

**ITEM NO. FS 13.04(5)**

ANNA UNIVERSITY CHENNAI: CHENNAI 600 025

CURRICULUM 2009

M.PHIL ENGLISH

SEMESTER I

SL. NO.	COURSE CODE	COURSE TITLE	L	T	P	C
1	EL 911	<a href="#">Research Methodology and Academic Writing</a>	4	0	0	4
2	EL 912	<a href="#">Language and literature teaching</a>	4	0	0	4
3		Elective I	4	0	0	4
4		Elective II	4	0	0	4

SEMESTER II

SL. NO.	COURSE CODE	COURSE TITLE	L	T	P	C
1	EL 921	Seminar	0	0	2	1
2	EL922	Project Work	0	0	32	16

ELECTIVES FOR M.PHIL (ENGLISH)

LANGUAGE GROUP

SL. NO.	COURSE CODE	COURSE TITLE	L	T	P	C
1	EL 951	<a href="#">English Language Teaching</a>	4	0	0	4
2	EL 952	<a href="#">Modern Linguistics</a>	4	0	0	4
3	EL 953	<a href="#">English for Specific Purposes</a>	4	0	0	4
4	EL 954	<a href="#">English Language Testing</a>	4	0	0	4
5	EL 955	<a href="#">Sociolinguistics</a>	4	0	0	4
6	EL 956	<a href="#">Language through Literature</a>	4	0	0	4
7	EL 957	<a href="#">Language and Media</a>	4	0	0	4
8	EL 958	<a href="#">Computer-Assisted Language Learning</a>	4	0	0	4
9	EL 959	<a href="#">English through e-Learning</a>	4	0	0	4

LITERATURE GROUP

SL. NO.	COURSE CODE	COURSE TITLE	L	T	P	C
1	EL 960	<a href="#">Literary Criticism and Theory</a>	4	0	0	4
2	EL 961	<a href="#">Postcolonial Fiction</a>	4	0	0	4
3	EL 962	<a href="#">Gender in Literature</a>	4	0	0	4
4	EL 963	<a href="#">Contemporary American Literature</a>	4	0	0	4
5	EL 964	<a href="#">Translation: Theory and Practice</a>	4	0	0	4
6	EL 965	<a href="#">Modern Indian Drama in English Translation</a>	4	0	0	4
7	EL 966	<a href="#">South Indian Novels in Translation</a>	4	0	0	4
8	EL 967	<a href="#">Contemporary Indian Drama in English</a>	4	0	0	4

**OBJECTIVES**

- To prepare students for understanding research in language and literature-related fields
- To train students in data collection and writing a thesis

**UNIT I PHILOSOPHY AND MEANING OF RESEARCH 12**

The nature of inquiry in the physical sciences and the social sciences—researcher — his temperament and qualities—identification and choice of the research problem—the hypothesis

**UNIT II KINDS OF RESEARCH 12**

a) Theoretical / Basic b) Practical / Applied / Action c) Interdisciplinary / Multi-disciplinary—case study—experimental method—statistical method—ethnography—classroom observation and research—introspective methods—elicitation techniques—interaction analysis—programme evaluation

**UNIT III LITERATURE SURVEY AND ANALYSIS 12**

Library—collection of primary and secondary materials—note-making—plagiarism—preparing working bibliography—literature survey—reviews—current literary methods—reference skills

**UNIT IV PLANNING THE THESIS 12**

Thesis style—order—logic—mode: rhetoric of the paragraph—sentence and word—documenting sources—parenthetical documentation—endnotes and footnotes

**UNIT V DRAFTING THE THESIS 12**

Writing of literary thesis—writing of technical/literary papers—format of the thesis—use of quotations—abbreviations—use of dictionaries and reference books—revising the thesis and proofreading—use of proofreading symbols

