blended learning.

**UNIT IV E-LEARNING SKILLS AND ROLES 12**  
Traditional study skills - Computer skills - e-Learning skills - Communication skills - Group and cooperative learning - Learning styles and strategies - Roles of teachers/ learners – Cognitive apprenticeship - Teaching of language skills.

**UNIT V ELEMENTS OF E-LEARNING 12**  
Elements of e-Learning - e-Learning environment: www, intranet, extranet, e-Learning materials - e-Learning technologies - Web pages - Discussion boards - e-mail communication - Blogs - Real-time conferencing - Wikis - Impact of evaluation - Online assessments: methods, practices, tools and feedback - e-moderation skills.

**TOTAL: 60 PERIODS**

**Teaching Methods**

Lectures, invited lectures, presentations, discussions, classroom observations, teaching practice. Creating virtual class room.

**Evaluation**

**Internal and External**

Internal: 2 written tests + assignments, seminars, project (15+15+20 = 50 marks).

External: A 3 hour written exam (50 marks).

## REFERENCES

1. Clarke, Alan. **E-Learning Skills**. London: Palgrave Macmillan, 2004.
2. Dudeney, Gavin. **The Internet and the Language Classroom**. Cambridge: CUP, 2007.
3. Holmes, B. and J, Gardner. **E-Learning: Concepts and Practice**. London: Sage, 2006.
4. Khan, B. **Web-based instruction**. New Jersey: Edu. Tech. Publications, 1997.
5. MacDonald, Janet. **Blended Learning and Online Tutoring: A Good Practice Guide**. London, Gower, 2007.
6. Morrison, Don. **E-Learning Strategies: How to get Implementation and Delivery Right First Time**, London: Sage Publications, 2006.
7. Salmon, G. **E-moderating: Key to Teaching/ Learning**. London: Kogan Page, 2003.
8. Smith, David Gordon and Eric, Barber. **Teaching English with Information Technology: How to Teach English Using the Internet, Software and Email - For the Professional English Language Teacher**. London: Modern English Publications, 2007.

EL7006

LANGUAGE AND MEDIA

L T P C  
4 0 0 4

## OBJECTIVES

- To identify specific language needs for the media professionals
- To respond critically to advertisements in the media

## CONTENTS

### UNIT I LANGUAGE AND MEDIA - AN INTRODUCTION 12

Introduction to media studies - mass media and mass communication - concepts and definition - texts and audiences - news and entertainment - information - Media awareness - Language needs of media professionals.

### UNIT II PRINT MEDIA 12

Historical overview of print media - Role of newspapers/ magazines in society - Critical analysis of print language - language of advertisements - print media, billboards and posters - Writing skills for print media - Feature writing for different fields.

### UNIT III RADIO 12

Evolution of radio, tape recorder and other devices - Types of radio - Interactive radio - The power of voice, pause and silence - imaginary audience - auditory imagination - Scripting a radio programme.

### UNIT IV TV AND FILMS 12

Historical development of Television and Films - Analysis of language and conventions of TV and films - Verbal and visual symbols - Critical analysis of the language of TV advertisements - TV/Movie genres - News - Talk Shows - Serials - Reality programmes - Rhetorical devices.

### UNIT V ONLINE MEDIA 12

Principles and functions of online media - Writing for blogs, websites, wikis, chat, discussion board, email - Net English - Linear & non-linear writing - Features of Internet writing - Discussion board - Social networking sites - Tweet - Synchronous and asynchronous communication - Analysis of samples of Journalistic writing.

**TOTAL: 60 PERIODS**

## Teaching Methods

Lectures, invited lectures, presentations, discussions, classroom observations, teaching practice, field visit, workshop, seminar, campus newsletters, short film making.

## Evaluation

### Internal and External

Internal: 2 written tests + assignments, seminars, project (15+15+20 = 50 marks).

External: A 3 hour written exam (50 marks).

## REFERENCES

1. Crystal, David. **Language and Internet**. Cambridge: CUP, 2001.
2. Evans, Harold. **Essential English for Journalists, Editors and Writers**. London: Random House, 2000.
3. Graddol, David and Sharon, Goodman. **Redesigning English: new texts, new identities**. London: Routledge, 1996.
4. Hudson, Gary and Sarah, Rowlands. **Broadcast Journalism Handbook**. London: Pearson Education Limited, 2007.
5. Kenning, Marie-Madeleine. **ICT and Language Learning: From Print to the Mobile Phone**. London: Palgrave, 2007.
6. Sherman, Jane. **Using Authentic Video in the Language Classroom**. Cambridge: CUP, 2003.
7. Stovall, James Glen. **Writing for Mass Media**. London: Allyn and Bacon, 2001.

EL7007

LANGUAGE THROUGH LITERATURE

L T P C  
4 0 0 4

## OBJECTIVES

- To help researchers understand the features of each genre of literature for effective language use
- To sensitize researchers to the usefulness of literature for language teaching

### UNIT I USING LITERATURE IN THE LANGUAGE CLASSROOM

12

Definition of literature - distinctive features of the language of literature - the reader and the text - literary competence and the language classroom - rationale for literature in the language classroom - preparing a lesson plan for different genres of literature.

### UNIT II APPROACHES TO USING LITERATURE IN THE LANGUAGE CLASSROOM

12

An overview - a language-based approach - stylistics in the classroom - the role of meta language - three models - literature for personal enrichment.

