

**University of Pune**  
**M Phil in English**  
**(New Syllabus w.e.f June 2009)**

**Structure**

**(a) Coursework**

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| 1. Paper 1: Research Methodology (Theory)            | 100 marks |
| 2. Paper 2: Preparing for Research                   | 100 marks |
| 3. Paper 3: Topic Related Practical/Contact Sessions | 100 marks |

**(b) Dissertation**

As a part fulfillment each student will be required to write a dissertation on a topic of his/her choice under the supervision of a Pune University recognized Research Guide. The dissertation shall be evaluated by the internal examiner (the guide) as well as by an external examiner appointed as per the university rules. The procedure for evaluation of dissertation, conduct of final seminar and viva voce and the declaration of final result shall be as laid down in the university rules.

**Syllabus**

**Paper I: Research Methodology (Theory)**

**Objectives**

1. To equip the students with the tools and materials of research
2. To acquaint them with the research process
3. To train them in presenting their research

**Contents**

1. Meaning and objectives of research
2. Research in language and literature
3. Materials and tools of research (books, anthologies, thesauruses, encyclopedias, conference proceedings, unpublished theses, newspaper articles, journals, govt publications, e-journals, web references, research sites, printed and web indexes, etc.; e-mail discussion groups, special libraries, advanced study centers, virtual libraries, web search engines, etc.)
4. The process of research (selecting a project; the survey of relevant literature; defining aims and objectives; designing hypothesis; scope and limitations; preparing a research proposal; planning, etc)
5. Presentation of Research (title, aims and objectives; research format; avoiding plagiarism; quoting and creating in-text citations; research findings; using standard style sheets)

**Evaluation**

There will be two components of evaluation: internal assessment and annual examination. The internal assessment will consist of two assignments of 20 marks each. The first assignment will be based on research process and the second on the

presentation of research. The final examination will be for 60 marks. It will consist of six (out of eight) short answer questions on the sections 1 to 5.

### **Reference Books**

1. Abdul Rahim, F. (2005), *Thesis Writing: A Manual for Researchers* (New Delhi: New Age International)
2. Adam Sirjohn (2004), *Research Methodology: Methods & Techniques*, Delhi: New Age International Ltd
3. Altick, R. D. (1963), *The Art of Literary Research*, New York: Norton
4. Barker, Nancy and Nancy Hulig (2000), *A Research Guide for Under Graduate Students: English and American Literature*, New York: MLA of America
5. Bateson, F. W. (1972), *The Scholar Critic: An Introduction to Literary Research*, London: Routledge
6. Brown, James Dean (2006), *Understanding Research in Second Language Learning*, New York: Cambridge University Press
7. Caivary, R. & Nayak V. K. (2005), *Research Methodology*, S. Chand
8. Chindhade, S. and A. Thorat (2009), *An Introduction to Research*, Mumbai: CUP
9. Eliot, Simon and W. R. Owens (4<sup>th</sup> edn. 1998), *A Handbook to Literary Research*, London: Routledge & Open University
10. Gibaldi, Joseph (6<sup>th</sup> edn. 2003), *MLA Handbook for Writers of Research Papers*, New York: MLA Association
11. Gupta, R. K. (1971), *American Literature Fundamentals of Research*, ASRC Hyderabad
12. Harner, James L. (2002), *Literary Research Guide: An Annotated Listing of Reference Sources in English Literary Studies*, New York: MLA of America
13. Hunt, Andy (2005), *Your Research Project*, New Delhi: Foundation Books
14. Kothari, C.R. (1985), *Research Methodology: Methods & Techniques*, Delhi : New Age International Ltd
15. Lenburg, Jeff (2007), *Guide to Research*, Viva Books
16. Litosseliti, Lia (2000), *Using Focus Groups in Research*, British Library Cataloguing
17. Miller, R. H. (1995), *Handbook of Literary Research*, Methuen
18. Mishra, D. S. (1989), *A Grammar of Literary Research*, New Delhi: Harman Publishing House
19. Oakman, Robert L. (1984), *Computer Methods for Literary Research*, Athens: University of Georgia Press
20. Rahim, F. Abdul (1996), *Thesis Writing-A Manual for Researchers*, New Delhi: New Age International Ltd
21. Rajannan, B. (1968), *Fundamentals of Research*, ASRC Hyderabad
22. Rengachari, S. & Rengachari, Sulochna - *Research methodology for English Literature*, Bareilly : Prakash Book Depot
23. Seliger (2001), *Second Language Research Methods*, Oxford University
24. Sinha, M.P. - *Research Methods in English*
25. Winkler, Anthony C. & Accuen, Jo Roy (2003), *Writing the Research Paper*, Thomson Heinle

## **Paper II: Preparing for Research**

### **Objectives**

1. To acquaint the students with the latest approaches to language and literature
2. To enable them to apply these approaches to literary pieces and/or language (natural, literary, media)
3. To inculcate the habit of making background reading with the help of various conventional and technological sources

### **Contents**

1. Approaches to literature: Feminism, Post-colonialism, Culture Studies
2. Approaches to language: Pragmatics, Discourse Analysis, ELT
3. Application of approaches: Each student will be required to apply at least one approach to a literary piece like short story, poem, one-act play, novel and play or to the English language used in literature, journalism and other media, the Internet, day-to-day conversations, etc. The concerned teacher will demonstrate how to apply these approaches.
4. Potential research areas in English language and literature: The teacher/s will discuss probable areas and various possibilities of research in language and literature. Emphasis will be given on interdisciplinarity.
5. Survey of relevant literature: Each student will be required to make a survey of literature related to an area of his/her interest under the guidance of the concerned teacher/s. This will include the use of various sources like libraries, websites and search engines.

### **Evaluation**

There will be two components of evaluation: internal assessment and annual examination. The internal assessment will consist of two assignments of 20 marks each. The first assignment will be based on the approaches to literature and language and the second on the application of these approaches. The final examination will be for 60 marks. It will consist of six (out of eight) short answer questions on the sections 1 to 5.

### **Reference Books**

#### **Section 1**

#### **General Resources**

1. Barry, Peter. *Beginning Theory*, South Asian Edn. Chennai: Viva Books, 2007
2. Bertens, Hans. *Literary Theory: The Basics*. London and New York: Routledge, 2001
3. Bressler, Charles E. *Literary Criticism: An Introduction to Theory and Practice*. 3rd Ed. Upper Saddle River, NJ: Prentice Hall, 2003.
4. Culler, Jonathan. *Literary Theory: A Very Short Introduction*, OUP, 2000.
5. Dobie, Ann B. *Theory into Practice: An Introduction to Literary Criticism*. Thomson, 2002.
6. Eagleton, Terry. *Literary Theory: An Introduction*. Minneapolis: U of Minnesota P, 1983.

7. Groden, Michael, and Martin Kreiswirth. *The Johns Hopkins Guide to Literary Theory and Criticism*. Baltimore: Johns Hopkins UP, 1994
8. Hall, Donald E. *Literary and Cultural Theory: From Basic Principles to Advanced Application*. Boston: Houghton, 2001.
9. Klages, Mary. *Literary Theory: A Guide for the Perplexed*. Chennai: Viva Books, 2008.
10. Selden, Raman and Peter Widdowson. *A Reader's Guide to Contemporary Literary Theory*. 3rd Ed. Lexington: U of Kentucky P, 1993.

### **Approaches to Literature**

1. Ashcroft, Bill, Griffiths, and Tiffin, Helen. *The Empire Writes Back: Theory and Practice in Post-Colonial Literatures*
2. Ashcroft, Bill. Gareth Griffiths, and Helen Tiffin, eds.(2004). *Key Concepts in Post-Colonial Studies*. London: Routledge
3. Baldwin, E. (2004). *Introducing Cultural Studies*. New York: Pearson/Prentice Hall.
4. Balslev, A.N. (1996). *Cross-cultural Conversation*. Atlanta, Ga.: Scholars Press.
5. Barker, M. & Beezer, A. (1992). *Reading into Cultural Studies*. London: Routledge.
6. Belsey, C. (2005). *Culture and the Real: Theorizing Cultural Criticism*. London; New York: Routledge.
7. Bhabha, Homi (2006). *The Location of Culture*. Chennai: Viva Books
8. During, S. (2005). *Cultural Studies: A Critical Introduction*. London; New York: Routledge.
9. During, Simon. *The Cultural Studies Reader*. 2nd ed. London ; New York: Routledge, 2003.
10. Edgar, Andrew and Peter Sedgwick. 2005. *Cultural Theory: The Key Concepts*. 2nd edition. NY: Routledge.
11. Grossberg, Lawrence, Cary Nelson, and Paula A. Treichler. *Cultural Studies*. New York: Routledge, 1992.
12. Loomba, A. (2005). *Colonialism/Postcolonialism*. London; New York: Routledge.
13. Milner, A. (1996). *Literature, Culture and Society*. New York: New York University Press.
14. Moi, Toril. *Sexual/textual Politics: Feminist Literary Theory*. London ; New York : Methuen, 1985.PN98.W64 M65 1985
15. Nayar, Pramod K.(2008) *An Introduction to Cultural Studies*. New Delhi: Viva Books
16. Spivak, Gayatri Chakravorty. *In Other Worlds: Essays in Cultural Politics*. London: Routledge, 1988.
17. Spivak, Gayatri Chakravorty. *The Post-Colonial Critic: Interviews, Strategies, Dialogues*. Ed. Sarah Harasym. London: Routledge, 1990.
18. Showalter, Elaine, ed. *Speaking of Gender*, 1989.

## Section 2

1. Austin, J. L. (1962), *How to do things with words*, Oxford: Clarendon Press.
2. Blommaert, Jan (2005), *Discourse: A Critical Introduction*, Cambridge: CUP
3. Brown, G. and G. Yule (1983), *Discourse Analysis*, Cambridge: CUP.
4. Brown, P. and Levinson, S. C. (1987), '*Politeness: Some Universals*' in *Language Usage*, Cambridge: CUP
5. Carter, R. And D. Nunan (2001), *Teaching English to Speakers of Other Languages* (CUP)
6. Fowler, Roger(1981), *Literature as Social Discourse*. London: Batsford Academic and Educational Ltd.
7. Grundy, Peter (2000), *Doing Pragmatics*, London: Edward Arnold.
8. Krishnaswamy, N. and T. Sriraman (1994), *English Teaching in India*, (T. R. Publications, Madras)
9. Leech, G. N. (1983), *Principles of Pragmatics*, London: Longman.
10. Levinson, S. C. (1983), *Pragmatics*, Cambridge: CUP.
11. Mey, Jacob L. (1993), *Pragmatics: An Introduction*, Oxford: Blackwell. [Revised edition is available and is preferred.]
12. Nagaraj, G. (1996), *English Language Teaching: Approaches, Methods and Techniques* (Orient Longman)
13. Paul, Beedle & Bob, Burkill(eds).(2008), *Reflections on Teaching Today and Tomorrow*. Cambridge: CUP
14. Richards, Jack & Theodore, Rodgers. (2002), *Approaches and Methods in Language Teaching*. Delhi: CUP
15. Salkie, Raphael (2005), *Text and Discourse Analysis*. London: Routledge
16. Schiffrin, D. (1994), *Approaches to Discourse*. Oxford: Blackwell.
17. Searle, J. R. (1969), *Speech Acts*, Cambridge: CUP
18. Searle, J. R. (1970), *Speech Acts: An Essay in the Philosophy of Language*, Cambridge: CUP.
19. Sperber, D. & Wilson, D. (1986), *Relevance: Communication and Cognition*, Oxford: Basil Blackwell.
20. Thorat, Ashok (2009), *Discourse Analysis*. Mumbai: CUP
21. Thorat, Ashok (ed.) (2007), *Pragmatics*. Pune: IASE
22. Tickoo, M. L. (2003), *Teaching and Learning English*. Hyderabad: Orient Longman
23. Ur, Penny (1996), *A Course in Language Teaching: Practice and Theory* (CUP)
24. Verschueren, Jef (1995), *Handbook of Pragmatics*, Amsterdam: John Benjamins.
25. Verschueren, Jef (1999), *Understanding Pragmatics*, London: Arnold.
26. Yule, George (1996), *Pragmatics*, Oxford: OUP.

## **Paper III: Topic Related Practical/Contact Sessions**

### **Objectives**

1. To help the student to crystallize topic of research
2. To provide the student relevant and timely guidance for conducting research
3. To ensure the quality of dissertation

### **Contents**

This paper will be conducted in the form of contact sessions. The students will be grouped according to their area of interest. Each group will consist of 4-6 students. Relevant and recognized research guides will conduct minimum 10 contact sessions of one hour each for each group. The contact sessions will aim at helping each student to identify the topic, formulate aims and objectives, design hypothesis, prepare a plan of research and make the relevant reading. The students will be required to give seminars, make PowerPoint presentations and to actually begin their serious research along with these sessions. The contact sessions will be spaced out over the second and the third terms and will be treated as teaching hours.

### **Evaluation**

Each student will be required to complete two assignments as a part of the internal assessment; one will be home assignment based on the relevant background reading and the other will be a PowerPoint presentation on the final research proposal. Each assignment will carry 20 marks. The final examination will carry 60 marks. It will consist of six (out of eight) short answer questions on the topics ranging from identifying topic to using standard style sheets.

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