

SAKTHI COLLEGE OF ARTS AND SCIENCE FOR WOMEN, ODDANCHATRAM

(Recognized Under Section 2(f) and 12(B) of UGC Act 1956)

(Affiliated to Mother Teresa Women's University, Kodaikanal)

PG AND RESEARCH DEPARTMENT OF ENGLISH

**CURRICULUM FRAMEWORK AND
SYLLABUS FOR OUTCOME BASED EDUCATION IN**

M.Phil., ENGLISH

FRAMED BY

MOTHER TERESA WOMEN'S UNIVERSITY, KODAIKANAL

UNDER

CHOICE BASED CREDIT SYSTEM

2018 - 2021

Preamble:

The PG & Research Department of English occupies a pioneering status in the history of Sakthi Arts and Science College for Women, as it was established along with the origin of the college in 2009. During the initial phase, the Department had been functioning as a vital instrument in imparting communicative competency in an inclusive medium to students pursuing undergraduate courses in other disciplines. Within a short span of time, the Department has attained a steady course of progress in terms of academic excellence and infrastructural facilities. Yet more milestones in the academic evolution of the Department of English are the launching of the M.A., (English) Degree Programme in 2010 and M.Phil., (English) Degree Programme in 2014.

Apart from conscientiously adhering to the vested task of syllabus-oriented knowledge dissemination, the Faculty of English has also asserted its commitment to the student community through allied activities like organizing academic conferences and seminars, offering counseling services, celebrating artistic and literary festivals and competitions and planning placement activities. Efforts are on to prepare a registry of the students of the Department who adorn various walks of life to enfold themselves in achieving their dreams.

The Department of English has highly qualified faculty members and support staff and is committed towards the development of innovative and handy ways of teaching at Graduate, Post-graduate and Research level Programmes and carrying out cutting edge research in various research fields as well. Far from being content with the palms and laurels won in the past, the faculty of the Department of English has constantly been in search of novel ways and means to serve the interests of the students as well as the society at large.

Eligibility:

M.Phil. (Master of Philosophy) is a Pre-doctoral Programme, pursued by students after obtaining a Master's degree in English Literature, from any recognized Central/State, Aided/Private college/Deemed University. Admissions to the programme are mostly based on a merit-based criterion that is the percentage of marks obtained by the candidate at Post Graduate (PG) level. A minimum of 55% (Relaxable for reserved category students) marks at PG level in English Literature is set as the requisite criterion. In addition, the students are selected to the programme on the basis of the Common Entrance Test, conducted by the Mother Teresa Women's University, Kodaikanal and the number of admissions is decided as per the availability of research guides. The syllabus of the programme is divided into two semesters distributed over a span of one year.

Fixing the Learning Objectives:

Since the Academic year 2018 – 2019, the learning objectives and outcomes of the Programmes of B.A., (English), M.A., (English) and M.Phil., (English) have been set, following the Bloom's Taxonomy Cognitive Domain. Accordingly, it is broken into six levels of learning objectives of each course. They are -

- K1 / Knowledge = Remember
- K2 / Comprehension = Understand
- K3 / Application = Apply
- K4 / Analysis = Analyze
- K5 / Evaluation = Evaluate
- K6 / Synthesis = Create

Mapping COs with POs:

For each Programme, the Educational Objectives and the Specific Objectives are specified. The Programme Outcomes are designed according to the curriculum, teaching, learning and evaluation process. For each course, the definite Outcomes are set, giving challenge to the cognitive domain. The Course Outcomes are mapped with the Programme Outcomes. The performance of the stakeholders is assessed and the attainment rate is fixed, by using the measurements 'high', 'medium' and 'low'. The restructuring of the curriculum is done based on the rate of attainment.

Institutional Objectives:

The institution has certain definite Institutional Objectives to be attained.

- Skill Development & Capacity Building
- Women Empowerment
- Self-reliance
- Gender Equity & Integrity

Programme Educational Objectives:

The Programmes B.A., M.A., and M. Phil., (English) are offered with certain Specific Educational Objectives.

