



### Programme Outcomes (POs) for Research Programmes

Research programmes at MPhil and PhD levels are expected to have developed in research scholars the following graduate attributes:

1. Research Contribution: To propose innovative and original research.
2. Research Recognition: To locate information, critically read and evaluate data and primary & secondary sources.
3. Research as Ongoing Process: To integrate new research within previous research framework.
4. Research as Product: To design, apply and disseminate research.
5. Multidisciplinary Approach: To connect research across disciplines.
6. Theoretical Sophistication: To critically evaluate methods and theory.
7. Higher Order Thinking Skills: To think outside the box.
8. Research Reading Skills: To read as quickly, easily, and effectively as possible a lot of scientific papers, analyse, structure, record, and remember their contents.
9. ICT Skills: To analyze and grasp sophisticated IT Tools.
10. Presentation Skills: To present fluently and flawlessly research findings both in standard written and spoken English.

### Mapping of Programme Specific Outcomes (PSOs) with Programme Outcomes (POs)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
<b>PSO1</b>	✓	✓	✓	✓		✓	✓			
<b>PSO2</b>	✓	✓	✓	✓		✓	✓			
<b>PSO3</b>		✓	✓	✓	✓	✓	✓	✓		
<b>PSO4</b>		✓	✓	✓	✓	✓	✓	✓		
<b>PSO5</b>						✓	✓	✓	✓	
<b>PSO6</b>			✓	✓		✓	✓	✓		✓
<b>PSO7</b>		✓	✓	✓		✓	✓	✓		✓
<b>PSO8</b>						✓	✓	✓	✓	✓
<b>PSO9</b>				✓	✓		✓		✓	✓
<b>PSO10</b>		✓				✓	✓	✓	✓	✓

**MPE 6613****RHETORIC & RESEARCH METHODOLOGY****6Hrs./6Cr.**

This course aims at introducing research scholars to four aims of language and literary research: a) advancement of knowledge, b) sharpening the critical acumen, c) creation of a genuine and intelligent interest in language and literature, and d) inculcation of the sense that researcher is a member of a collaborative community.

At the end of the course, scholars will be able to

- i. adapt to the different kinds of literary research: bibliography, textual criticism, biographical, theoretical and interpretive,
- ii. integrate the basic principles of literary theories with methods of textual analysis,
- iii. compile and process the art of research work,
- iv. produce MLA documentation & citation skills, and
- v. evaluate the ELT issues in the Indian context for action research appropriately applying the APA style

**Unit 1****Research and Research Methods**

Research and Literary Research, Types of Research, Types of Research methods

**Unit 2****Research Design and Conduct of Research**

Research Design, Problems, Questions, Hypothesis, Research Proposal, Conducting Research, Review of Literature

**Unit 3****Crafting the Thesis**

Thesis Structure, Thesis Writing, Drafts, Editing and proof reading

**Unit 4****Documentation Style – MLA**

Background History of the MLA handbook, Documentation styles, Mechanics of Writing, Works Cites

**Unit 5****Documentation Style: APA**

Overview of the History of the APA, APA Citation Rules,

**References**

- Allen, J.P.B. & Corder, S. Pit. 1975. *Papers in Applied Linguistics*. Vol.2. London: OUP.
- Altick, Richard D. 1963. *The Art of Literary Research*. New York: W. W. Norton.
- American Psychological Association. 2009. *Publication Manual of the APA*. 6<sup>th</sup> Ed.
- Anderson, Jonathan, Durston, Berry H. & Poole, Millert. 1985. *Thesis and Assignment Writing*. New Deldi: Wiley Eastern.
- Berry, Ralph. 1985. *The Research Project; How to Write it*. London & New York: Routledge.
- Modern language Association of America. 2009. *MLA handbook for Writers of Research Papers*. 8<sup>th</sup> Ed. New Delhi: East-West.
- Mohamed, Syed HD. 2010. *The Craft of Language and Literary Research*. Delhi: Atlantic.
- Sinha, MP. 2007. *Research Methods in English*. Delhi: Atlantic.

