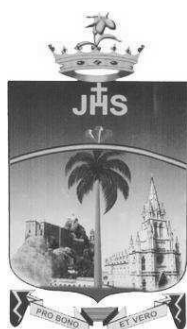


M.PHIL. SYLLABUS - 2013

ENGLISH



PG & RESEARCH DEPARTMENT OF ENGLISH
St. JOSEPH'S COLLEGE (Autonomous)
Accredited at 'A' Grade (3rd Cycle) by NAAC
College with Potential for Excellence by UGC
TIRUCHIRAPPALLI – 620 002

GUIDELINES FOR FULL TIME M.Phil.

1. **Duration :** The programme runs for one year consisting of two semesters. The Semester- I is from August to February and the Semester- II runs from March to August, of the consecutive year.

2. **Course Work :**

Semester – I			Semester - II		
Course	Title	Cr	Course	Title	Cr
C1	General Skills for Teaching & Learning	3	C5	Dissertation (Topic selected should be relevant to the topic of the Guide Paper)	8
C2	Research Methodology	4			
C3	Core Subject	5			
C4	Guide Paper	5			
Total		17	Total		8

2. a. Each Course should contain 5 units, covering the subject requirements of the courses offered.

Marks for CIA and SE are in the ratio 40 : 60.

The CIA components are **Mid Semester Test (25), End Semester Test (25), Seminar (15), Objective Type Assignment Test (15)**. The total mark 80 will be converted into 40 marks. **The tests and Semester Examination are centrally conducted by COE for 3 hours.**

CIA & SE	Tentatively on
Mid Semester Test	December 2 nd Week
End Semester Test	February 2 nd Week
Semester Examinations	February 4 th Week

Scholar should acquire **a minimum of 20 marks from CIA to appear for SE.** He/She will be declared to have passed in the various courses in Semester I, provided he/she secures not less than 50 marks on an aggregate (CIA+SE).

2b(i). In course C1 on ‘ **General Skills for Teaching & Learning**’ the first 3 units are common to all the departments of our college. The first three unit titles are **Soft Skills, E-teaching & E-learning, Elements of Technology of Teaching and Learning**. The remaining two units are department specific to make use of the above mentioned skills & techniques to teach the course subject at the Allied / UG level. This paper is (to be) designed to exploit the various teaching-learning- research skills to be imbibed / cultivated to make the research scholars to be fit for the profession they would likely to acquire in the Education Industry. Thus only for the course (C1) the written component is 60% and Practical component 40% both in CIA and SE.

2b(ii) **EVALUATION for C1:**

Theory Component: For both CIA & SE, there will be a 2 hour test only from the first **THREE** units. The CIA components are Mid Semester Test (35), End Semester Test (35) and Assignment (30). The total 100 will be converted into 25 marks.

Practical Component: The last **TWO** units are department specific. There is no Mid and End Semester Tests. But the CIA for the same are assessed continuously by the teacher(s) concerned totaling 15 marks. For SE, the Practical evaluation is done by an external examiner.

2. c. Question papers for C1, C2 & C3 are set by external examiner.

2. d. Question paper for C4 will be set and valued by the Research Advisor only.

3. CREDITS

S E M E S T E R - I	Courses	Title		Contact Hrs.	Library Hrs.	Total Hrs.	Cr	CIA Mk	SE Mk	Total Mk
	C1	General Skills for Teaching & Learning	T	3	2	5	2	25	35	60
			P	2	2	4	1	15	25	40
	C2	Research Methodology		5	4	9	4	40	60	100
	C3	Core Subject		5	5	10	5	40	60	100
	C4	Guide Paper		5	5	10	5	40	60	100
	Total				20	18	38	17	160	240

S E M E S T E R - I I	C 5 D I S S E R T A T I O N	INTERNAL			EXTERNAL		
			Cr	Mk		Cr	Mk
		Seminar & Review of Related Literature	2	15	Dissertation Evaluation	6	75
		Mid term review Presentation	2	15	<i>Viva-voce</i>	2	25
		Dissertation work	3	60			
		<i>Viva-Voce</i>	1	10			
Total		8	100		8	100	

4. Question Pattern

P a r t s	Course	Mid & End Semester Tests and Semester Examinations		
	C1	Section A : Short Answers	7/9	7 x 2 = 14
		Section B : Either / Or – Essay Type	3	3 x 7 = 21
		Section A : Short Answers	10	10 x 2 = 20
		Section B : Either / Or – Essay Type	5	5 x 8 = 40
C2	Section A : Short Answers	10	10 x 2 = 20	
	Section B : Either / Or – Essay Type	5	5 x 8 = 40	
C3	Section A : Short Answers	10	10 x 2 = 20	
	Section B : Either / Or – Essay Type	5	5 x 8 = 40	
C4	Open Choice : Comprehensive Type	5/8	5 x 12 = 60	
A r t s	Course	Mid & End Semester Tests and Semester Examinations		
	C1	Section A : Short Answers	7/9	7 x 2 = 14
		Section B : Either / Or – Essay Type	3	3 x 7 = 21
	C2	Open Choice : Comprehensive Type	5/8	5 x 12 = 60
	C3	Open Choice : Comprehensive Type	5/8	5 x 12 = 60
C4	Open Choice : Comprehensive Type	5/8	5 x 12 = 60	

5. Dissertation

For carrying out the dissertation, it is mandatory to strictly adhering to the rules of the college as given below:

5.1 Requirement

Every student is expected to give two seminars one concerning Review of Related Literature within the four weeks from the beginning of the second semester and the other on Data Analysis/Result/Mid Term Review just before the submission of the final draft of the dissertation

5.2 Submission

Candidates shall submit the Dissertations to the Controller of Examination **not earlier than five months but within six months** from the date of the start of the Semester –II. The above said time limit shall start from 1st of the month which follows the month in which Semester - I examinations are conducted. If a candidate is not able to submit his/her Dissertation within the period stated above, he/she shall be given an extension time of **four** months in the first instance and another **four** months in the second instance with penalty fees. If a candidate does not submit his/her Dissertation even after the two extensions, his/her registration shall be treated as cancelled and he/she has to re-register for the course subject to the discretion of the Principal. However the candidate need not write once again the theory papers if he/she has already passed these papers.

At the time of Submission of Dissertation, the guide concerned should forward the mark for 90% as stated above to the COE in a sealed cover

5.3 Requirement

For the valuation of dissertation it is mandatory to have passed in all the four courses. One external examiner and the Research Adviser shall value the Dissertation. The external examiner should be selected only from outside the college and shall be within the colleges affiliated to Bharathidasan University. In case of non-availability, the panel can include examiners from the other university/colleges in Tamil Nadu. The external examiner shall be selected from a panel of 3 experts suggested by the Research Adviser. However, the Controller of Examination may ask for another panel if he deems it necessary. Both the internal and external examiner will evaluate the Dissertation and allot the marks separately. However the *viva-voce* will be done by both of them. The average marks will be considered.

5.4 Viva-Voce

The external examiner who valued the Dissertation and the Research Adviser shall conduct the *Viva-Voce* for the candidate for a maximum of 100 marks. A Candidate shall be declared to have passed in *viva-voce* if he/she secures not less than 50% of the marks prescribed for Dissertation and 50% of the marks in the aggregate of the marks secured in *viva-voce* and Dissertation valuation. *A student can undertake dissertation in the second semester whether or not he/she has passed the first semester.*

6. CLASSIFICATION OF SUCCESSFUL CANDIDATES

6.1 The candidates who pass the Semester– I and Semester – II examinations in their first attempt shall be classified as follows:

No.	Total Marks secured in Semester – I and Semester – II Examinations	Classification
1.	80% and above in the case of Science Subjects & 75% and above in the case of Arts and Social Science Subjects	I Class with Distinction
2.	60% to 79% in the case of Science Subjects & 60 % to 74% in the case of Arts and Social Science Subjects	I Class
3.	50% to 59% in all the subjects	II Class

Note : Mathematics, Statistics and Computer Science/ Application shall be treated as Science Subjects

6.2 Candidates who pass the courses in more than one attempt shall be declared to have completed the programme under II Class.

6.3 Candidates who have failed in the courses may take the supplementary exams conducted by the COE immediately. Even then if they could not complete the course(s), they will be given two more chances only to appear for those courses along with the next batch scholars. The maximum duration for the completion of the M.Phil. Programme is 2 Years.

7. ATTENDANCE

Daily attendance for 90 working days should be enforced for the students.

Periodical report of a student to the guide concerned should be recorded in the register kept by the guide.

8. **Scholar must obtain 80% of attendance per semester in order to appear for the Semester Examinations/Viva-Voce**

M.Phil. English Course Pattern – 2013

Sem	Code	Title Of The Paper
I	13 MEN 101	Course – C1 : General Skills on Teaching And Learning
	13 MEN 102	Course – C2 : Research Methodology and Theory of Literature
	13 MEN 103	Course – C3 : Literary Theory and Area Study
	13 MEN 104A	Course – C4 : Comparative Literature
	13 MEN 104B	Course – C4 : New Literatures in English
	13 MEN 104C	Course – C4 : English Language Teaching (ELT)
	13 MEN 104D	Course – C4 : American Literature
	13 MEN 104E	Course – C4 : Twentieth Century British Literature
	13 MEN 104F	Course – C4: Indian Writing In English
	13 MEN 104G	Course – C4 : Understanding Second-Language Teaching and Learning
	13 MEN 104H	Course – C4 : Comparative Literature
	13 MEN 104I	Course – C4 : Post-Colonial Literature
	13 MEN 104J	Course – C4 : Feminism, Ecofeminism and Ecocriticism
	13 MEN 104K	Course – C4: Gender Studies
13 MEN 104L	Course – C4: Feminism and Women's Writing	
II	13 MEN 205	Course – C5 : Dissertation

Sem : I

Code:13MEN101

Paper-I

C1 : GENERAL SKILLS ON TEACHING AND LEARNING

Objectives

- To enhance the employability of the students by empowering them with Soft Skills.
- To provide students a theoretical background and application of e-learning and e-teaching.
- To enable them to understand the educational psychology, learning, motivation and various implications.

Unit I: Soft Skills

1. Communication Skills - Oral - Written - Verbal - Non-Verbal Aids - Aids and Blocks - Intrapersonal and Interpersonal communication - Effective Communication.
2. Behavioral Skills-Conventional Teacher and Lateral Teacher-Creativity and Innovation.
3. Facing Interviews-Different types of Interviews-Dress Code-Do's and Don'ts-Frequently Asked Questions - Preparing a Resume-Mock Interviews.
4. Group Dynamics-Knowledge – Leadership + Thinking - Listening - Mock GDs.

