M.PHIL. SYLLABUS – 2015

ENGLISH

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 following year.

2. **Course Work:**

Semester - I			Semester - II		
Course	**Title**	**Cr**	**Course**	**Title**	**Cr**
C1	Professional 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 Course	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 2nd Week
End Semester Test	February 2nd Week
Semester Examinations	February 4th Week

   Scholar should acquire **a minimum of 20 marks from CIA to appear for SE.** The Scholar should acquire a minimum of 30 marks in Semester Examination. 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).

2. b) (i) In course C1 on **'Professional Skills for Teaching – Learning'** the first three units are common to all the Departments of the College. The Academic Council has granted permission to incorporate some modifications in the C1 Course by Physics, Computer Science and Mathematics Departments. 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 Core Course.

   The C1 Course 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 are likely to acquire in the Education Industry. Thus only for the course (C1) the written component is 60% and Practical component is 40% both in CIA and SE.

b) (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.

c) Question papers for C1, C2 & C3 are set by External Examiners.

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

e) Departments will be permitted to offer either paper 2 or paper 3 as Open Online Course to the M.Phil. students. The evaluation method will be the same for both C2 and C3 Courses.

3. Credits:

	Courses	Title		Contact Hrs.	Library Hrs.	Total Hrs.	Cr	CIA Mk.	SE Mk.	Total Mk.
SEMESTER – I	C1	Professional 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 Course		5	5	10	5	40	60	100
	C4	Guide Paper		5	5	10	5	40	60	100
	Total			**20**	**18**	**38**	**17**	**160**	**240**	**400**

			INTERNAL			EXTERNAL		
				Cr	Mk		Cr	Mk
SEMESTER – II	**C5 – DISSERTATION**	Seminar & Review of Related Literature		2	15	Dissertation Evaluation	6	75
		Mid Term Review Presentation		2	15	*Viva-voce*	2	25
		Dissertation Work		3	60			
		Viva-Voce		1	10			
Total				**8**	**100**		**8**	**100**

4. Question Pattern:

	Course	Mid & End Semester Tests and Semester Examinations		
Science	**C1**	Section A : Short Answers	7/9	7 x 2 = 14
		Section B : Either / Or – Essay Type	3	3 x 7 = 21
	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
	Course	Mid & End Semester Tests and Semester Examinations		
Arts	**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 Examinations **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 the 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 marks for 90% as stated above to the COE in a sealed cover

5.3. All the M.Phil. Scholars (along with their Guides) have to submit at least one Research articles for publication, at the time of submitting the dissertation.

Departments (with the constituted Expert Committee) will scrutinize; select   and recommend the best articles for a publication either in RETELL or in   School-based Journals.

5.4. 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.

5.5. *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:

S. 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 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 he guide concerned should be recorded in he register kept by the guide.

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

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M. PHIL. ENGLISH COURSE PATTERN-2015

Sem	Code	Title of the Paper
I	15MEN101	Course – C1: Professional Skills for Teaching - Learning
	15MEN102	Course – C2: Research Methodology and Practices (Open Online Course)
	15MEN103	Course – C3: Literary Theory and Area Study
	15MEN104 A	Course – C4: English language Teaching (ELT)
	15MEN104 B	Course – C4: New Literatures in English
	15MEN104 C	Course – C4: Comparative Literature and Translation Studies
	15MEN104 D	Course – C4: American Literature
	15MEN104 E	Course – C4: Twentieth Century British Literature
	15MEN104 F	Course – C4: Indian Writing in English
	15MEN104 G	Course – C4: Understanding Second- Language Teaching and Learning
	15MEN104 H	Course – C4: Comparative Literature
	15MEN104 I	Course – C4: Post- Colonial Literature
	15MEN104 J	Course – C4: Feminism, Eco-feminism and Eco-criticism
	15MEN104 K	Course – C4: Gender Studies
	15MEN104 L	Course – C4: Diasporic Literature
	15MEN104 M	Course – C4: Subaltern Literature
II	15MEN205	Course – C5: Dissertation

PAPER-I: C1: PROFESSIONAL SKILLS FOR TEACHING – LEARNING

Objectives:

- To empower scholars with soft skills.
- To introduce the teaching and dynamics of teaching – learning.
- To facilitate e- learning/ e-teaching with the ICT tools.
- To empower the scholars with hands on experience on teaching in classroom.
- To update the classroom teaching with the support of ICT tools.

Unit – I: Soft Skills

a. Introduction to Soft Skills, Soft Skills Vs Hard Skills, types of Soft Skills.
b. Communication skills- Basics in communication, structure of written and oral sentences, Verbal, non-verbal, body language, JOHARI Window, Intrapersonal and Interpersonal Communications, Activities in Effective Communication.
c. Behavioural Skills- Leadership skills, Time Management, Creativity and Lateral thinking
d. Interview Skills- Resume Writing, Different types of interviews, Etiquettes in interviews, Mock interviews.
e. Team Building and Group Discussion- Progressive stages of Team Building, Parameters of GD (special reference to attending, listening, responding skills), Mock Group GDs.

Unit – II: Techniques and Dynamics of Teaching- Learning

a. Emerging Trends in Educational Psychology- Meaning, Scope and Methods
b. Learning- Different Theories of learning, Approaches to learning(Classical Conditioning-Ivan Pavlov; Operant conditioning-B.F.Skinner); kinds of learning, factors affecting learning
c. Motivation: Intrinsic and extrinsic motivation, Development of memory and intelligence.

Unit – III: e-Learning and e-Teaching

An overview of Microsoft office-2007: MS WORDS-2007- MS Excel-2007- MS Powerpoint-2007, Concepts in e-Resources and e-design: World Wide Web Concepts - Making use of Web Resources- Web site creation concepts – Creating Web Page Editors- Creating Web graphics – Creating Web Audio files.

Unit – IV: Material Resources for Class Room Teaching and Learning

1. The Art and Techniques of Teaching Prose.
2. The Art and Techniques of Teaching Poetry
3. The Art and Techniques of Teaching Fiction
4. The Art and Techniques of Teaching Drama
5. The Art and Techniques of Teaching Criticism
6. Basic Concepts of English Language Teaching

Unit – V: Class Room Teaching using ICT Tools

Practical Sessions (General English and U.G. Literature classes)

Books for Reference:

Unit – I:

1. JASS (2013). *Winners in the making: Introduction to Soft Skills*. St. Joseph's college, Trichy.
2. Murphy, Raymond. (1998). *Essential English Grammar*. 2nd ed. Cambridge university press.
3. Trishna (2004). *Knowledge system how to do well in GDs and interviews*. Reprographic and printing services, Secunderabad.

Unit – II:

1. Covey, Stephen. (2004). *7 Habits of Highly Effective People*. Free Press.
2. Driscoll, M P (1994). *Psychology of Learning for Instruction*. Needham, Ma: Allyn and bacon.
3. Gardner, Howard (1983; 1993). *Frames of Mind: The Theory of Multiple Intelligences*. New York;

Basic Books.

Unit – III:

1. Joyce Cox, Curtisfrye, etc (2007). *Step by 2007 Microsoft Office System*. Prentice Hall of India Pvt Ltd, New Delhi.

Units – IV & V:

1. Margret Levine Young. Internet: The Complete Reference. New Delhi: Tata McGraw Hill Publishing Company Limited, 2007. (Chapters: 18, 25-30).
2. Lindern Henry. Educational Psychology in Classroom, Asia Publishing Home.
3. Holt Richard. Psychology of Classroom Learning.
4. Richards, J. C. and Rogers, S. R. Approach and Methods in Language Teaching: A Description and
5. Analysis. Cambridge: Cambridge University Press, 1986. Print.
6. Cleanth Brooks. Understanding Poetry, Drama.
7. Marjourie Boulton. Anatomy of Novel, Drama.
8. Wellek and Warren. Theory of Literature.
9. Lectmes on Paul H. Fry – Youtube for extensive reading.
10. Paul H. Fry. Contemporary Criticism.
11. Eflu material.
12. Wilbur S. Scott. Five Approaches of Literary Criticism.

Code: 15MEN102   **Credits : 5**

PAPER–II: C2: RESEARCH METHODOLOGY AND PRACTICES (Open Online Course)

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 – I: 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

Unit – II: The Mechanics of Research

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

Unit- III: Language, Style and Types of Discourses

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

Unit – IV: Theory of Literature

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

Unit – V: Ethical Research Practices

24. Plagiarism
25. Why Documentation?
26. Copyright and Infringement
27. Intellectual Property Rights

Books for Reference:

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*
16. Richard. D. Altick. *The Art of Literary Research*
17. Fredson Baven. *Textual Criticism*
18. William Strunk and White *Elements of Style*
19. David Lodge. *Modes of Criticism*

Web Sources:

http://www.ihmgwalior.net/pdf/research_methodology.pdf
http://www.wisegeek.org/what-are-the-different-types-of-discourse.html

Unit – I:

1. **What is research?** _
   http://arxiv.org/pdf/physics/0601009.pdf
2. **Relationship between Criticism & Research**.
   http://www.eolss.net/sample-chapters/c04/e6-87-03-05.pdf
3. **Literary objects**
   http://wps.ablongman.com/wps/media/objects/327/335558/AnalyzingLit.pdf
4. **Textual criticism**
   http://www.scribd.com/doc/254902570/textual-criticism-pdf#scribd
5. **Literary History**
   http://www.online-literature.com/periods/romanticism.php

Unit – II:

The Mechanics of Research

1. **The use of Quotations – Parenthetical Documentation**
   http://content.easybib.com/citation-guides/mla-format/how-to-cite-a-parenthetical-citations-mla/
   https://www.flcc.edu/pdf/writeplace/MLA_documentation_guide.pdf
2. **The Format (Presentation) of a Thesis**
   http://www.nd.edu.au/downloads/policy/guideline_preparation_and_presentation_of_a_research_thesis_09jun.pdf

3. **Bibliography**
   https://www.utoledo.edu/library/help/guides/docs/MLAstyle.pdf
   http://socrates.acadiau.ca/courses/engl/rcunningham/2273/Citations_MLA_APA.pdf
   http://library.csun.edu/egarcia/documents/mlacitation_quickguide.pdf

4. **From the First Draft to the Final Copy**
   http://www.gpsbulldogs.org/apps/download/2/71LQB7Dbi5afj8sE02QjyhOOS46Y7ptU9sngVFQAl9J0diC4.pdf/Student%20Resources%20Research%20Paper%20Packet%202011.pdf
   http://www.american.edu/ocl/asac/upload/Ten-Steps-for-Writing-Research-Papers.pdf

5. **The Mechanics of Thesis Writing**
   http://www.slideshare.net/aravindrnair87/mechanics-of-writing-mla-chapter-3
   http://www.slideshare.net/AISHAPERVEEN/mechanics-of-writing?related=1

6. **Data Collection – Primary and Secondary Sources**
   https://www.concordia.edu/sitefiles/w3/Library/Primary%20versus%20Secondary%20Sources.pdf
   http://pakistanonlinetuition.com/statistics/statistics_notes/Collection%20of%20data.pdf

7. **Procedure in Literary Research**
   https://www.hope.ac.uk/media/liverpoolhope/contentassets/documents/library/help/media,1256, en.pdf

8. **e-learning and Research**
   http://jutlp.uow.edu.au/2005_v02_i01/pdf/odonoghue_003.pdf

Unit – III:

1. **Argumentation**
   http://www.slideshare.net/mrashleyhsu/argumentative-essay-writing-teacher-slides

2. **Description**
   http://grammar.about.com/od/mo/g/modesdiscterm.htm

3. **Diction**
   http://www.powershow.com/view2b/4f70b5-NTg4N/DICTION

4. **Expository**
   mysite.cherokee.k12.ga.us/personal/jordan.../**Expository**%20**writing**.**ppt**

5. **Narration**
   http://www.slideshare.net/lnahrawi/narrative-writing-teachers-copy-presentation?from_action=save&from=fblanding

6. **Styles suitable for literary thesis**
   *depts.gpc.edu/~gpcltc/handouts/communications/**literarythesis**.pdf*

Unit –IV:

1. **Intrinsic and Extrinsic Approaches**
   https://literarystudies.wordpress.com/2007/07/29/the-extrinsic-approach-to-the-study-of-literature/

2. **Modern Literary theory**
   www.unc.edu/~maisch/theory.doc

3. *Translation Studies*
   http://www.scirp.org/journal/ojml

Unit –V: Ethical Research Practices

1. http://www.plagiarism.org/plagiarism-101/what-is-plagiarism/
2. http://www.plagiarism.org/

3. http://www.mtroyal.ca/library/files/citation/mla_literature.pdf
4. http://www.concordia.edu/sitefiles/w3/Library/Plagiarism%20vs%20(2).pdf
5. http://www.dcmsme.gov.in/emerge/website_material_on_IPR.pdf
6. http://www.caaa.in/Image/34_Hb_on_IPR.pdf
7.http://www.icsi.in/Study%20Material%20Professional/NewSyllabus/ElectiveSubjects/IPRL&P.pdf

PAPER5 – III: C3: LITERARY THEORY AND AREA STUDY

Objectives:

- To get students acquainted with the recent trends and theories of Literary Criticism.
- To offer students knowledge on recent Literary Criticism.

Unit - I: (All the Literary terms given below must be supported with illustrations)

1. New Criticism
2. Formalism
3. Semiotics
4. Structuralism
5. Post structuralism
6. Deconstruction
7. Modernism
8. Post Modernism

Unit - II: (All the Literary terms given below must be supported with illustrations)

9. Post – colonialism
10. New Historicism / Cultural Materialism
11. Feminism
12. Neo – Feminism
13. Queer Theory
14. Marxism
15. Neo – Marxism
16. Inter textuality

Unit - III: (All the Literary terms given below must be supported with illustrations)

14. Hermeneutics
15. Eco criticism
16. Phenomenology / Reader - Response Theory
17. Narratology
18. Discourse Analysis
19. Stylistics

Unit -IV: Fiction

20. Bama: *Karukku*
21. Amitav Ghosh: *The Hungry Tide*

Unit – V: Drama and Short Stories

22. Mahesh Dattani: *Seven Steps Around the Fire*
23. Alice Munroe   : "Friendship" and "Marriage".

Books for Reference --- Units - I, II, III:

1. Abrams M.H, Harphman Geoffrey. *A Handbook of Literary Terms*. New Delhi: Cleanage, 2007. Print.
2. Barry, Peter. *Beginning Theory: An Introduction to Literary and Cultural Theory*. Manchester: Manchester University Press, 2009. Print.
3. Childs, Peter & Roger Fowler. *The Routledge Dictionary of Literary Terms*. New York: Routledge, 2005. Print.
4. Cuddon, J.A. *The Penguin Dictionary of Literary Terms and Literary Theory*. London: Penguin, 1999. Print.
5. Drable, Margaret. *The Oxford Companion to English Literature*. USA: OUP, 2006. Print.
6. Nagarajan M.S. *English Literary Criticism and Theory: An Introductory History*. Hyderabad: Orient Black Swan, 2008. Print.
7. Ryan, Michael. *The Encyclopedia of Literary and Cultural Theory*. London: Blackwell, 2011. Print.
8. Zwicker N. Steven. *The Cambridge Companion to English Literature*. Cambridge: Cambridge University Press,1998. Print.
    9.Culler, Jonathan. Literary Theory. New Delhi: OUP, 2011.

Web Sources

http://faculty.mu.edu.sa/public/uploads/1385446724.9026contemporary-literary-theory-5th-edition.pdf
https://owl.english.purdue.edu/owl/resource/722/01/

Sem: I   **Hours: 5**
Code: 15MEN104 A   **Credits: 5**

Paper-IV: C4A: 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. A brief history of language teaching
2. The nature of approaches and methods in Language teaching
3. Traditional Method
4. New Method of Teaching English

Unit – II:

5. The Audio-lingual method
6. The Oral Approach
7. Structural Method of Teaching English
8. Situational Language Teaching

Unit – III:

9. Communicative Language Teaching
10. Fluency (Pronunciation + Grammar)
11. Accuracy (Pronunciation + Grammar)
12. Inter-language Hypothesis

Unit – IV:

13. Behaviourism
14. Cognitivism
15. Sociolinguistics
16. Psycho-linguistics

Unit – V:

17. Error Analysis
18. Applied Linguistics
19. Stylistics
20. Second Language Learning

Books for Reference:

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. Strevens. *The Linguistic Sciences and Language Teaching.* London: Longman, 1964.

Web Sources:

https://celtyl.wikispaces.com/file/view/03ABRIEFHISTORY.pdf
http://ir.inflibnet.ac.in:8080/jspui/bitstream/10603/23473/3/03.%20chapter%20-%20i.pdf
http://www.cambridge.org/other_files/downloads/esl/booklets/Richards-Communicative-Language.pdf

PAPER – IV: C4B: NEW LITERATURES IN ENGLISH

Guide: **Dr. S. Papu Benjamin Elango**

Objectives:

- To introduce student-scholars to the Methodology of Research they intend to adopt.
- To make them familiar with the area of the guide's specialization along with the relevant authors involved to expose them the wide area of topics to choose from.
- To provide them an in-depth acquaintance with the Research topic chosen for the study.

Unit – I: Methodology of Research for the Topic Chosen

1. Use of Quotations
2. Justification for the Choice of Project Proposal
3. Methods of material collection envisaged.

Unit – II: Area of Research - New Literatures

4. Nature of New Literature
5. History of New Literature
6. Genres of New Literature
7. Nature and History of anyone Genre

Unit – III: The Authors and their Contribution

8. Drama
9. Fiction
10. Prose
11. Poetry

Unit – IV: Topics for Research

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

Unit – V: Project Proper

16. Choice, Definition, Scope, Limitation of the Topic
17. The Approach adopted for Thesis writing
18. An analytical outline of the Topic
19. A chapter-wise summary of the Project

Books for Reference:

1. Ashcroft, Bill. *The Empire Writes Back*: *Theory and Practice in Postcolonial Literature*. Routledge, 1989.
2. Ashcroft, Bill. *The Post-colonial Studies Reader*. Routledge, 1994.
3. Hart Jonathan and Goldie Terrie (1993). 'Post Colonia Theory', In: Makaryk Irene Rima, Hutcheon Linda, Perron Paul. *Encyclopedia of Contemporary Literary Theory Approaches, Scholars, terms*. Toronto, Canada: University of Toronto Press, ISBN 0-8020-5914-7.

4. Prem Poddar and David Johnson, *A Historical Companion to Postcolonial Literature in English,* 2005.
5. Alamgir Hashmi, *The Commonwealth, Comparative Literature and the World*, 1988.
6. John Thieme, *The Arnold Anthology of Post-Colonial Literatures in English*.
7. *Chelsea 46*: World Literature in English (1987).
8. Eugene Benson and L. W. Conolly (eds.), *Encyclopedia of Post-Colonial Literatures in English,* 2005.
9. John McLeod, *Beginning Postcolonialism*, Second Edition (MUP, 2010).
10. Alamgir Hashmi, *Commonwealth Literature: An Essay Towards the Redefinition of a Popular/Counter Culture,* 1983.
11. Elleke Boehmer, *Colonial and Postcolonial Literature: Migrant Metaphors*.
12. Britta Olinde, *A Sense of Place: Essays in Post-Colonial Literatures*.
13. Homi Bhabha, *The Location of Culture,* Routledge 1994, ISBN 0-415-05406-0
14. Loomba, Ania. *Colonialism/Postcolonialism Routledge,* New Critical Idiom Series, 1998.
15. Mc Leod, John. *Beginning Postcolonialism*. Manchester University Press, 2000.
16. Said, Edward. *Orientalism*. Penguin, 1995.
17. Spivak, Gayatri Ckakravorty. *In Other Words: Essays in Cultural Politics*. Routledge, 1987.

Web Sources:

http://www.odsg.org/Said_Edward(1977)_Orientalism.pdf
http://www.mohamedrabeea.com/books/book1_3985.pdf

Paper-1V: C4C: COMPARATIVE LITERATURE AND TRANSLATION STUDIES

Guide: **Dr. S. Papu Benjamin Elango**

Objective:

- To familiarize M.Phil Scholars with current Research Theories and Practices of Comparative Literature and Translation Studies.

Unit – I: Methodology of Research

1. Annotated Bibliography.
2. Use of Quotations.
3. Justification for the choice of Project proposal.
4. Methods of material collection envisaged.

Unit – II: Area of Research- Comparative Literature

5. Comparative Literature- Definition, Aim and Scope.
6. Different Schools : French , American and Russian Schools.
7. Influence , Parallel and Analogy Studies.
8. Reception, Periodisation, Genre & Thematology.

Unit – III: Area of Research-Translation Studies

9. Translation: Principles and Theories.
10. Techniques, methods and Types of Translation.
11. World literatures in English Translation.
12. Indian literatures in English Translation.

Unit – IV: The Major Grounds of Comparison

13. Themes and Characterization.
14. Analysis of Style.
15. Literary devices and techniques.
16. Literature and other disciplines: Philosophy, Psychology and Sociology.

Unit – V: Project Undertaken

17. Choice, Definition, Scope, Limitation of the Topic.
18. The Grounds for Comparison.
19. An Analytical Account of the Topic.
20. A Chapter-wise Summary of the Project.

Books for Reference:

1. Weisstein, Ulrich. *Comparative Literature and Literary Theory*
2. Wellek, Rene. *Discriminations*.
3. Chellappan,K. *Shakespeare and Ilango as Tragedians*
4. Subramanian,N., Padma Srinivasan, G. R., Balakrishnan (Ed). *Introduction to the Study Of Comparative Literature- Survey and Introduction*. Bloomington: Indiana University press 1973

5. Levin, Harry. *Grounds for Comparison*. Massachusetts: Harvard University Press, 1972.
6. Bassnett, Susan, *Comparative Literature: A Critical Introduction*, 1993.
    Bassnett, Susan, *Translation Studies*, 1981.
7. Hatim, Basil, Jeremy Munday,*Translation*: *An Advanced Resource Book.*
    London: Routledge, 2004.
8. Malmkjaer, Kirsten, Kevin windle*, The Oxford Handbook of Translation Studies*,
     London: Oxford University Press, 2015.

Web Sources

http://shodhganga.inflibnet.ac.in:8080/jspui/bitstream/10603/7051/6/06_chapter%201.pdf
http://docs.lib.purdue.edu/cgi/viewcontent.cgi?article=1075&context=clcweblibrary

Sem: I   **Hours: 5**
Code: 15MEN104D   **Credits: 5**

Paper-IV: C4D: AMERICAN LITERATURE

Guide: **Dr. T. Vadivu**

Objectives:

- To introduce student-scholars to the Methodology of Research they intend to adopt.
- To make them familiar with the area of the Guide's specialization along with the relevant authors involved.
- To expose them to the wide area of topics to choose from, and to provide them an in-depth acquaintance with the Research topic chosen for study.

Unit – 1: Methodology of Research of the Topic chosen

1. Annotated Bibliography
2. Use of quotations
3. Justification for the choice of Project Proposal
4. Methods of material collection envisaged

Unit – II: Area of Research - American Literature

5. Nature of American Literature
6. History of American Literature
7. Genres of American Literature (Including African-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

Unit – IV: Topics for Research

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

Unit – V: Project Proper

17. Choice, Definition, Scope, Limitation of the Topic
18. The Approach adopted for Thesis writing
19. An Analytical Outline of the Topic
20. A Chapter-wise Summary of the Project

Books for Reference:

1. Pollard, Arthur. Ed. *Webster's New World Companion to English and American Literature.*
2. Spiller, Robert E. ed. *Literary History of the United States*
3. Wager, Willis. *American Literature - A World View* .
4. Quinn, Arthur Hobson. Ed. *The Literature of the American People: A History and Critical Survey*
5. Lewis, Allan. *American Plays and Playwrights of the Contemporary Theatre.*
6. Hoffman, Daniel. ed. *Harvard Guide to Contemporary American Writing.*
7. Kiernan, Robert. F. *American Writing Since* 1945: *A Critical Study.*
8. Karl, Frederick R. *American Fictions 1940/1980*: *A Comprehensive History and Critical Evaluation.*
9. Bhalla, B.M. ed. *Twentieth Century American Novel.*
10. Rosenblatt, Roger. *Black Fiction.*

Web Sources:

http://english.tongji.edu.cn/ymwx/pdf/meiwenxueshi.pdf
www.munseys.com/diskfive/belit.pdf

Sem: I   **Hours: 5**
Code: 15MEN104E   **Credits: 5**

PAPER – IV: C4E: TWENTIETH CENTURY BRITISH LITERATURE

Guide: **Dr. 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 enable scholars to prepare a synopsis of their thesis.

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. Poetry
5. Novel

Unit – III: Authors

6. T.S. Eliot
7. James Joyce
8. Virginia Woolf
9. Science Fiction: Isaac Asimov, H.G. Wells

Unit – IV: Project Paper

10. Plan of the Research Project
11. Chapter-wise Division of the Project
12. Abstract

Unit - V: Project Paper

13. Working Outline
14. Thesis Statement
15. Final Outline

Books for Reference:

1. Gibaldi, Joseph. *MLA Handbook for Writers of Research Papers,* 7th ed. New Delhi.
2. Anderson, Jonathan *et al. Thesis and Assignment Writing,* 1st ed. New Delhi.
3. Primary Sources and Secondary Sources of Authors

Web Sources:

http://quaternaryinstitute.com/joyceeliotmyth.html

Sem: I   **Hours: 5**
Code: 15MEN104F   **Credits: 5**

Paper-IV: C4F: INDIAN WRITING IN ENGLISH

Guide: **Dr. V. Francis**

Objectives:

- To inculcate an in-depth knowledge of the guide's field of specialization.
- To acquire sufficient details about the relevant authors in the chosen area.
- To make the scholar get acquainted with the chosen research topic.
- To apply the current theories and to analyse their impact on literature.

Unit – I: Methodology of Research for the Topic Chosen

1. Choosing and justifying the research project proposal
2. Reading about research methods as well as the subject
3. Mapping your project
4. Computer-based analysis
5. Applying techniques like the compilation of bibliography, apt choice of quotations etc.
6. Analyzing documents, interviews, observations, questionnaires and interpretations.
7. Drafting and redrafting
8. The penultimate and final drafts
9. Summary and further reading

Unit – II: Area of Research - Indian Writing in English

10. Nature and scope of Indian Writing in English
11. The chronological survey of Indian Writing in English
12. The genre-wise study of Indian Writing in English
13. An in-depth study of the multiple critical dimensions of the genre.

Unit – III: The Authors and their Contribution

14. Prose
15. Poetry
16. Drama
17. Fiction
18. Biography
19. Autobiography
20. Translated classics, etc.

Unit – IV: Topics of Research

21. Moralistic approach
22. Sociological approach
23. Psychological approach
24. Archetypal approach
25. Formalistic approach
26. Comparative approach
27. The study of the character, the theme, the mode and the various techniques.

Unit – V: Project Proper

28. Choice of the thesis title
29. Analyzing the definition, scope and limitation of the project
30. The research plan adopted for thesis writing
31. Summation of each chapter

Books for Reference:

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

Web Sources:

http://www.mediatheque-rueilmalmaison.fr/IMG/pdf/engindia.pdf
http://shodhganga.inflibnet.ac.in/bitstream/10603/709/5/05_chapter1.pdf

PAPER – IV: C4G: UNDERSTANDING SECOND-LANGUAGE TEACHING AND LEARNING

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

Objectives:

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

Unit – I: Overview of English Language Teaching

1. Basic English language teaching terms: *Acquisition-learning, The Direct Method, The Natural Approach, The Oral Approach, The Reform Movement, Grammar-translation method, Audio-lingual method, Communicative approach*
2. The nature of methods and approaches
3. Looking at ELT through multiple lenses
4. Profile of a language learner
5. The context of teaching and learning

Unit-II: Second Language Acquisition Theories

6. Second language acquisition terms: *Bilingualism, Communicative competence, Contrastive analysis, Discourse analysis, Fossilization, Input - Intake - Output, Inter-language, Motivation, Multiple intelligences, Neuro-linguistic programming, Noticing, Scaffolding*
7. Behaviourism
8. Cognitivism
9. Input hypothesis
10. Interaction hypothesis

Unit – III: Syllabus Design and Materials Production

11. Syllabus design and Materials production terms: *Activity, Authenticity, Instructional materials, Pedagogic task, Self-access materials, Simplified texts, Syllabus, Supplementary materials, Task*
12. Types of language syllabus
13. Key aspects for developing instructional materials
14. Interface between syllabus and textbooks
15. Criteria for textbook evaluation

Unit – IV: Classroom Teaching and Learning

16. Teaching-learning terms: *Action research, Caretaker talk, Critical pedagogy, Consciousness-raising, Eclecticism, Humanistic methods, Learning strategy, Personalization, Teacher talk*
17. Individual learner differences in language learning
18. Factors influencing teachers' classroom management
19. Ways of effective teaching in heterogeneous class
20. Post-method condition and its implications for classroom

Unit – V: Second-Language Testing Methods

21. Testing terms: *Achievement test, Criterion-referenced test, Diagnostic test, Item-response theory, Norm-referenced test, Test anxiety, Test fairness, Test format.*
22. Evolution of language testing
23. Types of language tests
24. Stages of test construction
25. Measuring the effectiveness of a test

Books for Reference:

1. Bachman, L. F. (1990). *Fundamental Considerations in Language Testing.* Oxford: Oxford University Press.
2. Brown, H.D. (2001). *Principles of Language Learning (4*th ed.) New York: Longman.
3. Davies, A. *et al.* (1999). *Dictionary of Language Testing.* Cambridge: Cambridge University Press.
4. Ellis, R. (1995). *The Study of Second Language Acquisition.* Oxford: Oxford University Press.
5. Heaton, J. B. (1989). *Writing English Language Tests.* (2nd ed.). London: Longman.
6. Krashen, S. D. (1985). *The Input Hypothesis: Issues and Implications.* London: Longman.
7. McLaughlin, B. (1987). *Theories of Second Language Learning.* London: Edward Arnold.
8. Nunan, D. (1988). *Syllabus Design.* Oxford: Oxford University Press.
9. Prabhu, N.S. (1991). *Second Language Pedagogy.* Oxford: Oxford University Press.
10. Richards, J. C. & Rogers, S. R. (1986). *Approaches and Methods in Language Teaching:*   A *Description and Analysis* (Low Price edn.). Cambridge: Cambridge University Press.
11. Spolsky, B. (1995). *Measured Words: The Development of Objective Language Testing.* Oxford: Oxford University Press.
12. Stern, H. H. (1983). *Fundamental Concepts of Language Teaching.* Oxford: Oxford University Press.
13. Thornbury, S. (2006). *An A-Z of EL T.* Oxford: Macmillan.
14. Tomlinson, B. (Ed.). (1998). *Materials Development in Language Teaching.* Cambridge: Cambridge University Press.
15. Weir, C. J. (1990). *Communicative Language Testing.* London: Prentice Hall.

Web Sources:

http://www.taalbeleid.ugent.be/docs/assessment.pdf

Sem: I   **Hours: 5**
Code: 15MEN104H   **Credits: 5**

Paper-IV: C4H: COMPARATIVE LITERATURE

Guide: **Dr. M. Amutha**

Objectives:

- Comparative Literature is a complex and composite discipline, involving literary technique of comparison, of themes, genre, movement and trends of a minimal pair of two literatures going beyond the confines of one country and through translation.
- CL transports literary materials from one language to another.
- The objective of introducing this discipline to the students is to create bilingual interest, enhance their analytical ability, enrich the literary quality and promote translation activities.

Unit – I: Comparative Literature - Definition and Scope

1. What is Comparative Literature - Its aim and scope: The entire area is largely divided into three segments: Comparative Literary History, Comparative Literary Criticism, Comparative Literary Theory.
2. Different Schools - French, American, Russian
3. Explication of National Literature, General Literature, World Literature. CL is the link.

Unit – II: The Study of Genre

1. 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. (Brief literary history).
2. Weisstein's view on Genre Studies
3. Allan Rodway's new theory of Genres
   (Reference - Chellappan, K. *Shakespeare and Ilango as Tragedians)*

Unit – III: The Study of Influence

1. Influence and Imitation; Reception and Survival- Weisstein's View
2. Parallelism, Literary Influence and Translation - J.T. Shaw's View
3. Influence and Analogy; Reception and Communication - S.S. Prawer's View
   (Examples are available in Chapter *6-Introduction to the Study of Comparative Literature: Theory and Practice.* ed. N. Subramanian *et al*.)

Unit – IV: The Study of Themes

1. Thematology-Definition
2. Harry Levin's / S.S. Prawer's Views
3. Weisstein's View- explication of the technical terms
   (Examples can be taken from Chapter 5 of the above said book)

Unit – V: Interdisciplinary Comparison

Also indicated as 'Mutual Illumination of Arts'. The second part of H.H. Remak's definition points to this. What is it? Explain

1. Literature and Sociology
   a. Marxism b. Feminism

2. Literature and Psychology
   a. Freudianism b. Jungianism

3. Literature and Religion
   a. Christian concepts b. Hindu concepts (both general)

Books for Reference:

1. *Introduction to the Study of Comparative Literature - Theory and Practice.* ed. N. Subramanian, Padma Srinivasan, G.R. Balakrishnan. Madurai: Teesi Publications, 1997.
2. *Comparative Literature - Method and Perspective.* Ed. Newton P. Stalknecht and Horst Frenz. Carbondale & Edwardsville: Southern Illinois University Press, (1961) 1971.
3. *Comparative Literature and Literary Theory - Survey and Introduction.* Ulrich Weisstein. Bloomington: Indiana University Press, 1973.
4. *Grounds for Comparison.* Harry Levin. Cambridge, Massachusetts: Harvard University Press, 1972.
5. *Comparative Literary Studies - An Introduction.* S.S. Prawer. London: Duckworth, 1973.
6. *Comparative Literature - Theory and Practice.* ed. Amiya Dev, Sisirkumar Das. New Delhi: Allied Publishers, 1989.

Articles for Reference:

1. Elamaran, M., "Regionalism in Bums and Bharatidasan" in *Bharatidasan Critical Perspectives.* ed. V. Sachithanandan *et al*., Madurai Kamaraj University, 1991.
2. Sachithanandan, V., "The Concept of Political Democracy in Whitman and Bharati". *Whitman and Bharati - A Comparative Study.* V.Sachithanandan, Macmillan, 1978.
3. Balakrishnan, G. R., "Lady Macbeth: A Psychoanalytic Approach". *Introduction to the Study of Comparative Literature.*
4. Padma Srinivasan, "Indian English Literature and Counselling". *Arasaradi Journal of Theological Reflection,* Vol. VIII, 1 & 2, Jan-Dec. 1995.
5. Chellappan, K., "Beyond God the Father: The Manawaka Novels of Margaret Laurence as a Feminist Rewriting of T.S. Eliot's 'Four Quartets'".
6. *Essays on Canadian Literature*. ed. K. Balachandran, 2001.

Web Sources:

http://shodhganga.inflibnet.ac.in:8080/jspui/bitstream/10603/7051/6/06_chapter%201.pdf
http://docs.lib.purdue.edu/cgi/viewcontent.cgi?article=1075&context=clcweblibrary

PAPER – IV: C4I: POSTCOLONIAL LITERATURE

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 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 themes of postcolonialism
4. A study of literature through a postcolonial perspective
5. representation of other cultures in literature

Unit – II: Critical Theories

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

Unit – III: Postcolonial Reading

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

Unit – IV: Topics for Research

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

Unit – V: Project Proper

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 postcolonial 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

Books for Reference:

1. Barry, Peter. *Beginning Theory*: *An Introduction to Literary and Cultural Theory*. Manchester: 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, Gayathri Chakravorty, *In other Worlds*: *Essays in Cultural Politics*. London: Routledge, 1990.
6. Bhaba, Homi. K.*The Location of Culture*. London: Routledge,1990
7. McLeod, John. *Beginning Postcolonialism*. London: Manchester University Press, 2nd Ed., 2009.

Web Sources:

http://www.odsg.org/Said_Edward(1977)_Orientalism.pdf
http://www.mohamedrabeea.com/books/book1_3985.pdf

Sem: I   **Hours: 5**
Code: 15MEN104J   **Credits: 5**

PAPER – IV: C4J: FEMINISM, ECO-FEMINISM AND ECO-CRITICISM

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. Research and Writing.
2. Format of the Research Paper.
3. Methods of material collection envisaged.
4. Documentation.

Unit – II: Area of Research: Feminism, Eco-feminism and Eco-criticism

5. Definition, Nature and Scope of Feminism, Eco-feminism and Eco-criticism.
6. The history, styles, themes, genres and structures of writing by women.
7. Literature and Ecology.
8. An in-depth study of the critical theories on different genres: Fiction, Drama, Poetry and Prose

Unit – III: The Authors and their Contribution

9. Feminism: Elaine Showalter, Virginia Woolf, Simone de Beauvoir, Gayatri Chakravorty Spivak, Toril Moi and Toni Morrison.
10. Eco-criticism**:** William Rueckert, Cheryll Glotfelty, Kate Soper, Laurence Coupe, Henry David Thoreau and Ralph Waldo Emerson.

Unit – IV: Topics for Research

11. Feminist Criticism and the role of theory.
12. Culture and Feminism.
13. Women's issues.
14. Eco-feminism
15. The study of relationship between literature and the physical environment.
16. Nature writing

Unit – V: Project Proper

17. Choice, Definition, Scope, Limitation of the Topic.
18. Plan of the Research Project.
19. Chapter-wise division of the Project.
20. Final Outline.

Books for Reference:

1. Barry, Peter. *Beginning Theory:An Introduction to Literary and 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 Ltd, 1997.
4. Coupe, Laurence, ed. *The Green Studies Reader: From Romanticism to Ecocriticism.* London: Routledge, 2000.
5. Glotfelty, Cheryll and Fromm, Harold, eds, *The Ecocriticism 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.

Web Sources:

https://excoradfeminisms.files.wordpress.com/2010/03/bell_hooks-feminism_is_for_everybody. pdf
http://www.mheducation.co.uk/openup/chapters/0335204155.pdf
http://drbeardmoose.com/sitebuildercontent/sitebuilderfiles/whatisfeminism.pdf

PAPER – IV: C4K: 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 Feminism.

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.

Books for Reference:

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.

Web Sources:

http://drbeardmoose.com/sitebuildercontent/sitebuilderfiles/whatisfeminism.pdf
www.interfacejournal.net/wordpress/wp.../Interface-3-2-editorial.pdf

Sem: I   **Hours : 5**
Code: 15MEN104L   **Credits: 5**

PAPER – IV: C4L: DIASPORIC LITERATURE

Guide: **Dr. V. Francis**

Objectives:
- To expose the Diasporic life and experience to the students.
- To enable the students to know the richness and the variety of Diasporic Writing.
- To explore the themes of Diasporic Literature.

Unit – I: Methodology of Research for the Topic Chosen
1. Research and Writing
2. Format and the Research Paper
3. Documentation
4. Use of Primary and Secondary Sources

Unit – II: Area of Research – Diasporic Literature
5. Nature and Scope of Diasporic Literature
6. Definition of the term "Diaspora" – Birth of Diasporic Literature – Colonialism and Diaspora – Classification of "Diaspora"
7. Indian Diaspora and its classification – Members of Indian Diaspora - Definition of the term "Indian English Literature" – History of Indian English Literature
8. Diasporic writers of other Nations

Unit – III: The Genres
9. Prose and Poetry
10. Drama and Fiction
11. Biography and Autobiography
12. Translated Classics, etc.

Unit – IV: Topics of Research
13. Thematic Study
14. Applying Literary Theories
15. Comparative Study
16. Study of Techniques, Mode of Style, Structure etc.

Unit – V: Project Proper
17. Research Problem – Hypothesis and Justification
18. Thesis & Anti-thesis
19. Chapterization
20. Synthesis & Conclusion

Books for Reference:
1. Natarajan, Nalini. *Handbook of Twentieth-Century Literatures of India*. Delhi: Greenwood Publishing Group, 1996. Print.
2. Lal, Brij Vilash. *The Encyclopedia of the Indian Diaspora*. Delhi: Oxford University Press, 2006. Print.
3. Singh, Jaspal K, Chetty and Rajendra. Eds. *Transnationalisms and Diasporas*. Delhi: Oxford University Press. 2010. Print.
4. Jain, Jasbir. *Writers of the Indian Diaspora*. Delhi: Rawat Publications, 2003. Print.
5. Ralph J. Radhika Crane. *Shifting Continents/Colliding Cultures: Diaspora Writing of the Indian Subcontinent*. Delhi: Rodopi Bv Editions, 2000. Print.

Web Sources:
http://sites.middlebury.edu/nydiasporaworkshop/files/2011/04/Defining-Diaspora1.pdf

Sem: I   **Hours : 5**
Code: 15MEN104M   **Credits: 5**

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Paper –IV: C4M: SUBALTERN LITERATURE

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Guide: **Dr. J. Amalaveenus**

Objectives:
- To introduce research students to methodology of Research topic chosen to study.
- To make them familiar with the area of subaltern literature.
- To make them aware of the authors and scope of the same.

Unit – I: Methodology of Research topic chosen to study
1. Research and writing
2. Format of the research paper
3. Documentation

Unit – II: The Study of Historical Background of Subaltern Literature
4. The Historical Background of Dalit Literature.
5. Ideology of Dalit Literature: Vedas Charvakam – Jainam – Bouddham – Ambedkarism – Marxism – and impact of other theories.
6. Principles of Dalit Literature – Untouchablity
7. Religious Approach – Aesthetic Approach- Dalit Language – Dalit Culture.
8. Dalit Literary Genres, Metrical Poetry- Songs- Story – Drama – Free Verse Poetry- Dalit Literary Criticism- Caste Identity Movements- Sub-Cast Consciousness.

Unit – III: The authors and their contribution
9. Short Stories
10. Drama
11. Fiction
12. Autobiographies

Unit – IV: Topics for Research
13. Subaltern Identity
14. Subaltern Conscious
15. Subaltern Discourse
16. Subaltern writers and Themes
17. Autobiographies

Unit – V: Project Paper
19. Choice of the topic and its scope
20. Hypothesis- statement of the problem
21. Analytical outline of the topic
22. Chapter – summary and its importance
23. Finding of the Project

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2. Marine Carrin, Lidia Guzy. *Voices from the Periphery: Subalternity and Empowerment in India.* London: Routledge, 2012.
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5. Spivak, Gayatri. *Can Subaltern Speak?* Columbia: Columbia University Press, 2010.

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