### UNIT III LANGUAGE THROUGH POETRY

12

Poetry in the language class - formal features of poetry - Poetry for developing oral skills - teaching poetry at different levels - lesson planning - activities for teaching language through poetry.

### UNIT IV LANGUAGE THROUGH DRAMA

12

Distinctive features of plays - the language of the play - the performance of the play - reasons for using plays in language class - plays to improve students' oral skills - problems of students when using a play.

### UNIT V LANGUAGE THROUGH FICTION AND PROSE

12

Distinctive features of a short story - planning a lesson for use with the short story - activities for use with a short story - differences between the novel and the short story - practical problems when using a novel.

**TOTAL: 60 PERIODS**

## Teaching Methods

Lectures, invited lectures, presentations, discussions, classroom observations, teaching practice. Demonstrations, workshop, seminar.

## Evaluation

### Internal and External

Internal: 2 written tests + assignments, seminars, project (15+15+20 = 50 marks).

External: A 3 hour written exam (50 marks).

## REFERENCES

1. Brumfit, C.J. and Carter, R. (eds.) **Literature and Language Teaching**. Oxford: Oxford University Press, 1986.
2. Carter, Ronald. (ed.). **Language and Literature**, London: Allen and Unwin, 1983.
3. Collie, J. and Slater, S. **Literature in the Language Classroom**. Cambridge: Cambridge University Press, 1987.
4. Hill, J. **Using Literature in Language Teaching**. London: Macmillan, 1986.
5. Lazar, Gillian. **Literature and Language Teaching**. Cambridge: CUP, 1993.
6. Maley, Alan and Alan Duff. **Drama Techniques in Language Learning**. Cambridge: CUP, 1982.
7. Ramsaran, S. **Poetry in the Language Classroom**, *ELT Journal* 37, 1, 1983.
8. Simpson, Paul. **Language through Literature**. New York: Routledge, 1993.
9. Wessels, C. **Drama**. Oxford: Oxford University Press, 1987.
10. Widdowson, H.G. **Stylistic of Teaching of Literature**. London: Longman, 1975.
11. *Journal of Language and Linguistic studies* - Vol. No.1. April, 2005

**EL7008**

**LINGUISTICS**

**L T P C**  
**4 0 0 4**

## OBJECTIVES

- To enable researchers to understand the nature of human language
- To help them learn the different levels of description of a language such as phonology, morphology, syntax and semantics

## ONTENTS

<b>UNIT I</b>	<b>LINGUISTICS: AN OVERVIEW</b>	<b>12</b>
Characteristics of human language - definitions of linguistics - approaches to linguistics: traditional, structural, cognitive - branches of linguistics: contrastive linguistics, psycholinguistics.		
<b>UNIT II</b>	<b>PHONOLOGY</b>	<b>12</b>
Phonetics - phonology - phonemes and allophones - principles of phonemic analysis - phonological rules and representations.		
<b>UNIT III</b>	<b>MORPHOLOGY</b>	<b>12</b>
Morphology: Morphs and morphemes - allomorphy - inflection and derivation - morphology and grammar - word-building processes.		
<b>UNIT IV</b>	<b>SYNTAX</b>	<b>12</b>
Traditional, structural, transformational-generative, and communicative grammar- IC analysis.		
<b>UNIT V</b>	<b>SEMANTICS AND STYLISTICS</b>	<b>12</b>
Word meaning: connotative and denotative - Text and discourse - Semantics and Pragmatics - variety in languages - styles - kinds of meaning.		

**TOTAL: 60 PERIODS**

## Teaching Methods

Lectures, invited lectures, presentations, discussions, classroom observations, teaching practice.

## Evaluation Internal and External

Internal: 2 written tests + assignments, seminars, project (50+15+15+20).

External: A 3 hour written exam (50 marks)

## REFERENCES:

1. Catford, J.C. **Practical Introduction to Phonetics**. Oxford: Clarendon Press, 1988.
2. Corder, S.P. **Introducing Applied Linguistics**. Harmondsworth: Penguin, 1973.
3. Cruttenden, Alan. **Gimson's Pronunciation of English**, 5<sup>th</sup> ed, London: Edward Arnold, 1994.
4. Katamba, F. **Morphology**. New Delhi: Macmillan, 1993.
5. Leech, G.N. **Principles of Pragmatics**. London: Longman, 1983.
6. Lyons, J. **Introduction to Theoretical Linguistics**. Cambridge: CUP, 1968.
7. Verma, S.K. and N. Krishnaswamy. **Modern Linguistics - An Introduction**. New Delhi: OUP, 1989.
8. Yule, George. **The Study of Language**, Cambridge: CUP, 1999.
9. Applied Linguistics (Oxford)

EL7009

## MODELS OF LANGUAGE TEACHING

L T PC  
4 0 0 4

### OBJECTIVES

- To help researchers understand the four major family models of teaching.
- To enable them apply the models to language and literature teaching.
- To foster the spirit of building a model of teaching of their own.

### UNIT I INTRODUCTION TO MODEL BUILDING

12

Definition of a model, features of a model, syntax, social system, principles of reaction, support system, effects of the model

### UNIT II INFORMATION PROCESSING FAMILY

12

Inductive thinking, Concept attainment, Picture-word inductive, Scientific Inquiry, Inquiry Training, Mnemonics, Synectics, Advance organizers

### UNIT III SOCIAL FAMILY

12

Partners in learning: Positive interdependence and structured Inquiry, Group investigation, Role playing, Jurisprudential

### UNIT IV PERSONAL FAMILY

12

Non-directive teaching, Enhancing self-esteem, First generation learner model

### UNIT V BEHAVIOUR FAMILY

12

Mastery learning, Outcome Based instruction, Direct instruction, Simulation, Social learning, Programmed instruction - Models to Second Language Teaching Education: Apprentice - expert model - Rationalist model - case study model - Integrated model.