**Mapping of Course Outcomes with Bloom's Taxonomy**

	K1	K2	K3	K4	K5	K6
CO1						6
CO2						6
CO3						6
CO4						6
CO5						5

**Mean: 5.8**

MPE 6615

**MODERN CRITICISM & THEORY**

6Hrs/6Cr.

This advanced level course on contemporary literary theory aims at familiarizing scholars with ten major critical trends in reading and interpreting literary texts and facilitating them to apply theories to reading literary texts of their own choice.

At the end of the course, scholars will be able to

- i. assess structuralist and poststructuralist poetics
- ii. compare and contrast the principles of deconstruction and psychoanalysis
- iii. prepare the characteristics of postmodernism, new historicism & ecocriticism
- iv. discriminate the ideologies of feminism, masculine studies, & postcolonialism
- v. evaluate the application of theories to the interpretation of literary texts

**Unit 1 Formalist, Structuralist & Poststructuralist Poetics**

Victor Shklovsky	Art as Technique
Roman Jakobson	Linguistics and Poetics
Gerard Genette	Structuralism and Literary Criticism
Roland Barthes	The Death of the Author
Michael Foucault	What is an Author?

**Unit 2 Deconstruction & Psychoanalysis**

Jacques Derrida	Structure, sign and Play in the Discourse of the Human Sciences
Paul de Man	The Resistance to Theory
Jacques Lacan	The Insistence of the Letter in the Unconscious
Geoffrey Hartman	The Interpreter's Freud

**Unit 3 Postmodernism, New Historicism, & Ecocriticism**

Fredric Jameson	The Politics of Theory: Ideological Positions in the Postmodern Debate
Terry Eagleton	Capitalism, Modernism and Postmodernism
Stephen Greenblatt	The Circulation of Social Energy
William Rueckert	Literature and Ecology: an Experiment in Ecocriticism

**Unit 4 Feminism, Masculine Studies, & Postcolonialism**

Elaine Showalter	Feminist Criticism in the wilderness
Helen Cixous	Sorties
Raewyn Connell	The Social Organization of Masculinity
Edward Said	Crisis (from <i>Orientalism</i> )
Homi Bhabha	Of Mimicry and Man: the Ambivalence of Colonial Discourse

**Unit 5 Application**

Gayatri Chakravorty Spivak	"Draupadi" by Mahadsweta Devi
Shoshana Felman	The Case of Poe: Applications/Implications of Psychoanalysis
Elaine Showalter	Representing Ophelia: Women, Madness, and the Responsibilities of Feminist Criticism
Stephen Grenblatt	The Cultivation of Anxiety: King Lear and His Heirs
Alan Sinfield	<i>Macbeth</i> : History, Ideology and Intellectuals

## References

- Barry, Peter. *Beginning Theory: An Introduction to Literary and Cultural Theory*, 1995.
- Culler, Jonathan. *Structuralist Poetics*. Routledge, 1975.
- Douglas, G. Atkins & Laura Morrow. *Contemporary Literary Theory*. Macmillan, 1989.
- Eagleton, Terry. *A Very Short Introduction to Literary Theory*,
- Glotfelty, Cheryll & Harold Fromm, eds. *The Ecocriticism Reader: Landmarks in Literary Ecology*. University of Georgia Press, 1966.
- Lodge, David & Nigel Wood. Eds. *Modern Criticism and Theory: A Reader*. Pearson, 2005.
- Morris, Edward W. & Freedom Blume Oeur, eds. *Unmaking Masculinities*. Sage, 2017.
- Newton, K.M. Ed. *Theory into Practice: A Reader in Modern Literary Criticism*. Macmillan, 1992.
- Rice, Philip & Patricia Waugh. Eds. *Modern Literary Theory: A Reader*. Arnold,
- Waugh, Patricia. Ed. *Literary Theory and Criticism: An Oxford Guide*, Oxford, 2006