**TOTAL: 60**

**REFERENCES**

1. MLA Handbook for Writers of Research Papers, 6<sup>th</sup> edition, Affiliated East-West, New Delhi, 2003.
2. Thorpe, James (ed.) The Aims and Methods of Scholarship in Modern Languages and Literature, MLA, New York, 1970.
3. Bateson, F.W. The Scholar Critic: An Introduction to Literary Research, Routledge, London, 1972.
4. Strunk, W. and E.B. White. Elements of Style, 4<sup>th</sup> edition, Longman, London, 1999.
5. Seliger, H.W. and Shohany Elara. Second Language Research Methods. Oxford University Press, Oxford, 1989.
6. Nunan, David. Research Methods in Language Learning. CUP, Cambridge, 1972.  
[www.valt.helsinki.fi/staff/mnattila/emethods.html](http://www.valt.helsinki.fi/staff/mnattila/emethods.html)  
[www.huntington.org/ResearchDiv/LitRes.html](http://www.huntington.org/ResearchDiv/LitRes.html)

**Objectives:**

- To help students understand the foundational theories of language and literature
- To enable them to appreciate the interface between language and literature

**1. Understanding Language 12**

Definition, Origin, Language Families, History of Language Growth, Influences, Standardization, Language and democracy

**2. Understanding Literature 12**

Definition, Forms of Literature, Periodization, Movements, Influences, Innovations in genres and modes, Cultural literacy

**3. Theories of Learning 12**

Concepts of learning, Learning Styles and Beliefs, Convergent and Divergent Learning, Learning to Learn

**4. Models of Teaching 12**

Social- Group, Role Play; Information Processing- Inductive, Concept Attainment, Advance Organizers; Personal-Non-directive and self-esteem; Behavioural Systems- Mastery, Direct, Simulation, Programmed Instruction

**5. Approaches to Language and Literature 12**

Approaches to language: behaviourist, cognitivist, and humanistic, Approaches to language: traditional, modern, and post modern theories, Postcolonial theory of literature

**Total Periods 60**

**References:**

1. Allan, J P B., and S Pit Corder. eds. Papers in Applied Linguistics. Vol.2 of The Edinburgh Course in Applied Linguistics. 4<sup>th</sup> Imp. Oxford, OUP, 1980.
2. Cater, Ronald., and John Mcrae. Language Literature and the Learner:Creative Classroom Practice. London: Longman, 1996.
3. Kalaidjian, Wlater, Judith Roof, Stephen Watt. Understanding Literature: An Introduction to Reading and Writing. 2004.
4. Joyce, B., Weil, M and Calhoun, E. Models of Teaching. 7<sup>th</sup> edn. Englewood Cliffs, NJ: Prentice-Hall.  
<http://www.cod.edu/anschicks/facsite/UnderLit.html>  
<http://fajardo-acosta.com/worldlit/understanding.htm>

## ELECTIVES

### EL 951 ENGLISH LANGUAGE TEACHING (ELT)

L T P C  
4 0 0 4

#### OBJECTIVES

- To expose students to the principles and practices of ELT
- To enable to them design materials for use for different levels of learners

#### 1. ELT : An Overview 12

ELT since 1900—ELT in India—Current Trends in ELT—Approaches and methods in language teaching

#### 2. Theories of Language Learning 12

Behaviourism—Cognitivism—Humanism—Theories of Second Language Acquisition—Differences between first language acquisition and second language acquisition—Fluency and Accuracy

#### 3. The ELT Curriculum 12

Principles of syllabus design—difference between curriculum and syllabi—structural syllabus—functional/ notional syllabus—communicative syllabus

#### 4. Aspects of Language Teaching 12

Language through literature—language skills teaching (LSRW)—Need-based teaching

#### 5. Materials Production and Language Testing 12

Principles and procedures of materials production—types of testing: testing—assessment and evaluation (formative evaluation and summative evaluation)

