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

#### SEMESTER I

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#### SEMESTER II

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**TOTAL** 0 0 34 17

**TOTAL CREDITS : 33**

#### ELECTIVES

##### LANGUAGE GROUP

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#### LITERATURE 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  12

UNIT II  DEVELOPMENT OF CALL  12

UNIT III  CALL – PRINCIPLES AND THEORIES  12
Individualized Learning and Self-Directed Learning – Different Approaches to CALL: Behaviorist – Structural – Cognitive – Integrated CALL.

UNIT IV  CALL AND INTERNET  12

UNIT V  CALL AND LANGUAGE SKILLS  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:
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 12
Definition of ESP – Classification of ESP – Varieties of English – Origin and development of ESP – Theories of learning – Approaches to language learning in ESP.

UNIT II NEEDS ANALYSIS 12

UNIT III COURSE DESIGN 12
Aim and objectives of a course - Need based Course Design – Definition – Difference between syllabus and curriculum – Parameters of Course Design – 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
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 – 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 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  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) - portfolio assessment.

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:

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  
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  

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:

EL8005 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 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  12
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  12
Bilingualism, Trilingualism and multilingualism – Bilingualism and Biculturalism – Diglossia –
Pidginisation and creolisation – Code-switching – Code mixing – Mother tongue influence/
interference.

UNIT III  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.

UNIT IV  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 –
Language and Social inequality – power structure and language – Social functions of language.

UNIT V  LANGUAGE POLICY AND PLANNING  12
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:
8. Wardhaugh Introudction to Sociolinguistics. Blackwell: Journal of Sociolinguistics Wieley
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 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

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

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
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 Lahi - 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  
L T P C  
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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  TRANSLATION 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  
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 HISTORY AND THEORIES OF TRANSLATION

UNIT II LINGUISTIC ASPECTS OF TRANSLATION

UNIT III PROBLEMS AND ISSUES IN TRANSLATION
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
Word for word, literal, faithful and semantic translations – adaptation, free and idiomatic translation – paraphrase – transcreation.

UNIT V TRANSLATION PRACTICE
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: