CENTRAL UNIVERSITY OF PUNJAB

PhD English
(Course Work)

Course Structure and Detailed Syllabus
Batch: 2024

Department of English
School of Languages, Literature and Culture

Graduate Attributes

Graduates pursuing PhD in English at the Department of English will develop the following attributes:

- Creative, analytical, interpretive, reflective and problem-solving skills
- Acceptance and engagement with diversity
- Academic integrity and ethically-based research skills
- Broadening of outlook, enhancement of sensibility and development of aesthetic and intellectual faculties.
- Research skills in language and literature
- Be conceptually conversant with research methodology in language and literature studies and research ethics
- Develop ability to aesthetically appreciate and critically analyse the literary and cultural texts within a specific historical, geographical, and cultural context

Course Structure

PhD in English (Course Work)

S. No.	Course Code	Course Title	Type	L	T	P	Cr.
1.	ENG.701	Research Methodology	F	3	0	0	3
2.	ENG.751	Research and Publication Ethics	C	2	0	0	2
3.	ENG.752	Teaching Assistantship	F	0	0	2	1
4.	UNI.753	aCurriculum, Pedagogy and Evaluation	F	1	0	0	1
5.	ENG.702	Contemporary Cultural and Literary Theories	C	3	1	0	4
6.	ENG.710	Applied Language Studies	C	3	1	0	
7.	ENG.707	Seminar	C	0	1	0	1
ENG.702 is mandatory only for candidates pursuing research in the area of literature							
ENG.710 is mandatory only for candidates pursuing research in the area of language and linguistics							
8.	ENG.703	Indian Drama	E	3	1	0	4
9.	ENG.704	American Literature: A Survey					
10.	ENG.705	Gender Studies					
11.	ENG.706	Postcolonial Studies: Theory and Practice					
12	ENG.708	Posthumanism: Texts and Interpretations					

13.	ENG.711	English Language Teaching: Theory and Practice					
14.	ENG.712	Discourse Analysis					
Select any ONE out of the seven elective courses above							
Total Credits			**12**	**2**	**1**	**16**	

ᵃTo be offered by the School of Education

Evaluation Criteria for Theory Papers:

For courses: ENG.701, ENG.702, ENG.703, ENG.705, ENG. 706, ENG. 709, ENG.710 and ENG.711, there will be written examinations at the end of the semester for 100 marks each with long and short answer questions in 1:1.

Detailed Syllabus

L	T	P	Credits
3	0	0	3

Course Title: Research Methodology
Course Code: ENG.701
Total Hours: 45

Course Learning Outcomes

By the end of this course, students will be able to:

CLO 1: Evaluate how research is conducted.
CLO 2: Critically evaluate current research and propose possible alternate directions for further work
CLO 3: Develop hypotheses and methodology for research
CLO 4: Analyse complex research issues in order to communicate their scientific results clearly for peer review.
CLO 5: Correlate the basic statistics involved in data presentation, critical review of literature and assessing the research trends.
CLO 6: Document research results.

Course Contents:

Unit/ Hours	Contents	Mapping with CLO
Unit I Hours:10	General principles of research: Meaning and importance of research, critical thinking, ontological and epistemological issues in research; types of research designs and research methodologies; formulating hypothesis and development of research plan, review of literature, interpretation of results and discussion. Library: Classification systems, e-Library, reference management, web-based literature search engines. *[Discussion on the important ideas and concepts in the unit]*	CLO 1 CLO 2
Unit II Hours:10	Qualitative research: Designing a qualitative study; Research methods in literary research: archival, personal narratives, oral history, visual methodologies, discourse analysis, ethnographic methods, textual analysis, creative writing, stylistics, grounded theory, case study, participatory and ethnographic methods, focus groups, participant observation, action research, in-depth interviews; qualitative data collection and data analysis; coding techniques and data management. Interpretation and presentation of results; digital tools for qualitative data analysis and management: NVivo, AQUAD, QDA MinorLite *[Discussion on the important ideas and concepts in the unit]*	CLO 3 CLO 4

Unit III Hours:15	Quantitative research methods: Experimental designs; survey designs; quantitative data management and analysis: descriptive statistics and inferential statistics; Interpretation and presentation of results; Digital tools for quantitative data analysis and management; SPSS and STATA, LancsBox, AntConc *[Discussion on the important ideas and concepts in the unit]*	CLO 3 CLO 4
Unit IV Hours:15	Structure and components of research reports; types, layout and mechanism of writing a research report; Format, language and style in research publications (MLA & APA format); plagiarism and self-plagiarism; digital tools for writing; reference management and plagiarism checking tools; formatting of research papers/dissertation; the process of research publication; peer-review process and response mechanisms. *[Discussion on the important ideas and concepts in the unit]*	CLO 5 CLO 6

Modes of Transaction:

Lecture, discussion, presentations by students, assignments, library research on topics or problems, term paper, open textbook study, use of audio-visual aids etc.

Suggested Readings:

1. Anderson, Jonathan and Millicent Poole, *Assignment and Thesis Writing*, New Delhi: Wiley India Pvt. Ltd., 2011.
2. Bernard, H.R. *Social Research Methods: Qualitative and Quantitative Approaches*. Sage Publications, 2000.
3. Dörnyei, Zoltan. *Research Methods in Applied Linguistics: Quantitative, Qualitative and Mixed Methodologies*. Oxford: OUP, 2007.
4. Ember, Carol R., and Melvin Ember, *Cross-Cultural Research Methods*, 2nd ed. Lanham: Altamira. 2009
5. Gibaldi, Joseph. *MLA Handbook for Writers of Research Papers*, New York: MLA Association, (9th ed. 2021).
6. Goddard, Wayne, and Stuart Melville, *Research Methodology – An Introduction*, 2nd ed. Lansdowne: JUTA, 2004.
7. Gray, D.E. *Doing Research in the Real World*. London: Sage, 2009.
8. Griffin, Gabriele. *Research Methods in English Studies*, Edinburgh University Press, 2007.
9. Kothari, C.R. *Research Methodology Methods and Techniques*, 2/e, Vishwa Prakashan, 2006.
10. McDonough, Jo, McDonough, Steven H. and Sealey, Alison. *Researching English Language: A Resource Book for Students*. Routledge, 2010.
11. Nunan, David. *Research Methods in Language Learning*. Cambridge University Press, 1992.
12. Richards, Keith, Steven John Ross, Paul Seedhouse. *Research Methods for Applied Language Studies*. London: Routledge, 2012.
13. Seale, Clive, ed. Social Research Methods: A Reader. London: Routledge. 200.