**TOTAL: 60**

#### REFERENCES

1. Ellis, R. Understanding Second Language Acquisition, OUP, Oxford, 1985.
2. Howatt, A.P.R. A History of English Language Teaching. OUP, Oxford, 1984.
3. Littlewood, William. Communicative Language Teaching: An Introduction, Cambridge University Press, Cambridge, 1981.
4. Nagaraj, Geetha. English Language Teaching, Orient Longman, Madras, 2001.
5. Prabhu, N.S., Second Language Pedagogy. OUP: Oxford, 1987.
6. Richards, J. and Rodgers, S. Approaches and Methods in Language Teaching, CLT Library, Cambridge, 1986.
7. White, R.V. The ELT Curriculum: Design, Innovation and Management. Basil Blackwell Ltd. Oxford, 1988.
8. [www.nceltr.mg.au/resources/writing.html](http://www.nceltr.mg.au/resources/writing.html)
9. [www.oup.co.uk/elt/magazine/magazine.html](http://www.oup.co.uk/elt/magazine/magazine.html)

**OBJECTIVES**

- To enable students 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

**1. Linguistics: An overview 12**

Characteristics of human language—definitions of linguistics—approaches to linguistics: traditional, structural, cognitive—branches of linguistics: contrastive linguistics, psycholinguistics.

**2. Phonology 12**

Phonetics—phonology—phonemes and allophones—principles of phonemic analysis—phonological rules and representations.

**3. Morphology 12**

Morphology: Morphs and morphemes—allomorphy—inflection and derivation—morphology and grammar—word-building processes.

**4. Syntax 12**

Traditional, structural, transformational, generative, and communicative grammar—IC analysis.

**5. Semantics 12**

Word meaning: connotative and denotative—Text and discourse—Semantics and Pragmatics.

**Total: 60****REFERENCES:**

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

**OBJECTIVES**

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

**1. ESP—Historical and Theoretical Perspectives 12**

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

**2. Needs Analysis 12**

Approaches to Needs Analysis—Methodology—Tools—Data collection—Learner Needs—Learning Needs—Target situation needs—Questionnaires—Formal and informal interviews—Observation—Discourse / Genre Analysis

**3. Course Design 12**

Need based Course Design—Definition—Difference between syllabus and curriculum—Parameters of Course Design—Approach to Course Design—Types of Syllabus—Format of Syllabus and types—Aim and objectives of a course

**4. Methodology 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

**5. 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

**Total: 60****References**

1. Boshier, S and Smalkoski, K. From needs analysis to curriculum development: Designing a course in health-care communication for immigrant students in the USA. *English For Specific Purposes*, 21(1): 59-79, 2002.
2. Dudley-Evans, T. Genre analysis: A Key to a theory of ESP? *Iberica*, 2.3-11, 2002.
3. Hutchinson, T and A. Walters, *English for Specific Purposes*, CUP, Cambridge 1987.
4. Kennedy, Chris and Rod Bolitho. *English for Specific Purpose. Essential Language Teaching Series*. General Editor: Roger H. Flavell. Macmillan, London, 1984.
5. Miller, T. (Ed.), *Functional approaches to written text: classroom applications*, *English Language Programs*, United States Information Agency, pp.134-149, 1997.
6. Murcia, M. Celce (Ed.), *Teaching English as a second or foreign language*, 2<sup>nd</sup> ed., Newbury House, New York, 1991.
7. West, R. Needs analysis in *Language Teaching*. *Language Teaching* 27(1): 1-19, 1994.

**OBJECTIVES**

- To expose the students to the principles of language
- To enable students to design, develop and administer language tests

**1. Introduction to Language Testing 12**

History of English Language testing—the pre-scientific era—the psychometric-structuralist era—the psycholinguistic-sociolinguistic era—communicative language testing

**2. Principles of Language Testing 12**

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

**3. Language Testing: Construction and Evaluation 12**

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

**4. 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

**5. Language Testing in India 12**

Second language testing—issues—recommendations—testing at the primary and the secondary level—the CBSE project—the Bangalore project—testing language at the tertiary level—testing in arts and science colleges and in engineering institutions

**Total: 60****References:**

1. Bachman, L. Fundamental Considerations in Language Testing. OUP, Oxford, 1990.
2. Brown, Sally et al. Assessing Students' Learning. Routledge, London, 1997.
3. Brown, Sally and Angela Glasner (eds.) Assessment Matters in Higher Education. Open University Press, Buckingham, 1999.
4. Carroll, J. Brendan Testing Communicative Performance: An Interim Study. Pergamon Press, Oxford, 1980.
5. Davies, Allan. Assessing Academic English: Testing English Proficiency, CUP, Cambridge, 2008.
6. Weir, Cyril. Communicative Language Testing. Exeter Linguistic Studies No. 11, University of Exeter, 1988.

