

**BHARATHIAR UNIVERSITY – COIMBATORE – 641 046**  
**M.Phil./Ph.D. – ENGLISH**

**PART I – SYLLABUS**

**(For the candidates admitted from the academic year 2018-19 onwards)**

**PAPER I – RESEARCH METHODOLOGY**

**Objectives**

1. To initiate scientific approach to research
2. To develop historical perspectives on research
3. To enhance learners' understanding of the methods and mechanics of Research Writing

**Unit I** Identification of a research problem and the choice of subject, norms, conventions and format of Thesis.

**Unit II** Introduction- Research Methods for English Studies – Gabriel Griffin- 1- 18  
Chapter 5- Visual Methodologies- 69-92  
Chapter 7- The Uses of Ethnographic, Methods in English Studies 113- 132

**Unit III** The Mechanics of Writing

**Unit IV** Documentation – works cited

**Unit V** Presentation of research

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The Mechanics of Writing, Proof Reading, Citation Parenthetical Referencing, Title, aim, objectives, e-resources quoting and in-text citations using standard research findings and style sheet.

**Prescribed Text**

Gibaldi, Joseph. MLA Handbook for writers of Research Papers, New Delhi: EWP, 2016 (8<sup>th</sup> edition).

Research Methods for English Studies – Gabriel Griffin- Eduiburg Press.

**Suggested Readings**

1. Parsons C.J. Thesis and Project Work.
2. Anderson, Jonathan, B.H. Durston and M.Pcole. Thesis and Assignment Writing, New Delhi: Wiley Eastern, 1970.
3. Thorpe, ed. Aims and Methods of Scholarship.
4. Watson, G. The Literary Thesis.
5. Bateson, F.W. The Scholar Critic.
6. Ananda Kumar Raju. ABC of Literature.
7. Kothari, C.R. Research Methodology: Methods and Techniques, Delhi: New Age International Ltd.1985.
8. Rengachari, S. & Rengachari, Sulochna. Research Methodology for English Literature, Bareilly: Prakash Book Depot,
9. Sinha, M.P. Research Methods in English.
10. Winkler, Anthony C. & Accuen, Jo Roy. Writing the Research Paper: Thomson Heinle, 2003.

## **PAPER II – CONTEMPORARY THEORY AND CRITICISM**

### **Objectives**

- To introduce the major principles of literary theory and criticism
- To enhance understanding of aims of literary criticism. To provide knowledge of key terms and terminology
- To enhance the ability to generate and articulate personal responses to literary and critical texts
- To make students aware of the importance and main aspects of Indian aesthetics
- To make a comparative study of the critical perspective of East and West

### **Unit I**

1. Understanding the basics
2. Current critical approaches
3. Other critical approaches

**Text:** Contemporary Literary Theory. A student companion. Prof. N. K. John Vargese, Sunita Mishra

### **Unit II**

1. Glenn Jordan - Cultural studies after Leavis
2. Stephen Matterson - The New Criticism
3. Faiza W. Shereen- Form, Rhetoric and Intellectual history
4. Susana Orega –Structuralism and Narratology

### **Unit III**

1. Alex Thomson - Deconstruction
2. Elleke Boehmer - Postcolonialism
3. Kathleen Kerr - Race, Nation and Ethnicity
4. Chris Snipp - Walmsly - Postmodernism

### **Unit IV**

1. Jeremy Hawthorn - Theories of Gaze
2. Richard Kerridge – Environmentalism and Ecocriticism
3. Alan Richardson – Cognitive Literary Criticism

### **Unit V**

1. Susana Orega - Structuralism and Narratology
2. Chris Snipp - Walmsly- Postmodernism
3. Paul Hamilton - Reconstructing Historicism

### **Prescribed Text**

1. Waugh, Patricia. Literary theories and Criticism, OUP Oxford, 2006

### **Suggested Reading**

1. Bary, Peter. Beginning Theory - An Introduction to Literary and Cultural Theory, Manchester University, 2017.
2. Culler, Jonathan. Literary Theory: A Short Introduction, Oxford University Press, 2011.
3. Setharaman, V.S. Contemporary Criticism - An Anthology, Trinity Publications, 2008.
4. Tyson, Lois. Critical Theory Today, 3<sup>rd</sup> edition, 2006.