L	T	P	Credits
2	-	-	2

Course Title: Research and Publication Ethics

Course Code: ENG.751
Total Hours: 30

Course Learning Outcomes

By the end of this course, students will be able to:

CLO1: Analyse the basics of the philosophy of science and ethics, research integrity, and, publication ethics.
CLO2: Identify research misconduct and predatory publications.
CLO3: Correlate Indexing and citation databases, open access publications, research metrics (citations, h-index, Impact Factor, etc.) and plagiarism tools.

Course Contents:

Unit/ Hours	Contents	Mapping with CLO

Unit I Hours: 8	RPE 01: PHILOSOPHY AND ETHICS (3 hrs.)
	   1. Introduction to philosophy: definition, nature and scope, concept, branches
	   2. Ethics: definition, moral philosophy, nature of moral judgements and reactions
	
	RPE 02: SCIENTIFIC CONDUCT (5hrs.)
	   1. Ethics with respect to science and research
	   2. Intellectual honesty and research integrity
	   3. Scientific misconducts: Falsification, Fabrication, and Plagiarism (FFP)
	   4. Redundant publications: duplicate and overlapping publications, salami slicing
	   5. Selective reporting and misrepresentation of data
	
	[Discussion on the important ideas and concepts in the unit]
		CLO 1

Unit II Hours: 7	RPE 03: PUBLICATION ETHICS (7 hrs.)
	  1. Publication ethics: definition, introduction and importance
	  2. Best practices/standards setting initiatives and guidelines: COPE, WAME, etc.
	  3. Conflicts of interest
	  4. Publication misconduct: definition, concept, problems that lead to unethical behaviour and vice versa, types
	  5. Violation of publication ethics, authorship and contributorship
	  6. Identification of publication misconduct, complaints and appeals
	  7. Predatory publishers and journals
	
	[Discussion on the important ideas and concepts in the unit]
		CLO2

| Unit III
Hours: 8 | PRACTICE

RPE 04: OPEN ACCESS PUBLISHING   (4 hrs.)

1. Open access publications and initiatives

2. SHERPA/RoMEO online resource to check publisher copyright & self-archiving policies

3. Software tool to identify predatory publications developed by SPPU

4. Journal finder/journal suggestion tools viz. JANE, Elsevier Journal Finder, Springer journal Suggester, etc.

RPE 05: PUBLICATION MISCONDUCT (4hrs.)
A. Group Discussions   (2 hrs.)
   1. Subject-specific ethical issues, FFP, authorship
   2. Conflicts of interest
   3. Complaints and appeals: examples and fraud from India and abroad
B. Software tools (2 hrs.)
   Use of plagiarism software like Turnitin, Urkund and other open-source software tools

[Discussion on the important ideas and concepts in the unit] | CLO2
CLO3 |
| Unit IV
Hours: 7 | RPE 06: DATABASES AND RESEARCH METRICS   (7hrs.)
  A. Databases (4 hrs.)
    1. Indexing databases
    2. Citation databases: Web of Science, Scopus, etc.
  B. Research Metrics (3 hrs.)
    1. Impact Factor of a journal as per Journal Citation Report, SNIP, SJR, IPP, Cite Score
    2. Metrics: h-index, g index, HO index, altmetrics

Discussion on the important ideas and concepts in the unit | CLO2
CLO3 |

Modes of Transaction

Classroom teaching, guest lectures, group discussions, and practical sessions

Suggested Readings:

1. The Ethics of Teaching and Scientific Research By Miro Todorovich; Paul Kurtz; Sidney
2. Hook.
3. Research Ethics: A Psychological Approach By Barbara H. Stanley; Joan E. Sieber; Gary B.Melton
4. Research Methods in Applied Settings: An Integrated Approach to Design and Analysis
5. by Jeffrey A. Gliner; George A. Morgan Lawrence Erlbaum Associates, 2000
6. Ethics and Values in Industrial-Organizational Psychology By Joel Lefkowitz Lawrence
7. Erlbaum Associates, 2003.

L	T	P	Credit
0	0	2	1

Course Title: Teaching Assistantship
Course Code: ENG.752
Total Hours: 30

Learning Outcome:

At the end of this skill development course, the scholars shall be able to

(1) familiarise themselves with the pedagogical practices of effective classroom delivery and knowledge evaluation system

(2) manage large and small classes using appropriate pedagogical techniques for different types of content

Activities and Evaluation:

- The scholars shall attend Master degree classes of his/her supervisor to observe the various transaction modes that the supervisor follows in the classroom delivery or transaction process one period per week.

- The scholars shall be assigned one period per week under the direct supervision of his/her supervisor to teach the Master degree students adopting appropriate teaching strategy(s).

- The scholars shall be involved in the examination and evaluation system of the Master degree students such as preparation of questions, conduct of examination and preparation of results under the direction of the supervisor.

- At the end of the semester, the supervisor shall conduct an examination of teaching skills learned by the scholar as per the following

Evaluation criteria:

- The scholars shall be given a topic relevant to the Master degree course of the current semester as his/her specialisation to prepare lessons and deliver in the classroom before the master degree students for one hour (45 minutes teaching + 15 minutes interaction).

- The scholars shall be evaluated for a total of 50 marks comprising *content knowledge* (10 marks), *explanation and demonstration skills* (10 marks), *communication skills* (10 marks), *teaching techniques employed* (10 marks), and classroom interactions (10).

L	T	P	Credit
1	0	0	1

Course Title: Curriculum, Pedagogy and Evaluation
Course Code: **UNI.753**
Total Hours: 15

Course Learning Outcomes:

After completion of the course, scholars shall be able to:
- analyse the principles and bases of curriculum design and development
- examine the processes involved in curriculum development
- develop the skills of adopting innovative pedagogies and conducting students' assessment
- develop a curriculum of a specific course/programme

Course Content:

Unit I   Bases and Principles of Curriculum   4 hours
1. Curriculum: Concept and Principles of Curriculum Development, Foundations of Curriculum Development.
2. Types of Curriculum Designs- Subject-centered, learner-centred, experience-centred and core curriculum. Designing local, national, regional and global-specific curricula. Choice-Based Credit System and its Implementation.

Unit II   Curriculum Development   4 hours
1. Process of Curriculum Development: Formulation of graduate attributes, course/learning outcomes, content selection, organisation of content and learning experiences, transaction process.
2. Comparison among Interdisciplinary, multidisciplinary and trans-disciplinary approaches to curriculum.

Unit III Curriculum and Pedagogy   3 hours
1. Conceptual understanding of Pedagogy.
2. Pedagogies: Peeragogy, Cybergogy and Heutagogy with special emphasis on Blended learning, Flipped learning, Dialogue, cooperative and collaborative learning
3. Three e-techniques: Moodle, Edmodo, Google Classroom

Unit IV   Learners' Assessment   4 hours
1. Assessment Preparation: Concept, purpose, and principles of preparing objective and subjective questions.
2. Conducting Assessment: Modes of conducting assessment – offline and online; use of ICT in conducting assessments.
3. Evaluation: Formative and Summative assessments, Outcome-based assessment, and scoring criteria.