Unit II: e- learning and e-teaching

1. An Overview of Microsoft Office -2007: MS Word 2007-MS Excel-2007-MS PowerPoint -2007.
2. Concepts in e-resources and e-design: World Wide Web Concepts - Making use of Web Resources - Website Creation Concepts - Creating Web Pages by using Web Page Editors -Creating Web Graphics - Creating Web Audio Files.

Unit III: Elements of Technology of Teaching and Learning

Psychology-Meanings Branches Scope and Methods-Emerging areas of Educational Psychology-kinds and levels of Learning-Different theories of learning-Factors affecting learning-Intrinsic and Extrinsic motivation - Memory and Forgetting-Approaches to Learning {Pavlov, skinner}-Creative Thinking- theories of intelligence.

Unit IV: Material Resources for Class Room Teaching and Learning

1. The art of Teaching Prose.
2. The art of Teaching Poetry
3. The art of Teaching Fiction
4. The art of Teaching Drama
5. The art of Teaching Criticism
6. English Language Teaching

Unit V: Class Room Teaching

References

1. Prof. G. Ravindran, Dr. S.P.B. Elango and Dr. L. Arockiyam. *Success Through Soft Skills*.
2. Dr. K. Alex. *Soft Skills*.
3. Rev.Fr.Francis Thamburaj. *Communication Soft Skills for Professional Excellence*.
4. Joyce Cox, Curtis Frye *etc.*, *Step by 2007 Microsoft Office System*, Printing Hall of India Pvt. Ltd, New Delhi, 2007. (Chapters: 1-8, 13-16).
5. Margret Levine Young. *Internet: The Complete Reference*, Tata McGraw Hill Publishing Company Limited, New Delhi, 2007. (Chapters: 18, 25-30).
6. Lindern Henry. *Educational Psychology in Classroom*, Asia Publishing Home.
7. Holt Richard. *Psychology of Classroom Learning*.
8. Richards, J. C. and Rogers, S. R. *Approach and Methods in Language Teaching: A Description and Analysis*. Cambridge: Cambridge University Press, 1986. Print.

Paper-II

C2 : RESEARCH METHODOLOGY AND THEORY OF LITERATURE

Objectives

To introduce student - scholars to the philosophy and mechanics of research, to train them in the use of language, style and discourses suitable for thesis - writing, to familiarize them with the theories of literature, and help them acquire both theoretical thrust and hands - on experience in writing research proposals before they embark on the execution of the thesis proper.

Unit 1: The Philosophy of Research

1. The Philosophy, Meaning and Definition of Research - Research in Literature
2. The relationship between Scholarship, Criticism and Research
3. The Literary Object
4. Textual Criticism
5. Literary History

6. The Use of Quotations - Parenthetical Documentation
7. The Format (Presentation) of a Thesis
8. Bibliography
9. From the First Draft to the Final Copy
10. The Mechanics of Thesis Writing
11. Data Collection - Primary and Secondary Sources
12. Procedure in Literary Research
13. e-learning and Research

14. Diction
15. The Style Suitable for a literary Thesis
16. Narration
17. Argumentation
18. Exposition
19. Description

20. Extrinsic and Intrinsic Approaches (Wellek & Warren)
21. Beginning Theory (Peter Barry)
22. Theory of Comparative Literature (Weisstein, Ulrich)
23. Translation Studies (Susan Basnett)

23. The Identification of a Research Problem / Research
24. The problems faced by a Research Scholar
25. Parts of a Project Proposal
26. Preparing minor Project Proposals

References

1. Bateson, F.W. *The Scholar Critic*
2. Thorpe, James. *The Aims and Methods of Scholarship in Modern Languages and Literatures*
3. Gibaldi, Joseph. *MLA Handbook*
4. Brooks, C. and Warren, R.P. *Modern Rhetoric*
5. Wellek, Rene and Warren, Austin. *Theory of Literature*
6. Lodge, David. *Modes of Modern Writing*
7. Weisstein, Ulrich. *Comparative Literature and Literary Theory*
8. Kaplan, R. B. *The Conduct of Inquiry: Methodology of Behavioral Sciences*, San Francisco, 1964.
9. Watson, G. *The Literary Thesis*
10. Iverson. *Thesis Writing*
11. Campbell. *Form and Style in Thesis Writing*
12. Parsons, C. J. *Thesis Writing*
13. Anderson *et al.*, *Thesis and Assignment Writing*
14. Fowler, H Ramsay. *The Little Brown Handbook*
15. Fernandez, Dominic. *Methodology of Study and Scientific Work*

Paper-III
C3 : LITERARY THEORY AND AREA STUDY

Unit I

1. Derrida, Jacques: Structure, Sign and Play in the Discourse of Human Sciences
2. Showalter, Elaine: Towards A Feminist Criticism
3. Fish, Stanley: Is there a Text in This Class?

