

**AC- 23/07/2020**  
**Item No. 4.24**

Cover page  
**UNIVERSITY OF MUMBAI**



**Syllabus for Approval**

<b>Sr. No.</b>	<b>Heading</b>	<b>Particulars</b>
1	Title of the Course	Ph.D. Coursework in English
2	Eligibility for Admission	Post-Graduate
3	Passing Marks	A Ph.D. student has to obtain a minimum of 55% marks.
4	Ordinances / Regulations (if any)	
5	No. of Years / Semesters	
6	Level	P.G. / U.G./ Diploma / Certificate <b>(Strike out which is not applicable)</b>
7	Pattern	<b>Yearly / Semester</b> <b>(Strike out which is not applicable)</b>
8	Status	<b>New / Revised</b> <b>(Strike out which is not applicable)</b>
9	To be implemented from Academic Year	From Academic Year <b>2020-2021</b>

Date: 13/05/2020

Signature :

Name of BOS Chairperson / ~~Dean~~ : **Dr. Sudhir Nikam**



## University of Mumbai

### Revised Syllabus for Ph.D. Coursework in English

(Choice Based Credit System)

With effect from the academic year 2020-21

#### Board of Studies in English

##### Dr. Sudhir Nikam (Chairperson)

Dr. Rajesh Karankal (Member)

Dr. Santosh Rathod (Member)

Dr. Bhagyashree Varma (Member)

Dr. Deepa Mishra (Member)

Dr. B. N. Gaikwad (Member)

Dr. Dattaguru Joshi (Member)

Dr. Satyawan Hanegave (Member)

Dr. Deepa Murdeshwar-Katre

(Member)

#### Syllabus Sub-Committee

**Dr. Rajesh Karankal (Convener):** Department of English, University of Mumbai

**Prof. Shivaji Sargar (Member):** Department of English, University of Mumbai

**Dr. Bhagyashree Varma (Member):** Department of English, University of Mumbai

**Dr. Sachin Labade (Member):** Department of English, University of Mumbai

**Dr. Dinesh Kumar (Member):** Department of English, V.G. Vaze College of Arts, Science and Commerce, Mumbai

**Dr. Patima Das (Member):** Department of English, Smt. C.H.M. College, Ulhasnagar

**University of Mumbai**  
**Syllabus for Ph.D. Coursework in English**

<b>Paper Number</b>	<b>Course Code</b>	<b>Title of the Paper</b>
I	PRAENG101	Research Methodology in Humanities and English Studies
II	PRAENG102	Recent Critical Approaches, Literary Theories and Current Trends in English Studies
III	PRAENG103	Research Skills Enhancement Course

**(With effect from the academic year 2020-21)**

**Course: Core Paper**

**Course Title: Research Methodology in Humanities and English Studies**

**Paper: I**

<b>01</b>	<b>Syllabus for Research Methodology in Humanities and English Studies</b>	
i	Name of the Program	<b>Ph.D. in English</b>
ii	Course Code	<b>PRAENG101</b>
iii	Course Title	<b>Research Methodology in Humanities and English Studies</b>
iv	Course Contents	Enclosed the copy of syllabus
v	References and Additional References	Enclosed in the Syllabus
vi	Total Marks	100
vii	Examination Pattern	Annual
viii	Credit Structure (No. of Credits)	04
<b>02</b>	<b>Scheme of Examination</b>	Theory Examination + Internal Evaluation (60+40)
<b>03</b>	<b>Special notes, if any</b>	No
<b>04</b>	<b>Eligibility, if any</b>	Post-Graduate
<b>05</b>	<b>Fee Structure</b>	As per University Structure
<b>06</b>	<b>Special Ordinances / Resolutions if any</b>	No

**Ph.D. in English**

**Core Paper – I**

Title of the Course: **Research Methodology in Humanities and English Studies**

**Learning Objectives**

- 01: To familiarize researchers with major research methods in humanities in general and studies in English in particular
- 02: To acquaint researchers with materials, tools and essential constituents of research
- 03: To prepare researchers to use the mechanics of Research writing
- 04: To train researchers in using research relevant ICT skills
- 05: To develop an intense understanding of ethical practices in conducting and publishing research among the learners

**Course Outcomes**

At the end of the course the learners may be expected to:

- CO1: Demonstrate a sound understanding of major research methods in humanities English studies
- CO2: To show awareness of materials, tools and essential constituents of intra- and inter- disciplinary research
- CO3: Exhibit the ability to present research using appropriate generic conventions and style
- CO4: Display the ability to use relevant ICT skills in conducting and presenting research.
- CO5: Exhibit a clear understanding of ethics in conducting and publishing research

**Core Paper –Paper: I**

**Title – Research Methodology in Humanities and English Studies**

**UNIT I:**

**A. Types of Research**

Library research methods in literary, linguistic and ELT studies Empirical research (Quantitative research, Qualitative research)

Intra-disciplinary, Interdisciplinary Research, Collaborative/Transdisciplinary research Ethnographic method, discourse analysis, textual analysis

## **B. Materials in Research**

### **Primary and Secondary Sources/data**

(i) Novels, short stories, poems, plays, audio-visuals, travel writings, biographies, diaries, long form journalism, popular culture, culinary writing, film writing, sports writing and new genres as primary sources (ii) Print: Books, different types of Journals, National/ International Conference Proceedings among other resources (iii) Audio-visual resources (iv)

Experiential Material such as interviewing, field studies, surveys(v) Web resources: INFLIBNET (Shodhganga, Shodhsindhu), INFONET, JSTOR, Project Muse, ERNET, Open Access Publications and initiatives among other resources

## UNIT II:

### **A. Ethics in Research**

Plagiarism, Intellectual Property Right/Copyright, International law, Government of India directives, UGC guidelines, ethics in data analysis and reporting; software tools to identify predatory journals

### **B. Constituents of Research, Research Paper and Thesis**

Selection of Topic, Formulating Thesis Statement/Statement of Problem, Research Question, Hypothesis, Aims and Objectives; Rationale for the study, Framing a Methodology, Key Issues and Arguments, Literature Review, Type of Analysis such as Textual, Theoretical, Comparative, Historical/Contextual, Applied; Scheme of Chapters, Scope and Limitations, Findings, Recommendations, Conclusions, and Scope For Further Studies.  
Research Paper: How to write abstract, structure and main paper

## Unit III:

### **A. Documentation**

Format styles – Using the MLA/APA/Chicago manuals of style (citation practices: in-text citations; bibliography; footnotes and endnotes)  
Structuring a thesis: Indentation, Margins, Font, Spacing, Heading and Title, Pagination, Abbreviations, Indexing, Glossary and Special Elements such as Title-page, Table of Contents, Headings and Sub-headings, Tables and Figures, Appendix, Bibliography and Proof Reading

### **B. Language of Research Writing**

Appropriate tone, diction and style, Consistency (spelling, terminology, capitalization for instance), Avoiding redundancy, ambiguity and vagueness, signposting, hedging strategies, features of analytical and descriptive writing

## Unit IV:

### **A. Use of Online Tools**

Citation (including citation database such as Web of Science and Scopus), Journal finder/suggestion tools, Plagiarism Check (using software such as Turnitin and Urkund), graphic information transfer, corpus analysis, online translation and transliteration sites and software, Data Analysis Software, Use of Google docs, Google Forms, Google spreadsheet, proof-reading and editing tools

## **B. ICT Tools in Reporting and Presenting Research**

MS Office, various Presentation tools like Microsoft Power Point Presentations, Prezi, e- conferencing tools for interviews through webinars such as Skype, meet. google (also may consider including any new and relevant tool)



**Pedagogy/ Method of Instruction:**

1. Require researchers to engage actively in practical components of the course such as exploring online and offline resources such as interviews, surveys, besides library resources.
2. Have students collaborate with their peers during the contact sessions.
3. Get students to do research activities such as interviews, surveys, reviews and presentation of finding using ICT skills.

**Evaluation Pattern:****Internal Assessment (40 Marks):**

Sr. No.	Particulars	Marks
1	Classroom Participation	10
2.	Oral Presentation (10 Minutes)	10
3	Written Assignment (Min 2000 words)	20

**Suggested topics for internal assessment:**

- a. Review Paper
- b. Minor Research Proposal

**End Examination (60 Marks):**

<b>Evaluation: End Examination Pattern    60 Marks    Hours: 02 Hours</b>
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The End Examination for 60 marks will have 4 questions (with internal choice) of 15 marks each:

Q.1. (on Unit 1)

A. Long answer Question

Or

B. Short Notes (3/5)

Q.2.(on Unit 2)

A. Long answer Question

Or

B. Short Notes (3/5)

Q.3. (on Unit 3)

A. Application based Question

Or

B. Short Notes (3/5)

Q.4. (on Unit 4)

A. Long answer Question

Or

B. Short Notes (3/5)

## **Recommended Reading**

Altick, Richard D. *The Art of literary research*. Norton, 1975.

Anderson Marilyn et al. *Critical Thinking, Academic Writing and Presentation Skills*. Dorling Kindersley (India), 2010.

Day, R.A. *How to Write and Publish a Scientific Paper*, Cambridge University Press, 1992

Fink, A. *Conducting Research Literature Reviews: From the Internet to Paper*. Sage Publications, 2009.

Griffin, Gabriele (ed.). *Research Methods for English Studies*. Edinburgh University Press, 2013.

Guerin, Wilfred L. (et al). Eds. *A Handbook of Critical Approaches to Literature*. (Fourth edition) OUP, 2010.

Harris R. Steven and Kathleen A. Johnson. Eds. *Teaching Literary Research: Challenges in a Changing Environment*. Association of College and Research Libraries, 2009.

Kothari, C. R. *Research Methodology: Methods and Techniques*. Wiley and Eastern Ltd., 2008.

Kumar, Ranjit. *Research Methodology: A Step by Step Guide for Beginners*. Sage Publications, 2014.

Leedy, P.D. and Ormrod, J.E. *Practical Research: Planning and Design*. Prentice Hall, 2004.

Mahanta, Banibrat and Rajesh Babu Sharma (Eds). *English Studies in India: Contemporary and Evolving Paradigms*. Springer, 2019.

Marcuse, Michael J. A. *Reference Guide for English Studies*. University of California Press, 1990.

MLA Handbook: *Rethinking Documentation for the Digital Age* (MLA Handbook for Writers of Research Papers) 8th Rev. Ed. Modern Language Association of America, 2016. (Subsequent Revised Eds. of MLA Handbook)

Oakman, Robert L. *Computer Methods for Literary Research*. University of South Carolina Press, 1980.

Owens, W.R. and Delia da Sousa Correa. *A Handbook to Literary Research*. Routledge, 2010.

Satarkar, S.V. *Intellectual Property Rights and Copy Right*. Ess Publications, 2000.

*The Chicago Manual of Style: The Essential Guide for Writers, Editors and Publishers*. Latest Edition.

Wadehra, B.L. *Law Relating to Patents, Trade Marks, Copyright Designs and Geographical Indications*. Universal Law Publishing, 2000.

Watson, George. *Writing a Thesis: a Guide to Long Essays and Dissertations*. Addison-Wesley Longman Limited, 1987.

Booth, Wayne C., et al. *The Craft of Research*. University of Chicago press, 2008.

Williams, Kate and Jude Carroll. *Referencing and Understanding Plagiarism*. Palgrave Macmillan, 2009.

Winkler, Anthony and Jo Ray Metherell. *Writing Research Paper: A Handbook*. Wadsworth, 2008.

Web Resources:

E-Shodhsindhu: Consortium for Higher Education Electronic Resources.

<https://ess.inflibnet.ac.in/>

Modern Language Association

<https://www.mla.org/Publications/Bookstore/Nonseries/MLA- Handbook- Eighth-Edition>

Purdue Online Writing Lab <https://owl.english.purdue.edu/owl/>

Shodhganga: A Reservoir of Indian theses <https://shodhganga.inflibnet.ac.in/>

**Course: Core Paper**

**Course Title: Recent Critical Approaches, Literary Theories and Current Trends in English Studies**

**Paper: II**

<b>01</b>	<b>Syllabus for Recent Critical Approaches, Literary Theories and Current Trends in English Studies</b>	
i	Name of the Program	<b>Ph.D. in English</b>
ii	Course Code	<b>PRAENG102</b>
iii	Course Title	<b>Recent Critical Approaches, Literary Theories and Current Trends in English Studies</b>
iv	Course Contents	Enclosed the copy of syllabus
v	References and Additional References	Enclosed in the Syllabus
vi	Total Marks	100
vii	Examination Pattern	Annual
viii	Credit Structure (No. of Credits)	04
<b>02</b>	<b>Scheme of Examination</b>	Theory Examination + Internal Evaluation (60+40)
<b>03</b>	<b>Special notes, if any</b>	No
<b>04</b>	<b>Eligibility, if any</b>	Post-Graduate
<b>05</b>	<b>Fee Structure</b>	As per University Structure
<b>06</b>	<b>Special Ordinances / Resolutions if any</b>	No

**Ph.D. in English**

**Core Paper – II**

Title of the Course: **Recent Critical Approaches, Literary Theories and Current Trends in English Studies**

**Learning Objectives**

The course will seek to:

- 01: Enhance researcher's nuanced understanding of significant critical approaches to the study of literature, language and language pedagogy in the light of recent developments
- 02: Familiarize researchers with seminal contributions in the respective critical approaches
- 03: Prepare researchers to analyse literary work/s through critical theories
- 04: Acquaint researchers with recent trends in literary and linguistic studies

**Course Outcomes**

At the end of the course the learner may be expected to:

- CO1: Internalize significant critical approaches to the study of literature, language and language Pedagogy in the light of recent developments.
- CO2: Critically describe major contributions in the respective critical approaches
- CO3: Demonstrate the ability to critically appreciate literary works
- CO4: Review and critique recent trends in literary and linguistic studies

**Core Paper –Paper: II**

**Title – Recent Critical Approaches, Literary Theories and Current Trends in English Studies**

**UNIT I:**

**Critical Approaches to English Studies: Beyond Postmodernism**

Post-structuralism, Post-Colonialism, Diaspora and Neo Diaspora Studies, Neo-Marxism and Critical Theory, Feminisms and Post-Feminism, Post-humanism, Queer Theory, Eco- criticism, New Historicism and Cultural Materialism, Ethnic Studies/Minority Studies, Post Theory

## UNIT II:

### **Critical Approaches to English Studies: Beyond Discipline**

Interdisciplinary Studies: Geocriticism, Ecofeminism, Chaos Theory, Trauma Studies, Corporeal Studies, Identity Politics, Cultural Studies, Disability Studies, Animal Studies, Memory Studies

Digital Humanities: Theories and Approaches with reference to English studies

## Unit III:

### **Current Trends in English Studies**

1. Gender and Sexuality Studies
2. Dalit Studies
3. Translation Studies
4. New Directions in Comparative Studies
5. Narratological and Stylistic Studies
6. Migration Studies
7. Native Studies
8. Film and Cyber Literature Studies

## UNIT IV:

### **Major Developments in English Language Studies and ELT**

#### **A. Language**

Postcolonial and World

Englishes Corpus Linguistic

Studies Contact Language  
Studies

Cross Cultural Pragmatic

Studies Critical Discourse

Analysis

#### **B. ELT**

Post-Method Approaches

CLIL (Content and Language Integrated

Learning) Blended Teaching and Learning

Multi-literacies and trans-languaging

Technology Enhanced Language

Assessment

**Pedagogy/ Method of Instruction:**

1. Require researchers to survey material in the respective critical theories and trends in literary and language studies.
2. Have students collaborate with their peers during the contact sessions through discussion and presentations.

**Assessment:**

- i. A list of texts for internal reading on a wide range of topics is made available for internal assessment.
- ii. The assignment could be passed back to the students with inputs.
- iv. Written assignment and presentation could be evaluated on the basis of its content, organization, and style, observance of research ethics and incorporation of ICT.

**Evaluation Pattern:****Internal Assessment (40 Marks):**

Sr. No.	Particulars	Marks
1	Classroom Participation	10
2.	Oral Presentation (10 Minutes)	10
3	Written Assignment (Min 2000 words)	20

**End Examination (60 Marks):**

<b>Evaluation: Semester End Examination Pattern    60 Marks    Hours: 02 Hours</b>
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The End Examination for 60 marks will have 4 questions (with internal choice) of 15 marks each:

Q.1. Essay (any 1 out of 2) (on Unit 1)

Q.2. Essay (any 1 out of 2) (on Unit 2)

Q.3. Essay (any 1 out of 2) (on Unit 3)

Q.4. Essay (any 1 out of 2) (on Unit 4)

**Texts for Internal Assessment (One or two of these can be assigned for each learner)****Posthumanism**

From:

- 1) Clarke, Bruce, and Manuela Rossini, eds. *The Cambridge Companion to Literature and the Posthuman*. Cambridge University Press, 2017.

- Preface: Literature, Posthumanism, and the Posthuman, pp.xi-xxii
  - *Bodies*, Manuella Rossini pp.153-169
  - *Science Fiction*, Lisa Yaszek and Jason W. Ellis pp.71-83
- 2) Banerji, Debashish, and Makarand R. Paranjape, eds. *Critical Posthumanism and Planetary Futures*. Springer, 2016.
- The Critical Turn in Posthumanism and Postcolonial Interventions, Debashish Banerjee and MakarandParanjape, pp. 1-10
  - Posthuman Critical Theory, RosiBraidotti pp.13-32
- 3) Deretić, Irina, and Stefan Lorenz Sorgner, eds. *From Humanism to Meta-, Post, and Transhumanism?*. Peter Lang, 2016.
- Heidegger's Transformation of Traditional Concept of the Human being, pp.115-129

### **Disability Studies**

- 1) Hall, Kim Q., ed. *Feminist disability studies*. Indiana University Press, 2011.
- *Reimagining Disability and Gender Through Feminist Studies: An Introduction*, Kim Hall, pp.1-10
  - *Revisiting the Corpus of the Madwoman: Further Notes toward a Feminist Disability Studies Theory of Mental Illness*, Elizabeth J. Donaldson, pp.91-113
- 2) Sierbers, Tobin.*Disability Theory*. University of Michigan Press, 2008.
- Chapter 4: *Disability Studies and the Future of Identity Politics*, pp.70-95

### **Corporeal Studies**

- 1) Hallensleben, Markus. *Performative Body Spaces:" Corporeal Topographies in Literature, Theatre, Dance, and the Visual Arts"*. BRILL, 2010.
- Introduciton: Performative Body Spaces, pp.9-30
  - Counter-Narrativity and Corporeality in Kishida Rio's *Ito Jigoku*, pp.105-116
- 2) Wall-Romana, Christophe.Jean Epstein: Corporeal Cinema and Film Philosophy. Radopi, Manchester University Press, 2013.
- Introduction, pp.1-16

### **Technology, embodiment, and homosexuality, pp.67-108**

- 3) Hilger, Stephanie M., ed. *New Directions in Literature and Medicine Studies*. Palgrave Macmillan, 2017.



- *Mind, Breath, and Voice in Chaucer's Romance Writing*, Corinne Saunders, pp.119-142
- *The Primacy of Touch: Helen Keller's Embodiment of Language*, Sun Jai Kim, pp.243-252

### **Chaos Theory**

- 1) Lang, Karen. *Chaos and cosmos: on the image in aesthetics and art history*. Cornell University Press, 2018.
  - Chapter One: Points of View in Panofsky's Early Theoretical Essays "Chaos, Cosmos and Correlation" pp.12-21
  - Chapter Two: The Dialectics of Decay: Rereading *The Kantian Subject in Kant's Cosmos*, pp.48-52
- 2) Hayles, N. Katherine, ed. *Chaos and order: Complex dynamics in literature and science*. University of Chicago Press, 1991.
  - Literature, Complexity, Interdisciplinarity, William Paulson pp.37-53
  - Chaos of Metafiction, Peter Stoicheff pp.85-99

### **Gender/Caste/Dalit Studies**

- Phule, Jotirao. *Slavery: (in the civilised British Government unde the cloak of Brahmanism)*. Trans. by P.G. Patil. *Collected Works of Mahatma Jotirao Phule*. Vol. 1. Education Department, Government of Maharashtra, 1991.
- Ambedkar, B. R. "Castes in India: Their Mechanism, Genesis and Development." *Dr. Babasaheb Ambedkar: Writings and Speeches, Vol. 1*. Education Department, Government of Maharashtra, 1979.
- Ambedkar, B. R. *Annihilation of Caste*. *Dr. Babasaheb Ambedkar: Writings and Speeches, Vol. 1*. Education Department, Government of Maharashtra, 1979.
- Mukherjee, Alok, translator. *Towards an Aesthetic of Dalit Literature*. Sharankumar Limbale. Orient Longman, 2004.
  - Chapter IV: Dalit Literature and Ambedkarism
  - Chapter V: Dalit Literature and Marxism
  - Chapter VI: Dalit Literature and African American Literature
  - Chapter VII: Dalit Literature and Aesthetics

## Digital Humanities

- Mitra, Ananda. "Virtual commonality: Looking for India on the internet" in *The Cybercultures Reader* (2002), edited by David Bell and Barbara M. Kennedy, 676-694. London and New York: Routledge 677.
- Price, Kenneth M. "Edition, Project, Database, Archive, Thematic Research Collection: What's in a Name?" *Digital Humanities Quarterly* 3.3 (2009): n. pag. Web. 1 May 2011. <<http://digitalhumanities.org/dhq/vol/3/3/000053/000053.html>>.
- Rockwell, Geoffrey. "Inclusion in the Digital Humanities." *GeoffreyRockwell.com*. N. pub., 7 Sept. 2011. Web. 5 Nov. 2012. <<http://www.philosophi.ca/pmwiki.php/Main/InclusionInTheDigitalHumanities>>.

## Language

- Mukherjee, Joybrato. "The development of the English language in India." *The Routledge handbook of world Englishes*. Routledge, 2010. 189-202.
- Buschfeld, Sarah, and Alexander Kautzsch. "Towards an Integrated Approach to Postcolonial and Nonpostcolonial Englishes." *World Englishes* 36.1 (2017): 104-126.

## ELT

- Jean Conteh, Translanguaging, *ELT Journal*, Volume 72, Issue 4, October 2018, Pages 445–447, <https://doi.org/10.1093/elt/ccy034>
- Lotherington, Heather. "From literacy to multiliteracies in ELT." *International handbook of English language teaching*. Springer, Boston, MA, 2007. 891-905.
- Dalton-Puffer, Christiane. "Content-and-language integrated learning: From practice to principles?." *Annual Review of applied linguistics* 31 (2011): 182-204.

## **Recommended Reading**

Adorno, Theodor. *The Culture Industry: Selected Essays on Mass Culture*. Ed. J. M. Bernstein. Routledge, 2001.

Ambedkar, B. R. "Castes in India: Their Mechanism, Genesis and Development." *Dr. Babasaheb Ambedkar: Writings and Speeches, Vol. 1*. Education Department, Government of Maharashtra, 1979.

- Ambedkar, B. R. Ambedkar, B. R. *Annihilation of Caste*. Dr. Babasaheb Ambedkar: Writings and Speeches, Vol. 1. Education Department, Government of Maharashtra, 1979.
- Anderson, Talmadge, and James Benjamin Stewart. *Introduction to African American studies: Transdisciplinary Approaches and Implications*. Black Classic Press, 2007.
- Appadurai, Arjun, ed. *The Social Life of Things: Commodities in Cultural Perspective*. Cambridge University Press, 1998
- Bolton, Kingsley. "Varieties of world Englishes." *The Encyclopedia of Applied Linguistics*, 2012.
- Braidotti, Rosi and Maria Hlavajova. *Posthuman Glossary*, eds., Bloomsbury, London, 2018.
- Cohen, Robin. *Global Diasporas: An Introduction*. Routledge, 2008.
- Cummins, Jim, and Chris Davison, eds. *International Handbook of English Language Teaching*. Vol. 15. Springer Science and Business Media, 2007.
- During, Simon. Ed. *The Cultural Studies Reader*. Routledge, 1999.
- Felski, Rita. "Context Stinks!" from *The Limits of Critique*. University of Chicago Press, 2015).
- Gates, Henry Louis. *The Signifying Monkey: A Theory of African-American Literary Criticism*. Oxford University Press, 1989.
- Gitelman, Lisa. *Always Already New: Media History and the Data Culture*. MIT, 2006.
- Hall, Donald E., and Annamarie Jagose, eds. *The Routledge Queer Studies Reader*. Routledge, 2012.
- hooks, bell. *Ain't I a Woman: Black Women and Feminism*. South End Press, 1981.
- Jameson, Frederic. *Postmodernism: Or the Cultural Logic of Late Capitalism*. Durham, NC: Duke University Press, 1999.
- Kecskes, Istvan. "Cross-cultural and intercultural pragmatics." *The Oxford Handbook of Pragmatics*. 2016.
- Lacan, Jacques. *Ecrits: A Selection*. Routledge, 2001.
- Lange, Claudia, and Sven Leuckert. *Corpus Linguistics for World Englishes: A Guide for Research*. Routledge, 2019.
- Leech, Geoffrey N. *A Linguistic Guide to English Poetry*. Vol. 4. Routledge, 2014.
- Leech, Geoffrey N., and Mick Short. *Style in Fiction: A Linguistic Introduction to English Fictional Prose*. No. 13. Pearson Education, 2007.
- Meister, Jan Christoph, Tom Kindt, and Wilhelm Schernus, eds. *Narratology Beyond Literary Criticism: Mediality, Disciplinarity*. Vol. 6. Walter de Gruyter, 2005.
- Mukherjee, Alok, translator. *Towards an Aesthetic of Dalit Literature*. Sharankumar Limbale. Orient Longman, 2004.

- Nayar, Pramod K., ed. *Postcolonial Studies: An Anthology*. John Wiley and Sons, 2015.
- Nayar, Pramod K. *Posthumanism*. John Wiley and Sons, 2018.
- Phule, Jotirao. *Slavery : (in the civilised British Government unde the cloak of Brahmanism)*. Trans. by P.G. Patil. *Collected Works of Mahatma JotiraoPhule*. Vol. 1. Education Department, Government of Maharashtra, 1991.
- Rivkin, Julie and Ryan, Michael. Eds. *Literary Theory: An Anthology*. Malden, Massachusetts: Blackwell, 1998.
- Said, Edward. *Orientalism*. Pantheon, 1978.
- Schneider, Edgar W. *Postcolonial English: Varieties around the World*. Cambridge University Press, 2007.
- Schreibman, Susan and Siemens Ray, eds. *A Companion to Digital Literary Studies*. (2008) Oxford: Blackwell. <http://www.digitalhumanities.org/companionDLS/>
- Sedgwick, Eve Kosofsky. *Between Men. Between Men: English Literature and Male Homosocial Desire*. Columbia University Press, 1985.
- Sedgwick, Eve Kosofsky. *Epistemology of the Closet*. Penguin, 1994.
- Showalter, Elaine. Ed. *The New Feminist Criticism: Essays on Women, Literature, and Theory*. Virago, 1986.
- Sierstorfer, Klaus, and Janet M. Wilson. *The Routledge Diaspora Studies Reader*. Routledge, 2017.
- Tuin, Iris van der, and Rick Dolphijn. *New Materialism: Interviews and Cartographies*. Open Humanities Press, 2012.
- Williams, Raymond. *The Country and the City*. Oxford University Press, 1973.
- Wierzbicka, Anna. *Cross-cultural Pragmatics*. Walter de Gruyter Inc, 2003.
- Wolfreys, Julian. *Modern European Criticism and Theory: A Critical Guide*. Edinburgh University Press, 2006.

**Course: Core Paper**

**Course Title: Research Skills Enhancement Course**

**Paper: III**

<b>01</b>	<b>Syllabus for Research Skills Enhancement Course</b>	
i	Name of the Program	<b>Ph.D. in English</b>
ii	Course Code	<b>PRAENG103</b>
iii	Course Title	<b>Research Skills Enhancement Course</b>
iv	Course Contents	Enclosed the copy of syllabus
v	References and Additional References	Enclosed in the Syllabus
vi	Total Marks	100
vii	Examination Pattern	Annual
viii	Credit Structure (No. of Credits)	04
<b>02</b>	<b>Scheme of Examination</b>	End Examination + Internal Assessment (60+40)
<b>03</b>	<b>Special notes, if any</b>	No
<b>04</b>	<b>Eligibility, if any</b>	Post-Graduate
<b>05</b>	<b>Fee Structure</b>	As per University Structure
<b>06</b>	<b>Special Ordinances / Resolutions if any</b>	No

**Ph.D. in English**

**Core Paper – III**

Title of the Course: **Research Skills Enhancement Course**

**Learning Objectives**

The course will seek to facilitate in the student an increased competency to:

- 01: Explore and understand critical issues and relevant texts through a learner-led approach  
02: Demonstrate literary and /or linguistic research skills through application  
03: Adopt appropriate use of ICT in written and conference skills  
04: Understand and apply principles of research ethics in (a number of) academic interactions  
05: Develop topic specific reading, tools and skills.

**Course Outcomes**

At the end of the course the learner may be expected to:

- CO1: Critically engage with select literary/critical text/s and research articles for a nuanced understanding of a new field to summarise and review them.  
CO2: Identify promising new directions of contemporary literary and linguistic studies  
CO3: Display research skills and understanding of ethics in preparing a detailed review describing a specific study and its results  
CO4: Effectively communicate by making an ICT enabled oral presentation before an evaluation committee  
CO5: Acquire and use skills and tools specific to the area of research.

<p><b>Core Paper –Paper : III</b> <b>Title – Research Skills Enhancement Course</b></p>
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**SECTION I:**

- A. Introduction to the course
- B. Initiating selection of topic, texts, issues
- C. Exploring and evaluating experiential and, print and electronic resources: using Google Scholar for authentic resources, judicious use of internet resources in research, checking for digital originality.
- D. Ethical considerations

**SECTION II:**

- A. Extensive reading: reviewing and reporting works by others, relevant literature, hedging and critical debates
- B. Intensive reading: paraphrasing, summarizing and problematizing; taking ethical precautions
- C. Building arguments: Discussing views and counterarguments, locating and communicating the pieces of evidence

**SECTION III:**

- A. Knowing target destinations of your research: research journal, review committee, editorial policies, audiences and readership
- B. Exploring tools for effective presentation (oral and written)

**SECTION IV:**

- A. Reporting your research: Writing Selecting and customising templates of research writing Using Auto-citation, auto table content, auto indexing key words Adopting appropriate tone and language in reporting
- B. Reporting your research: Presentation Converting paper into presentation Exploring and adopting e-tools and techniques Gearing up for a Question and Answer session

**Pedagogy/ Method of Instruction:**

1. The RAC at the research centre prepares a list of readings and topics taking into consideration the thrust/research areas of students; also the respective research guides may be consulted in preparing the list.
2. Communicate the structure and content of the course at the commencement and have students select texts/topics.
3. Require students to use experiential resources (online and offline) such as interviews, surveys, alongside traditional library resources
4. Have students target their paper, project, or presentation for a specific audience (such as a review committee of a journal, attendees and moderators at a symposium/international conference), other than the instructor.
5. Get students to do intensive/extensive reading and engage in discussions, reporting and Presentations.
6. Allow for some aspect of collaboration and / or peer feedback.
7. The students could be allotted teacher-mentors for intensive classroom discussions.

**Assessment:**

- i. A wide range of topics and formats be made available to ensure that students produce high-quality work.
- ii. Each type of assignment could be broken into stages (i.e., outline, draft, revision, final report/presentation)

- iii. Internal assessment be conducted by the RAC while external examiners/referees may be assigned Term End Assessment.
- iii. Inputs could be shared with students by examiners on the on the presentation/s and the written assignment.
- iv. Written assignment and Presentation could be evaluated on the basis of its content, organization, and style, observance of research ethics and incorporation of ICT.
- v. Presentation could be evaluated on the basis of the aspects mentioned in (iv) and post-presentation interaction.

**Evaluation Pattern:**

**Internal Assessment (40 Marks):**

Sr. No.	Particulars	Marks
1	Classroom Participation	10
2.	Oral Presentation (10 Minutes)	10
3	Written Assignment (Min 2000 words)	20

**End Examination (60 Marks):**

Sr. No.	Particulars	Marks
1	Long Term Paper/Essay (2500-3500 words)	40
2.	Viva Voce (on the submitted paper) (15 Minutes)	20

\*For Classroom discussions the reading list will be compiled and recommended by RAC for the respective batch of registered students.

**Recommended Reading**

Anderson Marilyn et al. *Critical Thinking, Academic Writing and Presentation Skills*. Delhi: Dorling Kindersley (India), 2010.

Day, R.A..*How to Write and Publish a Scientific Paper*.Cambridge University Press, 1992

Fink, A. *Conducting Research Literature Reviews: From the Internet to Paper*. Sage Publications, 2009.

Kumar, Ranjit. *Research Methodology: A Step by Step Guide for Beginners*. Sage Publications, 2014.

Marcuse, Michael J. *A Reference Guide for English Studies*. University of California Press, 1990.



*MLA Handbook: Rethinking Documentation for the Digital Age* (MLA Handbook for Writers of Research Papers) 8th Rev. Ed. Modern Language Association of America, 2016. (Subsequent Revised Eds. of MLA Handbook)

Oakman, Robert L. *Computer Methods for Literary Research*. University of South Carolina Press, 1980.

Owens, W.R. and Delia da Sousa Correa. *A Handbook to Literary Research*. Routledge, 2010.  
*The Chicago Manual of Style: The Essential Guide for Writers, Editors and Publishers*. Latest Edition.

Wadehra, B.L. *Law Relating to Patents, Trade Marks, Copyright Designs and Geographical Indications*. Universal Law Publishing, 2000.

Watson, George. *Writing a Thesis: a Guide to Long Essays and Dissertations*. Addison- Wesley Longman Limited, 1987.

Booth, Wayne C., et al. *The Craft of Research*. University of Chicago press, 2008.

Web Resources:

E-Shodhsindhu: Consortium for Higher Education Electronic Resources.

<https://ess.inflibnet.ac.in/>

Modern Language Association

<https://www.mla.org/Publications/Bookstore/Nonseries/MLA- Handbook-Eighth-Edition>

Purdue Online Writing Lab <https://owl.english.purdue.edu/owl/>

Shodhganga: A Reservoir of Indian theses

<https://shodhganga.inflibnet.ac.in/>