Transaction Mode:
Lecture, dialogue, peer group discussion, workshop

Evaluation criteria:

There shall be an end-term evaluation of the course for 50 marks for a duration of 2 hours. The course coordinator shall conduct the evaluation.

Suggested Readings:

1. Allyn, B., Beane, J. A., Conrad, E. P., & Samuel J. A., (1986). *Curriculum Planning and Development.* Boston: Allyn & Bacon.

2. Brady, L. (1995). *Curriculum Development.* Prentice Hall: Delhi. National Council of Educational Research and Training.
3. Deng, Z. (2007). Knowing the subject matter of science curriculum, *Journal of Curriculum Studies*, 39(5), 503-535. https://doi.org/10.1080/00220270701305362
4. Gronlund, N. E. & Linn, R. L. (2003). *Measurement and Assessment in teaching.* Singapore: Pearson Education
5. McNeil, J. D. (1990). *Curriculum: A Comprehensive Introduction*, London: Scott, Foreman/Little
6. Nehru, R. S. S. (2015). *Principles of Curriculum*. New Delhi: APH Publishing Corporation.
7. Oliva, P. F. (2001). *Developing the curriculum* (Fifth Ed.). New York, NY: Longman
8. Stein, J. and Graham, C. (2014). *Essentials for Blended Learning: A Standards-Based Guide.* New York, NY: Routledge.

Online Resources:

1. https://www.westernsydney.edu.au/__data/assets/pdf_file/0004/467095/Fundamentals_of_Blended_Learning.pdf
2. https://www.uhd.edu/academics/university-college/centers-offices/teaching-learning-excellence/Pages/Principles-of-a-Flipped-Classroom.aspx
3. http://leerwegdialoog.nl/wp-content/uploads/2018/06/180621-Article-The-Basic-Principles-of-Dialogue-by-Renate-van-der-Veen-and-Olga-Plokhooij.pdf

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L	T	P	Credits
3	1	-	4

Course Title: Contemporary Cultural and Literary Theories
Course Code: ENG.702
Total Hours: 60

Course Learning Outcomes:
By the end of this course, students will be able to:

CLO 1: Connect the broad areas of cultural and literary theories, and compare and differentiate different theoretical precepts.
CLO 2: Analyse contemporary cultural and literary theoretical positions through critical texts conveying the perceptions and perspective of the 20th and 21 century cultural and literary appreciation
CLO 3: Relate the potential of different theories and of the multiple, complex and antagonistic theoretical perspectives present in the contemporary cultural and literary thoughts
CLO 4: Apply this theoretical understanding to conduct research in the field of literature and enhance and create his/her own way of appreciating literature

Course Contents:

Units/ Hours	Contents	Mapping with CLO

Revisions: CDDC:04.04.2024; BoS: 07.05.2024; School Board: 30.05.2024

10

Unit I Hours:15	FORMALISM, STRUCTURALISM, POST-STRUCTURALISM, TRANSLATION THEORIES Russian Formalism, Moscow linguistic circle; Prague linguistic circle, Roman Jakobson, Durkheim, Saussure, Derrida, anthropology and semiology, Structuralism, Post-structuralism, hermeneutics, linguistic and cultural aspects of translation *[Discussion on the important ideas and concepts in the unit]*	CLO 1
Unit II Hours:15	PSYCHOANALYSIS, GENDER STUDIES AND QUEER STUDIES Psychoanalysis, Sigmund Freud, Jacques Lacan, History of feminism, Gender and race, Gender and class, French feminism, Gender and cultural politics, Gender and post-structuralism, Gender and postmodernism, Masculinity and Heteronormativity, Gender Studies, Gender studies in India, Queer Theory *[Discussion on the important ideas and concepts in the unit]*	CLO 2
Unit III Hours:15	MARXISM AND CULTURAL STUDIES Classical Marxism, Second and Third International Marxism, British communist Marxism, German sociology, Western Marxism, The New Left: from structural Marxism to cultural materialism, The rise of cultural theory, Left culturalism, Left culturalism and British cultural studies, Nationalism and culture *[Discussion on the important ideas and concepts in the unit]*	CLO 3
Unit IV Hours:15	POSTMODERNISM AND POST-COLONIALISM Modern, Modernity and Modernism, Post-structuralism and postmodernism; Postmodernism and Late Capitalism; Transgression, marginality and post-imperialism, Modernism, postmodernism and the popular, Apocalyptic hedonism and the decline of the legislative intellectual, and The politics of postmodernism Culture, Postcolonialism, Transculturation and Subalternity, Territoriality, Multiculturalism, and Hegemony: The Question of the Nation, Dalit Aesthetics, The politics of difference: post-structuralism, postcolonialism and multiculturalism *[Discussion on the important ideas and concepts in the unit]*	CLO 4

Modes of Transaction:

Lecture, discussion, presentations by students, assignments, library research on topics or problems, term paper, open textbook study, use of audio-visual aids etc.

Suggested Readings:

1. Ashcroft, Griffiths and Tiffin, eds. *The Post-colonial Studies Reader*. London: Routledge, 1995.
2. Baker, Mona. *In Other Words: A Coursebook on Translation*. London: Routledge, 2011.
3. Bartolovich, Crystal and Neil Lazarus, eds. *Marxism, Modernity and Postcolonial Studies.* New York: CUP, 2004.
4. Bennett, Tony. *Formalism and Marxism*. New York: New Accents, 1979.

5. Beverley, John. *Subalternity and Representation: Arguments in Cultural Theory*. New York: Duke UP, 1999.

6. Bhabha, Homi K. *The Location of Culture*. London: Routledge, 1994.

7. Bidet, Jacques and Stathis Kouvelakis, eds. *Critical Companion to Contemporary Marxism*. Boston: Brill, 2008.

8. Blamires, Harry. *A History of Literary Criticism*. Delhi: Macmillan, 2001.

9. Bowie, Malcolm. *Psychoanalysis and the Future of Theory*. Oxford, UK: Blackwell, 1994.

10. Buchbinder, David. *Contemporary Literary Theory and the Reading of Poetry*. London: Macmillan Education UK, 1991.

11. Connor, Steven, ed. *The Cambridge Companion to Postmodernism*. New York: CUP, 2004.

12. Culler, Jonathan D. *Structuralist Poetics: Structuralism, Linguistics and the Study of Literature*. New York: Routledge, 2002.

13. Daiches, David. *Critical Approaches to Literature*. 2nd ed. Hyderabad: Orient Longman, 2001.

14. Devi, G. N. *After Amnesia: Tradition and Change in Indian Literary Criticism. Michigan:* Orient Longman, 1995.

15. Edwards, Tim, ed. *Cultural Theory: Classical and Contemporary Positions*. London: sage, 2007.

16. Fish, Stanley - *Doing What Comes Naturally: Change, Rhetoric, and the Practice of Theory in Literary and Legal Studies*. New York:-Duke UP, 1989.