Unit II

1. Lyotard, Jean Francois: Answering the Question: What is Postmodernism?
 2. Saussure, Ferdinand De: The Object of Study
 3. Hall, Stuart: Cultural Identity and Diaspora
-
1. Wilson, Edmund: Marxism and Literature
 2. Sartre, Jean-Paul: Why Write?
 3. Eagleton, Terry: Capitalism, Modernism and Postmodernism

Unit IV: Fiction

1. Liosa, Mario Vargas: *The Time of the Hero*
 2. Thayil, Jeet: *Narcopolis*.
 3. Muller, Herta: *The Passport*
-
1. Karnad, Girish: *The Fire and the Rain*
 2. Pinter, Harold : *A Nigh Out*
 3. Ibsen Henrik: *The Wild Duck*

References

1. Cashmore, Ellis. *Encyclopedia of Race and Ethnic Studies*. USA: Routledge, 2004. Print.
2. Das, Bijay Kumar. *Twentieth Century Literary Criticism 5th/ed*. New Delhi: Atlantic Publisher, 2005. Print.
3. Eagleton, Terry. *Modernity, Modernism, Postmodernism: Essays*. 1997. Print.
4. Fish, Stanley Eugene. *Is There a Text in This Class?: The Authority of Interpretive Communities*. USA: President and Fellows of Harvard University, 1980. Print.
5. Liosa, Mario Vargas. *The Time of the Hero*.
6. Lodge, David. *Modern Criticism and Theory: A Reader, 2/E*. New Delhi: Pearson Education, 1998. Print.
7. Mishr, Sudesh. *Diaspora Criticism*. Edinburg: Edinburg University Press, 2006. Print.
8. Muller, Herta. *The Passport*. UK: CPI Bookmarque, 1986. Print.
9. Natoli, Joseph P.A *Postmodern Reader*. Albany: State University of New York Press, 1993. Print.
10. Pandey, Punam. *The Plays of Girish Karnad: A Study in Existentialism*. New Delhi: Sarup Book Publishers PVT. LTD.
11. Sartre, Jean-Paul. *What Is Literature?: And Other Essays*.
12. Sethuraman, V S. *Contemporary Criticism: An Anthology*. Chennai: Macmillan India Limited, 1998. Print.
13. Solomon, Maynard. *Marxism and Art: Essays Classic and Contemporary*. Michigan: Wayne State University Press, 1973. Print.
14. Thayil, Jeet. *Narcopolis*.

C4 : COMPARATIVE LITERATURE

Guide: Dr. S. Papu Benjamin Elango

Objectives

To introduce student-scholars to the methodology of research related to Comparative literature.

To provide them an in-depth exposure to the chosen research problem.

Unit-I: Methodology of Research for the Topic Chosen

1. History of Comparative literature
2. Five Approaches to literature (Moralistic, psychological, sociological, archetypal and formalistic approaches)
3. Comparative Literature and Literary Theory
4. Translations of world classics – problems of translations.

5. Definition of Comparative Literature - its aim and scope
6. Different Schools
7. Influence, imitation and Parallel Studies – Reception, survival and periodization
8. Grounds for comparison – Genology – Thematology .

Unit -III: The Authors and their Contribution

9. Drama
10. Fiction – short story
11. Prose
12. Poetry

13. Thematic Study
14. Character Study
15. Style Analysis
16. Study of the Techniques – Mutual illumination

Unit-V: Project Proper

17. Research problem – grounds for comparison – Methodology adopted.
18. Hypothesis and Justification
19. Thesis & Anti - thesis
20. Chapterization – synthesis and Conclusion

References

1. Weisstein, Ulrich. *Comparative Literature and Literary Theory-Survey and Introduction*. Bloomington: Indiana University Press, 1973. Print.
2. Chellappan, K. *Shakespeare and Ilango as Tragedians*. Tanjore: Tamil University, 1985. Print.
3. Dev, Amiya, Sisinkumar Das. Eds. *Comparative Literature – Theory and Practice* . New Delhi: Allied Publishers, 1989. Print.
4. Levin, Harry. *Grounds for Comparison*. Combridge: Havard University Press, 1972. Print.
5. Seldon, Raman. *A Reader's Guide to Contemporary Literary Theory* . Lexington: The Univ. Press of Kentucky, 1985. Print.
6. Subramanian. N, Padma Srinivasan, G.R. Balakrishnan eds. *Introduction to the Study of Comparative Literature – Theory and Practice* . Madurai: Tessi Publications, 1997. Print.

Paper-IV
C4 : NEW LITERATURES IN ENGLISH

Guide: Dr. S. Papu Benjamin Elango

Objectives

*To introduce student-scholars to the Methodology of Research pertaining to New Literatures. To expose them to the wide area of topics of New Literatures
To provide them an in-depth acquaintance with the Research problem chosen for the study.*

Unit-I: Methodology of Research for the Topic Chosen

1. Colonialism, Imperialism and Post colonialism
2. Post colonial theory
3. Post colonial sub alternisation

4. Nature of New Literatures
5. History of New Literatures
6. Genres of New Literatures
7. Issues, themes and debtaes in writings from colonized spaces

Unit-III: The Authors and their Contribution

8. Drama
9. Fiction – short story
10. Prose
11. Poetry

12. Thematic Study
13. Character Study
14. Comparative Study
15. Study of Techniques, Mode Style, Structure etc.

Unit-V: Project Proper

16. Research Problem – Hypothesis and Justificatio n
17. Thesis & Anti-thesis
18. Chapterization
19. Synthesis & Conclusion

1. Brown, Lloyd W. *Women Writers in Black Africa*. London: Greenwood Press, 1938. Print.
2. Asheroft, Bill, *Post-colonial Transformation*. London : Routledge, 2001.
3. Asheroft, Bill, Gareth Griffiths and Helen Tiffin. *The empire writes Back: Theory and Practice in Post – Colonial Literatures* , London and New York, Routledge, 1989.
4. Nayar, Pramod K, *Postcolonial Literature – An introduction* Delhi: India Binding House, 2008.
5. Bartolovich, Crystal and Neil Lazarus (eds), *Marxism, Modernity and Postcolonial studies*, Cambridge: Cambridge University, Press, 2002.
6. Cohen, Robin, *Global diasporas: An Introduction*, London, Routledge, 2001.