- ❖ Exploring the entire range of human experience in the resources of language in genres like Fiction, Poetry, Non-Fiction, Prose and Drama.
- ❖ Building skills of analytical and interpretive arguments and developing writing skills in a variety of genres as a process of intellectual inquiry and creative expression.

- ❖ Comprehending the influential writings from the British, American and global Anglophone traditions and focusing on a historical period, an issue or theme, a critical approach or a literary genre.
- ❖ Gaining imagination and critical insight into all areas of human experience, the burdens of history and the dreams of the future.
- ❖ Imbibing literature as an essential and rewarding part of a life-long commitment to learning and growth.
- ❖ Organizing and delivering engaging oral presentations in English with increased confidence.

Mapping PEOs with IOs:

Programme Educational Objectives B.A., / M.A., / M. Phil., (English)	Institutional Objectives			
	1	2	3	4
PEO1: Exploring the entire range of human experience in the resources of language in genres like Fiction, Poetry, Non-Fiction, Prose and Drama.	*			
PEO2: Building skills of analytical and interpretive arguments and developing writing skills in a variety of genres as a process of intellectual inquiry and creative expression.		*		
PEO3: Comprehending the influential writings from the British, American and global Anglophone traditions and focusing on a historical period, an issue or theme, a critical approach or a literary genre.			*	
PEO4: Gaining imagination and critical insight into all areas of human experience, the burdens of history and the dreams of the future.				*
PEO5: Imbibing literature as an essential and rewarding part of a life-long commitment to learning and growth.			*	
PEO6: Organizing and delivering engaging oral presentations in English with increased confidence.				*

Measuring: H – High; M – Medium; L – Low

Programme Specific Objectives:

The main objectives of offering M.Phil., (Eng.Lit) programme are –

- Introducing the students to courses of contemporary relevance.
- Nurturing a climate of original thinking and reasoning and preparing them for research, creative writing and publication.
- Enhancing their knowledge and qualification to become academically competent.
- Obtaining gainful and worthwhile employment.

- Inspiring them to become sensitive, thinking and hard working individuals, willing to plough back the benefits of their education into society.

Programme Outcomes: (POs)

On completion of the M.Phil., (English) Programme, certain outcomes are expected from the learners.

- Gaining knowledge of English language skills and forms to be used in meaningful contexts through literature and criticism.
- Mastered linguistic competence and teaching in different real life situations.
- Appreciation and evaluation of the components, organizations, and structure of academic texts.
- Capability to become full-fledged literary critics with good attitude towards objective criticism and unbiased conclusions.
- Managerial skills to work independently and in groups so that they could transform themselves into job-ready candidates and achieve their career goals
- Widened perspective to challenge the literary and artistic challenges and get through Competitive examinations like NET, SET, UPSC, TNPSC etc.
- Integrated human values to become respectful humans and law-abiding citizens.

ASSESSMENT PATTERN
CIA / QUESTION PATTERN & SCHEME

S.No	Section	Question Type	Marks Allotted
1	Part - A	Six descriptive questions, testing all cognitive domains are to be given. Three questions are to be answered. Each question carries five marks.	03X05 = 15
2		Assignment	05
3		Seminar	05
Total Marks in CIA			25

CE / QUESTION PATTERN & SCHEME

S.No	Section	Question Type	Marks Allotted
1	Part - A	Ten descriptive questions, with alternate options, testing all cognitive domains are to be given. From each unit, two questions must be taken. Each question carries ten marks.	10X10 = 100

COMMON ACADEMIC STRUCTURE / M.Phil., (ENGLISH) / 2018 – 2021

Sub. Code	Title of the Course	Hrs	Credits	Marks		
				CIA	CE	Total
Semester - I						
MENT11	Core I -Research Methodology	10	4	40	60	100
MENT12	Core II - Contemporary Critical Theories	10	4	40	60	100
MPST13	Core III - Professional Skills	10	4	40	60	100
Total		30	12			300
Semester - II						
MENT21	Core IV / Area Paper	10	4	40	60	100
MEND21	Dissertation + Viva-Voce	20	14 (12+2)	-	200	200
Total		30	18			300
Grand Total		60	30			600

Programme: M.Phil.