17. Glaser, Daryl and David M. Walker, eds. *Twentieth-Century Marxism: A Global Introduction*. New York: Routledge, 2007.

18. Haggerty, George E. and Molly McGarry, eds. *A Companion to Lesbian, Gay, Bisexual, Transgender, and Queer Studies*. Malden, MA: Blackwell, 2007.

19. Ilaiah, Kancha. *The Weapon of the Other: Dalitbahugan Writings and the Remaking of the Indian Nationalist Thought.* New Delhi: Longman, 2010.

20. Jameson, Fredric. *Marxism and Form: Twentieth-Century Dialectical Theories of Literature*. New York: Princeton UP, 1974.

21. Kumar, Raj. *Dalit Personal Narrative: Reading Caste, Nation and Identity*. Hyderabad: Orient Blackswan, 2010.

22. Lane, Richard J. ed. *Global Literary Theory: An Anthology. London: Routledge, 2013.*

23. Leitch, Vincent B., ed. *The Norton Anthology of Theory and Criticism.* London: Norton, 2010.

24. Lodge, David, ed. *Modern Criticism and Theory*. London: Longman, 1988.

25. Makaryk, Irena. *Encyclopedia of Contemporary Literary Theory: Approaches, Scholars, Terms*. Toronto: Toronto UP, 1993.

26. Holquist, Michael, ed. *M. M. Bakhtin, The Dialogic Imagination*. Austin, Texas: University of Texas Press, 1981.

27. Milner, Andrew and Jeff Browitt. *Contemporary Cultural Theory: An Introduction*. New York: Routledge, 1994.

28. Mousley, Andy. *Renaissance Drama and Contemporary Literary Theory*. London: Macmillan Education UK, 2000.

29. Ogden, Benjamin H. *Beyond Psychoanalytic Literary Criticism: Between Literature and Mind*. London: Routledge, 2018.

30. Parvini, Neema. *Shakespeare and Contemporary Theory: New Historicism and Cultural Materialism*. London: Bloomsbury Academic, 2012.

31. Prasad, G.J.V. *India in Translation, Translation in India*. Delhi: Bloomsbury, 2019.

32. Rutherfold, Jonathan, ed. *Identity: Community, Culture, Difference.* London: Lawrence and Wishart, 1990.

33. Ryan. Michael, ed. *The Encyclopaedia of Literary and Cultural Theory*. Malden MA: Blackwell, 2011.

34. Sarup, Madan. *An Introductory Guide to Post-Structuralism and Postmodernism.* New York: Longman Pearson, 1993.
35. Slaughter, Cliff. *Marxism, Ideology and Literature.* London: Macmillan Education UK, 1980.
36. Stam, Robert. *Film Theory: An Introduction.* Malden, Massachusetts & Oxford: Blackwell, 2000.
37. Tumino, Stephen. *Cultural Theory After the Contemporary.* New York: Palgrave Macmillan, 2011.
38. Venuti, Lawrence. *The Translation Studies Reader.* London: Routledge, 2004.
39. Walder, Dennis, ed. *Literature in the Modern World.* New York: OUP, 2004.
40. Wallace, Elizabeth Kowaleski, ed. *Encyclopedia of Feminist Literary Theory.* London: Routledge, 1996.
41. Waugh, Patricia. *Literary Theory & Criticism: An Oxford Guide.* Delhi: OUP, 2006.
42. Williams, Raymond. *Marxism and Literature.* New York: Oxford UP, 1978.
43. Wolfreys, Julian. *Literary Theories: A Reader and Guide.* Edinburgh, Edinburgh UP,1999.

L	T	P	Credit
3	1	-	4

Course Code: ENG.710
Course Title: Applied Language Studies
Total Hours: 60

Course Learning Outcomes:

By the end of this course, students will be able to:

CLO1: Connect with the broad areas in the field of Applied Linguistics.
CLO2: Analyse the role of linguistics in society, culture, communication and technology
CLO3: Develop and implement a plan for self-directed language and culture learning.
CLO4: Relate the potential research areas in Applied Linguistics
CLO5: Collect language data, organise it appropriately, and carry out initial linguistic analysis of that data.
CLO6: Identify and describe factors that are relevant to language development for language groups in multilingual societies.

Course Contents:

Unit/ Hours	Contents	Mapping with CLO
Unit I Hours:20	Applied language studies: the interdisciplinary nature of the field; the relation between theoretical and applied Linguistics; disciplines, theories, models, descriptions; scope of applied language studies; areas and methods of research in applied language studies *[Discussion on the important ideas and concepts in the unit]*	CLO1 CLO2 CLO4
Unit II Hours:20	Theories of language learning; behaviourism, competence and cognitivism; first and second language acquisition (SLA); factors related to SLA;	CLO1 CLO2

	bilingualism; process of perception, comprehension, assessment and production of language; language cognition and language disorder	
	Approaches and methods to language teaching and assessment; communicative and task-based language teaching; synchronous and asynchronous modes of language teaching; digital tools for language teaching and assessment *[Discussion on the important ideas and concepts in the unit]*	
Unit III Hours:15	Language in interaction: communication theory: philosophy and sociology of communication; cross-cultural communication; language, communication and media; language of print and digital mass media. Language planning and policy: status planning and corpus planning; policy decisions regarding codification and modernisation; revival, reforms, standardisation, purification and lexical modernisation; language and ideology; language as unifying and divisive force. *[Discussion on the important ideas and concepts in the unit]*	CLO3
Unit IV Hours:20	Pragmatics: text, context and meaning; speech act and politeness principle; discourse analysis; theories and methods; stylistics: general principles, methods and level of stylistic analysis Corpus linguistics: corpus studies and corpus building; building and applications of digital language corpus; corpus-based pragmatic, discourse and stylistic analysis. *[Discussion on the important ideas and concepts in the unit]*	CLO4 CLO5

Modes of Transaction:

Lecture, class discussion, presentations by students, assignments, library research on topics or problems, open textbook study, use of audio-visual aids etc.

