



BHARATHIDASAN UNIVERSITY, TIRUCHIRAPPALLI – 620 024.

M.Phil. ENGLISH (FT/PT) PROGRAMME

(For the candidates to be admitted from the academic year 2018-19 onwards)

ELIGIBILITY : Master's Degree in English/ English Literature

PROGRAMME OBJECTIVES :

1. To assist the scholar in mastering the latest research methodology
2. To enable the scholar to have a conceptual understanding of the literary / critical theory.
3. To provide the scholar with the critical faculties necessary to analyse a work of art or any literary piece.
4. To edify the scholar the utility of the English language through the study of literature.
5. To prepare scholars for undertaking higher responsibilities in teaching areas as Literary theory, Research Methodology and Theory of literature

PROGRAMME STRUCTURE

Seme ster	Course	Title of the Paper	Exam Hours	Credits	Marks		
					IA	UE	Total
I	Course I	Research Methodology and Theory of Literature	3	4	25	75	100
	Course II	Literary Theory	3	4	25	75	100
	Course III	Teaching and Learning Skills (Common Paper)	3	4	25	75	100
	Course IV	Paper on Topic of Research (The syllabus will be prepared by the Guide and the examination will be conducted by the COE)	3	4	25	75	100
II	Dissertation & Viva-Voce	Dissertation 150 Marks Viva 50 Marks	---	8	---	---	200
	Total			24	---	---	600

PROGRAMME OUTCOMES :

Upon completion of the M.Phil English the research scholar will

- apply knowledge and skills learnt through this programme.
- identify topics and formulate questions for critical inquiry.
- identify appropriate methods to evaluate critically.
- identify appropriate sources for research
- use their chosen sources effectively in their own writing, citing all sources appropriately.

COURSE I
RESEARCH METHODOLOGY AND THEORY OF LITERATURE

Course Objectives :

1. To train the researcher in applying research methodology
2. To enable the researcher to have a conceptual understanding of the theory of literature
3. To introduce the researcher to the mechanics of thesis writing.
4. To help the researcher understand the language of research
5. To help the researcher acquire analytical and critical thinking

Unit I: Philosophy of Research

Definition, meaning and philosophy of Research

Types of Research

Literary Research – Research in Social Sciences and physical science

Unit II: Mechanics of Thesis Writing

Format of the Thesis

Title Form and Sequence

Statement of Aim and Objectives

Hypothesis Formulation and Statement

Framing the Thesis Statement

Scope of the Thesis

Methodology adopted

Unit III: Documentation

Working Bibliography and working outline

Note making – Collection and organization of material

Method and tools of analysis – Primary and Secondary sources

Library and Electronic sources

Plagiarism and Academic Dishonesty (MLA VIII Edn)

Works Cited

Unit IV: Scholarship and Criticism:

“Why should we become critical thinkers?” chI (*Critical Thinking : A Concise Guide* Tracy Powell and Gary Kemp)

“The Literary Object” (Bateson, F.W. *The Scholar Critic*)

“Literary History”, “Literary Criticism” (Thorpe, J. *Aims and Methods of Scholarship in Modern Languages and Literature*)

Literary Theory

Critical Theory

Unit.V : Theory of Literature:

Extrinsic and Intrinsic Approaches (*Theory of Literature*, Wellek, and Warren).

Critical Approaches- all chapters (*A Handbook to Critical Approaches to Literature* by Wilfred Guerin V Edn)

BOOKS FOR REFERENCE :

1. Bateson, F. W. *The Scholar Critic*. Abingdon: Routledge&Kegan Paul Books;1972.
2. Joseph Gibaldi *MLA Handbook* VII and VIII Ed. New Delhi: MLA of America, 2009.
3. Tracy Bowell and Gary Kemp *Critical Thinking : A Concise Guide*
4. Thorpe, J. *Aims and Methods of Scholarship in Modern Languages and Literature*. New York: MLA of America, 1963.
5. Wellek and Warren. *Theory of Literature*. Penguin Books,1949.
6. William Campbell. *Form and Style in Thesis Writing*. New York. Houghton Mifflin Company, 1978.
7. Williamson, Karp & Others. *The Research Craft: An Introduction to Social Research Methods*.Glenview, Ill. : Scott, Foresman, 1982.
8. Wilfred Guerin *A Handbook to Critical Approaches to Literature*

Course Outcomes :

Upon successful completion of this course, the researcher will be

- Able to identify the research gaps
- An informed scholar
- A competent researcher
- Able to acquire the language of research
- Knowledgeable in applying critical tools

COURSE II LITERARY THEORY

Course Objectives :

1. To introduce the researcher to various aspects of literary theory
2. To make the researcher familiar with linguistic influence on theory
3. To make the researcher aware of the impact of concepts like, Marxism, Feminism, Environmentalism and Psychology, on theory
4. To help the researcher understand and sharpen the critical acumen based on theory
5. To make the researcher an informed reader and critic.

Unit I : Structuralism, Formalism, New Criticism.

Ferdinand de Saussure : *Course in General Linguistics*, Chapter III&IV
Roman Jakobson : "Linguistics and Poetics"
I A Richards : "Four Kinds of Meaning"

Unit II : Post structuralism, Deconstruction, Feminism

Roland Barthes : "The Death of the Author."
Derrida, Jacques. : "Structure, Sign and Play in the Discourse of the Human Sciences."
Elaine Showalter : "Towards a Feminist Poetics."

Unit III: Psychology, Archetypes, Marxism

Sigmund Freud : "The Theme of the Three Caskets"
Northrop Frye : "Archetypes of Literature"
Edmund. Wilson : "Marxism and Literature"

Unit IV: Reader Response, Eco criticism, New Historicism

Wolfgang Iser : "The Reading Process: A Phenomenological Approach."
William Rueckert : *Literature in Ecology: An Experiment in Eco Criticism*"
Stephen Greenblatt: "The Circulation of Social Energy"

Unit V : Post Modernism, Post Colonialism Post Humanism

Terry Eagleton : "Capitalism, Modernism and Post Modernism"
Barbara Christian : "Race for Theory"
Donna Haraway : " The Cyborg Manifesto"

Books for Reference

1. Lodge, David. *20th Century Literary Criticism: A Reader*. London: Longman, 1986. Print.
2. Lodge, David, and Nigel Wood. *Modern Criticism and Theory: A Reader*. 3rd ed. Harlow: Longman, 2008. Print.
3. Sethuraman, V.S. *Contemporary Criticism: An Anthology*. S.G. Wasani for Macmillan India Limited, 1989. Print.
4. Leitch, Vincent B *The Norton Anthology of Theory and Criticism*, W.W.Norton& Company, 2001. print

Course Outcomes

Upon successful completion of this course, the researcher will be

- able to apply theory on literary texts
- able to distinguish between theory and application
- competent to evolve methodological framework
- proficient in theoretical terminology

COURSE III

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.

Course Outcomes

After completing the course, the students will:

- Develop skills of ICT and apply them in Teaching Learning context and Research.
- Be able to use ICT for their professional development
- Leverage OERs for their teaching and research
- Appreciate the role of ICT in teaching, learning and Research.
- Develop communication skills with special reference to Listening, Speaking, Reading and Writing
- Learn how to use instructional technology effectively in a classroom
- Master the preparation and implementation of teaching techniques
- Develop adequate skills and competencies to organize seminar/conference/workshop/symposium/panel discussion
- Develop skills in e-learning and technology integration
- Have the ability to utilize Academic resources in India for their teaching
- Have the mastery over communication process through the web.
- Develop different teaching skills for putting the content across to targeted audience.
- Have the ability to use technology for assessment in a classroom