### PAPER III - 1. TRANSLATION STUDIES

#### Prescribed Text:

**A HANDBOOK OF TRANSLATION STUDIES**, Atlantic Publishers, 2003, 2008 : Delhi

#### Unit I Ch.1. - Introduction

Ch.2. - The Diachronic Study of Translation

Ch.3. - Kinds of Translation

#### Unit II Ch. 4. - Problems of Translation

Ch.5. - Translation as Creative writing

Ch.6. - Translation as Linguistic Bridge-building

Ch.7. - Translation as Nation Building

#### Unit III Ch.8. – The Limits of Translation

Ch. 9. – The Role of the Translator

#### Unit IV Ch.10. - A Critique of Translation Theories

Ch.11. - Translation Theory & Practice: The Indian Context

Ch.12. - Comp. Literature and Translation Studies: A Correlation

#### Unit V Ch.13. -Translation in the 21<sup>st</sup> Century: The Global Context

Ch.14 & From Translation of Bhasa Literature to Comparative Literature and Nation Building

Ch. 15 – Conclusion

#### Recommended Reading:

1. Susan Bassanett. Third Edition, Translation Studies, London & New York: Routledge
2. Hatim, Basil. Teaching and Researching Translation, Harlow: Longman, 2001.
3. Catford, John.C. A Linguistic Theory of Translation, London: Oxford Univ. Press, 1965.
4. Bassnet, Susan. Literary Research & Translation – The Handbook to Literary Research. Eds. Delia da Souza Correa & W. R. Owens. London: Routledge. 1998. (2010 edition, pp 167 - 183).
5. Newmark, Peter. A Text book of Translation. London & New York: Prentice-Hall, 1988.

#### Suggested Reading:

1. Sachidanandhan, K. *Melai ilakkiyach chollakarathi*, Chennai: Macmillan India, 1983  
(Note: every literary term translated in to Tamil here is in itself a case study for translation-practice.)
2. Chellappan, K. *Mozhiyaakkam: Kolkaihalum kotpaadukalum*. Tamilnadu, Pollachi. Arutchelvar Mahalingam Mozhi peyarppu Mayyam
3. Ramachandran, T N. The poetical Works of Triloka Sitaram with Translation & Notes. Tamil Nadu : 5 D, selvam nagar, Membalam, Thanjavur.
4. Mona Baker and Gabriela Saldanha (eds.). Routledge Encyclopedia of Translation Studies. Taylor & Francis Group, 2011, 2nd ed., (\*free pdf available on the internet)

## **PAPER III – 2. DRAMA**

### **Objectives**

- To acquaint students with an overview of the great ages, and cultures
- To trace the growth and development of the genre
- To identify the common themes that run through the plays belonging to different countries, ages
- To comprehend the employment of techniques, devices and strategies in dramatic works
- To develop a critical perspective on the intersections between drama and life
- To appreciate dramatic texts in their socio-politico – cultural contexts

### **Unit I**

Anatomy of Drama  
Sophocles - Oedipus Rex

### **Unit II**

William Congreve - The way of the world  
John Dryden - All for love

### **Unit III**

Luigi Pirandello -Six characters in search of an Author  
G.B. Shaw - Apple Cart

### **Unit IV**

Edward Albee - The American Dream  
John Galsworthy - Justice

### **Unit V**

GirishKarnad-Yayati  
Harold Pinter – No Man’s Land

### **Suggested Reading**

Bentley, Eric.The Playwright as Thinker: Study of Drama in Modern Times,New York: Harcourt, 1967

Gassner, John. Theatre at the Cross Roads,New York: Holt, 1960

Bogard, Tracis, ed. Modern Drama: Essays in Criticism, New York: OUP, 1965

Steiner, George. The Death of Tragedy, New York: Knopf, 1967

Baker pierce, George. The technique and Essentials of Drama, Kessinger, 2010

### PAPER III – 3. POETRY

#### Objectives

- To form a historical perspective on various types and schools of poetry
- To appreciate the metaphorical, symbolic and figurative nature of English language
- To relate a poet to his poetry and its relevance to society