**TOTAL: 60 PERIODS**

## Teaching Methods

Lectures, invited lectures, presentations, discussions, classroom observations, teaching practice.

## Evaluation Internal and External

Internal: 2 written tests + assignments, seminars, project (15+15+20 = 50 marks).

External: A 3 hour written exam (50 marks).

## REFERENCES

1. Hill, J. and Flynn, K. *Classroom Instruction that Works with English Language Learners*, Alexandria: ASCD, VA., 2006.
2. Joyce. B, Weil, M and Calhoun, E. *Models of Teaching*, 8<sup>th</sup> ed, New Delhi: Prentice-Hall Ltd., 2009.
4. [http //www.edtech.vt.edu/edtech/id/models/index.html](http://www.edtech.vt.edu/edtech/id/models/index.html)
5. [http //www.nclrc.org/essentials/whাতেach/models.htm](http://www.nclrc.org/essentials/whাতেach/models.htm)
6. [http://shodhganga.inflibnet.ac.in/bitstream/10603/418/8/08\\_chapter3.pdf](http://shodhganga.inflibnet.ac.in/bitstream/10603/418/8/08_chapter3.pdf)

**EL7010**

**SOCIOLINGUISTICS**

**L T P C**  
**4 0 0 4**

## OBJECTIVES

- To enable the researchers to appreciate the social dimension of language
- To help them examine the interplay between social factors and language use

## CONTENTS

<b>UNIT I</b>	<b>INTRODUCTION TO SOCIOLINGUISTICS</b>	<b>12</b>
Aims and problems in Sociolinguistics - Dialectology - Rhetoric - Sociology of language - Ethnography of communication - Verbal and non-verbal communication - Language and worldview - Whorfian Hypothesis.		
<b>UNIT II</b>	<b>LANGUAGES IN CONTACT</b>	<b>12</b>
Bilingualism, Trilingualism and multilingualism - Bilingualism and Biculturalism - Diglossia - Pidginisation and creolisation - Code-switching - Code mixing - Mother tongue influence/ interference.		
<b>UNIT III</b>	<b>LANGUAGE VARIATIONS</b>	<b>12</b>
Functional language types - Standard language - Classical language - Dialect, Accent, idiolect, register - Restricted and elaborated codes - Interlanguage - Native and non-native varieties - Language and Gender.		
<b>UNIT IV</b>	<b>SPEECH ACT THEORIES</b>	<b>12</b>
Speech situation - Speech event, Setting and participants - Small group interaction - Language in face-to-face communication - Speech functions - Referential, expressive, connotative and phatic - Language and Social inequality - power structure and language - Social functions of language.		
<b>UNIT V</b>	<b>LANGUAGE POLICY AND PLANNING</b>	<b>12</b>
Language and nation - Language and ethnicity - Language planning in India - English in India.		

**TOTAL: 60 PERIODS**

## Teaching Methods

Lectures, invited lectures, presentations, discussions, classroom observations, teaching practice. workshops, analysis of samples of language in use.

## Evaluation

### Internal and External

Internal: 2 written tests + assignments, seminars, project (15+15+20 = 50 marks).

External: A 3 hour written exam (50 marks).

## REFERENCES

1. Chakladar, Snehomoy. ***Sociolinguistics: A Guide to language problems in India***. Mittal Publications, 1990.
2. Hudson, R.A. ***Sociolinguistics***. 2<sup>nd</sup> ed. Cambridge: Cambridge University Press, 2001.
3. Hymes, Dell. ***Language in Culture and Society***. New York: Harper and Row, 1964.
4. Milroy, Lesley. and Matthew, Gordon. ***Sociolinguistics: Method and Interpretation***. Oxford: Blackwell, 2003.
5. Patnaik, D. P. ***Multilingualism in India, Multilingual Matters***, London, 1990.
6. Pride, J. B. and J. Holmes eds. ***Sociolinguistics***. Harmondsworth: Penguin, 1972.
7. Trudgill, Peter. ***Sociolinguistics***. 4<sup>th</sup> ed, Harmondsworth: Penguin, 2001.
8. Wardhaugh Introduction to Sociolinguistics. Blackwell: Journal of Sociolinguistics Wiley-Blackwell, 2000.

EL7011

TECHNOLOGY FOR ENGLISH LANGUAGE TEACHING

L T P C  
4 0 0 4

## OBJECTIVE

- To make research scholars conversant with the fundamentals and implementation of ICT tools and technologies in the second language classroom which include podcasting, blogging, mobile technologies, and virtual learning classroom environment.

## UNIT I ORIGINS OF ICT

Origins of ICT- use of computers in language learning- fundamentals of e-learning-Computer – assisted language learning vs mobile learning-principles of ICT in language teaching-Behavioristic CALL-Communicative CALL-Integrative CALL

## UNIT II ICT TOOLS

Tools in ICT-blogs-VOIP-Skype-ASR (automatic speech recognition)-wikis-podcast-webcast—web quest-MOOCs- effect of multi-modal learning models on language teaching and learningiCALL- cyberspace navigation skills and exploration strategies.