**OBJECTIVES**

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

**1. Introduction to Sociolinguistics 12**

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

**2. Languages in Contact 12**

Bilingualism, Trilingualism and multilingualism—Bilingualism and Biculturalism—Diglossia—Pidginisation and creolisation—Code-switching—Code mixing

**3. Language Variations 12**

Functional language types—Standard language—Classical language—Dialect, Accent, idiolect, register—Restricted and elaborated codes—Interlanguage—Native and non-native varieties—Language and Gender

**4. Speech Act Theories 12**

Speech situation—Speech event, Setting and participants—Small group interaction—Language in face-to-face communication—Speech functions—Referential, expressive, connotative and phatic

**5. Language Policy and Planning 12**

Language and nation—Language and ethnicity—Language planning in India—English in India

**References:**

1. Hudson, R.A. Sociolinguistics. 2<sup>nd</sup> ed. Cambridge University Press, Cambridge, 2001.
2. Hymes, Dell. Language in Culture and Society. Harper and Row, New York, 1964.
3. Milroy, Lesley and Matthew Gordon. Sociolinguistics: Method and Interpretation. Blackwell, Oxford, 2003.
4. Patnaik, D.P., Multilingualism in India, Multilingual Matters, London, 1990.
5. Pride, J.B and J.Holmes eds. Sociolinguistics. Penguin, Harmondsworth, 1972.
6. Trudgill, Peter. Sociolinguistics. Penguin, Harmondsworth, 1983.



**OBJECTIVES**

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

**1. 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

**2. 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.

**3. 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

**4. 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

**5. Language through Fiction 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****References**

1. Brumfit, C.J. and Carter, R. (eds.) Literature and Language Teaching. Oxford University Press, Oxford, 1986.
2. Carter, Ronald. (ed.) Language and Literature, Allen and Unwin, London, 1983.
3. Collie, J. and Slater, S. Literature in the Language Classroom. Cambridge University Press, Cambridge, 1987.
4. Hill, J. Using Literature in Language Teaching. Macmillan, London, 1986.
5. Lazar, Gillian. Literature and Language Teaching. CUP, Cambridge 1993.
6. Maley, Alan and Alan Duff. Drama Techniques in Language Learning. CUP, Cambridge, 1982.
7. Ramsaran, S. 'Poetry in the Language Classroom', ELT Journal 37, 1, 1983.
8. Wessels, C. Drama. Oxford University Press, Oxford, 1987.

**OBJECTIVES**

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

**1. 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

**2. 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

**3. 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

**4. 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—Rhetorical devices

**5. 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—Synchronous and asynchronous communication

**Total: 60****References:**

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

**OBJECTIVES**

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

**1. 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

**2. History of CALL 12**

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

**3. CALL –Principles and Theories 12**

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

**4. CALL and Internet 12**

Multimedia Language Lab—CALL in Web Resources—Blogs—Wikis—Moodles—Interactive Whiteboard—CALL Software Packages

**5. CALL and Language Skills 12**

Listening—Speaking—Reading—Writing—Grammar—Pronunciation—Vocabulary—Production of CALL-Based Teaching and Learning Material

**Total: 60****References:**

1. Atkinson and H.A. Wilson. Computer- Assisted Instruction, Stanford University, Academic Press, New York, 1969.
2. Chapelle A. Carol. Computer Applications in Second Language Acquisition: Foundations for Teaching, Testing and Research. CUP, Cambridge, 2001.
3. Egbert, Joy, CALL Essentials: Principles & Practice in CALL Classrooms, TESOL, Virginia, 2005.
4. Kenning, Marie-Madeleine, ICT And Language Learning, Palgrave Macmillan, London, 2007.
5. Kenning M.J. and M.M. Kenning. An Introduction to Computer Assisted Language Teaching. Oxford University Press, Oxford, 1983.

