UNIVERSITY DEPARTMENTS
ANNA UNIVERSITY : CHENNAI 600 025
REGULATIONS 2013
M.Phil. ENGLISH

SEMESTER I

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TOTAL CREDITS : 33

ELECTIVES

LANGUAGE GROUP

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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 researchers conversant with principles and practices of testing and evaluation.

CONTENTS

UNIT I ELT: AN OVERVIEW
Origin in English Language Teaching – ELT in India – Current Trends in ELT – Approach and methods in language teaching – Task, Direct method, Audio lingual method, Communicative language teaching, Multiple intelligences – Task based language teaching – Activity based learning – Post methods.

UNIT II THEORIES IN LANGUAGE LEARNING

UNIT III SYLLABUS DESIGN

UNIT IV MATERIALS PRODUCTION AND SKILLS TEACHING

UNIT V LANGUAGE TESTING

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
OBJECTIVES

- To familiarize researchers to have a deeper understanding of the domain of research in language and literature related fields.
- 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.

CONTENTS

UNIT I  PHILOSOPHY AND MEANING OF RESEARCH  12
Nature and inquiry in the physical and social sciences – temperament and qualities required of a researcher – identification of the research problem – writing the research question – framing the hypothesis – identifying the scope of the research – narrowing and broadening of the research area - arriving at the topic of research – identifying the type of research.

UNIT II  KINDS OF RESEARCH  12

UNIT III  LITERATURE SURVEY AND ANALYSIS  12

UNIT IV  PLANNING THE THESIS  12
Chapterization – Language and Literature – writing the abstract – documentation-types.

UNIT V  DRAFTING THE THESIS  12
Planning and drafting a thesis – writing a research paper – mechanics of writing – addition of figures and tables – use of proofreading symbols.

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
9. www.purdueowl.com
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


UNIT II DEVELOPMENT OF CALL


UNIT III CALL – PRINCIPLES AND THEORIES

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

UNIT IV CALL AND INTERNET


UNIT V CALL AND LANGUAGE SKILLS


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:

8. The JALT CALL Journal
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  
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  

UNIT III COURSE DESIGN  
Aim and objectives of a course - Need based Course Design – Definition – Difference between syllabus and curriculum – Parameters of Course Design – Approaches to Course Design – Types of Syllabus.

UNIT IV METHODS AND MATERIALS  

UNIT V EVALUATION  

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

CONTENTS

UNIT I INTRODUCTION TO LANGUAGE TESTING
History of English Language testing – the pre-scientific era – the psychometric-structuralist era – the psycholinguistic-sociolinguistic era – communicative language testing.

UNIT II PRINCIPLES OF LANGUAGE TESTING

UNIT III LANGUAGE TESTING: CONSTRUCTION AND EVALUATION
Purpose and kinds of tests – test formats – test design and production – testing the four language skills – testing language in the classroom – testing language in a laboratory – testing English for specific purposes.

UNIT IV CURRENT TRENDS IN LANGUAGE TESTING
Recent trends in language testing – alternative approaches to testing language – testing students with limited proficiency in English – standardized international English language tests (IELTS, TOEFL) - portfolio assessment.

UNIT V LANGUAGE TESTING IN INDIA
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:
9. Assessment in Education
10. International Journal of Testing
11. Language Assessment Quarterly
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

UNIT III E-LEARNING THEORY 12

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

UNIT V ELEMENTS OF E-LEARNING 12

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:
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

UNIT IV  TV AND FILMS  12

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:

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

CONTENTS

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

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

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
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

CONTENTS

UNIT I  LINGUISTICS: AN OVERVIEW  12

UNIT II  PHONOLOGY  12

UNIT III  MORPHOLOGY  12

UNIT IV  SYNTAX  12
Traditional, structural, transformational-generative, and communicative grammar – IC analysis.

UNIT V  SEMANTICS AND STYLISTICS  12

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:
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.