Subject: English

Semester: I

Course: Rhetoric and Research Methodology

Course Type: Core – I

Credits: 4

Hours Required: 10 HRS/ WEEK

CA: 60

CIA: 40

Course Outcomes:

Description	Blooms' Taxonomy Level
Gaining knowledge in applying critical tools and research methodology	Knowledge (Level K1)
Identifying the needs for Research	Evaluation(Level k5)
Becoming well versed in the mechanics of thesis writing.	Application and Analysis (Level K3 and Level K4)
Applying the correct methodology in research writing.	Synthesis (Level k6)
Developing skills to locate, evaluate, and incorporate relevant source	Evaluation(Level k5)

COURSE CONTENT

Unit –I Classical Rhetoric: Definition – Five Parts of Discourse – Three kinds of Appeal – Deductive Reasoning and Inductive Reasoning – Fallacies

Unit -II Modern Rhetoric: The Forms of Discourse and the Main Intention – Exposition and its

Methods – Argument – Description – Narration – Diction – Sentence – Paragraph – Coherence

Unit -III Selection: Introduction: Need for Research – Literary Research – Selecting a Topic –

Preparing a Thesis Statement – Collection: Sources of Information – Primary Source and Secondary Source – Review of Earlier Researches – Preparation of a Working Bibliography – Note Taking

Unit -IV Preparation: Critical Tools: Explication – Interpretation – Analysis – Evaluation – Outlining – Writing Drafts – Languages and Style. Documentation: MLA Style (OLD): Footnote, Endnote, Bibliography, MLA Style (NEW): Parenthetical Citation – Works Cited. APA Style:

Author Date System – Abbreviation – Proof Reading

Unit -V Presentation: Layout of a Thesis: Title Page – Certificate – Abstract – Preface or Acknowledgements – Contents – Introduction – Body of a Thesis – Summation – Appendix

(if any) - Works Cited or consulted. Thesis Typing: Paper – Margin and Spacing –
Pagination.

Mechanics of Writing: Punctuation, Spelling, Grammar – Using Quotations – Plagiarism –
Revising – Abbreviation – Proof Reading.

Books for References:

- Joseph Gibaldi et. al. MLA Handbook for Writers of Research Papers, 7th Edition.
- Brooks and Warren. Modern Rhetoric.
- Edward Corbett. Classical Rhetoric for Modern Student.
- Kanakaraj S &Kalaithasan N. Anatomy of Rhetoric.
- Moore RH. Effective Writing.
- Bateson FW. The Scholar Critic.
- Thorpe. Aims and Methods of Scholarship.
- George Watson. The Literary Thesis.
- Anderson e.al. Thesis and Assignment Writing.
- Parsons C J. Thesis and Project Work.

Programme: M.Phil.

Subject: English

Semester: I

Course: Contemporary Critical Theories

Course Type: Core – II

Credits: 4

Hours Required: 10 HRS/ WEEK

CA: 60

CIA: 40

Course Outcomes:

Description	Blooms' Taxonomy Level
Fostering critical thinking in the minds of scholars	Application (Level k3)
Avoiding the beaten track and academic thefts.	Analysis (Level k4)
Exposing the students to latest critical approaches and theories	Application (Level k3)
Enabling them to interpret a literary work from the angle of different approaches.	Evaluation (Level k5)
Introducing them to multidisciplinary approach to the study of literature	Synthesis (Level k6)

COURSE CONTENT

Unit-I Critical Terms: Ambiguity, Affective Fallacy, Connotation, Comparative Literature, Denotation, Existentialism, Expressionism, Humanism, Hermeneutics, Impressionism, Intentional

Fallacy, Irony, Objective Correlative, Platonism, Phenomenology, Realism, Stream of Consciousness, Surrealism, Semiotics, Stylistics.

Unit-II Approaches to Literature – Formalistic Approach – Psychological Approach – Archetypal Approach – Sociological Approach

Unit – III Structuralism and Post-Structuralism – Gerard Genettee – Structuralism and Literary

Criticism – Derrida – Structure, Sign, and Play in the Discourse of Human Sciences

Unit – IV Reader-response Theory – Roland Barthes – The Death of the Author, Stanley Fish – Is There a Text in This Class?