Suggested Readings:

1. Berns, M., & Matsuda, P.K. *Applied linguistics: Overview and history*. In K. Brown (Ed.), *The Encyclopedia of language and linguistics* (2nd ed.; pp. 394–405). Elsevier, 2006
2. Cook, Guy. *Applied Linguistics*. Oxford University Press, 2003.
3. Cutting, Joan. *Pragmatics: A Resource Book for Students*. The United Kingdom, Routledge, 2014.
4. Davies, A. & Elder, C. (Eds.) *Handbook of Applied Linguistics*. Blackwell, 2004.
5. Dörnyei, Zoltan. *Research Methods in Applied Linguistics: Quantitative, Qualitative, and Mixed Methodologies*. Spain, OUP Oxford, 2007.
6. Fairclough, N. *Critical Discourse Analysis: The Critical Study of Language*. London: Longman, 2010.
7. Groom, Nicholas, and Littlemore, Jeannette. *Doing Applied Linguistics: A Guide for Students*. Taylor & Francis, 2012.
8. Hall, C. J., Smith, P. H. & Wicaksono, R. *Mapping Applied Linguistics. A Guide for Students and Practitioners*. Routledge, 2011.
9. Johnson, Keith & Johnson, Helen. *Encyclopedic Dictionary of Applied Linguistics*, Oxford/Malden. Blackwell, 1999.

10. Kaplan, Robert B. *The Oxford Handbook of Applied Linguistics*. Italy, OUP USA, 2010.
11. Levinson, Stephen C. *Pragmatics*, Cambridge: Cambridge University Press, 1993.
12. McCarthy, Michael. *Issues in Applied Linguistics*, Cambridge University Press, 2001.
13. Pennycook, Alastair. *Critical Applied Linguistics: A Critical Introduction*. Lawrence Erlbaum Associates, 2001.
14. Schmitt, Norbert. *An Introduction to Applied Linguistics*. Arnold, 2002.
15. Mills, S. Feminist stylistics. London: Routledge, 1995.
16. Leech, G.N. A Linguistic Guide to English Poetry. Bloomington: Indiana University Press, 1969.
17. Gargesh, R. Linguistic Perspectives to Literary Style. Delhi: University of Delhi, 1990.
18. Wei, Li. *Applied Linguistics*, Wiley, 2019.
19. Widdowson, Henry G. *Discourse Analysis*. Spain, OUP Oxford, 2007.

Online Resources:

1. Ethnologue: https://www.ethnologue.com/
2. https://www.baal.org.uk/
3. International Association for World Englishes: https://www.aila.info/
4. International Association for World Englishes: https://www.iaweworks.org/
5. LanguageLog: https://languagelog.ldc.upenn.edu/nll/
6. Modern Language Association: https://www.mla.org/
7. Oxford University Language Center: https://www.lang.ox.ac.uk/
8. SIL International: https://www.sil.org/

L	T	P	Credits
0	1	-	1

Course Code: ENG.707
Course Title: Seminar
Total Hours: 15

Course Learning Outcomes

By the end of this course, students will be able to:

CLO1: Focus on a particular research question coming under the purview of their proposed area of study and research topic
CLO2: Make a seminar presentation using .ppt on the approved topic

Course Contents:

The student will write a seminar paper on an approved topic focusing on a particular research question coming under the purview of their proposed area of study and research topic and make an oral presentation.

Evaluation Criteria:

Seminar will be of 100 marks in which Seminar Report and Seminar Presentation will comprise of 50 marks each. During evaluation adequate weightage will be given to Literature Survey/Background information, Organization of Content, Presentation Skills, and Discussion.

Modes of Transaction:

Regular discussions with the supervisor and seminar presentation

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L	T	P	Credits
3	1	-	4

Course Title: Indian Drama
Course Code: ENG.703
Total Hours: 60

Course Learning Outcomes:

By the end of this course, students will be able to:

CLO1: Relate the seminal texts and basic concepts of Indian Drama and its critiques, necessary for the critical study of Vernacular and English language drama of Indian sub-continent
CLO2: Apply this theoretical understanding to conduct research in the field of Indian drama
CLO3: Understand the history of Indian Drama

Course Contents:

Units/ Hours	Contents	Mapping with CLO
Unit I Hours:15	History of drama in India beginning from Bhäsa to the present day, sub-genres of drama, devices of drama, poetics and theory of drama *[Discussion on the important ideas and concepts in the unit]*	CLO3
Unit II Hours:15	A study of Bharata's *Natyashastra*, Aristotle's *Poetics* and Brecht's theory of Epic Theatre *[Study and analysis of selected texts]*	CLO2 CLO1

Unit III Hours:15	Innovative and thematic turns in Indian drama, use of myth and history in Indian drama, politically, socially or ideologically charged drama. *[Discussion on the important ideas and concepts in the unit]*	CLO2 CLO1
Unit IV Hours:15	Special study of one text of any two playwrights out of the following (To be taken up in the Tutorial): Badal Sircar; Mohan Rakesh; Girish Karnad; Vijay Tendulkar; Mahesh Dattani; Satish Alekar; Mahesh Elkunchwar; Manjula Padmanabhan *[Study and analysis of selected texts]*	CLO2 CLO1

Modes of Transaction:

Lecture, class discussion, presentations by students, assignments, library research on topics or problems, term paper, open textbook study, use of audio-visual aids etc.

Suggested Readings:

1. Aristotle. *Poetics*. Trans. S.H. Butcher. New York: Dover Publications Inc., 1997.
2. Babu, M. Sarat. *Indian Drama Today: A Study in the Theme of Cultural Deformity*. New Delhi: Prestige Books, 1997.
3. Benegal, Som. *A Panorama of Theatre in India*. New Delhi: Popular Prakashan, 1967.
4. Bhatia, Nandi, Ed. *Modern Indian Theatre: A Reader*. New Delhi: Oxford University Press, 2009.
5. Brook, Peter. *The Empty Space*. New York: Touchstone, 1968.
6. Brecht, Bertolt. *Brecht on Theatre: The Development of an Aesthetic* Trans. John Willett. New York: Hill & Wang, 1994.
7. Dharwadker, Aparna. *Theatres of Independence*. New Delhi: Oxford University Press, 2005.
8. Gowda, H.H. Anniah. *Indian Drama and Collection of Papers*. Mysore: Prasaranga University of Mysore, 2001.
9. Mason, Bim. *Street Theatre and Other Outdoor Performance*. London and New York: Routledge, 2005.
10. Pandey, Sudhakar, and Freya Barua, Ed. New *Directions in Indian Drama*. Delhi: Prestige Books, 1994.
11. Pandey, Sudhakar and Freya Taraporewala, Ed. *Contemporary Indian Drama*. New Delhi: Prestige Books, 1990.
12. Patil, Prabhakar, Ed. *Myth and Tradition in India*. New Delhi: BPI (India) Pvt. Ltd., 2004.
13. Prasad, Amarnath, and Saryug Yadav, Ed. *Studies in Indian Drama in English*. Bareilly: Prakash Books, 2003.
14. Reddy, K. Venkata, and R. K. Dhawan, Ed. *Flowering of Indian Drama: Growth and Development*. New Delhi: Prestige Books, 2004.
15. Talwar, Urmil, and Bandana Chakrabarty, ed. *Contemporary Indian Drama: Astride Two Traditions*. Jaipur: Rawat Publications, 2005.
16. Vatsyayan, Kapila. *Bharata: The Natyashastra*. New Delhi: Sahitya Akademi, 1996.
17. ---. *Traditional Indian Theatre: Multiple Streams*. New Delhi: National Book Trust, 1980.