Paper-IV

C4 : ENGLISH LANGUAGE TEACHING (ELT)

Guide: Dr. S. Joseph Arul Jayraj

Objectives

To provide students with the fundamental aspects of ELT .

To introduce students to the various avenues of teaching and learning English.

Unit-I

1. Linguistics & ELT
2. Sociolinguistics
3. Psycho-linguistics
4. A brief history of language teaching

Unit-II

5. The nature of approaches and methods in Language teaching
6. Behaviourism & Cognitivism
7. Input Theory
8. Construction

Unit-III

9. Grammar Translation Method
10. The Audio-lingual method
11. Direct Method
12. Structural Method of Teaching English

Unit-IV

13. Inter – Language Hypothesis
14. Error Analysis
15. Discourse Analysis
16. Stylistics

Unit-V

17. Bilingualism
18. Situational Language Teaching
19. Materials Production & Analysis
20. Second Language Testing

References

1. Brown, G. and Yule, G., *Discourse Analysis*. Cambridge: CUP, 1983
2. Crystal, D. *A Dictionary of Linguistics and Phonetics*. 5th ed. 2002.
3. Krishnaswamy, N. S.K. Verma and M. Nagarajan. *Modern Applied Linguistics*. Madras: Macmillan, 1992.
4. Richards and Rodgers. 1986 *Approaches and Methods of English Language Teaching: A Description and Analysis*. Cambridge: CUP, rpt.199S.
5. Halliday, M.A.K., A. McIntosh and P. Stevens. *The Linguistic Sciences and Language Teaching*. London: Longman, 1964.

Paper-IV
C4 : AMERICAN LITERATURE

Guide: Prof. T. Vadivu

Objectives

To make the student – scholars familiar with the area of the Guides specialization along with the relevant authors involved.

To expose them to the wide area of topics to choose

To provide them an in-depth acquaintance with the Research topic chosen for study.

Unit-1: Methodology of Research of the Topic chosen

1. Social History of America
2. Current Movements in American Literature
3. Current theories related to American Literature
4. Recent American Authors

5. Nature of American Literature
6. History of American Literature
7. Genres of American Literature (Including Africa-American, Jewish-American, women writers and so on)
8. Nature and History of anyone Genre (Drama, Fiction, Prose, Poetry, African-American, Jewish-American, Black Women and so on.)

Unit-III: The Authors and their Contribution

9. Drama
10. Fiction –Short Story
11. Prose
12. Poetry

13. Thematic Study
14. Character Study
15. Comparative Study
16. Study of Techniques, Mode etc.

Unit-V: Project Proper

17. Research problem – Grounds for Comparison
18. Hypothesis and Justification
19. Thesis & Anti-thesis
20. Chapterization – Synthesis and Conclusion

References

1. Bradbury, Malcolm, Aric Mottram and Jean Franco, *Penguin Companion to American Literature*, New York, McGraw Hill, 1971, Print
2. Hart, James D, *Oxford Companion to American Literature*, 4th Ed., New York, Oxford University Press, 1965, Print.
3. Warfel, Harry Redcay, *American Novelists of Today*, Westport, CT : Greenwood Press, 1951, Print.
4. Salzman, Jack, Ed., *The Cambridge Hand Book of American Literature*, Cambridge : Cambridge University Press, 1986, Print.
5. Marcus, Greil and Werner Sollors, *A New Literary History of America*, Harvard, Harvard University Press, 2009, Print.

Paper-IV
C4 : TWENTIETH CENTURY BRITISH LITERATURE

Guide: Prof. V. Francis

Objectives

To introduce to the students the fundamental principles and practice of Research writing. To help students plan and form a framework for their Research Project. To acquire sufficient details in the chosen research area.

Unit-I: Methodology of Research for the topic chosen

1. Research and Writing
2. Format of the Research Paper
3. Documentation

Unit-II: Genre-20th Century British literature

4. Prose
5. Poetry
6. Novel
7. Drama
8. Criticism

Unit-III: Authors

9. Orwell, Arnold Bennett, Huxley
10. Eliot, Shaw
11. Osborne, Amis, Beckett
12. Auden, Yeats, Owen, Larkin, MacNeice
13. Current Theories

14. Plan of the Research Project
15. Chapter-wise Division of the Project
16. Abstract

17. Working Outline
18. Thesis Statement
19. Final Outline

References

1. Gibaldi, Joseph. *MLA Handbook for Writers of Research Papers, Seventh Edition*, New Delhi, Affiliated East West Press (P) Ltd., 2009. Print.
2. Anderson, Jonathan *et al. Thesis and Assignment Writing*, 1st ed. New Delhi.
3. Bloom, Harold, *The Western Canon*, New York. Papermac, 1994. Print.
4. Sinha, Sunita, Ed. *New Perspectives in British Literature*, Darya Ganj: Atlantic, 2010. Print.
5. Wimsatt, W.K., *Literary Criticism, Idea and Act*, Berkeley, University of California Press, 1974, Print.