## UNIT III TECHNOLOGY ENABLED TECHING AND LEARNING

Use of multimedia to generate learning materials-multimedia writing materials-e-mail activities-discussion threads-on-line teaching modules-self-teaching models- virtual classroom-smart classrooms- language laboratories-self-access centres.

## UNIT IV CALL

Computers in language testing-CALT-online testing- features of online tests self-assessment-traditional testing methods-vs CALT

## UNIT V TECHNOLOGY IN LANGUAGE TESTING

Understanding use of technology in language education-technology in second language teaching and learning-challenges in the use of ICT in second language education

**TOTAL: 60 PERIODS**



## Evaluation

Internal (50 marks)

External (50 marks)

## Teaching Methods

Classroom lectures, guest lectures, seminar presentations

## REFERENCES

1. Méndez-Vilas, et al. *Research, Reflections and Innovations in Integrating ICT in Education Spain: FORMATEX*, 2009, Print.
2. Kumar, Deepak, et al. (Eds.) *Education for the 21st Century - Impact of ICT and Digital Resources* IFIP 19th World Computer Congress, TC-3 Education, , Santiago, Chile. 2006.
3. [Yelland](#), Nicola et al, (Eds.) *Rethinking Education with ICT* Sense Publishers, 2008. Print.
4. Underwood, Jean. *Digital Technologies: An Effective Educational Change Agent?* Research on e-Learning and ICT in Education
5. **Karasavvidis**, Ilias, et al. (Eds.) *Technological, Pedagogical and Instructional Perspectives*. New York: Springer-Verlag. 2014. Print.

## LITERATURE GROUP

EL7012

CANADIAN LITERATURE

L T P C  
4 0 0 4

### OBJECTIVES

- To analyse the literary themes, techniques, historical points of contention present in modern Canadian writing.
- To know Canadian life and identity.
- To understand areas along the Canadian border as sites of cultural collaboration and friction.
- To develop skills in literary analysis , research , oral and written argument.

### UNIT I INTRODUCTION TO GENDER ISSUES IN CANADA.

12

*Books recommended*

- Ian Brown – Look and See (2005)
- Carol Shield – After words to Dropped Threads (2001)

### UNIT II THE IMMIGRANT EXPERIENCE

12

*Books Recommended*

- Thomas Chandler Halliburton – The English In America (1851)
- Catharine Parr Traill – The Tell Tale (1818)

### UNIT III THE CONFEDERATION POETS

12

*Books Recommended*

- Isabella Valancy Crow Ford – Malcolm's Katie (1987)
- Bliss Carman – Low Tide On Grand Pre (1887)

### UNIT IV REGIONALISM

12

*Books Recommended*

- Margaret Lawrence – The Diviners (1974)
- Rudy Wiebe – The Mad Trapper (1980)

**UNIT V POST COLONIALISM: BORDERS AND BORDER LANDS. 12**

*Books Recommended*

- Thomas Kings – Borders (1993)
- Clark Blaise – Resident Alien (1986)

**Teaching Methods**

Lectures, discussions, in – class work, group work, workshops, and peer – reviews.

**Evaluation**

*Internal:* two written tests + assignments, seminars, project (15+15+20 = 50 marks)

*External:* A three hour written exam (50 marks)

**REFERENCES**

- Archi Bald Lampman – The Railway Station (1900)
- Louis Hemon - Maria chao Delaine (2008)
- Dorothy Livesay – Day And Night (2010)
- Gabrielle Roy – The tin Flute (1947)

**EL7013 CONTEMPORARY AMERICAN LITERATURE L T P C  
4 0 0 4**

**OBJECTIVES**

- To help students examine and appreciate contemporary American literature
- To help students approach contemporary American literature from ecological, feminist, postmodern and South Asian perspectives

**UNIT I ECOLOGICAL POETRY 12**

A. R. Ammons - Garbage  
Gary Snyder - Turtle Island

**UNIT II SOCIAL DRAMA 12**

David Mamet - Oleana  
Sam Sheppard - Buried Child  
August Wilson - The Piano Lesson

**UNIT III POSTMODERN FICTION 12**

Thomas Pynchon - Vineland  
John Barth - The Last Voyage of Somebody the Sailor

**UNIT IV FEMINIST FICTION 12**

Alice Walker - The Color Purple  
Toni Morrison - Beloved.

**UNIT V CHINESE AMERICAN FICTION 12**

Maxine H Kingston - The Woman Warrior  
Amy Tan - The Joy Luck Club

**TOTAL: 60 PERIODS**

**Teaching Methods**

Lectures, invited lectures, presentations, discussions, classroom observations, teaching practice.

## Evaluation

### Internal and External

Internal: 2 written tests + assignments, seminars, project (15+15+20 = 50 marks).

External: A 3 hour written exam (50 marks).