## Mapping of Course Outcomes with Bloom's Taxonomy

	K1	K2	K3	K4	K5	K6
CO1					5	
CO2					5	
CO3						6
CO4					5	
CO5					5	

**Mean: 5.2**

**MPE 6612 CONTEMPORARY FICTION IN ENGLISH 6Hrs./6Cr.**

This course aims at introducing research scholars to wide reading of the 21<sup>st</sup> century fiction of both the east and the west and to the different elements of fictional techniques. It also enables scholars to comprehend the complementary relationship between Orientalism and Occidentalism and to use the appropriate research tools available in the emerging scholarship.

At the end of the course, scholars will be able to

- i. evaluate the trends and techniques in contemporary literary texts from the east and the west;
- ii. analyse the cultural issues pertaining to the emerging twenty first century;
- iii. differentiate the thought processes of the novelists of these two spheres;
- iv. explain the emerging epistemes available through the novelists of this century; and
- v. integrate cultural formation and diversity seen in the emerging world.

<b>Unit 1</b>	<b>Pakistan &amp; Bangladesh</b> Kamila Shamsie Taslima Nasreen	<i>House Fire</i> (2017) <i>The French Lover</i> (2002)
<b>Unit 2</b>	<b>Indonesia &amp; Malaysia</b> Eke Kurniawan K. S. Maniam	<i>Beauty is a Wound</i> (2016) <i>Between Lives</i> (2003)
<b>Unit 3</b>	<b>Sri Lanka &amp; West Indies</b> Shyam Senvadurai Sam Selvon	<i>The Hungry Ghosts</i> (2012) <i>The Lonely Londoners</i> (2006)
<b>Unit 4</b>	<b>South Africa &amp; Africa</b> Ronnie Govender Chmamanda Ngozi Adichie	<i>Black Chin, White Chin</i> (2007) <i>Purple Hibiscus</i> (2003)
<b>Unit 5</b>	<b>Canada &amp; Australia</b> Margaret Atwood Markus Zusak	<i>Hag-Seed</i> (Retelling of <i>The Tempest</i> ) (2016) <i>The Book Thief</i> (2006)

**References**

- David, Herman. *The Cambridge Companion to Narrative*. Cambridge University Press, 2007.
- Forster, E. M. *Aspects of the Novel*. Penguin, 1974.
- Grave, Paul--. *The New English Literatures: Cultural Nationalism in a Changing World*. McMillan, 1980.
- Hoffman, Michael and Patrick Murphy. *Essentials of the Theory of Fiction*. Duke University Press, 1988.
- King, Bruce (Ed.). *Literatures of the World in English*. Routledge, 1986.
- . *The New Literatures (New Literature Handbook)* McMillan, 1980.
- . *New National and Postcolonial Literatures*. New Clarendon, 1998.
- . *The Internationalisation of English Literature: The Oxford English Literary History*. Vol. XIII. 1948-2000. Oxford, 2004.
- . *From New National to World Literature: Essays and Reviews*. Ibidem Press, 2007.

Prince, Gerald. *A Dictionary of Narratology (Revised Edition)*. University of Nebraska Press, 2003.

**Mapping of Course Outcomes with Bloom's Taxonomy**

	K1	K2	K3	K4	K5	K6
CO1					5	
CO2				4		
CO3				4		
CO4				4		
CO5						6

**Mean: 4.6**



MPE 6614

**ENGLISH LANGUAGE TEACHING****6hrs/6cr.**

The course aims at familiarizing scholars with contemporary issues and trends in teaching, learning, and researching English as a second language in India. The issues are related to language policies, approaches to teaching, lesson planning and classroom management, syllabus design, learning strategies, language skills, assessment, and professional development.

At the end of the course, scholars will be able to

- i. evaluate language policies in India
- ii. appraise language skills
- iii. devise assessment techniques
- iv. explore continuous professional development
- v. develop instructional materials and technologies

<b>Unit 1</b>	<b>English Language Policies pre- and post-independent India</b>	
	Krishnaswamy & Sriraman	“Story of English in India”
	Govt. of India	University Education Commission Report 1948-9
	Govt. of India	Secondary Education Commission Report 1950-51
	Govt. of India	Kothari Commission 1964-66
	Govt. of India	New Education Policy 1986
	Govt. of India	Knowledge Commission 2009
<b>Unit 2</b>	<b>Approaches to Teaching &amp; Classroom Dynamics</b>	
	Jack C. Richard	“Theories of Teaching in Language Teaching”
	David Nunan	“Second Language Teaching”
	Amy Tsui	“Classroom Interaction”
	Alan Maley	“Literature in the Classroom”
	Marilyn Lewis	“Classroom Management”
<b>Unit 3</b>	<b>Lesson Planning &amp; Designing Instructional Materials</b>	
	Thomas S.C. Farrell	“Lesson Planning”
	Denise Finney	“The ELT Curriculum: A Flexible Model for a Changing World”
	Brian Tomilson	“Materials Development”
	Michael P. Breen	“Syllabus Design”
	Diane Larsen-Freeman	“Grammar”
	Michael Swan	“Seven Bad Reasons for Teaching Grammar—and Two Good Ones”
	David Beglar & Alan Hunt	“Implementing Task-based Language Teaching”
<b>Unit 4</b>	<b>Teaching/Learning Listening, Speaking, Reading, Writing</b>	
	David Nunan	“Listening in Language Learning”
	Michael Rost	“Listening”
	Wai King Tsang & Matilda Wong	“Conversational English: An Interactive, Collaborative, and Reflective Approach”
	Martin Bygate	“Speaking”

William Grabe	“Dilemmas for the Development of Second Language Reading Abilities”
Catherine Wallace	“Reading”
Randi Reppen	The Writing Process and Process of Writing”
Joy Reid	“Writing”

**Unit 5 Learning Strategies, Assessment, Technologies, & Professional Development**

Rebecca L. Oxford	Language Learning Strategies in a Nutshell: Update and ESL Suggestions”
Geoff Brindley	“Assessment”
Ana Huerta-Marcias	“Alternative Assessment: Responses to Commonly Asked Questions”
Elizabeth Hanson-Smith	“Computer-assisted Language Learning”
Mark Warschauer & P. Fawn Whittaker	“The Internet for English Teaching: Guidelines for Teachers”
Penny Ur	“The English Teacher as Professional”
Joanne Pettis	“Developing Our Professional Competence: Some Reflections”

**References**

- Richards, Jack C. & Renandya, Willy A. Eds. 2002. Methodology in Language Teaching. New Deli: CUP.
- Carter, Ronald & Nunan, David. Eds. 2001. The Cambridge to Teaching English to Speakers of Other Languages. London: CUP.
- Krishnaswamy, N. & Sriraman, T. English Teaching in India. Chennai: T.R. Publications.

**Mapping of Course Outcomes with Bloom’s Taxonomy**

	K1	K2	K3	K4	K5	K6
CO1					5	
CO2					5	
CO3						6
CO4						6
CO5						6

**Mean: 5.6**

**MPE 6610 & MPE 6011****DISSERTATION****6 Cr.**

The Dissertation aims at enabling scholars to make a new, original and significant contribution to the area of research (Literatures & ELT) by identifying the epistemological gaps in the existing research findings, by applying theories to research or by evolving theories as an outcome of research.

After completing research, scholars will be able to

- i. prepare the reviews of literatures,
- ii. hypothesize research problems & issues and thesis statements,
- iii. conduct experiments & deconstruct literary texts,
- iv. write original research papers/chapters in books, and
- v. structure dissertation.

- Unit 1** Introduction chapter in dissertation
- Unit 2** Conduct of experiments/explication of literary texts
- Unit 3** Discussion and development of thesis statement/hypotheses
- Unit 4** Documentation and citation styles of MLA/APA
- Unit 5** Work-in-Progress sessions and defence in public viva voce

**Mapping of the Course Outcomes (COs) with Bloom's Taxonomy**

	<b>K1</b>	<b>K2</b>	<b>K3</b>	<b>K4</b>	<b>K5</b>	<b>K6</b>
<b>CO1</b>						<b>6</b>
<b>CO2</b>						<b>6</b>
<b>CO3</b>						<b>6</b>
<b>CO4</b>						<b>6</b>
<b>CO5</b>						<b>6</b>

**Mean: 6**

### **Administrative Steps to Follow**

Institutional intervention is crucial in effectively guiding the students and therefore the following administrative steps can be considered:

1. Encourage scholars to involve themselves in both language and literature (action) research with a view to producing original knowledge.
2. Translation of critical-theoretical writings and critical study of different translations of creative writings along with the original can be encouraged.
3. Scholars are encouraged to explore unexplored contemporary texts/writers.
4. Each scholar is expected to have presented at least three research papers in the chosen area for presentation at national/international conferences, and published at least one article in journals of reputation.
5. All the faculty members of the Research Department who are recognised as PhD guides by Madurai Kamaraj University are eligible to be supervisors.
6. They can guide candidates either in language or in literature; it is better to inform the scholars about the area of specialization/interests of the faculty supervisors.
7. Guides will be chosen by candidates through lots after identifying their area of research—language and literature.
8. Scholars can seek the help from supervisors outside the regular working hours.
9. There shall be three stages across the project period.
  - i. Stage 1: The scholar should submit the dissertation proposal by the end of the semester one.
  - ii. Stage 2: The scholar should present a work-in-progress seminar with a focus on the theoretical framework and the research design by the fourth week of semester two.
  - iii. The scholar should submit two copies of the dissertation in 80 pages by the end of semester two or the date fixed by the Research Committee.
  - iv. The scholar should submit two copies of the synopsis in five pages.
10. CIA Weight for the Dissertation: 20% for topic defence, 20% for work-in-progress sessions, and 60% for the final version of the dissertation to be awarded by the supervisor.
11. EOS Weight for the Project: 60% for the thesis and 40% for viva voce.
12. The external examiner shall be an outstanding researcher with active research history is to be recommended by the Research Committee to the Controller of Examinations of the College.
13. The external examiner will assess the dissertation for 60 marks and evaluate the performance of the scholar in the public viva voce for 40 marks.
14. The viva voce board shall consist of the Research Head as chairperson, external examiner, faculty supervisor, and all other eligible guides.
15. The viva date is the date for the award of the degree.

### Rubrics for the Evaluation of the Dissertation

Weight	Item	85% & above	84%-75%	74%-70%	69-60%	59%-50%
20	Title Topic Objectives Contextualization Problem statement	Innovative & original Defined & contextually grounded	Original	Adequately defined & contextualized	Satisfactorily defined but originality	Defined but inadequately contextualized, little or no originality
10	Review of Literature	Excellent knowledge, coverage, interpretation & application of relevant literature	Authoritative knowledge	Adequate knowledge	Minor shortcomings in interpretation & application	With limited coverage, interpretation & application
20	Research Methodology	Demonstrating advanced control, deep understanding & insight, and applying relevant methodology, techniques & analysis	Good control & understanding	Understanding the significance of research & effective application	Adequate knowledge & good organization	Satisfactory understanding, reasonably effective interpretation & application
40	Structure & Progression from Objectives to Findings	Systematic, well-structured, excellent in coherence, chapters interwoven	Clearly argued and well-presented	Structured satisfactorily	Greater part of work sufficiently covered, text well-organized & clearly argued	Inadequate coherence, lack of insight & understanding, lack of coherence
10	Works Cited/References	Documentation style scrupulously followed	Good	Satisfactory	With some deviations	Not adequately followed