

PG & RESEARCH DEPARTMENT OF ENGLISH



M.Phil. PROGRAMME

**CHOICE BASED CREDIT SYSTEM SYLLABUS
(2018-19 ONWARDS)**

H.H. THE RAJAH'S COLLEGE (AUTONOMOUS)

Re-Accredited at B⁺ by NAAC

(Affiliated to the Bharathidasan University, Tiruchirappalli)

PUDUKKOTTAI – 622 001

Programme Outcomes (POs)

After completion of M.Phil programme, the students will be able to:

PO1: Understand the basic tenets of research

PO2: identify the basic ideas of research in English Studies

PO3: develop interest into the field of research

PO4: analyse the method of conducting research.

PO5: appreciate seminal critical texts and different areas related to Theory of Literature

PO6: apply critical tools for interpreting literary texts

PO7: learn of themes and techniques of literary fiction

M.PHIL, PROGRAMEE (ENGLISH)

**(FOR THE CANDIDATES ADMITTED FROM THE ACADEMIC YEAR
2018-19 ONWARDS)**

Course Structure

S.No	Course	Title of the Paper	Marks			Exam Hours	Credit
			IA	UE	Total		
1.	Course I	Research Methodology and Theory of Literature	25	75	100	3	4
2.	Course II	Literary Theory and Area Study	25	75	100	3	4
3.	Course III	Teaching and Learning Skills	25	75	100	3	4
4.	Course IV	Paper on Topic of Research	25	75	100	3	4
5.	Dissertation	Viva Dissertation 50 Marks 150 Marks	---	---	200	---	8
Total					600	12	24

Marks:

- Maximum - 100 marks (Passing minimum 50 marks)
- External - 75 marks (Passing minimum 30 marks)
- Internal - 25 marks (Internal assessment as per M.Phil Regulations)

The following components shall be adopted for continuous internal evaluation / assessment.

- 1. Best 2 tests out of 3 --- 10 Marks
- 2. Attendance --- 05 Marks
- 3. Seminar --- 05 Marks
- 4. Assignment --- 05 Marks

Total 25 Marks

QUESTION PAPER PATTERN, I, II, IV

Question Paper Pattern for M.Phil. Programme:

Section A : 10 Questions x 2 Marks = 20 Marks (Two Questions from each unit)

Section B : 5 Questions x 5 Marks = 25 Marks (Internal Choice and on set of questions from each unit)

Section C : 3 Questions x 10 Marks = 30 Marks (Answer any three out of 5 questions and one question from each unit)

M.Phil ENGLISH
SUB CODE: 18MEL1

RESEARCH METHODOLOGY AND THEORY OF LITERATURE

Course Objectives:

- i) To make the students learn the basics of research
- ii) To make the students learn working bibliography, note-making, methods and tools of analysis, research resources, documentation and format of the thesis
- iii) To make the students to learn various aspects of scholarship and criticism
- iv) To make the students to learn the Extrinsic and Intrinsic approaches to Literature and the theory of Comparative Literature
- v) To make the students learn the various stages/requirements of the Project

Course Outcomes :

On the successful completion of the course, students will be able to

CO1 : understand the basics of research k2

CO2 : explain working bibliography, note-making, methods and tools of analysis, research resources, documentation and format of the thesis k3

CO3 : interpret various aspects of scholarship and criticism k3

CO4 : discuss the Extrinsic and Intrinsic approaches to Literature and the theory of Comparative Literature k2

CO5 : analyse various stages/requirements of the Project k4

UNIT-I

Definition, meaning and philosophy of Research

Types of Research

Literary Research-Research in Social Sciences and physical science

Choosing the topic/problem

Hypothesis /thesis statement

Review of Literature /the Cutting Edge

UNIT –II

Working Bibliography and working outline

Note making-Collection, development and organization of material

Methods and tools of analysis-Primary and Secondary sources

Library and Electronic sources

Documentation

Format of the thesis

UNIT –III

SCHOLARSHIP AND CRITICISM

a. “The Sense of Fact”
“The Literary Object”
“Work of Reference”

Bateson, F.W. The Scholar Critic

b. “Textual Criticism”
“Literary History”
“Literary Criticism”

Thorpe, James, The Aims And
Methods of Scholarship in Modern
Languages and Literatures.