## REFERENCES

1. Amend, Allison. **Multicultural Voices Asian American Writers**. New York: Chelsea House Publishers, 2010.
2. Bigsby, C. W. E. **A Critical Introduction to Twentieth Century Drama**. Vol.3. Cambridge: CUP, 1985.
3. Davies, Carole Boyce. **Black Women Writing and Identity: Migrants of the Subject**. London: Routledge, 1994.
4. Hoffman, Daniel (ed.) **Harvard Guide to Contemporary American Writing**. Cambridge: Harvard University Press, 1979.
5. Beach, Christopher. **The Cambridge Introduction to Twentieth Century American Poetry**. Cambridge: CUP, 2003.
6. Cheung, King-Kok. **An Interethnic Companion to Asian American Literature**. New York: CUP, 1997.
7. David, Todd E., and Kenneth Womack. **Postmodern Humanism in Contemporary Literature and Culture: Reconciling the void**. New York: Palgrave Macmillan, 2006.
8. Gatta, John. **Making Nature Sacred Literature, Religion and Environment in America from the Puritans to the present**. New York: OUP, 2004.
9. Hendin, Josephine G. **A concise companion to postwar American literature and culture**. Malden: Blackwell Publishing Ltd., 2004.
10. Hunter, Gordon. **American Literature, American Culture**. New York: OUP, 1999.
11. Oh, Seiwoong. **Encyclopedia of Asian - American Literature**. New York: Facts on file An Imprint of Infobase Publishing, 2007.
12. Philips, Jery., Michael Anesko, and Karen Meryens. **Contemporary American Literature (1945 - Present)**. New York: Chelsea House Publishers, 2010.
13. Robinson, Marc. **The American Play 1787-2000**. London: Yale University Press, 2009.
14. Whitson, Kathy J. **Encyclopedia of feminist literature**. London: Greenwood Press, 2004.
15. Worley, Demetrica .A and Jesse Perry. **American Literature: An Anthology**. 2nd ed. London: NTC Publishing Group, 1998.
16. <http://www.colorado.edu/English/amlit/contemp.html>
17. <http://usinfo.state.gov/products/pubs/oal/amlitweb.htm#modern>

EL7014

CONTEMPORARY INDIAN DRAMA IN ENGLISH

L T P C

4 0 0 4

## OBJECTIVES

- To enable students to appreciate Indian plays in English and to form critical opinions of plays on their own
- To sensitize students to using Indian drama in English for the development of communication skills of learners

## UNIT I INDIAN ENGLISH DRAMA

12

Growth and Development - Problems - Pioneers - Techniques - Stage History - Theatre Groups - Foreign Collaboration - Theatre Festivals.

## UNIT II HISTORICAL DRAMA

12

Asif Currimbhoy - Goa,  
Gurcharan Das -Larins Sahib

<b>UNIT III</b>	<b>MYTHICAL DRAMA</b>	<b>12</b>
Girish Karnad	- The Fire and the Rain	
Mahesh Dattani	- Tara	
<b>UNIT IV</b>	<b>FEMINIST DRAMA</b>	<b>12</b>
Dina Mehta	- Brides Are Not For Burning	
Manjula Pamanabhan	- Harvest	
<b>UNIT V</b>	<b>DIASPORIC DRAMA</b>	<b>12</b>
Uma Parameshwaran	- Rootless but Green are the Boulevard Trees	
Rana Bose	- The Death of Abbie Hoffman	

**TOTAL: 60 PERIODS**

**Teaching Methods**

Lectures, invited lectures, presentations, discussions, classroom observations, teaching practice.

**Evaluation Internal and External**

Internal: 2 written tests + assignments, seminars, project (15+15+20 = 50 marks).

External: A 3 hour written exam (50 marks).

**REFERENCES**

1. Bhatta, S. K. **Indian English Drama: A Critical Study**. New Delhi: Sterling Pub, 1987.
2. Balme, Christopher B. **Decolonizing the Stage: Theatrical Syncretism and Postcolonial Drama**. Oxford: OUP, 1999.
3. Chaudhuri, A. K. **Mahesh Dattani: An Introduction**. New Delhi: Foundation Books, 2005.
4. Devy, G. N. **In Another Tongue Essays on Indian English Literature**. New York: Peter Lang, 1993.
5. Dodiya, Jaydipsingh. **Indian English Drama: Critical Perspectives**. New Delhi: Sarup and Sons, 2000.
6. Gilbert, Helen and Joan Tompkins. **Postcolonial Drama: Theory, Practice, Politics**. London: Routledge, 1996.
7. Khatri, Chhote Lal and Kumar Chandradeep. (ed.) **Indian Drama in English: An Anthology of Recent Criticism**. Jaipur: Book Enclave, 2007.
8. Mehrotra, Aravind Krishna. **A Concise History of Indian Literature in English**. New York: Palgrave Macmillan, 2009.

**EL7015**

**GENDER IN LITERATURE**

**L T P C**  
**4 0 0 4**

**OBJECTIVES**

- To sensitize students to the portrayals of women in literature by both men and women
- To help students develop awareness of differences in the expectations and experiences of women

**UNIT I**      **ESSAYS**

J.S. Mill **12**  
Elaine Showalter Madhu Kishwar

**UNIT II**      **NOVELS**

Margaret Atwood D.H. Lawrence Arundhati Roy Eudora Welty **12**

**UNIT III**      **POEMS**

Adrienne Rich **12**

**UNIT IV      PLAYS**

Vijay Tendulkar      -

Henry Ibsen      -

Subjection of Women (Chapter 3) Feminist Criticism in the Wilderness Off the Beaten Track.

The Edible Woman

Sons and Lovers

The God of Small Things;

The Optimist's Daughter.

Snapshots of a Daughter-in-law

Kanyadaan;

A Doll's House

**UNIT V SHORT-STORIES**

12

Mahashewta Devi - Draupadi  
 Jai Nimbkar - The Childless One

**TOTAL: 60 PERIODS****Teaching Methods**

Lectures, invited lectures, presentations, discussions, classroom observations, teaching practice.

