

National College(Autonomous)
Tiruchirapalli – 1

Department of English

M.Phil. Syllabus
For the candidates admitted from 2019 onwards

Subject Code	Semester	Int.Marks	Ext.Marks	Total Marks
MI9ENI	1	25	75	100

Course I - Research Methodology and Genre Studies

Objectives

- To promote research aptitude and critical thinking.
- To enable the students to develop the art of research writing
- To make the students imbibe the rhetorical strategies like argumentation and exposition
- To make the students perceive the need for appropriate fit between topic, tone and style of writing, and the analytic mode adopted.
- To enable the scholar form an overview of the genre

Unit - I

Description, Exposition, Inductive and Deductive Reasoning, Argumentation, Tone, Style, approach and selecting a topic.

Unit- II

Identification of a research problem, choice of subject Norms of conventions, format of thesis, The Mechanics of writing

Unit III

Documentation, Bibliography and citation styles of presentation, Plagiarism and Academic integrity.

Unit IV:

Rabindranath Tagore	Gitanjali
A.K.Ramanujan	Small Scale Reflection of a large House
Jayanta Mahapatra	Freedom
Kamaladas	The Old Playhouse
Nissim Ezekiel	Don't call it Suicide
Bertolt Brecht	Mother Courage

Unit V:

Amitav Gosh	Hungry Tide
J D Salinger	Catcher in the Rye
Dr.S.Radhakrishnan	(a)Character is Destiny (b) Conflict in our Nature (From The Spirit of Religion)
George Orwell	Shooting Elephant

Reference:

1. **Thesis and Assignment Writing**, Anderson Durston and Pool & **MLA Handbook**
2. **Approaches and methods in language teaching**, Jack C. Richards, Theodore Stephen Rodgers CUP, New York.
3. S.K.Mangal and Uma Mangal, **Essentials of Education Technology** Prentice-Hall of India

Pvt. Ltd, New Delhi 2009.

4. R.A.Sharma, Fundamentals of Educational Technology, Surya Publications Meerut 2006.
5. Michael D and William, Integrating Technology in to Teaching, arid Learning: concept and Application, Prentice Hall, New York, 2004
6. Kumar K.L.Educational Technology, New Age International Publishers, 2008.

Subject	Semester	Int. Marks	Ext. Marks	Total
M19EN2	1	25	75	100

Course II - New Trends in Literary Theories

Objectives

- To facilitate the students perceive the diverse critical principles and strategies of modern critical schools of criticism.
- To introduce the students to the new trends in literary criticism
- To enable the students to understand and appropriate the critical idiom of each school of criticism
- To make the student develop an adequate critical sensibility by a systematic study of the prescribed text.

Unit I

Northrop Frye	The Function of Criticism at the Present time
Wilbur Scott	Five approaches of Literary Criticism(Introductory notes only)

Unit II

Jonathan Culler	Structuralist Poetics: Structuralism, Linguistics and the Study of Literature
Jacques Derrida	Structure, Sign and Play in the Discourse of the Human Sciences

Unit III

Edward Said	From Orientalism
Stephen Greenblatt	Resonance and Wonder

Unit IV

Ihab Hassan	Toward the Concept of Postmodernism
Richard Kerridge	Environmentalism and Eco Criticism

Unit V

- Theodor Adorno and Max Horkheimer The Culture Industry: Enlightenment as Mass Deception
- Judith Butler Bodies That Matter (Chapter I)

Reference:

Colonial Discourse **and Post-Colonial Theory**: A Reader eds. Patrick White and Laura'Crismán, Colombia University Press : New York. 1994.

A **Post Modern Reader** eds. Joseph Natoli and Linda Hutcheon, State University of New York Press : Albany, New York. 1993.

The Cultural studies Reader ed. Simon During, Routledge : London. 2003.

A Companion **to Media Studies** ed. Angharad N. Valdivia, Blackwell. Oxford. 2003.

The New Aestheticism eds. John J. Joughin and Simnon Malpas, Manchester University Press. New York.2003.

The Ecocritics Reader eds. Cheryl Glotfelty & Harold Fromm, The Unviersity of Georgia Press, London 1996.

Modern Literary Theory eds. Philip Wrice & Petricia Waugh, Hodder Arnold, New York.

Subject	Semester	Int. Marks	Ext. Marks	Total
M19EN3	1	25	75	100

Course III-Teaching and Learning Skills

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](http://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 Weert, 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.