Vision

Language for Life

Mission

To make our learners proficient in English

To enable them to develop critical and creative thinking

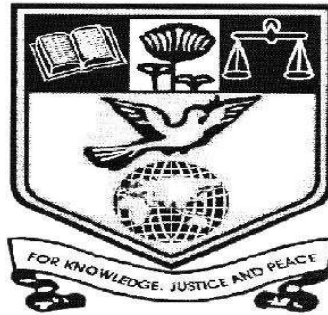To inculcate social values through language and literature

NEHRU MEMORIAL COLLEGE (AUTONOMOUS), PUTHANAMPATTI,
POST GRADUATE AND RESEARCH DEPARTMENT OF ENGLISH,
CBCS SYLLABUS FOR M.PHIL.ENGLISH LITERATURE- 2018-19 ONWARDS

Sem.	Course Code	Title of the course	Exam Hrs	Credits	CIA	EXT.	Total
I	I	Research Methodology	3	4	40	60	100
	II	Literary Theories	3	4	40	60	100
	III	Paper on Topic of Research (To be framed by the guide)	3	4	40	60	100
	IV	Teaching and Learning Skills	3	4	40	60	100
II	Dissertation	Viva Dissertation 50 Marks 150 Marks		8			200
Total Hours and Credits (Semester-I& II)				**24**	**210**	**390**	**600**

PAPER CODE: **SEMESTER-I   CORE COURSE- I**   **CREDITS:**
                                                                   HRS. PER WEEK:

RESEARCH METHODOLOGY

COURSE OBJECTIVES

To identify appropriate research topics

To design a research into four components, research, theory, data and the use of the data.

To choose an accepted hypothesis and to investigate it further to precede a systematic study to the area.

To format the thesis as clear, effective and mistake-free.

UNIT I

1. Definition meaning and Philosophy of Research

2. Types of Research and Research Ethics

3. Literary Research – Thrust Areas

4. Choosing the topic/ problem

UNIT II

1. Working Bibliography and working Outline

2. Note Making – Collection and Organization of material

3. Method and Tools of analysis – Primary and Secondary source4. Library and

UNIT III THE FORMAT OF THE RESEARCH PAPER

1. Margins

2. Text Formating

3. Heading and Title

4. Page Numbers

5. Tables and Illustrations

6. Paper and Printing

7. Corrections and Insertions

8. Binding

9. Electronic Submission

UNIT IV RHETORIC MODES OF WRITING DISCOURSE

1. Narration

2. Description

3. Exposition

4. Argumentation

UNIT V

1. Writing Project Proposal

2. Statement of Aim and Objectives

3. Scope of the thesis

4. Methodology adopted

5.Documentation

6.Works cited

REFERENCES:

Campbell, W.G. *Form and Style in Thesis Writing*. Boston: Houghton Mifflin Company, 1954.Print.

Gibaldi, Joseph.*The MLA Handbookfor Writers of Research Papers, Eighth Edition*. United States: The Modern Language Association of America, 2016. Print.

Watson, George. *The Literary Thesis: A Guide to Research*. London: Longman, 1970. Print.

Lodge, *David. The Modes of Modern Writing: Metaphor, Metonymy andThe Typology of Modern Literature*. London: Bloomsbury Publishing,2015. Print

Brooks Cleanth and Warren, Robert Penn. *Modern Rhetoric*. United States: Harcourt Brace and World, 1977.Print.

PAPER CODE:	SEMESTER-I	CREDITS:
	CORE COURSE- II	
		HRS. PER WEEK:

LITERARY THEORIES

COURSE OBJECTIVES:

Getting ability to identify, analyze, describe and interpret the critical ideas with regard to its values and themes.

Stimulates Critical awareness through discussion of literary theories and offers new concepts and perspectives.

 To explore how the debates about new theories have emerged from basic philosophical and cultural ideas, and to develop comparative connections and ideas from one area to another.

To analyze a wide range of literary examples from a variety of genres and periods using different critical approaches.

UNIT I: POST STRUCTURALISM AND DECONSTRUCTION

1. Elaine Showalter   : Towards a Feminist Poetics

2. Harold B loom   : The Breaking of Form

3. Jacques Derrida   : Structure, Sign and Play in the discourse of the Humanistic Sciences

UNIT II: MODERNISM, POST MODERNISM AND PSYCHOANALYTIC THEORIES

1. L.C. Knights   : How many Children had Lady Macbeth

2. Jean Lyotard Francois   : Answering the question: What is Post Modernism?

3. Ernest Jones   : Tragedy and the mind of the Infant

   (from Hamlet and Oedipus Chapter IV)

UNIT III : POST COLONIAL AND DIASPORA

1. Homi K Bhabha   : Signs taken for Wonders

2. Helen Tiffin   : Post Colonial Literature and Counter Discourse

3. Salman Rushdie   : Imaginary Homelands

UNIT IV: RECENT TRENDS IN LITERARY CRITICISM

1. New Historicism

2. Semiotics and Post Semiotics

3. Logocentrism

4. Phone Centrism

5. Cyber Culture

UNIT V APPLICATION OF THEORIES IN NOVELS

1.Buchi Emecheta   : The Joys of Motherhood

2. Thomas Pynchon   : The Crying of Lot 49

3. Alice Walker   : The Color Purple

REFERENCES:

Das, Bijay Kumar. *Twentieth Century Literary Criticism.* New Delhi: Atlantic Publishers& Distributors, 2002. Print.

Seturaman, V.S. *Contemporary Criticism; An Anthology*; Madras: Macmillan India Limited, 1989. Print.

Edt. By Ascroft, Bill. Griffiths, Gareth and Tiffin, Helen. *The Post-Colonial Studies*; Reader.London: Routledge Publishers, 1995.Print.