**Evaluation Internal and External**

Internal: 2 written tests + assignments, seminars, project (15+15+20 = 50 marks).

External: A 3 hour written exam (50 marks).

**REFERENCES**

1. Cameron, Deborah. *The Debate on Sexist Language. In Feminism and Linguistic Theory.* London: Macmillan, 1994.
2. Cody, Gabrielle H and Evert Sprinchorn. *The Columbia Encyclopedia of Modern Drama.* Vol I, New York: CUP, 2007.
3. Cody, Gabrielle H and Evert Sprinchorn. *The Columbia Encyclopedia of Modern Drama.* Vol II, New York: CUP, 2007.
4. Davis, Kathy et al (eds). *Handbook of Gender and Women's Studies.* London: Sage Publications, 2006.
5. Franie, Peter. *The Oxford Guide to Literature in English Translation.* New York: OUP, 2000.
6. Goodman, Lizbeth. *Literature and Gender: An Introductory Textbook.* London: Routledge, 1996.
7. Gilbert, Sandra M. & Susan Gubar (eds). *The Norton Anthology of Literature by Women.* New York: Norton, 1985.
8. Madsen, Deborah L. *Feminist Theory and Literary Practice.* London: Pluts Press, 2000.
9. Millet, Kate. *Sexual Politics.* London: Virago, 1977.
10. Rich, Adrienne. *When We Dead Awaken.* National Council of Teachers of English, 2011.
11. Showalter, Elaine. *Feminist Criticism in the Wilderness. The New Feminist Criticism: Essays on Women, Literature and Theory.* London: Virago, 1986.
12. Warhol, Robyn et al. *Feminisms: An Anthology of Literary Theory and Criticism.* New

**EL7016****LITERARY CRITICISM AND THEORY****L T P C  
4 0 0 4****OBJECTIVES**

- To introduce the researcher to a variety of Western and Indian approaches to literary theory and criticism
- To encourage the researcher to apply different critical approaches to various forms of literature from India and the West

**UNIT I THEORY OF LITERATURE**

12

Literary Genres - Poetry, Drama, and Novel - Literary terms - image, metaphor, symbol, myth, irony - literary schools and their influences.

**UNIT II CLASSICAL, NEO-CLASSICAL, ROMANTIC CRITICISM**

12

Aristotle - Longinus - Horace.

**UNIT III MODERN AND POST- MODERN CRITICISM**

12

Structuralism - Deconstruction- Post-Marxism - Cultural Materialism and New Historicism - Post-colonialism - Hermeneutics and Reader-Oriented Criticism - Feminist Criticism.

**UNIT IV ECOCRITICISM** **12**  
 Nature and culture - Nature in Literature - Environmental literature.

**UNIT V INDIAN POETICS** **12**  
 The nature of creativity, imagination and invention - aspects of modern literature - Rasa and Dhvani - Tamil poetics - Tholkappiyam - on diction and, syntax (trans. S.Illangkumaran) Tagore - A.K.Ramanujam - Ancient Tamil Poetics.

**TOTAL: 60 PERIODS**

**Teaching Methods**

Lectures, invited lectures, presentations, discussions, classroom observations, teaching practice

**Evaluation Internal and External**

Internal: 2 written tests + assignments, seminars, project (15+15+20 = 50 marks).

External: A 3 hour written exam (50 marks).

**REFERENCES**

1. David Lodge and N. Wood (eds.) **Modern Criticism and Theory: A Reader**. London: Longman, 1999.
2. Garrard, Greg. **Ecocriticism**. London: Routledge, 2004.
3. Glotfelty, C and H. Fromm (eds). **The Eco-criticism Reader: Landmarks in Literary Ecology**, Athens:University of Georgia Press, Athens, 1996.
4. Indra, C. T and Meenakshi, Sivaraman (eds.). **Post-Coloniality: Reading Literature, New Delhi: Vikas, 1990.**
5. Mills, Sara and L. Pearce et al. **Feminist Readings/ Feminists Reading**, London: Harvester Wheatsheaf, 1989.
6. Sethuraman, V. S. (ed.) **Contemporary Criticism**, New Delhi: Macmillan India, 1989.
7. Sethuraman, V. S. **Indian Aesthetics: An Introduction**. New Delhi: Macmillan, 1992.
8. Wellek and Warren. **Theory of Literature**, London: Pelican Books, 1963.
9. [www.brocku.ca/english/courses/4F70](http://www.brocku.ca/english/courses/4F70)
10. [www.vos.ucsb.edu/shuttle/theory.html](http://www.vos.ucsb.edu/shuttle/theory.html)

**EL7017 MODERN INDIAN DRAMA IN ENGLISH TRANSLATION** **L T P C**  
**4 0 0 4**

**OBJECTIVES**

- To introduce the students to regional drama in English translation
- To help them understand the difficulties in translating Indian plays in English and encourage them to undertake translation of drama into English

**UNIT I INDIAN DRAMA** **12**

History, Regional drama, Indian drama in English translation, Theatre movements, Western influence, Indigenous drama, Post-Independence Indian Drama, Drama Criticism

**UNIT II KANNADA DRAMA** **12**  
 Sriranga  
 Janamejaya, Chandrasekhar Kambar Listen  
 Siri Sampige

**UNIT III HINDI DRAMA** **12**  
 Dharam Vir The Blind Age One  
 Mohan Rakesh Day in Ashadha

**UNIT IV MARATHI DRAMA**

Vijay Tendulkar Satish Alekar

The  
Vultures  
Mahapoor

12

**UNIT V BENGALI DRAMA**

Badal Sircar Mahasweta Devi

Evam Indrajit  
Mother of 1084

12

**TOTAL: 60 PERIODS****EL7018****MYTHS AND LEGENDS****L T P C**  
**4 0 0 4****OBJECTIVES**

- To familiarize researchers with myths and folktales from around the world.
- To help researchers read and understand the symbolic language of mythology.
- To help researchers appreciate the universality of the basic truths embedded in mythology.