Unit -V Feminism – Elaine Showalter – Towards a Feminist Poetics, Virginia Woolf – A Room of One's Own

Books for Reference:

- M.H. Abrams. A Glossary of Literary Terms (Revised Edition).
- Wilfred L. Guerin et.al. A Handbook of Critical Approaches to Literature (Revised Edition).
- David Lodge. Twentieth Century Literary Criticism – A Reader.
- David Lodge. Modern Criticism and Theory.

- Enright and Chickera. The English Critical Text.
- Peter Berry. Contemporary Criticism – An Introduction to Literary and Cultural Theory.
- Ravindranathan. A Handbook on Principles of Literary Criticism.
- John Peck and Martin Coyle. Literary Terms and Criticism.
- Terry Eagleton. Literary Theory – An Introduction.
- N. Krishnaswamy et al. Contemporary Literary Theory: A Student's Companion.

Programme: M.Phil.,

Subject: English

Semester: I

Course: Professional Skills

Course Type: Core – III

Credits: 4

Hours Required: 10 HRS/ WEEK

CA: 60

CIA: 40

Course Outcomes:

Description	Blooms' Taxonomy Level
Developing skills to ICT and apply them in teaching, learning contexts and research.	Synthesis (Level k6)
Acquiring the knowledge of communication skills with special reference to its elements, types, development and styles.	Application (Level k3)
Understanding the terms: Communication technology, Computer Mediated Teaching.	Analysis (Level k4)
Developing the Multimedia/E-contents in their respective subjects	Evaluation(Level k5)
Developing the different teaching skills for putting the content across to targeted audience	Evaluation(Level k5)

COURSE CONTENT

Unit I - Computer Application Skills

Fundamentals of Computers and windows, Operating System – MS – Office Components; Word: Equation editor, Table Manipulation – Formatting Features – organizational Chart. MS – EXCEL: Statistical Functions – Number Manipulation – Chart Preparation with various types of graphs. MS PowerPoint: PowerPoint presentation with multimedia features. Internet and its applications: E-mail and attachments – working with search engines.

Unit II - Communication Skills (English/Tamil/Both)

English: Skills of Communication: Listening, Speaking, reading and Writing – Writing Synopsis, Abstract and proposals. Developing good language abilities – Public speaking – Writing Skills.

Tamil: gapw;Wtpf;Fk; jpwd; - Ngr;Rj;jpwd; - ntspg;ghl;Lj; jpwd; - Ma;Tj;jpl;lk; - Ma;Tr;R&f;fk; jahhpj;jy;.

Unit III - Communication technology

Computer Mediated Teaching: Multimedia, E – Content, Satellite Based Communication – EDUSAT and ETV channels. Web: Internet I Education.

Unit IV - Pedagogical Skills

Micro teaching Skills: Skill of Induction, Skill of Stimulus Variation. Skill of Explaining, Skill of

Probing Questions, Skill of Blackboard, Writing and Skill of Closure – Integration of Teaching Skills – Evaluation of Teaching Skills – Research Extension and Consultancy.

Unit V - Industrial Technology

Lecture Techniques: Steps, Planning of a lecture, Lecture Notes, Updating, Delivery of Lecture. Teaching – Learning Techniques: Team teaching, Group Discussion. Seminar, Workshops, Symposium and Panel Discussion – Games and Simulations – Web Based Instructions.

Books for Reference:

- Michael D. and William (2000). Integrating Technology into Teaching and Learning: Concepts and Applications, Prentice Hall, New York.
- Information and Communication Technology in Education: A Curriculum for Schools and Programme of Teacher development. Jonathan Anderson
- Pandey S.K.(2005). Teaching communication. Commonwealth publisher, Delhi
- Sharma. R.A.(2006), Fundamentals of education technology, Surya publication, Meerut
- KumBabu A. and Dandapani S. (2006), Microteaching, Neelkamal Publications, Hyderabad
- Vanaja M and Rajasekhar S. (2006), Computer Education, Neelkamal Publications, Hyderabad