#### Unit I

|         |   |                                 |
|---------|---|---------------------------------|
| Spenser | - | ‘Epithalamion and Prothalamion’ |
| Pope    | - | ‘The Rape of the Lock’          |
| Dryden  | - | ‘Hind and the Panther’          |

#### Unit II

|            |   |                                    |
|------------|---|------------------------------------|
| John Donne | - | ‘Valediction: Forbidding mourning’ |
| T.S.Eliot  | - | ‘The Wasteland’                    |
| W.B Yeats  | - | ‘Sailing to Byzantium’             |

#### Unit III

|                 |   |   |
|-----------------|---|---|
| Emily Dickenson | - | ‘Because I Could not Stop for Death’<br>‘I Felt a Funeral, in my Brain’ |
| Robert Frost    | - | ‘The Death of a Hired Man’  |
| Walt Whitman    | - | ‘When Lilacs Last on the Dooryard Bloom’d’                              |

#### Unit IV

|                 |   |                                 |
|-----------------|---|---------------------------------|
| Andrew Marvell  | - | ‘On Mr. Milton’s Paradise Lost’ |
| Richard Nturu   | - | ‘The Shape of Fear’             |
| Gabriel Okara   | - | ‘Once Upon a Time’              |
| A.D.Hope        | - | ‘The Pleasure of Prince’s’      |
| Judith Wright   | - | ‘The Harp and the King’         |
| Margaret Atwood | - | ‘Journey to the Interior’       |

**Taken from the Anthology of Commonwealth Poetry** Ed by C.D. Narasimiah

#### Unit V

|                     |   |  |
|---------------------|---|--|
| Rabindranath Tagore | - | ‘Gitanjali’                                |
| A.K. Ramanujan      | - | ‘Small Scale Reflections on a Great House’ |
| Toru Dutt           | - | ‘Our Casuarina Tree’                       |

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### **PAPER III - 4. FICTION**

#### **Objectives**

- To acquaint students with a variety of narrative techniques and strategies
- To enable students to interpret texts using theoretical / background knowledge
- To enable students to do character analysis based on traits/characteristics and using psychological theories

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#### **Unit - I**

The Art of Fiction - David Lodge

Chapters: 1, 2, 3, 6, 8, 9, 14, 15, 20, 23, 24, 45, 47, 48 and 50

#### **Unit - II**

The Grass is Singing - Doris Lessing

The Curious Incident of  
Dog in the Night-Time - Mark Haddon

#### **Unit - III**

The Lowland - Jumpa Lahiri

The Hungry Tide - Amitav Ghosh

#### **Unit - IV**

The Petals of Blood - Ngugi Wa Thiango

The Hand Maid's Tale- Margaret Atwood

#### **Unit – V**

Humboldt's Gift - Saul Bellow

The Joy Luck Club - Amy Tan

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### PAPER III – 5. NON-FICTION PROSE

- To enable students to develop critical thinking skills
- To enable students to identify and interpret features of good prose
- To enhance their understanding of the interface between prose works and issues in society and life
- To enhance their interpretative abilities

#### Unit I

|                 |   |                        |
|-----------------|---|------------------------|
| Boswell         | - | ‘Life of Johnson’      |
| Cardinal Newman | - | ‘Idea of a University’ |

#### Unit II

|                 |   |                  |
|-----------------|---|------------------|
| Emerson         | - | ‘Self Reliance’  |
| Lionel Trilling | - | ‘Beyond Culture’ |

#### Unit III

|                 |   |                     |
|-----------------|---|---------------------|
| Betrand Russell | - | ‘Science & Society’ |
| Carl Sagan      | - | ‘Broca’s Brain’     |

#### Unit IV

|                       |   |                      |
|-----------------------|---|----------------------|
| Thomas De Quincy      | - | ‘Literature’         |
| J. A. Symonds         | - | ‘Personal Style’     |
| Thomas Love Peacock’s | - | Four Ages of Poetry’ |