Wadikar, Shailaja B. *New Trends in Literary Criticism*.New Delhi:Atlantic Publishers,2010.Print

Edt By Walder, Dennis. *Literature in the Modern World; Critical Essays and Documents*.NewYork: Oxford University Press,1990.Print.

PAPER CODE: **SEMESTER-I**   **CREDITS:**
                          CORE COURSE- IV

                                                 HRS. PER WEEK:

TEACHING AND LEARNING SKILLS

Course Objectives:

¬Acquaint different parts of computer system and their functions

¬Understand the operations and use of computers and common Accessories

¬Develop skills of ICT and apply them in teaching learning context and Research

¬Appreciate the role of ICT in teaching, learning and Research

¬Acquire the knowledge of communication skill with special reference to its elements, types, development and styles

¬Understand the terms communication Technology and Computer mediated teaching and develop multimedia /e- content in their respective subject

¬Understand the communication process through the web

¬Acquire the knowledge of Instructional Technology and its Applications

¬Develop different teaching skills for putting the content across to targeted audience

UNIT I : Computer Application Skills

Information and Communication Technology (ICT): Definition, Meaning, Features, Trends – Integration of ICT in teaching and learning – ICT applications: Using word processors, Spread sheets, Power point slides in the classroom – ICT for Research: On-line journals, e-books, Courseware, Tutorials, Technical reports, Theses and Dissertations-- ICT for Professional Development:Concept of professional development; institutional efforts for competency building; individual learning for professional development using professional networks, OERs, technology for action research, etc.

UNIT II : Communications Skills

Communication: Definitions – Elements of Communication: Sender, Message,

Channel, Receiver, Feedback and Noise – Types of Communication: Spoken and Written; Non-verbal communication – Intrapersonal, interpersonal, Group and Mass communication – Barriers to communication: Mechanical, Physical, Linguistic & Cultural – Skills of communication: Listening, Speaking, Reading and Writing – Methods of developing fluency in oral and written communication – Style, Diction and Vocabulary – Classroom communication and dynamics.

UNIT III : Pedagogy

Instructional Technology: Definition, Objectives and Types – Difference

between Teaching and Instruction – Lecture Technique: Steps, Planning of a Lecture, Delivery of a Lecture – Narration in tune with the nature of different disciplines – Lecture with power point presentation - Versatility of Lecture technique – Demonstration: Characteristics, Principles, planning Implementation and Evaluation – Teaching-learning Techniques: Team Teaching, Group discussion, Seminar, Workshop, Symposium and Panel Discussion.

UNIT IV : E- Learning, Technology Integration and Academic Resources in India

Concept and types of e-learning (synchronous and asynchronous instructional delivery and means), m-learning (mobile apps); blended learning; flipped learning; E-learning tools (like LMS; software's for word processing, making presentations, online editing, etc.); subject specific tools for e-learning; awareness of e-learning standards- Concept of technology integration in teaching- learning processes; frameworks guiding technology integration (like TPACK; SAMR); Technology Integration Matrix- Academic Resources in India: MOOC, NMEICT; NPTEL; e-pathshala; SWAYAM, SWAYAM Prabha, National academic depository, National Digital Library; e-Sodh Sindhu; virtual labs; eYantra, Talk to a teacher, MOODLE, mobile apps, etc.

UNIT V : Skills of Teaching and Technology based assessment

Teaching skills: Definition, Meaning and Nature- Types of Teaching Skills: Skill of Set Induction, Skill of Stimulus Variation, Skill of Explaining, Skill of Probing Questions, Skill of Black Board Writing and Skill of Closure – Integration of Teaching Skills – Evaluation of Teaching Skills- Technology for Assessment: Concept of assessment and paradigm shift in assessment; role of technology in assessment 'for' learning; tools for self & peer assessment (recording devices; e-rubrics, etc.); online assessment (open source software's; e-portfolio; quiz makers; e- rubrics; survey tools); technology for assessment of collaborative learning like blogs, discussion forums; learning analytics

References

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

2. Brandon Hall , E-learning, A research note by   Namahn, found in: www.namahn.com/resources/ .../note-e-learning.pdf,Retrieved on 05/08/2011

3.Don Skinner (2005), Teacher Training, Edinburgh University Press Ltd., Edinburgh

4.Information and Communication Technology in Education: A Curriculum for schools and programmed of Teacher Development, Jonathan Anderson and Tom Van Weart, UNESCO, 2002.

5.Jereb, E., & Šmitek, B. (2006). Applying multimedia instruction in e- learning. Innovations in Education & Teaching International, 43(1), 15-27.

6.Kumar, K.L. (2008) Educational Technology, New Age International Publishers, New Delhi.

7.Learning Management system

: https://en.wikipedia.org/wiki/Learning_management_system , Retrieved on 05/01/2016

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

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

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

11.Ram Babu,A abd Dandapani,S (2006), Microteaching (Vol.1 & 2), Neelkamal Publications, Hyderabad.

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

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

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

Question Paper Pattern for M.Phil Programme:

Exam: 75 Marks

Internal: 25 Marks

Total   : 100

Marks

Question Pattern   Total =75
Marks

SECTION A: 10 QuestionsX2 Marks   = 20 Marks

(Two Questions from each unit)

SECTION B: 5 QuestionsX5 Marks   = 25 Marks

 (Internal Choice and on set of questions from each unit)

SECTION C   **:** 3 QuestionsX10 Marks   = 30 Marks
(Answer any three out of 5 questions and one question from each unit

Internal Process   Total =25 Marks

CIA TEST I

CIA TEST II   2 1/2 Units for Each Test   = 10 Marks

ATTENDANCE   = 5 Marks

ASSIGNMENT   = 5 Marks

Any topic from five Units

                                                          = 5 Marks

SEMINAR