C4 : INDIAN WRITING IN ENGLISH

Guide: Prof. V. Francis

Objectives

To inculcate in the M. Phil. scholars an in-depth knowledge of Indian writing in English To acquire sufficient details about the relevant authors in the chosen area. To make the scholar get acquainted with the chosen research topic.

Unit-I: Methodology of Research for the Topic Chosen

1. Choosing and justifying the research project proposal
2. Mapping the project
3. Drafting and redrafting
4. The penultimate and final drafts
5. Summary and further reading

6. Nature and scope of Indian Writing in English
7. The chronological survey of Indian Writing in English
8. The genre-wise study of Indian Writing in English
9. An in-depth study of the multiple critical dimensions of the genre.

Unit-III: The Genres

10. Prose
11. Poetry
12. Drama
13. Fiction
14. Biography
15. Autobiography
16. Translated classics, etc.

17. Moralistic approach
18. Sociological approach
19. Psychological approach
20. Archetypal approach
21. Formalistic approach
22. Comparative approach
23. The study of the character, the theme, the mode and the various techniques.

Unit-V: Project Proper

24. Choice of the thesis title
25. Analyzing the definition, scope and limitation of the project
26. The research plan adopted for thesis writing
27. Summation of each chapter

1. Rao, Ramakrishna. A. *Comparative Perspectives on Indian Literature*. New Delhi: Prestige, 1992. Print.
2. Piciucco, Poer Paolo, ed. *A Companion to Indian Fiction in English*. Delhi: Atlantic Publishers & Distributors, 2004. Print.
3. Reddy, P. Bayapa. *Studies in Indian Writing in English*. New Delhi: Prestige, 1990. Print.
4. Dhawan, R.K. ed. *Common Wealth Fiction*. New Delhi: Classical, 1988. Print.
5. Sarma, G.P. *Nationalism in Indo-Anglican Fiction*. New Delhi: Sterling, 1978. Print.

C4: UNDERSTANDING SECOND-LANGUAGE TEACHING AND LEARNING

Guide: **Dr.J.John Love Joy**

Objectives:

This paper aims to

- provide students with an understanding of the nature of teaching English as a second language
- help students understand current theories and their implications for teaching and learning
- critically evaluate beliefs about the current practices of teaching, learning, materials production and testing

UNIT 1: Methodology of research for the topic

chosen 01. Framing objectives

2. Preparing research tools for the study
3. Classroom objectives techniques
4. Action research
5. Establishing the relevance of the study

UNIT 2: Syllabus Design and Materials Production

6. The nature of methods and approaches
7. Types of language syllabus
8. Key aspects for developing instructional materials
9. Interface between syllabus and textbooks
10. Criteria for textbox evaluation

UNIT 3: Classroom Teaching and Learning

11. The context of teaching and learning
12. Individual learner differences in language learning
13. Factors influencing teacher's classroom management
14. Ways of effective teaching in heterogeneous class
15. Post-method condition and its implications for classroom

UNIT 4: Second-Language Testing Methods

16. Evolution of language testing
17. Types of language tests
18. Stages of text construction
19. Measuring the effectiveness of a test
20. Text anxiety and fairness

UNIT 5: Project proper

21. Building the context
22. The fieldwork
23. Data description
24. Data analysis
25. Findings and Implications

References

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3. Ellis, R.(1995). The study of second language acquisition. Oxford: Oxford University Press.
4. Heaton, J.B. (1975/1989). Writing English language tests. (2nd ed.) London: Longman.
5. McLaughlin, B.(1987). Theories of second language learning. London: Edward Arnold.
6. Nunan, D.(1988). Syllabus design. Oxford: Oxford University press.
7. Prabhu, N.S.(1991). Second language pedagogy. Oxford: Oxford University press.
8. Richards, J.C.& Rogers, S.R. (1986). Approaches and methods in language teaching: A description and analysis. (Low price ed.). Cambridge: Cambridge University Press.
9. Thornbury, S.(2006). An A-Z of ELT. Oxford: Macmillan.
10. Tomlinson, B. (Ed.). (1998). Materials development in language teaching. Cambridge. Cambridge University press.

C4: COMPARATIVE LITERATURE

Guide : Dr. M. Amutha

Objective

- To create bilingual interest and enhance their analytical ability.
- To enrich the literary quality and promote translation activities.

Unit-I: Methodology of Research for the topic Chosen

1. Choosing and justifying the research proposal
2. Mapping your project
3. Further reading

Unit –II: Comparative Literature & Scope

4. Comparative Literature – Definition
5. Different Schools – French, American, Russian
6. Explication of National Literature, General Literature, World Literature

Unit III: The Study of Genre & Influence

7. The concepts of Genre, Movement, Period-bring together literary history and literary theory. Explaining the genres Epic, Lyric, Drama, Novel; Periods such as Renaissance, Reformation, Romantic; movements such as Classicism, Neo-classicism Romanticism, Metaphysical.
8. Influence and Imitation; Reception and Survival – Weisstein’s View
9. Parallelism, Literary Influence and Translation – J.T.Shaw’s View
10. Influence and Analogy; Reception and Communication – S.S. Praver’s View

Unit-IV: The Study of Themes & Interdisciplinary Comparison

10. Thematology –Definition: Harry Levin’s View & Weiss tein’s View
11. Literature and Sociology (a. Marxism b. Feminism)
12. Literature and Psychology (a. Freudinism b. Jungianism)
13. Literature and Religion (a. Christian concepts b. Hindu concepts)

Unit-V: Project Proper

14. Scope and Limitation of the Topic
15. The Discourse adopted for Thesis Writing
16. Chapterisation
17. An Analytical Outline of the Topic
18. A Chapter-wise Summary of the Project

References:

1. Levin, Harry. Grounds for comparison. Cambridge, Massachusetts; Harvard University Press, 1972 Print.
2. Praver S.S. Comparative Literary studies. London: Duckworth, 1973 Print.
3. Subramanian N, Srinivasan, Padma & Balakrishnan G.R.ed. Introduction to the Study of Comparative Literature – Theory and Practive. Madur ai: Teesi Publication 1997 Print.
4. Weisstein, Ulrich. Comparative Literature and Literary Theory – Survey and Introduction. Bloomington: Indiana University Press, 1973. Print.

Paper-IV
C4 : POSTCOLONIAL LITERATURE

Guide: Dr. Cheryl Davis

Objectives

- To introduce student to the methodology of Research topic chosen to study
- To provide students with the fundamental aspects of Postcolonial literature
- To help students plan and form a framework for their research project

Unit-I: Methodology of Research for the Topic Chosen

1. An in-depth study of colonialism and postcolonialism
2. Definition, scope and nature of Postcolonialism
3. A study of the themes of Postcolonialism
4. A study of literature through a Postcolonial perspective
5. Representation of other cultures in literatures

6. Colonization
7. Postcolonialism
8. Diaspora
9. Cultural Disintegration
10. Multiculturalism
11. Orientalism

12. Writers from the third world countries
13. African and Afro – American Literature
14. Canadian Literature
15. Australian Literature
16. Commonwealth writers

17. Postcolonial literature affected by the imperial process
18. Reclaiming spaces and places
19. Problems of Diaspora
20. Asserting cultural integrity and culture politics
21. Alienation and quest for identity
22. Culture and imperialism
23. Hybridity and cultural polyvalency

24. Plan of the Research Project
25. Revising history through postcolonial perspective
26. Description of places and indigenous people affected by colonial rule
27. A study of post colonial writers who choose to write in the colonizer's language
28. Applying the theory on the work of literature chosen for the research
29. Thesis, antithesis and synthesis

References

1. Barry, Peter, *Beginning Theory*, An introduction to literary and cultural theory. Manchester and New York : Manchester University Press, 2006
2. Bill Ashcroft, Gareth Griffiths and Helen Tiffin, *The Empire Writes Back*, New York: Routledge, 1989.
3. Fanon, Frantz, *The Wretched of the Earth*, London, Penguin, 1961.
4. Said, Edward, *Culture and Imperialism*, London, Vintage, 1994.
5. Spivak, Gayatri Chakravorty, *In other worlds: Essays in cultural Politics*, London: Routledge, 1987.
6. Bhabha, Hom K, *The location of Culture*, London, Routledge, 1990.
7. McLeod, John, *Beginning Postcolonialism*, London: Manchester University Press, 2nd Ed., 2009.

Paper – IV
C4: FEMINISM, ECOFEMINISM AND ECOCRITICISM

Guide: Dr. Cheryl Davis

Objectives

- To introduce students to the methodology of Research topic chosen to study.
- To provide students with the fundamental aspects of Feminism, Eco feminism and Eco criticism.
- To help Students plan and form a framework for their Research project.

Unit –I: Methodology of Research for the Topic Chosen

1. An in-depth study of Feminism and feminist Criticism.
2. The history, styles, themes, genres and structures of women's writing.
3. Representation of women in literature
4. Defining Eco critical theory and practice.
5. A study of literature and ecology.

Unit-II: Critical Theories

6. Feminism
7. Ecofeminism
8. Ecocriticism or Green Studies
9. Ecocentricism
10. Oikopoetics
11. Nature writing

Unit – III: The Authors and their Contribution

12. Chakravorty Feminism: Elaine Showalter, Virginia Woolf, Simone de Beauvoir, Gayatri Spivak, Toni Morrison and Toni Morrison.
13. Ecocriticism: William Rueckert, Cheryl Glotfelty, Kate Soper, Laurence Coupe, Henry David Thoreau and Ralph Waldo Emerson.

Unit-IV: Topics for Research

14. Feminist Criticism and the role of theory.
15. Culture and Feminism.
16. Women's issues.
17. Role of women in familial relationships.
18. The problem of women's inequality in society.
19. A study of literature through an ecocritical perspective.
20. The Greening of Humanities.
21. Landscape and mindscape.
22. Culture and Nature.

Unit-V: Project Proper

23. Plan of the Research Project.
24. Analyzing the critical theories chosen for the research.
25. Introducing the writer and the words.
26. Applying the theory on the work of literature.
27. Thesis, antithesis and synthesis.

