## M. Phil. ENGLISH

### REGULATIONS – 2015

#### CHOICE BASED CREDIT SYSTEM

##### CURRICULUM & SYLLABI

#### SEMESTER I

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

<table>
<thead>
<tr>
<th>S.NO.</th>
<th>COURSE CODE</th>
<th>COURSE TITLE</th>
<th>CATEGORY</th>
<th>CONTACT PERIODS</th>
<th>L</th>
<th>T</th>
<th>P</th>
<th>C</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>EL7211</td>
<td>Seminar</td>
<td>EEC</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>2.</td>
<td>EL7212</td>
<td>Project Work</td>
<td>EEC</td>
<td>32</td>
<td>0</td>
<td>0</td>
<td>32</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>TOTAL</strong></td>
<td></td>
<td>34</td>
<td>0</td>
<td>0</td>
<td>34</td>
<td>17</td>
</tr>
</tbody>
</table>

**TOTAL CREDITS: 33**

#### PROFESSIONAL CORE (PC)

<table>
<thead>
<tr>
<th>S.No.</th>
<th>COURSE CODE</th>
<th>COURSE TITLE</th>
<th>CATEGORY</th>
<th>CONTACT PERIODS</th>
<th>L</th>
<th>T</th>
<th>P</th>
<th>C</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td>English Language Teaching</td>
<td>PC</td>
<td>4</td>
<td>4</td>
<td>0</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td>Research Methodology</td>
<td>PC</td>
<td>4</td>
<td>4</td>
<td>0</td>
<td>0</td>
<td>4</td>
</tr>
</tbody>
</table>
### PROFESSIONAL ELECTIVES (PE)

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

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

**EL7102 RESEARCH METHODOLOGY**

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

**UNIT IV DATA ANALYSIS AND INTERPRETATION**
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  
Planning the thesis-outlining —characterization—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

EL7001 COMPUTER-ASSISTED LANGUAGE LEARNING

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  
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
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
8. The JALT CALL Journal

EL7002 ENGLISH FOR SPECIFIC PURPOSES

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


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  12

UNIT V  EVALUATION  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
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)
External(950 marks)

Teaching Methods
Classroom lectures, guest lectures, seminar presentations

REFERENCES
7. Dheram, Premakumari. Promoting Learner Autonomy- A Teacher’s Reflections on ESL in India. Orient Longman Pvt. Ltd.: Hyderabad,
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  12
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.

UNIT II  PRINCIPLES OF LANGUAGE TESTING  12

UNIT III  LANGUAGE TESTING: CONSTRUCTION AND EVALUATION  12
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.

UNIT IV  CURRENT TRENDS IN LANGUAGE TESTING  12
Recent trends in language testing – alternative approaches to testing language – testing students with limited proficiency in English – standardized international English language tests (IELTS, TOEFL)

UNIT V  LANGUAGE TESTING IN INDIA  12
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:
12. Assessment in Education
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
Definition - Scope and limitation of e-Learning - e-Learning: Benefits, Challenges, Opportunities and Resources - A Framework for Practice.

UNIT II HISTORY OF E-LEARNING

UNIT III E-LEARNING THEORY
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
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

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

EL7006 LANGUAGE AND MEDIA

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
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
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
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
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
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

EL7007 LANGUAGE THROUGH LITERATURE

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

EL7008 LINGUISTICS

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
UNIT I LINGUISTICS: AN OVERVIEW 12

UNIT II PHONOLOGY 12
Phonetics - phonology - phonemes and allophones - principles of phonemic analysis - phonological rules and representations.

UNIT III MORPHOLOGY 12
Morphology: Morphs and morphemes - allomorphism - inflection and derivation - morphology and grammar - word-building processes.

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

UNIT V SEMANTICS AND STYLISTICS 12
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:

EL7009 MODELS OF LANGUAGE TEACHING

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

UNIT III SOCIAL FAMILY
Partners in learning: Positive interdependence and structured Inquiry, Group investigation, Role playing, Jurisprudential

UNIT IV PERSONAL FAMILY
Non-directive teaching, Enhancing self-esteem, First generation learner model

UNIT V BEHAVIOUR FAMILY

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

EL7010 SOCIOLINGUISTICS

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
Aims and problems in Sociolinguistics - Dialectology - Rhetoric - Sociology of language - Ethnography of communication - Verbal and non-verbal communication - Language and worldview - Whorfian Hypothesis.

UNIT II LANGUAGES IN CONTACT
Bilingualism, Trilingualism and multilingualism - Bilingualism and Biculturalism - Diglossia - Pidginisation and creolisation - Code-switching - Code mixing - Mother tongue influence/interference.

UNIT III LANGUAGE VARIATIONS
Functional language types - Standard language - Classical language - Dialect, Accent, idiolect, register - Restricted and elaborated codes - Interlanguage - Native and non-native varieties - Language and Gender.

UNIT IV SPEECH ACT THEORIES
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.

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

EL7011 TECHNOLOGY FOR ENGLISH LANGUAGE TEACHING

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

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

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
- 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  
\[(15+15+20 = 50 \text{ marks})\]
External: A three hour written exam  
\[(50 \text{ marks})\]

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
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

UNIT II HISTORICAL DRAMA 12
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

EL7015  GENDER IN LITERATURE

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
Elaine Showalter Madhu Kishwar

UNIT II  NOVELS
Margaret Atwood D.H. Lawrence Arundhati Roy Eudora Welty

UNIT III  POEMS
Adrienne Rich
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

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
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
Aristotle - Longinus - Horace.

UNIT III  MODERN AND POST- MODERN CRITICISM
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

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

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
Mohan Rakesh
The Blind Age One
Day in Ashadha
EL7018 MYTHS AND LEGENDS

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, Nibelungenliad, 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
10. Frazer, James. The Golden Bough. Internet Sacred Text Archive

EL7019 POSTCOLONIAL FICTION

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

UNIT II THE SELF-REFLECTIVE NOVEL
Jean Rhys - Wide Sargasso Sea
J.M. Coetzee - Foe

UNIT III FEMINIST NOVEL
Chitra Banerjee Divakaruni - The Palace of Illusion
Manju Kapur - Difficult Daughters

UNIT IV DIASPORIC NOVEL
Jhumpa Lahiri - 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
UNIT III  MALAYALAM NOVELS IN TRANSLATION  12
Mohammed Basheer - The Eye of God
Vasudevan Nair - Second Turn.

UNIT IV  TELUGU NOVELS IN TRANSLATION  12
Krishna Rao - Puppets
Kesava Reddy - He Conquered the Jungle.

UNIT V  KANNADA NOVELS IN TRANSLATION  12
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

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
UNIT II  LINGUISTIC ASPECTS OF TRANSLATION  12
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.

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

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 interdiscipliary 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
Definition – the goals of feminism – the origin of the feminist movement – types of feminism
Books recommended
- Sandra Harding - Discovering Reality.

UNIT III WOMEN IN SHAKESPEARE
Presentation of women – types of female roles in Shakespearean dramas.
Books recommended
- Hamlet
- Macbeth

UNIT IV WOMEN IN TWENTIETH CENTURY
Books recommended
- Margaret Atwood - The Handmaid’s Tale
- Toni Morrison – Beloved

UNIT V WOMEN IN INDIAN FICTIONS
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)