UNIT-IV :

Theory of Literature

Extrinsic and Intrinsic Approaches

Theory of Comparative Literature

(Relevant chapters in Theory of Literature by Rene Wellek and Austin Warren)

UNIT-V:

Preparing a Sample Project in the form a Paper

Parts of a short Project Proposal

Title, Form and Sequence
 Statement of Aim and Objectives
 Hypothesis Formulation and Statement
 Framing the thesis statement and outline
 Scope of the thesis
 Methodology adopted

REFERENCES:

Watson, G. The Literary Thesis
 M L A Hand Book VIII Edition
 Campbell, William Giles : Form and style in thesis Writing
 Wiliamson, Karp & Others The Research Craft: An Introduction to Social Research Methods.
 Bateson, F.W.The Scholar Critic
 Thorpe, J. Aims and Methods of Scholarship in Modern Languages and Literatures.

Mapping with Programme Outcomes

PAPER I	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	9	6	6	3	3	6	9
CO2	9	9	9	6	6	9	9
CO3	9	9	9	6	6	9	9
CO4	9	6	6	3	3	6	9
CO5	9	9	9	9	9	9	9

Level of correlation: 9 – High; 6 – Medium; 3 – Low; and 0- no correlation.

M.Phil ENGLISH
SUB CODE: 18MEL2
LITERARY THEORY AND AREA STUDY

Course Objectives:

- i) To make the students learn the prescribed essays on structuralism, Post-Structuralism and Deconstruction
- ii) To make the students learn the prescribed essays on Marxism, Feminism, Cultural Identity and Discourse Representation.
- iii) To make the students learn the prescribed essays on Hermeneutics, Existentialism and Reader Response.
- iv) To make the students learn to read and interpret the prescribed literary texts with the help of literary theory and criticism.
- v) To introduce recent trends in the field of literary theory

Course Outcomes:

On the successful completion of the course, students will be able to

- CO1 : Appreciate theories related to structuralism, Post-Structuralism and Deconstruction
- CO2 : understand essays on Marxism, Feminism, Cultural Identity and Discourse Representation.
- CO3 : Analyse and apply Hermeneutics, Existentialism and Reader Response theories in research topics
- CO4 : interpret literary texts with the help of literary theory and criticism.
- CO5 : Identify various genres for their area of research.

I.Structuralism Post Structuralism, Deconstruction

- Gerard Genete : "Structuralism and Literary Criticism" (Contemporary Criticism: ed. V.S.Seturaman)
- Jaques Derrida :Structure, Sign and play in the Discourse of the Human Sciences (Contemp Criticism Ed, Seturaman, V.S)
- Paul de Man :“Semiology and Rhetoric” (Contemporary Criticism,

Ed. V.S. Seturaman)

I.Marxism, Feminism, Cultural Identity and Discourse Representation

Edmund Wilson : Marxism and Literature” (20th Cen. Lit. Criticism
Ed. David Lodge)

Stuart Hall : “Cultural identity and Diaspora”(Contemp. Post
Colonial Theory Ed. Padmini Mongia)

Dale Spender : Women and Literary History

III Hermeneutics, Existentialism and Reader Response.

E.D.Hirsch Jr. :“Three Dimensions of Hermeneutics” (Contemp.
Criticism Ed. V.S.Seturaman)

Jean Paul Satre :“Why Write?” (20th Cen. Lit.Criticism. Ed. David
Lodge)

Stanley Fish : Is there a text in the class?” (Contemporary Criticism.
Ed. V.S. Seturaman)

PART B – ELECTIVE (Unit IV)

Salman Rushdie : Midnight Children

Tony Morrison : Beloved

Bernard Malamud : The Assistant

Michael Ondaatji : Running in the Family

Gita Hariharan : In Times of Siege

UNIT V

Edward Albee	:	A Delicate Balance
August Wilson	:	Fences
Mahesh Dattani	:	Seven Steps Around Fire
George Ryga	:	The Ecstasy of Rita Joe
Osborne	:	Look Back in Anger

Mapping with Programme Outcomes

Paper II	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	9	9	9	9	9	9	9
CO2	9	6	6	3	3	6	9
CO3	9	9	9	9	9	9	9
CO4	9	9	9	6	6	9	9
CO5	9	6	6	3	3	6	9

Level of correlation: 9 – High; 6 – Medium; 3 – Low; and 0- no correlation.