Online Resources:

1. Aristotle's Poetics
https://www.amherst.edu/system/files/media/1812/The%252520Poetics%252520of%252520Aristotle%25252C%252520by%252520Aristotle.pdf
2. Aristotle's Nature
https://core.ac.uk/download/pdf/162641033.pdf
3. Tragedy and Epic
https://gointothestory.blcklst.com/studying-aristotles-poetics-part-24-tragedy-anTragedy   and Epicd-epic-poem-270d9bc95a68
4. Natyashastra
https://ia800607.us.archive.org/34/items/NatyaShastra/natya_shastra_translation_volume_2_-_bharat_muni.pdf
5. Natyashastra text
https://ia600607Tragedy   and Epic.us.archive.org/34/items/NatyaShastra/natya_shastra_translation_volume_1_-_bharat_muni.pdf
6. Performing arts drama
https://www.indiaonline.in/about/profile/history/cultural-influences/performing-arts/indian-drama

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L	T	P	Credits
3	1	-	4

Course Code: ENG. 704
Course Title: American Literature: A Survey
Total Hours: 60

Course Learning Outcomes

By the end of this course, students will be able to:

CLO 1: Analyse the history of American writings
CLO 2: Relate the history and cultural progress of the United States of America through literature conveying the diversity in the perceptions and experiences of American authors.
CLO 3: Attempt a critical appreciation of the multiple, complex and internally antagonistic realities of the American people
CLO 4: Analyse, compare, differentiate and contextualise the evolution of American culture through literature reflective of American literary periods from the Puritan era through modern times by exploring the customs and norms of each period as revealed through unique perspectives from a variety of authors.

Course Contents:

Unit/ Hours	Contents	Mapping with CLO
Unit 1 Hours:15	A Short History of American Literature Hector St John de Crevecouer. 'What is an American? (Letter III).	CLO: 1 CLO: 2

	Ralph W, Emerson. 'The American Scholar.' *Discussion on American prose writings, and on the important ideas and concepts in the unit]*	CLO: 3

Unit II Hours:15	A brief Survey of American Poetry
	   Walt Whitman. *Song of Myself* (Select poems)
	   Emily Dickinson (selections)
	   Robert Frost (selections)
	   Wallace Stevens. "Peter Quince at the Clavier"
	(And/or an intense study of the works of any other authors of the PhD candidate's choice)
	
	[Discussion on American Poetry and on the important ideas and concepts in the unit]
		CLO: 2
		CLO: 3
		CLO: 4

Unit III Hours:15	a) A brief Survey of American Short Fiction
	   Herman Melville, "Bartleby the Scrivener"
	   Charlotte Perkins Gilman. "The Yellow Wallpaper"
	   Nathaniel Hawthorne. "Young Goodman Brown"
	   Ernest Hemingway. "Hills like White Elephants"
	(And/or an intense study of the works of any authors of the PhD candidate's choice)
	
	b) A brief Survey of American Novels
	   Ralph Ellison. *Invisible Man*
	   Leslie Marmon Silko. *Ceremony*
	(And/or an intense study of the works of any two authors of the PhD candidate's choice)
	
	[Discussion on Fiction as a genre, and on the important ideas and concepts in the unit]
		CLO: 2
		CLO: 3
		CLO: 4

Unit IV Hours:15	A brief Survey of American Drama Edward Albee. *Who's Afraid of Virginia Woolf?* Lorraine Hansberry. *A Raisin' in the Sun* (And/or an intense study of the works of any two authors of the PhD candidate's choice) *[Discussion on Drama as a genre, and on the important ideas and concepts in the unit]*	CLO: 2 CLO: 3 CLO: 4

Modes of Transaction:

Lecture, discussion, presentations by students, assignments, library research on topics or problems, term paper, open textbook study, use of audio-visual aids etc.

Suggested Readings:

1. Bendixen, Alfred and James Nagel, eds. *A Companion to the American Short Story*. New York: Blackwell, 2010.
2. Bercovitch, Sacvan. Gen. Ed. *The Cambridge History of American Literature*. New York: CUP, 2017.

3. Elliott , Emory, Gen. Ed. *Columbia Literary History of the United States*. New York: Columbia UP, 2019.
4. Emerson, Ralph W. *The Complete Essays and Other Writings of Ralph Waldo Emerson*. New York: Random House, 1940.
5. Fredman, Stephen, ed. *A Concise Companion to Twentieth-Century American Poetry*. New York: Wiley Blackwell, 2005.
6. Gray, Richard, (ed). *A History of American Literature*. Maldon MA: Blackwell, 2016.
7. Kimmelman, Burt, ed. *Companion to 20th-Century American Poetry*. New York: The Facts on File, 2005.
8. Lamb, Robert Paul and G. R. Thompson, eds. *A Companion to American Fiction 1865 – 1914*. New York: Blackwell, 2005.
9. Lauter, Paul, et al. *The Heath Anthology of American Literature*. Boston, MA: Wadsworth, 2020.
10. Lehman, David. ed. *The Oxford Book of American Poetry*. New York: OUP, 2006.
11. Rich, Adrienne Cecile. "Compulsory Heterosexuality and Lesbian Existence." New York: Onlywomen Press, 1980.
12. Richards, Jeff rey H. and Heather S. Nathans, eds. *The Oxford Handbook of American Drama*. New York: OUP, 2014.
13. Samuels, Shirley, ed. *A Companion to American Fiction, 1780–1865*. New York: Blackwell, 2014.
14. St John de Crevecouer, Hector. *Letters from an American Farmer*. Harmondsworth: Penguin, 2003.
15. Stoneley, Peter and Cindy Weinstein, eds. *A Concise Companion to American Fiction 1900 – 1950*. New York: Wiley-Blackwell, 2018.
16. Whitman, Walt. *Song of Myself: Source Book and Critical Edition*. Ezra Greenspan (ed). New York: Routledge, 2015.
17. (A detailed reading list will be given by the course instructor during the sessions based on the PhD candidate's prior knowledge of the subject and area/focus of research interest)

Online Resources:

1. Beginning of American Literature
    https://www.youtube.com/watch?v=qibmsTdCTaI&list=PLNsppmbLKJ8JmLiopBwS9gV_MgznDPzt5&index=142
2. Beginnings of American Literature-2
    https://www.youtube.com/watch?v=CUR7ZMYP8As&list=PLNsppmbLKJ8JmLiopBwS9gV_MgznDPzt5&index=105
3. Classic American Literature
    https://www.youtube.com/watch?v=zv6dJOCZbdU&list=PLNsppmbLKJ8JmLiopBwS9gV_MgznDPzt5&index=141
4. Classics of American Literature : Poetry
    https://www.youtube.com/watch?v=xzFkOwx862A&list=PLNsppmbLKJ8JmLiopBwS9gV_MgznDPzt5&index=89
5. Classics of American Literature : Poetry -2
    https://www.youtube.com/watch?v=bWFK74fwb1s&list=PLNsppmbLKJ8JmLiopBwS9gV_MgznDPzt5&index=90
6. Classics of American Fiction
    https://www.youtube.com/watch?v=Ln87Xg2aAJs&list=PLNsppmbLKJ8JmLiopBwS9gV_MgznDPzt5&index=79
7. Classics of American Fiction-2
    https://www.youtube.com/watch?v=-xF9DVyWkzE&list=PLNsppmbLKJ8JmLiopBwS9gV_MgznDPzt5&index=78
8. Later 19th Century American Literature
    https://www.youtube.com/watch?v=IF-XEhyNFLs&list=PLNsppmbLKJ8JmLiopBwS9gV_MgznDPzt5&index=108
9. Early 20th Century American Literature

10. Women Writers of America
https://www.youtube.com/watch?v=VI6t2OPBVN0&list=PLNsppmbLKJ8JmLiopBwS9gV_MgznDPzt5&index=110
11. Black American Literature
https://www.youtube.com/watch?v=YeBkgFxfJM4&list=PLNsppmbLKJ8JmLiopBwS9gV_MgznDPzt5&index=112
12. Black Drama
https://www.youtube.com/watch?v=946GuTteHac&list=PLNsppmbLKJ8JmLiopBwS9gV_MgznDPzt5&index=125
13. Black Drama-2
https://www.youtube.com/watch?v=_GUic7K4jdY&list=PLNsppmbLKJ8JmLiopBwS9gV_MgznDPzt5&index=124
14. Black American Literature: Poetry
https://www.youtube.com/watch?v=T5qVbBdcI44&list=PLNsppmbLKJ8JmLiopBwS9gV_MgznDPzt5&index=127
15. Black American Literature: Fiction
https://www.youtube.com/watch?v=oo19jLSrte4&list=PLNsppmbLKJ8JmLiopBwS9gV_MgznDPzt5&index=129

L	T	P	Credits
3	1	0	4

Course Title: Gender Studies
Course Code: ENG.705
Total Hours: 60

Course Learning Outcomes:

By the end of this course, students will be able to:

CLO1: Analyse how a gendered perspective may change one's perception of the world
CLO2: Analyse the writings of key theorists with special reference to literature and gender
CLO3: Identify the unique qualities of the authors studied, and compare and contrast them.
CLO4: Situate the assigned texts in their historical contexts and recognise the impact of major events and transitions.

Course Contents:

Units/ Hours	Contents	Mapping with CLO
Unit 1 Hours:15	Literature and Gender: Introduction to Feminism and gender construction, Performativity, Queer Theory, LGBTQ movements

[Discussion on the important ideas and concepts in the unit] | CLO1 |

Unit II Hours:15	Judith Butler "Sex and Gender in Simone de Beauvoir's Second Sex" Yale French Studies No. 72, Simone de Beauvoir: Witness to a Century (1986), pp. 35-49. Hélène Cixous "The Laugh of the Medusa" *Signs*, Vol. 1, No. 4 (Summer, 1976), pp. 875-893. *[Study and analysis of selected texts]*	CLO2 CLO3 CLO4
Unit III Hours:15	Adrienne Rich "Compulsory Heterosexuality & Lesbian Existence", 1980. Eve Sedgwick *Epistemology of the Closet* (Introduction Axiomatic)* *[Study and analysis of selected texts]*	CLO2 CLO3 CLO4
Unit IV Hours:15	Experiencing Globalisation, Consumerism and Neoliberalism in India, Role of Media in constructing ideologies enabling gender inequalities, Market and gender construction *[Discussion on the important ideas and concepts in the unit]*	CLO2 CLO3 CLO4

Transactional Modes:

Lecture, class discussion, presentations by students, assignments, library research on topics or problems, required term paper, open textbook study

*= These texts will be taken up in tutorial mode wherein students' presentations and discussion are mandated.

Suggested Readings:

1. Adichie, Chimamanda N. *We Should All Be Feminists*. New Delhi: Penguin Random House, 2015.
2. Bhasin Kamala (2000): Understanding gender, Kali for Women , N. Delhi.
3. Basu Aparna(1999): Women's Education in India in Ray and Basu (edt): From Independence Towards Freedom, OUP, New Delhi
4. Chodhuri Maitreyee (2004): Feminism in India, Women Unlimited, New Delhi.
5. Chakravarty Uma (2003), Gendering caste through a feminist Lense, Stree, Calcutta.
6. Davis Kathy, Evans Mary, Lorber, J (edt) (2006): Handbook of Gender and Women's studies, Sage, UK.
7. Delamont Sara: Feminist Sociology: Feminist Concepts, Contribution to women's studies series, Part-I, II, III, RCWS, Mumbai.
8. Deshraj, Anupama D. *Feminine Self and Feminism in Virginia Woolf*. Nagpur: Dattasons, 2010.
9. Foucault, Michel. "17 March 1976." Society Must Be Defended: Lectures at the college de France 1975-1976. Trans. David Macey. New York: Picador, 1976.
10. Freedman Jane: Feminism, Viva Books, New Delhi, 2002.
11. Geetha V.: Patriarchy, Stree, Calcutta, 2007.
12. Ghadially Rehana (Edt): Urban Women in Contemporary India, Sage Publications, 2007.

13. Holloway, Karla FC. "Bloodchild" Private Bodies, Public Texts: Race, Gender and a Cultural Bioethics. Durham: Duke University Press,

14. Kaplan Karen, An Introduction to Women's Studies: Gender in a Transnational World. 2nd ed. Eds. Inderpal Grewal and New York: McGraw Hill, 2006.

15. Karat Brinda: Survival and Emancipation, Three essays Collective, 2005.

16. Khullar Mala (edt.): Writing the Women's Movement-A Reader, Zubaan, New Delhi, 2005.

17. Kimmel Michael: The Gendered Society, Oxford, NY, 2008.

18. Lane, Richard J. ed. *Global Literary Theory: An Anthology*. London: Routledge, 2013.

19. Leitch, Vincent B., ed.*The Norton Anthology of Theory and Criticism*. London: Norton, 2010.

20. New Delhi: Oxford University Press,1992. (–Introductions to Vol. I and II)

21. Radha Kumar: History of Doing, Kali for Women, New Delhi, 1992.

22. Rege Sharmila: Sociology of gender, Sage, New Delhi, 2003

23. Rutherfold, Jonathan, ed. *Identity: Community, Culture, Difference*. London: Lawrence and Wishart, 1990.

24. Showalter, Elaine. 'Towards the Feminist Poetics'. *Twentieth-Century Literary Criticism: A Reader*. Ed. David Lodge. New York: Routledge, 2016.