**OBJECTIVES**

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

**1. Introduction 12**

Definition—Scope and limitation of e-Learning—e-Learning: Benefits, Challenges, Opportunities and Resources—A Framework for Practice

**2. 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

**3. 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

**4. 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

**5. 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****References:**

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

**OBJECTIVES**

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

**1. Theory of Literature** **12**

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

**2. Classical Criticism** **12**

Aristotle—Longinus—Horace

**3. Modern Criticism** **12**

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

**4. Ecocriticism** **12**

Nature and culture—Nature in Literature—Environmental literature

**5. Indian Poetics** **12**

The nature of creativity, imagination and invention—aspects of modern literature—Rasa and Dhvani—Tamil poetics—Tholkappiyam

**Total: 60**

**References:**

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

**OBJECTIVES**

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

**1. Postcolonial criticism and Theory 12**

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

**2. The Self-reflective novel 12**

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

**3. Feminist Novel 12**

Divakaruni, Chitra Bannerjee. *The Palace of Illusion* Kapur, Manju. *Difficult Daughters*

**4. Diasporic Novel 12**

Lahiri, Jhumpa. *The Namesake* Malladi, Amulya *Serving Crazy with Curry*

**5. Sociopolitical Novel 12**

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

**Total: 60****References**

1. Ashcroft, W.D., G. Griffith and H. Tiffin, (eds.) *Key Concepts in Postcolonial Studies*, Routledge, London, 1998.
2. Ashcroft, W.D., G. Griffith and H. Tiffin, (eds.) *Postcolonial Studies Reader*, Routledge, London, 1995.
3. Ashcroft, W.D., G. Griffith and H. Tiffin, *The Empire Writes Back*, Routledge, London, 1989.
4. Azim, Firdous. *The Colonial Rise of the Novel*. Routledge, London, 1993.
5. Barker, Francis. and Peter Hulme, *Colonial Discourse: Postcolonial Theory*, Manchester Univ. Press, New York, 1994.
6. Gandhi, Leela, *Postcolonial Theory*, Columbia University Press, New York, 1998.
7. Juneja, Om. P. *Postcolonial novel: Narratives of Colonial Consciousness*. Creative Books: New Delhi, 1995.
8. Loomba, Anita. *Colonialism / Post-colonialism*, Routledge: London, 1998.

**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

**1. Essays 12**

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

**2. Novels 12**

Atwood, Margaret. The Edible Woman Lawrence, D.H., Sons and Lovers  
Roy, Arundhati. The God of Small Things

**3. Poem 12**

Rich, Adrienne. Snapshots of a Daughter-in-law

**4. Play 12**

Tendulkar, Vijay. Kanyadaan

**5. Short-stories 12**

Devi, Mahashewta. Draupadi Nimbkar, Jai. The Childless One

**Total : 60****References**

1. Cameron, Deborah. The Debate on Sexist Language. In Feminism and Linguistic Theory. Macmillan, London, 1994.
2. Davis, Kathy et al (eds.) Handbook of Gender and Women's Studies. Sage Publications, London, 2006.
3. Goodman, Lizbeth. Literature and Gender: An Introductory Textbook. Routledge, London, 1996.
4. Millet, Kate. Sexual Politics. Virago, London, 1977.
5. Rich, Adrienne. When We Dead Awaken. Gilbert, Sandra M. & Susan Gubar, eds. The Norton Anthology of Literature by Women. Norton, New York, 1985.
6. Showalter, Elaine. Feminist Criticism in the Wilderness. The New Feminist Criticism: Essays on Women, Literature and Theory. London: Virago, 1986.
7. Warhol, Robyn et al. Feminisms: An Anthology of Literary Theory and Criticism. Rutgers University Press, New Jersey, 1997.

**OBJECTIVES**

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

**1. Ecological Poetry** **12**

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

**2. Social Drama** **12**

Mamet, David. Oleana Shephard, Sam. Buried Child Wilson, August. The Piano Lesson

**3. Postmodern Fiction** **12**

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

**4. Feminist Fiction** **12**

Walker, Alice. The Color Purple Morrison, Toni. Beloved

**5. Chinese American Fiction** **12**

Kingston, Maxine H. The Woman Warrior Tan, Amy. The Joy Luck Club

**Total: 60****References:**

1. Bigsby, C. W. E. A Critical Introduction to Twentieth Century Drama. Vol.3. CUP, Cambridge, 1985.
2. Davies, Carole Boyce. Black Women Writing and Identity: Migrants of the Subject. Routledge, London, 1994.
3. Dhanavel, P. "A.R.Ammons's Garbage: A Study in Rhetorical Paradox," Kakatya Journal of English Studies, Vol. 17, pp. 58-66, 1997.
4. Dhanavel, S P. Critical Perspectives on American Literature. Sarup and Sons, New Delhi. 2008.
5. Hoffman, Daniel (ed.) Harvard Guide to Contemporary American Writing. Harvard University Press, Cambridge, 1979.  
<http://www.colorado.edu/English/amlit/contemp.html>  
<http://usinfo.state.gov/products/pubs/oal/amlitweb.htm#modern>



**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

**1. 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

**2. 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

**3. 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

**4. Translation Methods 12**

Word for word, literal, faithful and semantic translations—adaptation, free and idiomatic translation—paraphrase—transcreation

**5. 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****References**

1. Bassnett-McGuire, Susan. Translation Studies. Routledge, New York, 1991.
2. Kotari, Rita. Translating India. Foundation Books, New Delhi, 2006.
3. Mukerjee, T. (ed.) Translations: From Periphery to Centrestage. Prestige, New Delhi, 1998.
4. Mukerjee, Sujit. Translation as Discovery. Allied Publishers, New Delhi, 1981.
5. Nida, E A. and C R Taber. Theory and Practice of Translation. E J Brill, Leiden, 1969.
6. Catford, J. A Linguistic Theory of Translation. OUP, Oxford, 1965.
7. Frenz, H. "The Art of Translation." In Comparative Literature: Method and Perspective. Ed. N P Stallknecht and Horst Frenz. Univ of Illinois Press, Carbondale, 1971.
8. Savory, Theodore. The Art of Translation. Cape, London, 1957.
9. Steiner, G. After Babel: Aspects of Language and Translation. OUP, Oxford, 1997.
10. Talgeri, P, and S K Verma eds. Literature in Translation. JNU, New Delhi, 1988.

**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

**1. Indian Drama 12**

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

**2. Kannada Drama 12**

Sriranga – Listen, Janamejaya Chandrasekhar Kambar – Siri Sampige (Seagull)

**3. Hindi Drama 12**

Dharam Vir – The Blind Age Mohan Rakesh – One Day in Ashadha

**4. Marathi Drama 12**

Vijay Tendulkar – The Vultures (OUP) Satish Alekar – Mahapoor

**5. Bengali Drama 12**

Badal Sircar – Evam Indrajit (OUP) Mahasweta Devi – Mother of 1084 (Seagull)

**Total: 60**

**Texts**

1. Deshpande G.P. 2000. Ed. Modern Indian Drama, Sahitya Akademi, New Delhi.
2. Kambar, Chandrasekar. 2000. ed. Modern Indian Plays. Vol.1 and 2. National School of Drama, New Delhi.

**References**

1. Dalmia, Vasudeva. Poetics, Plays, and Performances: The Politics of Modern Indian Theatre. OUP, New Delhi, 2006.
2. Kastuar, Jayant. Indian Drama in Retrospect. Hope India, Gurgaon, 2007
3. Lal, Ananda. The Oxford Companion to Indian Theatre. OUP, New Delhi, 2004.
4. Mukherjee, T. Staging Resistance: Plays by Women in Translation. OUP, New Delhi, 2005.
5. Reddy, K V, and R K Dhawan (eds.) Flowering of Indian Drama: Growth and Development. Prestige, New Delhi, 2005.
6. Talwar, Urmil., and Bandana Chakrabarty. (eds.) Contemporary Indian Drama: Astride Two Traditions. Rawat, Jaipur, 2005.
7. Tiwari, S. Contemporary Indian Dramatists. Atlantic Publishers, New Delhi, 2007.

**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

<b>1. Translation Theory</b>	<b>12</b>
Language, Literature and Translation	
<b>2. Tamil Novels in Translation</b>	<b>12</b>
Krithika, Vasaveswaram Raghavan, Yamini Neela Padmanabhan, Generations	
<b>3. Malayalam Novels in Translation</b>	<b>12</b>
Mohammed Nair, The Eye of God Vasudevan Nair, Second Turn	
<b>4. Telugu Novels in Translation</b>	<b>12</b>
Krishna Rao, Puppets Reddy, He Conquered the Jungle	
<b>5. Kannada Novels in Translation</b>	<b>12</b>
Ananthamurthy, Bharathipura Shrikrishna Alanahalli, Gendethimma	

**Total: 60****References**

1. Devy, G.N. "Indian Literature in English Translation" In Another Tongue: Essays on Indian English Literature. Macmillan, Madras, pp. 117 – 133, 1995.
2. Devy, G.N. "Translation Theory: An Indian Perspective" In Another Tongue: Essays on Indian English Literature. Macmillan, Madras, pp. 134 – 152, 1995.
3. Gupta, R. S. ed. Literary Translation. Creative Books, New Delhi, 1999.
4. Mukherjee, Sujit. Translation as Discovery and Other Essays on Indian Literature in English Translation. Orient Longman, Hyderabad, 1994.
5. Niranjana, Tejaswini. Siting Translation: History, Post structuralism and the Colonial Context. Orient Longman, Hyderabad, 1994.
6. Rahman, Anisur. ed. Translation: Poetics and Practice. Creative Books, New Delhi, 2002.  
[www.the-week.com/99aug15/life2.html](http://www.the-week.com/99aug15/life2.html)  
[www.geocities.com/Athens/5180/trnovel.html](http://www.geocities.com/Athens/5180/trnovel.html)

**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

**1. Indian English Drama 12**

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

**2. Historical Drama 12**

Asif Currimbhoy, Goa Gurucharan Das, Larins Sahib

**3. Mythical Drama 12**

Girish Karnad, The Fire and the Rain Mahesh Dattani, Tara

**4. Feminist Drama 12**

Dina Mehta, Brides Are Not For Burning Manjula Pamanabhan, Harvest

**5. Diasporic Drama 12**

Uma Parameshwaran, Rootless but Green are the Boulevard Trees Rana Bose, The Death of Abbie Hoffman

**Total: 60**

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3. Dhanavel, P. Indian Imagination of Girish Karnad\_ Prestige Books, New Delhi, 2000.
4. Dhanavel, P. "A Postcolonial Perspective on Manjula Padmanabhan's Harvest." Points of View, Vol. 10, No. 1, pp.41-48, 2003.
5. Dodiya, Jaydipsingh. Indian English Drama: Critical Perspectives. Sarup and Sons, New Delhi, 2000.
6. Gilbert, Helen, and Joan Tompkins. Postcolonial Drama: Theory, Practice, Politics. Routledge, London, 1996.
7. Khatri, Chhote Lal and Kumar Chandradeep. (ed.) Indian Drama in English: An Anthology of Recent Criticism. Book Enclave, Jaipur, 2007.
8. Balme, Christopher B. Decolonizing the Stage: Theatrical Syncretism and Postcolonial Drama. Oxford, OUP, 1999.