#### Unit V

|                |   |                          |
|----------------|---|--------------------------|
| Nelson Mandela | - | ‘A Long Walk to Freedom’ |
|----------------|---|--------------------------|

#### Reference Books

A. Rees, Theodore. Writing Creative Non-fiction, Ten Seed Press, 2001  
Cumberlege, G.F.J. Several Essays (Second edition), OUP

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## **PAPER III – 6. ENGLISH LANGUAGE TEACHING**

### **Objectives**

- To enable students to internalize wide range of approaches, methods, techniques, and critical research on English Language Learning and Teaching
- To enrich learners' performance on ICT enabled language learning
- To enable learners to critically analyze language theories and methods
- To orient learners in the practical applications of ELT
- To explore and develop the educational relationships both actual and potential between evaluation and language testing

### **Unit I**

#### **Approaches and methods in language teaching**

1. Major language trends in twentieth-century language teaching (Jack C. Richards & Theodore S.Rodgers, 1-71)
2. Alternative approaches and methods (Jack C. Richards & Theodore S.Rodgers, 71-150)
3. Task Based Language Teaching

### **Unit II**

#### **Second language learning and language teaching**

1. Background to second language acquisition research and language teaching (Vivian Cook, 1-17)
2. English Language Teaching in Multilingual and Multi-Culture.

### **Unit III**

#### **Approaches to various methods of Researches**

1. The experimental method (David Nunan, 24-51)
2. Classroom observation and research (David Nunan, 91-114)
3. Testing Evaluation and Assessment in ELT

### **Unit IV**

#### **ICT and ELT**

1. LSRW and e- tools.
2. Managing teaching through virtual learning environment (Tony Erben,166-171)
3. The potential of technology for language learning (Carol A Chapelle, 35-67)
4. Investigating learner's use of technology (Carol A Chapelle, 97-125)

### **Unit V**

#### **English for specific / special purposes**

1. Teaching listening, speaking, reading, writing and vocabulary(Caroline T.Linse, 21- 135)
2. Assessing (Caroline T.Linse, 137- 162)
3. Testing in Language classes (Desmond Allison, 61-94)
4. Evaluation procedures and instruments (Desmond Allison, 95-113)
5. English for Englishes
6. Technical English
7. Teaching English language through literature.



**Prescribed Text:**

1. Approaches and methods in language teaching (Second edition ) by Jack C. Richards & Theodore S. Rodgers, Cambridge University Press,2001
2. Second language learning and language teaching (Fourth Edition ) by Vivian Cook, Hodder Education, London, 2008
3. Research methods in language learning by David Nunan, Cambridge University Press, 1992
4. Practical English language teaching: Young Learners by Caroline T. Linse, McGraw Hill Companies Inc. New York, 2005
5. Teaching English language learners through technology by Tony Erben, Ruth Ban, Martha Castaneda, Routledge publication, New York 2009
6. English language learning and technology by Carol A Chapelle, John Benjamins Publishing Co, Philadelphia, 2003
7. Language testing and evaluation- an introductory course by Desmond Allison. Singapore University Press 1999.

**Suggested Reading:**

1. A history of English Language Teaching (second edition) by A.P.R.Howatt and H.D. Widdoson. Oxford University Press 2004
2. Innovations in English Language Teaching: A Reader by David R. Hall and Ann Hewings. Routledge 2011
3. Approaches to ELT by Joseph C. Mukalel. Discovery publishing house. New Delhi 2007
4. Doing action research in ELT, a guide for practitioners by Anne Burns, Routledge 2010
5. Essentials for successful ELT by Thomas S.C. Farrell and George M. Jacobs. Continuum International publishing groups 2011.
6. Fundamental considerations in Language Testing by Lyle F. Bachman. Oxford University Press 2003
7. Language Testing in Practice by Lyle F. Bachman and Adrian S. Palmer. Oxford University Press 2004.
8. The Other Tongue: English Across Cultures by Braj B Kachru OUP- 2006.
9. Testing and Assessment- Glenn Fulcher, 2006. Publisher Taylor and Francis Ltd.
10. English for Specific Purposes by Tom Hutchison and Alan Waters, Cambridge University Press.

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