M.Phil ENGLISH

SUB CODE: 18MEL3

TEACHING AND LEARNING SKILLS

Course Objectives:

- ❖ to update and expand computer knowledge among students
- ❖ to equip students to utilize the digital knowledge resources effectively for their chosen fields of study
- ❖ To help them to improve their communication and presentation skills.
- ❖ To explain them the relationship between technology and teaching
- ❖ To develop teaching skills using technology

Course Outcome:

On completion of the course, the students will be able to

CO1 : analyse and update their basic knowledge in the field of Computer and Technology

CO2 : understand the nature of the emerging digital knowledge society

CO3 : use digital knowledge for their studies and research

CO4 : develop teaching skills with the help of technology

CO5 : apply communication skills for effective teaching

Unit I: Computer Applications Skills Computer System: Characteristics, Parts and their functions - Different generations of computer – Operation of Computer: switching on/off/restart. Mouse control, Use of key board and some functions of key – Information and Communication Technology (ICT): Definition, Meaning, Features, Trends – Integration of ICT in teaching and learning – ICT applications: Using word processors, Spread sheets, Power point slides in the classroom – ICT for Research: On-line journals, e-books, Courseware, Tutorials, Technical reports, Theses and Dissertations.

Unit II: Communication Skills Communication Definitions – Elements of Communication: Sender, Message, Channel, Receiver, Feedback and Noise – Types of Communication: Spoken and Written: Non-verbal Communication – Intrapersonal, Interpersonal, Group and Mass communication – Barriers to communication: Mechanical, Physical, Linguistic & Cultural – Skills of Communication: Listening, Speaking, Reading and writing – Methods of

developing fluency in oral and written communication – Style, Diction and Vocabulary – Classroom communication and dynamics.

Unit III: Communication Technology Communication Technology: Bases, Trends and Developments – Skills of using Communication Technology – Computer Mediated Teaching Multimedia, E – content – Satellite – based communication: EDUSAT and ETV Channels. Communication through web: Audio and Video applications on the internet, interpersonal communication through the web.

Unit IV: Pedagogy Instructional Technology: Definition, Objectives and Types – Difference between Teaching and Instruction – Lecture Technique: Steps, Planning of a Lecture, Delivery of a Lecture – Narration in tune with the nature of different disciplines – Lecture with power point presentation – Versatility of Lecture technique – Demonstration: Characteristics, Principles, Planning Implementation and Evaluation – Teaching – learning Techniques: Team Teaching, Group discussion, Seminar, Workshop, Symposium and Panel Discussion – Modes of teaching: CAI, CMI and WBI

Unit V: Teaching Skills Teaching Skill: Definition, Meaning and Nature: Types of Teaching skills: Skill of Set induction, Skill of Stimulus Variation, Skill of Explaining, Skill of Probing Questions, Skill of Black Board Writing and Skill of Closure – Integration of Teaching Skills – Evaluation of Teaching Skills.

References:

Bela Rani Sharma (2007), Curriculum Reforms and Teaching Methods, Sarup and sons, New Delhi

Don Skinner (2005), Teaching Training, Edinburgh University Press Ltd, Edinburgh

Information and Communication Technology in Education: A Curriculum for schools and programme of Teacher development, Jonathan Anderson and Tom Van Weart, UNESCO, 2002

Kumar, KL (2008) Educational Technology, New Age International Publishers, New Delhi

Mangal, S.K. (2002) Essential of Teaching – Learning and Information Technology, Tandon Publications, Ludhiana

Michael, D and William (2000), Integrating Technology into Teaching and Learning: Concepts and Applications, Prentice Hall, New York

Pandey, S.K (2005) Teaching Communication, Commonwealth Publishers, New Delhi

Ram Babu, A and Dandapani, S (2006), Microteaching (vol. 1 &2), Neelkammal Publications, Hyderabad

Singh V.K. and Sudarshan, K.N. (1996) Computer Education, Discovery Publishing Company, New York

Sharma, R.A. (2006) Fundamentals of Educational Technology, Surya Publications, Meerut

Vanaja, M. and Rajasekar, S (2006), Computer Education, Neelkamal Publications, Hyderabad

Mapping with Programme Outcomes

Paper III	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	9	9	9	9	9	9	9
CO2	9	6	6	3	3	6	9
CO3	9	6	6	3	3	6	9
CO4	9	9	9	6	6	9	9
CO5	9	9	9	6	6	9	9

Level of correlation: 9 – High; 6 – Medium; 3 – Low; and 0- no correlation.