**UNIT I UNDERSTANDING MYTHOLOGY**

The world of myths – definitions – different narrative forms – theories and approaches used in reading mythology: euhemeristic / rationalistic approach, linguistic approach, psychological approach, cultural / ethnological / sociological / anthropological approach – Mythology and history – Myths and archetypes – Hero, trickster, mother figure

**UNIT II CREATION MYTHS**

Types of creation myths – Creation myths from various parts of the world – Indian, Chinese, Greek, Egyptian, Mesopotamian, Australian aboriginal, Native American, Mayan, Inuit, African,

**UNIT III JOURNEY MYTHS**

The journey – The quest – Indian journey myths – Nachiketa, Ramayana and Mahabharata – Other journey myths – Mesopotamian, Greek (Orpheus, Iliad and Odyssey), Sumerian (Gilgamesh), Japanese, Mongolian, Norse, Mayan, Yoruba, Bi Norse, Mayan, Arthurian (quest for the Grail)

**UNIT IV HERO / HEROINE MYTHS**

The Hero – characteristics – The monomyth – The quest for self - Heroic legends – King Arthur, King Vikramaditya, Prometheus, Nibelungenlied, Heroines – Inanna, Gwendolen, Cordelia, Amazon women

**UNIT V MODERN MYTHS**

Myth making in modern times – Tarzan, Phantom, Mandrake, Lord of the Rings, Superman, Spiderman, Star Wars, Harry Potter – Urban legends – Internet urban legends

**TOTAL: 60 PERIODS****Teaching Methods**

Lectures, invited lectures, presentations, discussions, classroom observations, teaching practice, workshop, seminar.

**Evaluation Internal and External**

Internal: 2 written tests + assignments, seminars, project (15+15+20 = 50 marks).  
External: A 3 hour written exam (50 marks).



## REFERENCES

1. Abrams, M. H. "Archetypal Criticism." *A Glossary of Literary Terms*. Fort Worth: HBJ, 1993.
2. Bates, Roland. *Northrop Frye*. Toronto: McClelland and Stewart, 1971.
3. Frye, Northrop. "The Archetypes of Literature." *The Norton Anthology: Theory and Criticism*. Ed. Vincent B. Leitch. New York: Norton, 2001. 1445 - 1457
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5. Leitch, Vincent B. "Northrop Frye." *The Norton Anthology: Theory and Criticism*. Ed. Vincent B. Leitch. New York: Norton, 2001. 1442 – 1445
6. "Carl Gustav Jung." *The Norton Anthology: Theory and Criticism*. Ed. Vincent B. Leitch. New York: Norton, 2001. 987 - 990
7. Segal, Robert A. "Introduction." *Jung on Mythology*. Princeton: Princeton University Press, 1998. 3 - 48
8. Sugg, Richard P., ed. *Jungian Literary Criticism*. Evanston, Ill.: Northwestern University Press, 1992. (439 pgs.)
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**EL7019**

**POSTCOLONIAL FICTION**

**L T P C**  
**4 0 0 4**

### OBJECTIVES

- To enrich researchers with a knowledge of postcolonial theory and criticism
- To create awareness among students about the various postcolonial perspectives to literary studies, especially, postcolonial fiction

### UNIT I POSTCOLONIAL CRITICISM AND THEORY

**12**

Orientalism - Nation and Narration - Subject and the Other - the Marginalized - Subaltern - Diaspora - (Fanon) - Post-Colonialism.

### UNIT II THE SELF-REFLECTIVE NOVEL

**12**

Jean Rhys - *Wide Sargasso Sea*  
J.M. Coetzee - *Foe*

### UNIT III FEMINIST NOVEL

**12**

Chitra Banerjee Divakaruni - *The Palace of Illusion*  
Manju Kapur - *Difficult Daughters*

### UNIT IV DIASPORIC NOVEL

**12**

Jhumpa Lahiri - *The Namesake*  
Amulya Malladi - *Serving Crazy with Curry*

### UNIT V SOCIOPOLITICAL NOVEL

**12**

Sashi Tharoor - *The Great Indian Novel*  
Salman Rushdie - *Midnight's Children*

**TOTAL: 60 PERIODS**

### Teaching Methods

Lectures, invited lectures, presentations, discussions, classroom observations, teaching practice.

## Evaluation

### Internal and External

Internal: 2 written tests + assignments, seminars, project (15+15+20= 50 marks).

External: A 3 hour written exam (50 marks).

## REFERENCES

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EL7020

SOUTH INDIAN NOVELS IN TRANSLATION

L T P C  
4 0 0 4

## OBJECTIVES

- To help students understand and appreciate Indian novels translated into English
- To make the students examine the different problems of translating Indian novels into English

## UNIT I TRANSLATION THEORY

12

Language, Literature and Translation.

