



**AMRITA**  
VISHWA VIDYAPEETHAM

**Program**

**M.Phil.**

**ENGLISH LANGUAGE AND  
LITERATURE**

**Faculty of Humanities and Social  
Sciences**

**(Revised with effect from 2018-2019 AY onwards)**

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## **PROGRAMME OUTCOMES**

- The English Department offers students guidance in acquiring and developing the skills of interpretation, critical thinking, and clear writing. For students choosing to specialize in literature or creative writing, the curriculum offers the opportunity to engage with the literary traditions of Anglophone, European, continental and Indian literary cultures, and to enter into the theory and practice of literature itself.
- Acquire a thorough knowledge on the historical, literary and theoretical aspects of literature
- Culture and History: Students will gain a knowledge of the major traditions of literatures written in English, and an appreciation for the diversity of literary and social voices within—and sometimes marginalized by—those traditions. They will develop an ability to read texts in relation to their historical and cultural contexts, in order to gain a richer understanding of both text and context, and to become more aware of themselves as situated historically and culturally.
- Critical Approaches: Students will develop the ability to read works of literary, rhetorical, and cultural criticism, and deploy ideas from these texts in their own reading and writing. They will express their own ideas as informed opinions that are in dialogue with a larger community of interpreters, and understand how their own approach compares to the variety of critical and theoretical approaches.
- Research Skills: Students will be able to identify topics and formulate questions for productive inquiry; they will identify appropriate methods and sources for research and evaluate critically the sources they find; and they will use their chosen sources effectively in their own writing, citing all sources appropriately.
- Valuing literature, language, and imagination: Students will develop a passion for literature and language. They will appreciate literary ability to elicit feeling, cultivate the imagination, and call us to account as humans. They will cultivate their capacity to judge the aesthetic and ethical value of literary texts—and be able to articulate the standards behind their judgments. They will appreciate the expressive use of language as a fundamental and sustaining human activity, preparing for a life of learning as readers and writers.
- Self-directed and Life-long Learning: Acquire the ability to engage in independent and life-long learning in the broadest context.
- Effective Communication: Speak, read, write and listen clearly in person and through electronic media, and make meaning of the world by connecting people, ideas, books, media and technology.

## PROGRAMME SPECIFIC OUTCOME

- Orient students towards language and literature
- Read, interpret, and write about a diverse range of texts in English, for example literature, film, digital media, and popular culture.
- Develop working knowledge of the principal works, authors, genres, and periods of American and British literatures.
- Possess an awareness of alternatively defined traditions and/or genres, such as women's literature, postcolonial literature, world literature, gender studies or Native American literature.

## CURRICULUM STRUCTURE

### M. Phil. (English Language and Literature)

#### 2018 Admissions

SEMESTER I					SEMESTER II					
<i>Course Code</i>	<i>Course Title</i>	<i>L T P</i>	<i>Cr</i>		<i>Course Code</i>	<i>Course Title</i>	<i>L T P</i>	<i>Cr</i>		
18ELL701	Research Methodology	4 0 0	4			Elective	4 0 0	4		
18ELL702	Contemporary Literature & Theory	4 0 0	4		18ELL796	Dissertation (based on elective chosen)		12		
18CUL501	Cultural Education I	1 0 0	1		18ELL797	Viva - voce		5		
<b>TOTAL</b>				<b>9</b>	<b>TOTAL</b>				<b>21</b>	

#### Elective Courses:

1. 18ELL731 Post Colonial Studies
2. 18ELL732 English Language Teaching
3. 18ELL733 Bhasha Literatures in English Translation

## **EVALUATION SCHEME AND GRADING SYSTEM**

### **1.3 Course- work Credits**

All M.Phil students must complete 12 credits of course work which includes 4 credits on Research Methodology; 8 credits in the domain of research: 1 credit course on Amrita Values Program followed by a thesis and viva voce carrying 17 credits.

The courses (excluding thesis and viva voce) shall be graded as follows:

Letter Grade	Grade Points	Ratings
O	10	Outstanding
A+	9.5	Excellent
A	9	Very Good
B+	8	Good
B	7	Above average
C	6	Average
P	5	Pass
F	0	Fail
FA		Failed due to Lack of attendance
I		Incomplete (awarded only for lab courses or internship etc)
W		Withheld

### **2.3 M.Phil Degree Requirements**

#### **2.3.1: Thesis Work:**

In addition to coursework, the MPhil student is expected to carry out creative and scholarly research leading up to the completion of a written MPhil Thesis. The said research must result in original and substantial contributions to the chosen specialized field of study. This requires

mastery of the literature in the specialized field and critical thinking and judgment. The student should also relate the field of study to the broader discipline within which the research falls.

### **2.3.2: Publications**

Every MPhil student is to publish 1 refereed paper per year. This paper should be in a scopus indexed journal or Conference proceedings. Prior to the submission of a paper to any conference or journal, a written consent should be obtained from the Chair of the department in which the student is registered.

All publications based upon the thesis research should list the name of the thesis advisor and co-advisor with their consent in addition to the MPhil student's name. The format for writing one's affiliation in conference or journal papers is as follows:

Names of authors

Name of Department or center or school

Name of campus

Amrita Vishwa Vidyapeetham University

Conference publications should appear in the proceedings produced by reputed international professional bodies. The thesis advisor, in consultation with the experts in the area will decide whether the publications are of the required quality.

Before submission of the MPhil thesis synopsis, every student is also expected to have at least one paper published or accepted for publication in a scopus indexed journal on the topic of the thesis research.

### **2.3.3 Pre Submission Seminar**

After completing the coursework and dissertation requirements, all MPhil candidates are required to present a final research seminar. The seminar should be attended by the thesis advisor and MPhil committee. Feedback and comments on the research obtained from the seminar may be suitably incorporated in the thesis.

### **2.3.4 Thesis synopsis**

Once the thesis advisor and MPhil committee are satisfied that the MPhil candidate has completed the required research for the award of the MPhil degree and the candidate has published (or has an acceptance of) a refereed scopus indexed journal, the candidate is required to submit a written synopsis to the MPhil committee for approval. Thesis synopsis may be of 4 pages, briefly elaborating the significance and scope of the study, problem identified, major objective, hypotheses, chapter scheme and research methodology.

Thesis synopsis along with copy of the published paper should be submitted to the thesis advisor, who will finalize and forward the same to the MPhil committee for their approval.

### **2.3.5 Thesis submission and evaluation**

After the thesis synopsis is approved, the MPhil scholar can submit thesis within 2 weeks from the date of the synopsis submission.

The thesis advisor shall nominate 4 experts to evaluate the thesis. The head of the institution can choose any one from the given list. The thesis advisor and co-advisor, if any, are also invited to provide a formal evaluation of the thesis. The examiner should be given 3 weeks to provide the evaluation. The examiner can give one of the 3 recommendations: 1. Accept, 2. Accept with modifications, 3. Reject. If the external examiner recommends an 'accept', the candidate is permitted to provide to the viva voce. If the external examiner recommends an 'accept with modifications', the candidate must submit a revised thesis taking into account the comments and suggestions prior to the viva voce with the approval of the MPhil thesis committee.

If the external examiner recommends a 'reject', the thesis can be sent to another examiner chosen by the head of the institution for reevaluation. If the latest examiner recommends an 'accept', the candidate is permitted to proceed to the viva voce. If the latest examiner recommends an 'accept with modifications', the candidate must submit a revised thesis, taking into account the comments and suggestions made by the examiner prior to the viva voce. If the thesis is again rejected by the latest examiner, then the candidate should carry out the thesis work once again as mentioned in section 2.3.1 and should submit the new thesis within 6 months.

### **2.3.6 Viva Voce**

The MPhil thesis committee consists of the MPhil committee and the external examiner who evaluated the thesis. If the external examiner cannot be present, the PGP chair may nominate a substitute examiner.

The viva voce shall be conducted by the MPhil thesis committee where the candidate is required to answer queries raised by the thesis examiner.

A pass in the viva voce examination is compulsory. If a candidate fails in this examination in the first instance, he or she may be allowed a second and final chance after a lapse of 1 month but not later than 3 months from the date of the first appearance. If the candidate passes the oral examination, the thesis committee shall consolidate the recommendation for the award of MPhil degree based on the report of the examiner who evaluated the thesis as well as an evaluation of the candidate's performance in the oral examination. The head of the department shall forward the consolidated recommendation to PGP chair who shall forward the same to the PGP dean through the head of the School. The PGP dean shall forward the final recommendation to the Vice Chancellor for his approval. After the VC's approval, The PGP Dean shall issue the Provisional Certificate.

### **2.3.7**

A Consolidated Grade Sheet shall be issued at the end of the program indicated the courses undergone and the grade secured.



There shall be no classification and ranking of the successful candidates.

## **COURSE OBJECTIVES, COURSE OUTCOMES, SYLLABUS**

**18ELL701 Research Methodology      4 – 0 – 0-4**

### **Objectives:**

- to introduce scholars to the philosophy and mechanics of research
- to train scholars in the use of language, style and discourses suitable for thesis-writing,
- to expose scholars to theories of literature, and help them acquire both a theoretical thrust and hands-on experience in writing research proposals before they embark on the execution of the thesis proper

### **Course Outcomes:**

CO1: Scholars gain a sound understanding of the philosophy and mechanics of research

CO2: Scholars are equipped with the tools of thesis writing

CO3: Scholars get familiarised with the latest trends in academic research

### **Unit I: Aims and Methods of Scholarship in Modern Languages and Literatures.**

Linguistics, Textual Criticism, Literary History, Literary Criticism.

### **Unit II Introduction to Research**

Definition and Objectives of Research- Research in Language and Literature-Types of Literary Research, Different approaches to Research- Extrinsic and Intrinsic Approaches-Identifying a research problem-criteria of good research

### **Unit-III: Research Process**

Research problem-definition-review of literature-formulation of hypothesis-research design-execution-analysis-Materials and Tools of Research -Primary and Secondary sources, Library and Electronic sources- Compiling a working bibliography-Collection and organization of materials- Research format- Writing drafts-Documentation-Plagiarism check

### **Unit-IV: The Mechanics of Research Writing**

The use of Quotations, footnotes/endnotes-pagination-documentation style-Paraphrasing-Documentation-Punctuations-The Format of a Thesis-From the First Draft to the Final Copy

### **Unit-V: Language, Style and Types of Discourses**

Diction-The Style suitable for a Literary Thesis-Narration-Explanation-Argumentation-Exposition

### **References:**

1. *MLA Handbook for Writers of Research Papers*-Eighth edition - Joseph Gibaldi
2. *Thesis and Assignment Writing* – Anderson, Durston and Poole.
3. *Thesis Writing (Prentice Hall)* - Iverson
4. *Thesis Writing*. - C.J. Parsons
5. *Modern Rhetoric* - Brooks and Warren.
7. Kothari.C.R. *Research Methodology Methods and Techniques*.
8. M.P.Sinha. *Research Methods*, Atlantic Publishers: New Delhi.
9. Paul Oliver. *Writing your Thesis*. New Delhi.
10. Thorpe, James. Ed. *The Aims and Methods of Scholarship in Modern Languages and Literatures*. New York: PMLA, 1970.

### **Evaluation Pattern: 1.3 & 2.3.1 to 2.3.7**

### **Paper II – Contemporary Literature and Theory      4 – 0 – 0-4**

**Objectives:** To acquaint with the latest theories in literature and English Language Teaching

#### **Course Outcomes**

- CO1:** Scholars gain exposure to the latest theories of literary and cultural studies
- CO2:** Scholars get trained to analyse literature theoretically
- CO3:** Scholars get prepared for literary research at doctoral level

#### **Unit I – Post Theory**

1. 'Introduction Post-Theory?' Stefan Herbrechter and Ivan Callus

#### **Unit II – Subaltern Studies**

1. G. Thomas Couser – 'Disability, Life Narrative, and Representation'
2. Charu Gupta - 'Dalit 'Viranganas' and Reinvention of 1857'
3. Bronwyn Fredericks – 'Reempowering Ourselves: Australian Aboriginal Women'

#### **Unit III – Gender Studies**

1. Judith Butler - 'Performative Acts and Gender Constitution: An Essay in Phenomenology and Feminist Theory'
2. Eve Kosofsky Sedgwick - 'Epistemology of the Closet'

3. Susan Stryker, Paisley Currah and Lisa Jean Moore – ‘Introduction: Trans-, Trans, or Transgender?’

#### **Unit IV - Cultural Studies**

1. John Storey - ‘Film’ [Chapter four of *Cultural Studies and the Study of Popular Culture*].
2. Neil Badmington – ‘Cultural Studies and the Posthumanities’ [Chapter 14 of *New Cultural Studies: Adventures in Theory*]
3. Catherine Gallagher - ‘Raymond Williams and Cultural Studies’
4. ‘Dangal’- Directed by Nitesh Tiwari
5. ‘Maheshinte Prathikaram’ – Directed by Dileesh Pothan

#### **Unit V – Literature**

1. Manjula Padmanabhan – *Escape*
2. Warren Ellis – *Transmetropolitan*
3. Hoshang Merchant – ‘Scent of Love’
4. Margaret Atwood – ‘In the Secular Night’
5. Girish Karnad – *Naga- Mandala*
6. Sharankumar Limbale. *The Outcaste: Akkarmashi*.
7. Paul Beatty – *The Sellout*

#### **CORE READING:**

1. *Anthology of Contemporary Indian Poetry* edited by Menka Shivdasani.
2. <http://bigbridge.org/BB17/poetry/indianpoetryanthology/indian-poetry-anthology-contents.html#>
3. For fiction, follow any standard text.
4. Online sources

#### **References**

Loomba, A. (2005). *Colonialism/ Post Colonialism*. London: New York: Routledge.

Sethuraman V.S. *Contemporary Criticism: An Anthology*. Chennai: Macmillan India Ltd. 1989.

Lodge, David. *20<sup>th</sup> Century Literary Critics: A Reader*. Newyork: Longman, 1972.

Nigal Wood. *Modern Criticism and Theory: A Reader*. 3rd Edition. New Delhi: Pearson Education, 2008.

### **Evaluation Pattern: 1.3 & 2.3.1 to 2.3.7**

#### **Electives**

1. Post Colonial Studies
2. Bhasha Literatures in English Translation
3. English Language Teaching

**18ELL731 Post Colonial Studies**

**4 – 0 – 0- 4**

**Objective:** To apply the theoretical aspects in the prescribed works.

#### **Course Outcomes**

**CO1:** Scholars are familiarised with the major concerns of postcolonialism

**CO2:** Scholars are exposed to the theoretical bases of postcolonialism in literary studies

**CO3:** Scholars gain training in applying postcolonial theories in literary research

#### **Unit I**

Edward Said

‘Crisis’ from *Orientalism*

Jean Paul Sartre

Preface to *Wretched of the Earth*.

Homi Bhabha

‘The Other Question’ from *Location of Culture*.

Mary E Hawkesworth  
the Public Sphere’

‘Democratization: Reflections on Gendered Dislocations in

K Ayyappa Paniker

‘The Postcolonial Experience in Indian Literature’

#### **Unit II**

B. Ashcroft, G Griffiths & H. Tiffin Chapter 4 'Theory at the Crossroads: Indigenous Theory and Postcolonial Reading' from *The Empire Writes Back*.

Gayatri Chakravorty Spivak 'Can the Subaltern Speak?'

Chandra Talpade Mohanty- 'Under Western Eyes: Feminist Scholarship and Colonial Discourses'

Bourdieu, Pierre. - 'The Forms of Capital'

### Unit III

Arjun Appadurai – "Disjuncture and Difference in the Global Cultural Economy"

Mary E John – "Globalization, Sexuality and the Visual Field: Issues and Non-Issues for Cultural Critique"

Arunima, G – "Who is a Malayali Anyway?: Language, Community and Identity in Pre-Colonial Kerala"

Ramakrishnan, E V - "Beyond Canons and Classrooms: Towards a Dialogic Model of Literary Historiography"

### Unit IV

Chinua Achebe *A Man of the People*

Ngugi wa Thiongo *Petals of Blood*

J.M.Coetzee *Disgrace*

Amitav Ghosh *Sea of Poppies*

### Unit V

Shyam Selvadurai *Cinnamon Gardens*

Bapsi Sidwa *Ice Candy Man*

Michael Ondaatje *The English Patient*

George Saunders *Lincoln in the Bardo*

## References:

<https://www.marxists.org/reference/archive/sartre/1961/preface.htm>

G. Arunima – “Who is a Malayali Anyway?: Language, Community and Identity in Pre-colonial Kerala” in *Assertive Religious Identities: India and Europe*. Ed. Satish Sabharwal, Mushirul Hasan. 33-57. Delhi: Manohar, 2006.

Ramakrishnan, E V - “Beyond Canons and Classrooms: Towards a Dialogic Model of Literary Historiography” in *Indigenous Imaginaries: Literature, Region, Modernity*. Hyderabad: Orient Blackswan, 2017.

Ahmed, Aijaz. *In Theory: Classes, Nations, Literatures*. London: Verso, 2000.

Mary E Hawkesworth - ‘Democratization: Reflections on Gendered Dislocations in the Public Sphere’ in *The Socialist Feminist Project: A Contemporary Reader in Theory and Politics*. Ed. Nancy Holmstrom. Delhi: Aakar, 2011

Mary E John – “Globalization, Sexuality and the Visual Field: Issues and Non-Issues for Cultural Critique” in *Women Contesting Culture: Changing Frames of Gender Politics in India*. Ed. Kavita Punjabi, Paromita Chakravarti. Jadavpur: Jadavpur University, 2012.

Bourdieu, Pierre. - ‘The Forms of Capital’ in *Cultural Theory: An Anthology*. Ed. Imre Szeman, Timothy Kaposy. UK: Wiley-Blackwell, 2011.

Lazarus, Neil. *The Cambridge Companion to Postcolonial Literary Studies (Cambridge Companions to Literature)*. UK: CUP, 2004

Satchidanandan, K. Ed. *K. Ayyappa Paniker: Selected Essays*. New Delhi: Sahitya Akademi, 2017.

Online sources

**Evaluation Pattern: 1.3 & 2.3.1 to 2.3.7**

**Objective:**

- To enable students to develop the analytical skills required in Second Language Learning.
- To familiarize students with the empirical and conceptual issues that arise in the study of Language

**Course Outcomes**

CO1: Scholars acquire the ability to guide language learners.

CO2: scholars acquire the ability to help solve problems in language learning.

CO3: scholars gain the ability to apply theoretical framework to language teaching.

**Unit I - Introduction and Major Trends**

ELT : An introduction – Language Acquisition-Psychology of language learning-Socio-linguistics, Psycholinguistics- Behaviourism, Cognitivism, Constructivism.

**Unit II: English Language Teaching**

Approaches, methods and techniques in ELT- LSRW-First and Second Language Acquisition- English as Second Language (ESL) - Causative Factors- English for Specific Purpose (ESP)-The Problems of Teaching English in India.

**Unit III: Language Tests and Tools**

Types of Tests- Objective and Subjective Test-Characteristics of a Good Language Test- Tools of Evaluation-Remedial Teaching.

**Unit IV**

Phonetics-Phonology and Morphology of English- Syntax- Semantics and Pragmatics.

**Unit V**

Modern trends in teaching-CALL-Curriculum and Syllabus design-Material production

**References:**

Smith,N.(1999) Chomsky: *Ideas and Ideals*. Cambridge University Press

Raghubir Sahai Gupta, Kapil Kapoor. (1991) *English in India, Issues and Problems*. New Delhi: Academic Foundation.

Richards J. and Rodgers T. (2002) *Approaches and Methods in Language Teaching*. Cambridge: CUP.

Thirumala, M.S. (2002) *An Introduction to TESOL*, Mysore: Central Institute of Indian Languages.

Halliday, MAK. *On Language and Linguistics*. Vol. 3. In the Collected Works of MAK Haliday. London: Continuum, 2003.

Online Sources.

**Evaluation Pattern: 1.3 & 2.3.1 to 2.3.7**

**4004**

### **18ELL733 BHASHA LITERATURES IN ENGLISH TRANSLATION**

**Objectives:** To familiarize students with the Bhasha Literatures in English Translation; to familiarize them with the variety and richness of Indian literatures; to motivate students to translate works.

#### **Course Outcomes**

**CO1:** Scholars get exposure to Indian literatures in English across genres

**CO2:** Scholars gain an understanding of the role of translation in the context of Indian literatures

**CO3:** Scholars are able to analyse Indian literatures in comparative perspective

#### **Unit 1 Role of Translation in the Indian context**

Problems and issues in translation – languages and cultures-Idea of Indian literature(s).

#### **Unit 2 Fiction**

Prathibha Ray – *Yajnaseni: The Story of Draupadi*

Chandrasekhara Kambar – *Shiva's Drum*

O V Vijayan – *Legends of Khazak*.

#### **Unit 3 Poetry**

N Pichamurti – 'National Bird'



Umashankar Joshi - 'Passing Through Rajasthan'

Nirala – 'The Betrayal'

Amiya Chakravarty – 'Fire'

Arun Kolatkar – 'The Alphabet'

#### **Unit 4 Drama**

Vijay Tendulkar – *Missing: A Father*

Girish Karnad–*Hayavadana*

#### **Unit 5 Short Stories**

Chalam – 'Widow'

N Kunjamohan Singh – 'The Taste of the Hilsa'

Kartar Singh Duggal – 'The Taxi Driver'

Saadat Hasan Manto – 'Toba Tek Singh'

Damodar Mauzo – 'The Vow'

#### **CORE READING:**

1. Dharwadker, Vinay, A K Ramanujan. Eds. *The Oxford Anthology of Modern Indian Poetry*. Delhi: OUP,1996.
2. Ramakrishnan, E V. Ed. *Indian Short Stories: 1900-2000*. Delhi: SA, 2000.
3. Joshi, Ajay. Tr. *Vijay Tendulkar: Five Plays for Children*. Delhi: Scholastic India Pvt Ltd, 2008.
4. Online Sources.

#### **REFERENCES**

1. Deshpande, G.P. *Modern India Drama* Ed; New Delhi : Sahitya Akademi 2000.
2. Kambar Chandrashekar . *Modern Indian Plays* Ed. Vol.2 New Delhi: National School of Drama 2000.

3. Reddy . K V and R K Dhawan (eds) *Flowering of Indian Drama: Growth and Development* . New Delhi: Prestige , 2005.
4. Steiner, G *After Babel: Aspects of Language and Translation*. Oxford: OUP. 1997.
5. Talgeri, P And S K Verma Eds. *Literature and Translation*. New Delhi: JNU, 1988.
- 6 . Bassnett, Susan. *Translation Studies*.UK: Routledge, 2013.
7. Online Sources

**Evaluation Pattern: 1.3 & 2.3.1 to 2.3.7**