CONTENTS

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

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
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

UNIT I    INTRODUCTION TO SOCIOLINGUISTICS

UNIT II    LANGUAGES IN CONTACT

UNIT III    LANGUAGE VARIATIONS

UNIT IV    SPEECH ACT THEORIES

UNIT V    LANGUAGE POLICY AND PLANNING
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:
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

CONTENTS

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:

17. http://usinfo.state.gov/products/pubs/oal/amlitweb.htm#modern

**EL8011 CONTEMPORARY INDIAN DRAMA IN ENGLISH**

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**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

**CONTENTS**

**UNIT I INDIAN ENGLISH DRAMA**


**UNIT II HISTORICAL DRAMA**

- Asif Currimbhoy – Goa,
- Gurcharan Das – Larins Sahib

**UNIT III MYTHICAL DRAMA**

- Girish Karnad – The Fire and the Rain
- Mahesh Dattani – Tara

**UNIT IV FEMINIST DRAMA**

- Dina Mehta – Brides Are Not For Burning
- Manjula Pamanabhan – Harvest

**UNIT V DIASPORIC DRAMA**

- 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:

EL8012 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

CONTENTS

UNIT I ESSAYS
J.S. Mill - Subjection of Women (Chapter 3)
Elaine Showalter - Feminist Criticism in the Wilderness
Madhu Kishwar - Off the Beaten Track.

UNIT II NOVELS
Margaret Atwood - The Edible Woman
D.H. Lawrence - Sons and Lovers
Arundhati Roy - The God of Small Things;
Eudora Welty - The Optimist’s Daughter.

UNIT III POEMS
Adrienne Rich - Snapshots of a Daughter-in-law

UNIT IV PLAYS
Vijay Tendulkar - Kanyadaan;
Henry Ibsen - A Doll’s House

UNIT V SHORT-STORIES
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

EL8013 LITERARY CRITICISM AND THEORY

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

CONTENTS

UNIT I THEORY OF LITERATURE

UNIT II CLASSICAL, NEO-CLASSICAL, ROMANTIC CRITICISM
Aristotle – Longinus – Horace.

UNIT III MODERN AND POST- MODERN CRITICISM

UNIT IV ECOCRITICISM

UNIT V INDIAN 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:
9. www.brocku.ca/english.courses/4F70
10. www.vos.ucsb.edu/shuttle/theory.html

EL8014 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

CONTENTS
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 – Listen
Janamejaya, Chandrasekhar Kambar – Siri Sampige

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

UNIT IV MARATHI DRAMA 12
Vijay Tendulkar – The Vultures
Satish Alekar – Mahapoor

UNIT V BENGALI DRAMA 12
Badal Sircar – Evam Indrajit
Mahasweta Devi – Mother of 1084

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).

TEXT BOOKS:

REFERENCES:

EL8015 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

CONTENTS

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 Lahir - The Namesake
Amulya Malladi - Serving Crazy with Curry
UNIT V     SOCIOPOLITICAL NOVEL

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

EL8016     SOUTH INDIAN NOVELS IN TRANSLATION

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

CONTENTS
UNIT I  TRADITION THEORY
Language, Literature and Translation.

UNIT II  TAMIL NOVELS IN TRANSLATION
Krithika - Vasaveswaram
Raghavan - Chudamani
Yamini, Neela Padmanabhan - Generations

UNIT III  MALAYALAM NOVELS IN TRANSLATION
Mohammed Basheer - The Eye of God
Vasudevan Nair - Second Turn.

UNIT IV  TELUGU NOVELS IN TRANSLATION
Krishna Rao - Puppets
Kesava Reddy - He Conquered the Jungle.

UNIT V  KANNADA NOVELS IN TRANSLATION
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:

EL8017  TRANSLATION: THEORY AND PRACTICE 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
CONTENTS

UNIT I HISTORIC AND THEORIES OF TRANSLATION 12

UNIT II LINGUISTIC ASPECTS OF TRANSLATION 12

UNIT III PROBLEMS AND ISSUES IN TRANSLATION 12
Translations of prose, poetry, drama, fiction – Translations of scientific, technical, and legal texts – metaphor and other figures of speech – idioms – colloquialism.

UNIT IV TRANSLATION METHODS 12
Word for word, literal, faithful and semantic translations – adaptation, free and idiomatic translation – paraphrase – transcreation.

UNIT V TRANSLATION PRACTICE 12
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).

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: