# M. Phil. ENGLISH SYLLABUS - 2018



# St. JOSEPH'S COLLEGE (Autonomous)

Special Heritage Status Awarded by UGC
Accredited at 'A' Grade (3<sup>rd</sup> cycle) by NAAC
College with Potential for Excellence Conferred by UGC
DBT-STAR & DST-FIST Sponsored College

TIRUCHIRAPPALLI - 620 002, INDIA

#### **GUIDELINES FORM, PHIL, PROGRAMME**

#### 1. Duration

The programme runs for one year 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	4	C5	Dissertation (Topic selected should be	
C2	Research Methodology	4		relevant to the topic of the Guide Paper)	8
СЗ	Core Course	4		Guide Taper)	
C4	Guide Paper	4			
	Total	16		Total	8

A) Each Course should contain 5 units, covering the subject requirements of the courses offered. Marks for CIA and SE are in the ratio 25: 75.

CIA & SE	Tentatively on
Mid Semester Test	December 2 <sup>nd</sup> week
End Semester Test	February 2 <sup>nd</sup> week
Semester Examinations	February 4 <sup>th</sup> week

A candidate shall be declared to have passed Course I, II, III and IV, if he / she secures not less than 40% of the marks in both CIA and the University Examination and 50% of the marks in the aggregate (i.e. continuous internal assessment and the written Examination taken together.

B) In course C1 on 'Professional Skills for Teaching- Learning' the first three units are common to all the Departments of the 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 tomake use of the above mentioned skills & techniques to teach the Core Course.

The C1 Course is (to be) designed to explore 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 Sector.

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.

#### C) Evaluation:

#### C.1:

For CIA and 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 (15) and Practical Component(15). The total mark 100 will be converted into 25 marks.

#### C.2, C.3 & C.4:

The CIA components for C-2, C-3 and C-4 are Mid Semester Test (25), End Semester Test (25), Seminar (30), Objective Type test /Assignment (20). (The marks of Mid semester test (75), End semester test (75) will be converted into 25 each.)

The total mark 100 will be converted into 25 marks. The tests and Semester Examination are centrally conducted by COE for 3 hours.

- a) Question papers for C1, C2 & C3 are set by External Examiners.
- b) Question paper for C4 will be set and valued by the Research Advisor only.
- c) The evaluation method will be the same for both C2 and C3 Courses.

#### 3. Credits

	Courses	Title		Contact hours	Library hours	Total hours	Credit	CIA marks	SE marks	Total marks
	C1	Professional Skills for	T	3	2	5	3	25	50	100
er-I	CI	Teaching- Learning	P	2	2	4	1	23	25	100
Semester-I	C2	Research Methodology		5	4	9	4	25	75	100
	C3	Core Paper		5	5	10	4	25	75	100
	C4	Guide Paper		5	5	10	4	25	75	100
		Total		20	18	38	16	100	300	400

		Internal	Cr	Mk	External	Cr	Mk
		Seminar & Review of Related Literature	1	15	Dissertation Evaluation	6	75
Semester-I]	C5	Mid-term Review Presentation	1	15	Viva-voce	2	25
eme		Dissertation Work	4	50			
		Publication of Research Articles	1	10			
		Viva-voce	1	10			
		Total	8	100		8	100

## 4. Question Pattern

Course	Mid & End Semester To	ests	
	SCIENCE		
C1	Section A: Short Answers Section B: Either/Or - Essay Type	7/9 3	$7 \times 2 = 14$ $3 \times 7 = 21$
C2	Section A: Short Answers Section B: Either/Or - Essay Type	10 5	$ 10 \times 3 = 30 \\ 5 \times 9 = 45 $
С3	Section A: Short Answers Section B: Either/Or - Essay Type	10 5	$ 10 \times 3 = 30 \\ 5 \times 9 = 45 $
C4	Open Choice: Comprehensive Type	5/8	5×15 = 75
	ARTS		
C1	Section A: Short Answers Section B: Either/Or - Essay Type	7/9 3	$7 \times 2 = 14$ $3 \times 7 = 21$
C2	Open Choice: Comprehensive Type	5/8	5×15 = 75
С3	Open Choice: Comprehensive Type	5/8	5×15 = 75
C4	Open Choice: Comprehensive Type	5/8	5×15 = 75

Course	Semester Examina	ation	
	SCIENCE		
C1	Section A: Short Answers Section B: Either/Or - Essay Type	7/9 3	$7 \times 2 = 14$ $3 \times 12 = 36$
C2	Section A: Short Answers Section B: Either/Or - Essay Type	10 5	$10 \times 3 = 30$ $5 \times 9 = 45$
С3	Section A: Short Answers Section B: Either/Or - Essay Type	10 5	$10 \times 3 = 30$ $5 \times 9 = 45$
C4	Open Choice: Comprehensive Type	5/8	5×15 = 75
	ARTS		
C1	Section A: Short Answers Section B: Either/Or - Essay Type	7/9 3	$7 \times 2 = 14$ $3 \times 12 = 36$
C2	Open Choice: Comprehensive Type	5/8	5×15 = 75
С3	Open Choice: Comprehensive Type	5/8	5×15 = 75
C4	Open Choice: Comprehensive Type	5/8	5×15 = 75

#### 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 1<sup>st</sup> 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 to the CoE through HOD in a sealed cover

#### 5.3 Publications

All the M.Phil. Scholars should publish atleast one Research article in the reputed Journals before the submission of their dissertation. Publication of research article will be considered as CIA component. According to the type of Journals marks will be distributed to each article as follows.

UGC approved Journals
Other Journals with ISSN number
- 8 marks
ReTeLL or Seminar / Conference Proceedings
- 6 marks

# 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 Curbing Plagiarism

According to The draft of University Grants Commission (Promotion of Academic Integrity and Prevention of Plagiarism in Higher Education Institutions) Regulations, 2017. Before submitting the thesis every students should submit the draft and get the certificate from the college library which will be issued after the verification of plagiarism. The certificate should be enclosed along with the thesis.

Plagiarism would be quantified into following levels in ascending order of severity for the purpose of its definition:

- Level-0: Similarities upto 10% Excluded
- Level-1: Similarities above 10% to 40%
- Level-2: Similarities above 40% to 60%
- Level-3: Similarities above 60%

Penalties for Students Plagiarism Disciplinary Authority (PDA) of the HEI, based onrecommendations of the Academic Misconduct Panel (AMP), shall impose penalty considering the severity of the Plagiarism.

- i. Level 0: Similarities upto 10% Minor Similarities, no penalty.
- ii. Level 1: Similarities above 10% to 40% Such student shall be asked to submit a revised script within a stipulated time period not exceeding 6 months.
- iii. Level 2: Similarities above 40% to 60% Such student shall be debarred from submitting a revised script for a period of one year.
- iv. Level 3: Similarities above 60% -Such student registration for that programme shall be cancelled.

#### 5.6 Viva-Voce

An open Viva-Voce examination shall be conducted by both the external examiner and the supervisor and shall be attended by members of Department Research Committee members, all faculty members of the departments, other research scholars and other interested experts / researchers and evaluated jointly by the Examiner and the Supervisor. The valuation of M.Phil. Dissertations and the viva-voce examination shall be carried out on the same day at the place of the Research Supervisor (viva is to be conducted only if the student passes in the valuation of the dissertation). The mark should be sent to the Controller of Examinations by the Research supervisor. A candidate shall be declared to have passed Part-II Examination if he secures not less than 55% of the marks both in internal and external.

#### 6. Classification of Final Results

- i. The classification of final results shall be based on the CGPA, as indicated in Table 2.
- ii. For the purpose of Classification of Final Results, the candidates who earn the CGPA 9.00 and above shall be declared to have qualified for the Degree as "Outstanding". Similarly, the candidates who earn the CGPA between 8.00 and 8.99, 7.00 and 7.99, 6.00 and 6.99, and 5.00 and 5.99 shall be declared to have qualified for their Degree in the respective Programmes as "Excellent", "Very Good", "Good", and "Above Average" respectively.
- iii. Absence from an examination shall not be taken as an attempt.

**Table-1: Grading of the Courses** 

Marks Range	Grade Point	Corresponding Grade
90 and above	10	0
80 and above but below 90	9	A+
70 and above but below 80	8	A
60 and above but below 70	7	B+
50 and above but below 60	6	В
Below 50	NA	RA

Table-2: Final Result

CGPA	Corresponding Grade	Classification of Final Results
9.00 and above	0	Outstanding
8.00 to 8.99	A+	Excellent
7.00 to 7.99	A	Very Good
6.00 to 6.99	B+	Good
5.00 to 5.99	В	Above Average
Below 5.00	RA	Re-Appearance

- 6.1 Credit based weighted Mark System is to be adopted for individual semesters and cumulative semesters in the column 'Marks Secured' (for 100).
- 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 the guide concerned should be recorded in the 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*.

#### M. Phil. ENGLISH

# Programme Outcomes (POs)

- 1. Scholars are to be adopted with a new paradigm of self-learning in the form of review of earlier knowledge acquired.
- 2. Scholars are brought to light from the previous investigation completed to the newer thrusts of knowledge and implementation in research.
- 3. Scholars are trained to design, implement and evaluate secured information (hard and soft) systems with assured quality and efficiency.
- 4. Scholars are to be oriented towards becoming globally competent.

# **Programme Specific Outcomes (PSOs):**

- 1. **Listening Skills**: Students will be able to acquire the ability to accurately receive and interpret messages in the communication process.
- 2. **Oral Communication Skills**: Students will demonstrate the skills needed to participate in a conversation that builds knowledge collaboratively: listening carefully and respectfully to others' viewpoints; articulating their own ideas and questions clearly; and situating their own ideas in relation to other voices and ideas. Students will be able to prepare, organize, and deliver an engaging oral presentation.
- 3. **Reading**: Students will become accomplished, active readers who appreciate ambiguity and complexity, and who can articulate their own interpretations with an awareness and curiosity for other perspectives.
- 4. Writing Skills and Process: Students will be able to write effectively for a variety of professional and social settings. They will practice writing as a process of motivated inquiry, engaging other writers' ideas as they explore and develop their own. They will demonstrate an ability to revise for content and edit for grammatical and stylistic clarity. And they will develop an awareness of and confidence in their own voice as a writer.
- 5. **Sense of Genre**: Students will develop an appreciation of how the formal elements of language and genre shape meaning. They will recognize how writers can transgress or subvert generic expectations, as well as fulfill them. And they will develop a facility at writing in appropriate genres for a variety of purposes and audiences.
- 6. Culture and History: Students will gain knowledge of the major traditions of literatures written in English, and an appreciation for the diversity of literary and social voices within—and sometimes marginalized by—those traditions. They will develop an ability to read texts in relation to their historical and cultural contexts, in order to gain a richer understanding

- of both text and context, and to become more aware of themselves as situated historically and culturally.
- 7. Critical Approaches: Students will develop the ability to read works of literary, rhetorical, and cultural criticism, and deploy ideas from these texts in their own reading and writing. They will express their own ideas as informed opinions that are in dialogue with a larger community of interpreters, and understand how their own approach compares to the variety of critical and theoretical approaches.
- 8. Research Skills: Students will be able to identify topics and formulate questions for productive inquiry; they will identify appropriate methods and sources for research and evaluate critically the sources they find; and they will use their chosen sources effectively in their own writing, citing all sources appropriately.

#### Course Pattern

Sem.	Code	Title of the paper
	18MEN101	Course-1: Professional Skills for Teaching-Learning
	18MEN102	Course-2: Research Methodology
	18MEN103	Course-3: Literary Theories
	18MEN104A	Course-4: English Language Teaching (ELT)
	18MEN104B	Course-4: English Literature Criticism
	18MEN104C	Course-4: Literary Theories
	18MEN104D	Course-4: Twentieth Century British Literature
I	18MEN104E	Course-4: Indian Writing in English
	18MEN104F	Course-4: Diasporic Literature
	18MEN104G	Course-4: Understanding Second-Language Teaching & Learning
	18MEN104H	Course-4: Gender Studies
	18MEN104I	Course-4: Postcolonial Literature
	18MEN104J	Course-4: Feminism, Eco-Feminism and Eco-Criticism
	18MEN104K	Course-4: Comparative Literature
	18MEN104L	Course-4: Subaltern Literature
II	18MEN205	Course-5: Dissertation

#### 18MEN101

# Paper-I PROFESSIONAL SKILLS FOR TEACHING-LEARNING

#### **Course Outcomes:**

- To enable the students to present their ideas clearly
- To empower the students to perform well in interviews
- To train the students to lead a group effectively
- To enable the students to build a team and help the team achieve its goals
- To empower the students to teach language effectively
- To train the students to teach literature effectively

#### **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 Classroom 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. The Art and Techniques of Teaching English

# **Unit-V: Classroom 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. Josephs 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, MP (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 Analysis*. Cambridge: CUP, 1986. Print.

- 5. Cleanth Brooks. *Understanding Poetry, Drama*.
- 6. Marjourie Boulton. Anatomy of Novel, Drama.
- 7. Wellek and Warren. *Theory of Literature*.
- 8. Lectmes on Paul H. Fry Youtube for extensive reading.
- 9. Paul H. Fry. Contemporary Criticism.
- 10. Eflu material.
- 11. Wilbur S. Scott. Five Approaches of Literary Criticism.

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Relationship Matrix for Course Outcomes, Programme Outcomes and Programme Specific Outcomes

Semester I	181	Code 18MEN101		PROF	ESSIO]	NAL SI	Title of the Paper PROFESSIONAL SKILLS FOR TEACHING-LEARNING	Title of the Paper ILLS FOR TEA	per EACHI	ING-LE	ARNI	NG	Hours 5	Credits 3
Course Outcomes	Ţ	Programme Outcomes (POs)	nme Outcon (POs)	nes			Prograi	nme Sp (PS	Specific Ou (PSOs)	Programme Specific Outcomes (PSOs)			Mean S	Mean Score of
(COs)	P01	P02	P03	P04	PSO1	PSO2	PSO1 PSO2 PSO3 PSO4 PSO5 PSO6 PSO7 PSO8	PS04	PS05	PSO6	PSO7	PSO8	ن 	ŝ
C01	3	3	3	3	4	3	3	4	3	4	4	4	6.1	3.41
C02	3	3	3	3	4	4	4	4	4	4	4	4	(,,	3.66
CO3	3	3	3	3	4	4	4	4	4	4	4	4	6,	3.66
CO4	3	3	3	3	3	3	3	4	4	4	4	4	(,,	3.41
CO5	3	3	3	3	3	3	4	4	4	4	4	4	6,	3.50
90D	3	3	3	3	3	3	3	3	4	4	4	4	6,	3.33
									Overal	Overall Mean Score for COs	Score for	r COs		3.50

Result: The Score for this Course is 3.50 (High Relationship)

Note:

Mapping	1-20%	21-40%	41-60%	61-80%	81-100%
Scale	1	2	3	4	S
Relation	0.0-1.0	1.1-2.0	2.1-3.0	3.1-4.0	4.1-5.0
Quality	Very poor	Poor	Moderate	High	Very High

Score of COs =  $\frac{\text{Total of Values}}{\text{Total No. of POs & PSOs}}$  Mean O

Mean

Values Scaling:

| Mean Overall Score for COs = Total of Mean Scores & PSOs | Total No. of COs

#### 18MEN102

# Paper-II RESEARCH METHODOLOGY

#### **Course Outcomes:**

- To make the students understand the process of writing a research dissertation
- To enable the students to effectively use both library and computer for their research work
- To help the students write and structure their research dissertation in an academic style
- To enable the students to choose an appropriate method for their research project
- To assist the students to systematically carry out a research project either in Literature or in English Language Teaching
- To enable the students to document sources used in their research dissertation and papers in accordance with MLA or APA style sheet

# Unit-I: Writing a Research Dissertation

- 1. Basic Information about the Research Paper (Winkler 3–10)
- 2. Choosing a topic (Winkler 13–17)
- 3. The Library (Winkler 21–33)
- 4. Using the Computer in your Research (Winkler 37–48) (DOA, Google Scholar, Shodanga and Inflibnet)
- 5. Doing the Research (Winkler 51–72)
- 6. The Thesis and the Outline (Winkler 75–88)
- 7. Transforming the Notes into a Rough Draft (Winkler 91–115)
- 8. Revising your Rough Draft (Winkler 119–135)

# **Unit-II: Research Methods in Literary Studies**

- 1. Literature and Literary Study (Wellek and Warren 3-8)
- 2. The Extrinsic Approach to the Study of Literature (Wellek and Warren 65-135)
- 3. The Intrinsic Study of Literature (Wellek and Warren 139-282)
- 4. Visual Methodologies (Griffin 67-87)
- 5. Textual Analysis (Griffin 157-173)
- 6. Discourse Analysis (Griffin 91-107)
- 7. Ethnographic Methods (Griffin 111-128)
- 8. Quantitative Methods (Griffin 131-153)

## Unit-III: Research Methods in Language Learning

- 1. Research Traditions in Applied Linguistics (Nunan 1-17)
- 2. Doing Research in Language Learning (Nunan 211-228)
- 3. The Experimental method (Nunan 24-51)
- 4. Case Study (Nunan 74-90)
- 5. Classroom Observation (Nunan 91-114)
- 6. Introspective Methods (Nunan 115-135)
- 7. Elicitation Techniques (Nunan 136-158)
- 8. Interaction Analysis (Nunan 159-183)

# **Unit-IV: Documenting Sources**

1. Using citation management software – Mendeley

# The MLA System of Documentation

- 2. Principles of MLA Style (*MLA* 3–58)
- 3. Works Cited and In-text Citations (MLA 102–128)
- 4. Finished Form of the MLA Paper (Winkler 176-184)

# The APA System of Documentation

- 5. Crediting Sources (APA 169-192)
- 6. Reference Examples (APA 193-224)
- 7. Finished Form of the APA Paper (Winkler 209-218)

# **Unit-V: Writing for Conferences and Journals**

- 1. Publishing at Conferences (Mallette and Berger1-92)
- 2. Types of Presentations: Workshop, Round Table Sessions, Poster Session, Paper Session, and Symposia (Jalongo and Machado 55-104)
- 3. The Paper Presentation and Networking (Mallette and Berger 149-213)
- 4. Understanding the process of peer-review
- 5. The Publication Process (APA 225-243)

#### **Textbooks:**

- 1. Griffin, Gabriele. Research Methods for English Studies. Rawat Publications, 2007.
- 2. Jalongo, Mary Renck, and Crystal Machado. *Making Effective Presentations at Professional Conferences: A Guide for Teachers, Graduate Students and Professors*. Springer, 2016.
- 3. Mallette, Leo, and Clare Berger. Writing for Conferences: A Handbook for Graduate Students and Faculty. Greenwood. 2011.
- 4. Nunan, David. Research Methods in Language Learning. Cambridge University Press, 1992.

- 5. The American Psychological Association. *Publication Manual of the American Psychological Association*. 6<sup>th</sup>ed. The American Psychological Association, 2010.
- 6. The Modern Language Association.*MLA Handbook*. 8<sup>th</sup>ed. New York: The Modern Language Association of America, 2016. Print.
- 7. Wellek, Rene and Austin Warren, *Theory of Literature*. Harcourt, Brace And Company, 1949.
- 8. Winkler, Anthony C. and Jo Ray McCuen-Metherell. Writing the Research Paper: A Handbook.8th ed. Wadsworth Cenage Learning, 2012.

#### **References:**

- 1. Altick, Richard. The Art of Literary Research. Norton & Co., 1963.
- 2. Bateson. F. W. *The Scholar-Critic: An Introduction to Literary Research*. Routledge and KeganPaul Books, 1972.
- 3. Anderson, B.H. Durston, and M. Poole, Thesis and Assignment Writing, Wiley Eastern Limited, New Delhi, 1970.
- 4. Saunders, Chauncey. An Introduction to Research in English Literary History. Macmillan, 1957.
- 5. Wiley. "What Is Peer Review?" Wiley. N.p., n.d. Web. 30 Jan. 2018.

#### Website

https://authorservices.wiley.com/Reviewers/journal-reviewers/what-is-peer-review/index.html

Relationship Matrix for Course Outcomes, Programme Outcomes and Programme Specific Outcomes

Semester I	181	Code 18MEN102				RESEA	Title of the Paper RESEARCH METHODOLOGY	Title of the Paper SCH METHOD	per DOLC	)GY			Hours 5	Credits 4
Course Outcomes	P	ogramm (P	Programme Outcomes (POs)	nes			Prograi	nme Sp (PS	Specific Or (PSOs)	Programme Specific Outcomes (PSOs)			Mean	Mean Score of
(COs)	P01	P02	P03	P04		PSO2	PSO1 PSO2 PSO3	PS04	PS05	PSO4 PSO5 PSO6 PSO7 PSO8	PSO7	PSO8	ن 	Š
C01	5	4	4	5	5	5	4	4	5	5	5	5	7	4.66
C02	5	5	5	5	4	5	5	4	5	5	4	4	7	4.66
CO3	S	5	5	4	5	4	4	4	4	4	4	4	7	4.33
C04	5	5	4	5	4	5	4	5	5	5	5	5	7	4.75
CO5	5	5	5	5	4	5	4	5	5	5	5	4	7	4.75
900	5	4	5	5	5	5	5	5	5	4	5	4	7	4.75
									Overal	Overall Mean Score for COs	Score fo	r COs	7	1.65

Result: The Score for this Course is 4.6 (Very High Relationship)

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Mapping	1-20%	21-40%	41-60%	61-80%	81-100%
Scale	1	2	3	4	9
Relation	0.0-1.0	1.1-2.0	2.1-3.0	3.1-4.0	4.1-5.0
Quality	Very poor	Poor	Moderate	High	Very High

# Values Scaling:

Mean Overall Score for COs = Total of Mean So	Total No. of C
Total of Values	Total No. of POs & PSOs
- 500 go ono	- son cos –

Mean

## 18MEN103

# Paper-III LITERARY THEORIES

#### **Course Outcomes:**

- To make the students get acquainted with the recent theories of Literary Criticism.
- 2. To enable the students to comprehend the evolution of various literary theories.
- 3. To enable the students to learn the causes for the emergence of literary theories.
- 4. To train the students to apply these theories in their research work.
- 5. To enable the students to critically analyze the essence of the critical theories through the critical essays prescribed.
- 6. To enable students to learn the strategies for applying critical theories to teaching literature.
- 7. To empower the students to appreciate and analyze the different styles of writing different literary theories.
- 8. To enable the students to develop critical thinking through the prescribed critical essays.

## Unit-I: Structuralism and Post-structuralism

- 1. Ferdinand De Saussure: "The Object of Study"
- 2. Jacques Derrida: "Structure, Sign, and Play in the Discourse of the Human Sciences"

#### **Unit II: Postmodernism and Feminism**

- 3. John Barth: "The Literature of Exhaustion"
- 4. Elaine Showalter: "Towards a Feminist Poetics"

#### **Unit III: Marxism and New Historicism**

- 5. Edmund Wilson: "Marxism and Literature"
- 6. Stephen Greenblatt: "Towards a Poetics of Culture"

# **Unit IV: Psychoanalysis and Postcolonialism**

- 7. C.G. Jung: "Psychology and Literature"
- 8. Gayatri Chakravorty Spivak: "Can the Subaltern Speak?"

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# Unit V: Hermeneutics and Reader-Response and Cognitive Literary **Scholarship**

- 9. Wolfgang Iser: "The Reading Process: A Phenomenological Approach"
- 10. E.D. Hirsh Jr.: "Three dimensions of Hermeneutics"
- 11. Mikhail Bakhtin: "From the Prehistoric of Novelistic Discourse"

#### **Books for Reference:**

- 1. Abrams, M.H. Harphman Geoffrey. A Handbook of Literary Terms. New Delhi: Cleanage, 2007, Print.
- 2. Barth, John. The Friday Book: Essays and Other Non-Fiction. London: The John Hopkins University Press, 1984, Print.
- 3. Barry, Peter. Beginning Theory: An Introduction to Literary and Cultural Theory. Manchester: Manchester University Press, 2009, Print.
- 4. Culler, Jonathan. Literary Theory. New Delhi: OUP, 2011, Print.
- 5. Said, Edward. W. Orientalism. London: Vintage Books, 1979, Print.
- 6. Showalter, Elaine. Towards a Feminist Poetics. Twentieth Century Literary Theory. Ed. K.M. Newton. London: Macmillan, 1988, Print.

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http://kristisiegel.com/theory.htm

http://www.iep.utm.edu/literary/

Code Title of the Paper 18MEN103 LITERARY THEORIES
Programme Outcomes Programme Specific Outcomes (POs)
PO2   PO3   PO4   PSO1   PSO2   PSO3   PSO4   PSO5   PSO6   PSO7   PSO8
4 4 3 4 3
3 3 4 4 4 3
4 3 4 4 4 3
3 3 3 4 4 3
4 4 4 4 4 3
4 4 4 4 4 3

The Score for this Course is 3.6 (High Relationship) Note:

Mapping	1-20%	21-40%	41-60%	<b>61-80%</b>	81.
Scale	1	2	3	4	
Relation	0.0-1.0	1.1-2.0	2.1-3.0	3.1-4.0	4
Quality	Very poor	Poor	Moderate	High	Ver

Values Scaling:

Mean Overall Score for COs Total of Values

Total No. of POs & PSOs

Mean

No. of COs

of Mean

Total

#### 18MEN104A

# Paper-IV ENGLISH LANGUAGE TEACHING(ELT)

#### **Course Outcomes:**

- To provide students with the fundamental aspects of ELT.
- To introduce students to the various avenues of teaching and learning English.
- To evaluate the practical effectiveness of various methods and approaches
- To relate methodological choices in teaching language skills to ESL students
- To introduce students to the important developments in language study.
- To train students in English Linguistics and Applied linguistics.

#### **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.

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http://www.cambridge.org/other\_files/downloads/esl/booklets/Richards-Communicative-Language.pdf

#### 18MEN104B

# Paper-IV ENGLISH LITERARY CRITICISM

#### **Course Outcomes:**

- To get students acquainted with literary criticism.
- To enable the students to understand the literary critical thoughts that are embedded in English literature
- To make the students learn the type of criticism that influenced the English writers and critics down the ages.
- To introduce the students literary criticism from the beginning to the twentieth century.
- To train students to relevantly apply literary criticism to their analysis of literary texts.
- To enhance the students' appreciation of literature.

# **Unit-I: English Literary Criticism of the Classicists**

- 1. Sir Philip Sidney
- 2. Ben Jonson

# **Unit-II: English Literary Criticism of the Neoclassicists**

- 3. John Dryden
- 4. Alexander Pope
- 5. Samuel Johnson

# **Unit-III: English Literary Criticism of the Romantics**

- 6. William Wordsworth
- 7. S.T. Coleridge

# **Unit-IV: English Literary Criticism of the Victorians**

- 8. Matthew Arnold
- 9. D. H. Lawrence

# Unit-V: English Literary Criticism of the Moderns

- 10. T. S. Eliot
- 11. I. A. Richards
- 12. F. R. Leavis

#### **References:**

- 1. Enright & de Chickera. English Critical Texts. New Delhi: OUP, 1975.
- 2. Habib, Rafey. *A History of Literary Criticism: From Plato to the Present.* Malden: Blackwell Publishing Ltd., 2005.

- 3. Jayraj, S. Joseph Arul. S. Paul Pragash & M. John Britto. *Literary Criticism: From the Pre- Platonic Critics to the New Critics*. Germany: Lambert Academic Publishing, 2010.
- 4. Prasad, Birjadish. *An Introduction to English Criticism*. New Delhi: Macmillan India Ltd., 1965.
- 5. Ramaswamy, S. and V. S. Sethuraman. *The English Critical Tradition: An Anthology of English Literary Criticism*. Vo.I. Bangalore: Macmillan India Ltd., 1986.

#### 18MEN104C

# Paper-IV INTRODUCTION TO LITERARY THEORIES

#### **Course Outcomes:**

- To get students acquainted with the recent trends and theories of literary criticism.
- To offer students knowledge on recent literary criticism.
- To make the students understand critical theories.
- To introduce students to important literary critics and their works.
- To capture the essence of the critical theories through the works prescribed.
- To enable the students learn strategies for applying critical theory to teaching literature.

# Unit-I: Linguistics, Structuralism and Post-structuralism

- 1. Semiotics
- 2. Formalism
- 3. Structuralism
- 4. Post structuralism/Deconstruction

#### Unit II: Modernism and Postmodernism

- 5. Modernism
- 6. Post Modernism

#### **Unit III: Marxism and New Historicism**

- 7. Marxism/Neo-Marxism
- 8. New Historicism / Cultural Materialism
- 9. Inter textuality

## Unit IV: Psychoanalysis, Postcolonialism and Feminism

- 10. Psychology and Literature
- 11. Post colonialism
- 12. Feminism/Neo-Feminism
- 13. Queer Theory

# Unit V: Hermeneutics, Reader-Response, Cognitive, and Communicative Scholarship

- 14. Hermeneutics
- 15. Eco criticism
- 16. Phenomenology / Reader Response Theory

- 17. Narratology
- 18. Discourse Analysis
- 19. Stylistics

#### **References:**

- 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. Culler, Jonathan. Literary Theory. New Delhi: OUP, 2011, Print.
- 4. Said, Edward. W. Orientalism. London: Vintage Books, 1979, Print.
- 5. Showalter, Elaine. *Towards a Feminist Poetics. Twentieth Century Literary Theory*. K.M. Newton. ed. London: Macmillan,1988, Print.

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https://owl.english.purdue.edu/owl/resource/722/01/

http://kristisiegel.com/theory.htm

#### 18MEN104D

# Paper-IV TWENTIETH CENTURY BRITISH LITERATURE

### **Course Outcomes:**

- To understand the historical context surrounding literary works including the political, social, religious, and artistic milieu in which the British authors wrote.
- To paraphrase and understand unfamiliar and difficult language.
- To identify elements of poetry such as basic rhythms, meters, and rhyme schemes; uses of metaphor; the conventions of the Elegy and other poetic forms
- To identify the elements of prose genres (fiction, drama, satire): plot, setting, character, theme, irony, and argument.
- To make inferences about literature that rest on textual evidence and logic in classroom conversations.
- To articulate a critical position or interpretation; gather and use textual or critical evidence to support a particular interpretation.

# 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*, 7<sup>th</sup> ed. New Delhi.
- 2. Anderson, Jonathan *et al. Thesis and Assignment Writing*, 1<sup>st</sup> ed. New Delhi.
- 3. Primary Sources and Secondary Sources of Authors

#### **Web Sources**

http://quaternaryinstitute.com/joyceeliotmyth.html

#### 18MEN104E

# Paper-IV INDIAN WRITING IN ENGLISH

#### **Course Outcomes:**

- To introduce students to major movements and figures of Indian Literature in English through the study of selected literary texts.
- To learn about the origin of English in India and Indian writing in English.
- To introduce students to all the genres of Indian Literature.
- To expose students to the important Indian writers of the literary era.
- To create literary sensibility and emotional response to the literary texts.
- To implant a sense of appreciation of the literary text.

# 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.
- Sarma, G.P. Nationalism in Indo-Anglican Fiction. New Delhi: Sterling, 1978.

#### **Web Sources**

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#### 18MEN104F

# Paper-IV DIASPORIC LITERATURE

#### **Course Outcomes**

- To expose the Diasporic life and experience to the students
- To enable the students to know the richness and variety of Indian Diasporic Literature
- To make the learners understand the Indian Diasporic Writing and their Characteristic features
- To provide the Historical Background of Diasporic writing and their characteristics
- To enchance the learners understand and infer Diasporic Literature from the representative works
- To make the learners understand the terms and nuances 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

#### 18MEN104G

# Paper-IV UNDERSTANDING SECOND-LANGUAGE TEACHING AND LEARNING

#### **Course Outcomes**

- 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
- To evaluate the practical effectiveness of various methods and approaches
- To relate methodological choices in teaching language skills to ESL students
- To apply different teaching techniques in challenging learning environments
- To teach English for communication using language games

# 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.
- 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.

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#### 18MEN104H

# Paper-IV GENDER STUDIES

#### **Course Outcomes**

- To familiarize students' knowledge about the relation between gender, sexuality and nationalism in each of the selected readings
- To make relevant links between women writers and their historical and cultural contexts without reducing their writing to autobiography
- To understand the feminine literary tradition chronologically as well as geographically
- To trace the development of women's writing from the internalization of and resistance to masculine norms to the creation of new forms of female identity that escape the shadow of men
- To explain why and how women's writing is an act of defamiliarization, shocking us out of our complacency, making the world and self anew, and doing so through the power of language and genre
- To write about women in a complex fashion, attending to race, class, sexuality, and culture, and without turning women into heroes or victims

# 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.

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www.interfacejournal.net/wordpress/wp.../Interface-3-2-editorial.pdf

#### 18MEN104I

# Paper-IV POSTCOLONIAL LITERATURE

#### **Course Outcomes:**

- To provide students with the fundamental aspects of postcolonial literature.
- To help students plan and form a framework for their research project.
- To acquaint students with the Postcolonial thoughts and writings
- To enable the students to understand and appreciate postcolonial literary theory.
- To make students empathize with the Postcolonial stances.
- To make the students discuss, and analyze colonial and postcolonial texts.

# 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, 2<sup>nd</sup> Ed., 2009.

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#### 18MEN104J

# Paper-IV FEMINISM, ECO-FEMINISM AND ECO-CRITICISM

#### **Course Outcomes**

- To provide students with the fundamental aspects of Feminism, Ecofeminism and Eco-criticism.
- To enable the students to understand and appreciate women's writing.
- To develop an ability to read, write and perform close reading of texts.
- To help students comprehend the female literary tradition.
- To explore woman's role, status, self-image, and history in literature written by women.
- To familiarize the students with the notion of gender and its operation in society.

# 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.
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#### **Web Sources**

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#### 18MEN104K

# Paper-IV COMPARATIVE LITERATURE

#### **Course Outcomes:**

- To make the students aware of the fact that Comparative Literature transports literary materials from one language to another.
- To create bilingual interest, enhance their analytical ability, enrich the literary quality and promote translation activities.
- To acquire the knowledge of comparative literature as a tool to understand and criticize regional literatures.
- To apply Genre, Thematology, Genealogy, Literary influence and Reception studies into texts and non-literary texts.
- To bring how writers and cultures are unique by comparing texts.
- To use the scope of comparative literature in their studies.

# **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

#### 18MEN104L

# Paper-IV SUBALTERN LITERATURE

#### **Course Outcomes:**

- To introduce the students to the type of literature that has been sidelined down the ages
- To acquaint them with the intricacies of caste as a social institution and practice
- To acquaint them with the aesthetics of subaltern writing
- To acquaint them with different sociocultural movements in the Indian context
- To familiarize them with recent trends and concepts concerning subalternity and literature
- To explore the relationships between society and literature

# 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

#### **Books for Reference:**

- 1. Akhtar P. Khan. Can the Subaltern Speak?: Indian Women and Feminist Writing. New Delhi: Publisher,1991..
- 2. Marine Carrin, Lidia Guzy. *Voices from the Periphery: Subalternity and Empowerment in India*. London: Routledge, 2012.
- 3. Shahid Amin, Dipesh Chakrabarty. Subaltern Studies: Writings on South Asian History and Society, Volume 9.
- 4. Ludden, David. Reading Subaltern Studies: Critical History Contested Meaning and Globalisation of South Asia. New Delhi: Permanant Black, 2002.
- 5. Spivak, Gayatri. *Can Subaltern Speak?* Columbia: Columbia University Press, 2010.

#### **Web Sources**

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# Notes