References

1. Barry, Peter. *Beginning Theory: An Introduction to Literary Cultural Theory*. Manchester and New York: Manchester University Press, 2006.
2. Cameron, Deborah. *The Feminist Critique of Language: A Reader*. London and New York: Routledge, 1998.
3. Belsey, Catherine and Jane Moore. *The Feminist Reader: Essays in Gender and the Politics of Literary Criticism*. London: Macmillan Press, 1997.
4. Coupe, Laurence, ed. *The Green Studies Reader: From Romanticism to Eco Criticism*. London: Routledge, 2000.
5. Glotfelty, Cheryl and Fromm, Harold, eds, *The Eco Criticism Reader: Landmarks in Literary Ecology*. London: University of Georgia Press. 1996.
6. Oelschlaeger, Max. *The Idea of Wilderness: From Prehistory to the Age of Ecology*. London: Yale University Press. 1991.
7. Shepard, Paul. *Encounters with Nature*. Edited by Florence R. Shepard. Washington, DC: Island Press, 1999.
8. Showalter, Elaine. *The New Feminist Criticism, Essays on Women*. Pantheon, 1985.
9. Ruthven, K.K. *Feminist Literary Studies: An Introduction*. Cambridge. University Press. 1984.
10. Brownstein, Rachel. *Becoming a Heroine*. London: Columbia University Press, 1994.

Paper-IV
C4 : GENDER STUDIES

Guide: Dr. S. John Bosco

Objectives:

- To Seek to internationalise the understanding of Feminism
- To Guide the students to understand the linkages between global distribution of power and difference in feminisms.

Unit – I : Methodology of Research for the Topic Chosen

1. Feminist Research Methodology
2. Justification of the Choice of Project Proposal
3. Methods of inquiry in Women's Studies.

Unit – II : Area of Research – Gender Studies

4. Feminisms : Global and Local
5. Development : Gender Perspectives
6. Gendering Social History

Unit – III : The Author and their Contribution

7. Feminist thoughts and Feminist Theory
8. Gender, Culture and Development, theoretical Perspectives
9. Auto / Biography ; Narrating Women's Lives

Unit – IV: Topics for Research

10. Theory of Gender in India
11. Gender, Nation and Community
12. Gender and Sexualities : Perspectives and Issues
13. Caste and Gender: History and Memory
14. Course (Thematic)
15. Literature in Comparative Context

Unit – V : Project Paper

16. Choice, Definition, Scope, Limitation of the Topic
17. The approach adopted for thesis writing
18. An analytical outline of the topic
19. Chapter - wise summary of the project.

References:

1. De Beauvoir, Simone, *The Second Sex*, London, vintage, 1997. Print.
2. Anne-Marie Smith, *Julia Kristeva: Speaking the Unspeakable* (Pluto Press, 1988)
3. Wright E, Lacan and Postfeminism (Postmodern Encounters), 2003
4. Grosz, E. "Jacques Lacan: A Feminist Introduction", London: Routledge, 1990. Print
5. Butler, J. "Gender Trouble : Feminism and the Subversion of Identity, 1999

Paper-IV
C4 : FEMINISM AND WOMEN'S WRITING

Guide: Dr. J. Amala Veenus

Objectives:

- To introduce research students to the Methodology of Research
- To make them familiar with the area of Feminism and Women's Writing and make them aware of the authors and scope of the same.

Unit – I : Methodology of Research for the Topic Chosen

1. Emergence of Feminism from Mary Wollstonecraft
2. Status of women in India from Vedic Period to till date
3. Evolution of Indian Women Writers
4. Surfacing of Feminist Criticism
5. Pioneers in Queer Theory

Unit – II : Area of Research – Feminism and Women's Writing

6. Three waves of Feminism, Feminist Criticism, Role and application of the theory
7. Psychodynamics of women writers, e'criture femining, themes and narratives
8. Queer theory, its nature and need
9. An exhaustive psychoanalytical study on women's writing

Unit – III : The Authors and their contribution

10. Toril Moi, Shandra Gilbert, Susan Gubar, Elaine Showalters, Julia Kristeva
11. Helen cixous, Juliet Mitchell, Kate Millet, Virginia Wolf
12. Judith Butler, Paulina Palmer, Eve Kosovsky Sedgwick

Unit – IV : Topics for Research

13. Women's Issues
14. Feminine Discourse
15. Feminist Motifs
16. Women Writings and Contemporary concerns
17. Queer Theory

Unit – V : Project Paper

18. Choice of the topic and its scope
19. Hypothesis – statement of the problem
20. Analytical outline of the topic
21. Chapter – summary and its importance
22. Findings of the project

References

1. Cixous, Helen, "Sorties", *Modern Literary Theory*, Ed., David Lodge, London: Longman, 1988, Print.
2. Cora, Kaplan, *Sea changes, Culture and Feminism*, London: Verso, 1989, Print
3. De Beauvoir, Simone, *The Second Sex*, Trans. and Ed. by H.M. Parshley, Harmondsworth: Penguin, 1983, print.
4. Greer, Germaine, *The Female Eunuch*, London: Paperback, 1970, Print.
5. Showalter, Elaine, *A Literature of their own: British Women Novelists from Bronte to Lessings*, Princeton UP, 1977, Print.
6. ---, "Feminist criticism in the wilderness", *Modern Literary Theory: A reader*, Ed. David Lodge, London: Longman, 1988, Print.
7. Wollstonecraft, Mary, *A Vindication of the rights of Women* MEG – 05, Literary Criticism and Theory, Feminist Theories, IGNOU, Print.
8. Woolf, Virginia, *A Room of One's Own*, Harmondsworth: Penguin, 2002, print.
9. Hall, Donald E. *Queer Theories* (Palgrave, Transition Seires, 2003).
10. Palmer, Paulina. *Contemporary Lesbian Writing: Dreams, Desire Difference* (Open University Press, 1993).