## UNIT II TAMIL NOVELS IN TRANSLATION

12

Krithika - Vasaveswaram  
Raghavan - Chudamani  
Yamini, Neela Padmanabhan - Generations

<b>UNIT III</b>	<b>MALAYALAM NOVELS IN TRANSLATION</b>	<b>12</b>
Mohammed Basheer	- The Eye of God	
Vasudevan Nair	- Second Turn.	
<b>UNIT IV</b>	<b>TELUGU NOVELS IN TRANSLATION</b>	<b>12</b>
Krishna Rao	- Puppets	
Kesava Reddy	- He Conquered the Jungle.	
<b>UNIT V</b>	<b>KANNADA NOVELS IN TRANSLATION</b>	<b>12</b>
U.R. Ananthamurthy	- Bharathipura	
Shrikrishna Alanahalli	- Gendethimma.	

**TOTAL: 60 PERIODS**

### Teaching Methods

Lectures, invited lectures, presentations, discussions, classroom observations, teaching practice.

### Evaluation

#### Internal and External

Internal: 2 written tests, assignments, seminars, project (15+15+20 = 50 marks).

External: A 3 hour written exam (50 marks).

### REFERENCES

1. Bassnett, Suran. and Harish, Trivedi. **Post Colonial Translation Theory and Practice**, New York: Routledge, 1999.
2. Cronin, Michael. **Translation Identity**, New York: Routledge, 2006.
3. Davies, Kathy., Mary, Evans. and Judith, Lorber. **Handbook of Gender and Women's Studies**. London: SAGE Publications Ltd., 2006.
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**EL7021**

**TRANSLATION: THEORY AND PRACTICE**

**L T P C**  
**4 0 0 4**

### OBJECTIVES

- To expose students to the history and principles of translation
- To train students in translation practice
- To encourage students to undertake translation of plays from Tamil into English

**UNIT I** **HISTORY AND THEORIES OF TRANSLATION** **12**

The Roman period - The Renaissance - 18<sup>th</sup>, 19<sup>th</sup>, and 20<sup>th</sup> century views on translation - Bible translators - Wycliffe, Tyndale - Machine translation - Translation as an art and science - post-colonialism and translation.

<b>UNIT II</b>	<b>LINGUISTIC ASPECTS OF TRANSLATION</b>	<b>12</b>
Language and culture - decoding and recoding - problems of equivalence - loss and gain - untranslatability - collocation - structure of language - semantic categories - evaluating language - scale of linguistic intensity - register - code - varieties of interference.		
<b>UNIT III</b>	<b>PROBLEMS AND ISSUES IN TRANSLATION</b>	<b>12</b>
Translations of prose, poetry, drama, fiction - Translations of scientific, technical, and legal texts - metaphor and other figures of speech - idioms - colloquialism.		
<b>UNIT IV</b>	<b>TRANSLATION METHODS</b>	<b>12</b>
Word for word, literal, faithful and semantic translations - adaptation, free and idiomatic translation - paraphrase - transcreation.		
<b>UNIT V</b>	<b>TRANSLATION PRACTICE</b>	<b>12</b>
Analysis of a translation from Tamil to English - short pieces (3-4 pages) of prose, poetry, drama, and fiction - Translating a Tamil drama into English (minimum twenty - thirty pages) .		
		<b>TOTAL: 60 PERIODS</b>

**Teaching Methods**

Lectures, invited lectures, presentations, discussions, classroom observations, teaching practice.

**Evaluation**

**Internal and External**

Internal: 2 written tests, assignments, seminars, project (15+15+20 = 50 marks).

External: A 3 hour written exam (50 marks).

**REFERENCES**

1. Bassnett-McGuire, Susan. **Translation Studies**. New York: Routledge, 1991.
2. Catford, J. **A Linguistic Theory of Translation**. Oxford, OUP, 1965.
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**EL7022**

**WOMEN IN LITERATURE**

**L T P C**  
**4 0 0 4**

**OBJECTIVES**

- Introduces the students to representative works by and about women from various literary perspectives.
- Develops the ability to identify motifs, themes and stereotypical patterns in literature.
- Students will learn how gender roles develop and change and how women's views reflect in their writing.

**UNIT I**      **An interdisciplinary introduction to gender and women' studies.**      **12**  
Gender in everyday life – emphasis on intersections of gender, race, class and nation – addressing historical and contemporary debates.

**UNIT II Feminist Theory 12**

Definition – the goals of feminism – the origin of the feminist movement –types of feminism

**Books recommended**

- Dorothy Smith –The conceptional practices of power: A Feminist Sociology of Power.
- Sandra Harding -Discovering Reality.

**UNIT III WOMEN IN SHAKESPEARE 12**

Presentation of women – types of female roles in Shakespearean dramas.

**Books recommended**

- Hamlet
- Macbeth

**UNIT IV WOMEN IN TWENTIETH CENTURY 12**

**Books recommended**

- Margaret Atwood - The Handmaid's Tale
- Toni Morrison – Beloved

**UNIT V WOMEN IN INDIAN FICTIONS 12**

**Books recommended**

- Shashi Deshpande – That Long Silence
- Anita Desai – Cry , The Peacock

**Teaching Methods**

Lectures, invited lectures, presentations,

**Evaluation**

**Internal:** Three written tests + assignments, seminars and project ( 50 marks)

**External:** A three hour written exam (50 marks)