25. Susie, Tharu and K. Lalitha. *Women Writing in India: 600 B.C. to the Early Twentieth Century - Vo. 1. s*1993.

Online Resources:

1. Foucault and Queer Theory
https://www.youtube.com/watch?v=ma7JkSr8BXY
2. Annamarie Jagose
https://drive.google.com/file/d/1wV34KtHsbZuH-i_QWRVeT1mxMuGSG7bo/view?usp=drive_web&authuser=1
3. Beauvoir
https://www.youtube.com/watch?v=9UZriC_nRoA
4. The Second Sex
5. https://drive.google.com/file/d/1CgOv-A-Ey50d9tmSLbO2DUKDz_N-hIPw/view?usp=drive_web&authuser=1
6. The Second Sex
7. https://literariness.org/2016/05/06/simone-de-beauvoir-and-the-second-sex/
8. Introduction to Beauvoir
9. https://www.nytimes.com/2010/05/30/books/excerpt-introduction-second-sex.html

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L	T	P	Credits
3	1	0	4

Course Title: Postcolonial Studies: Theory and Practice
Course Code: ENG.706
Total Hours: 60

Course Learning Outcomes:

By the end of this course, students will be able to:

CLO 1: Connect the broad areas of Postcolonial theories, and compare and differentiate different

theoretical precepts.

CLO 2: Analyse postcolonial theoretical positions through critical texts conveying the major perceptions and perspectives of the field.

CLO 3: Relate the potential of different theories and of the multiple, complex and antagonistic theoretical perspectives present in contemporary Postcolonial Studies.

CLO 4: Apply this theoretical understanding to conduct research in the field of literature and enhance and create his/her own way of appreciating literature.

Course Contents:

Units/ Hours	Contents	Mapping with CLO
Unit I Hours:15	Key concepts: Aboriginal/indigenous peoples, Abrogation, Agency, Alterity, Ambivalence, Anti-colonialism, Apartheid, Appropriation, Authentic/authenticity, Binarism, Centre/margin (periphery), Class and post-colonialism, Colonial desire, Colonial discourse, Colonial patronage, Colonialism, Commonwealth, Contrapuntal reading, Counter-discourse. Neil Larsen: "Imperialism, Colonialism, Postcolonialism" in *A Companion to Postcolonial Studies* (Blackwell). George Lamming: *In the Castle of My Skin (Students will read the novel, which will be followed by classroom discussion)* *[Discussion on the important ideas and concepts in the unit]*	CLO 1
Unit II Hours:15	Key concepts: Creolisation, Cultural diversity/cultural difference, Decolonisation, Dependency theory, Diaspora, Discourse, Dislocation, Double colonisation, Ecological imperialism, Empire, Essentialism/strategic, essentialism, Ethnicity, Ethnography, Ethno-psychiatry/ ethno-psychology, Eurocentrism, Exile, Exotic/exoticism. Benita Parry: "The Institutionalization of Postcolonial Studies" in *Cambridge Companion to Postcolonial Literary Studies.* Edouard Glissant: *Mahagony (Students will read the novel, which will be followed by classroom discussion)* *[Discussion on the important ideas and concepts in the unit]*	CLO 2
Unit III Hours:15	Key concepts: Fanonism, Feminism and post-colonialism, Filiation/affiliation, First nations, Globalization, Glocalization, Hegemony, Hybridity, Imperialism, Interpellation, Liminality, Manicheanism, Marginality, Metonymic gap, Metropolis/metropolitan, Mimicry, Missions and colonialism, Modernism and post-colonialism, Nation/nationalism, National allegory, National liberation movements, Native, Nativism. Simon Gikandi: "Poststructuralism and Postcolonial Discourse" in *Cambridge Companion to Postcolonial Literary Studies.*	CLO 3

	Abdulrasak Gurnah: *Paradise (Students will read the novel, which will be followed by classroom discussion)* *[Discussion on the important ideas and concepts in the unit]*	
Unit IV Hours:15	Key concepts: Negritude, Neo-colonialism/neo-imperialism, Neo-liberalism, Orientalism, Other, Othering, Postcolonial body, Post colonialism/Postcolonialism, Postcolonial reading, Postcolonial state, Postcolony, Primitivism, Race, Religion and the postcolonial, Savage/civilised, Settler, Settler colony, Slave/slavery, Subaltern, Subject/subjectivity, Surveillance, Third World (First, Second, Fourth), Transculturation, Transnationalliteratures, Universalism/universality, Whiteness, World system theory. John McLeod: "Postcolonialism and Literature" in *The Oxford Handbook of Postcolonial Studies* Ayi Kwei Armah: *The Beautiful Ones Are Not Yet Born (Students will read the novel, which will be followed by classroom discussion)* *[Discussion on the important ideas and concepts in the unit]*	CLO 4

Modes of Transaction:

Lecture, discussion, presentations by students, assignments, library research on topics or problems, term paper, open textbook study, use of audio-visual aids etc.

Suggested Readings:

1. Ashcroft, Bill, et al. *The Post-colonial Studies Reader*. Taylor & Francis, 2006.
2. Bartolovich, Crystal, et al. *Marxism, Modernity and Postcolonial Studies*. Cambridge UP, 2002.
3. Bhabha, Homi K. *Nation and Narration*. Routledge, 2013.
4. ---. *The Location of Culture*. Routledge, 2012.
5. Césaire, Aimé. *Discourse on Colonialism*. NYU P, 2001.
6. Deckard, Sharae, and Rashmi Varma. *Marxism, Postcolonial Theory, and the Future of Critique: Critical Engagements with BenitaParry*. Routledge, 2018.
7. Fanon, Frantz. *Black Skin, White Masks*. 2017.
8. ---. *The Wretched of the Earth*. Grove/Atlantic, 2007.
9. Huggan, Graham. *The Oxford Handbook of Postcolonial Studies*. Oxford UP, 2013.
10. Lazarus, Neil, and Lazarus Neil. *The Cambridge Companion to Postcolonial Literary Studies*. Cambridge UP, 2004.
11. McLeod, John. *Beginning Postcolonialism*. 2010.
12. Parry, Benita. *Postcolonial Studies: A Materialist Critique*. Routledge, 2004.
13. Said, Edward W. *Orientalism: Western Conceptions of the Orient*. Penguin UK, 2016. Schwarz, Henry, and Sangeeta Ray. *A Companion to Postcolonial Studies*. John Wiley & Sons, 2008.
14. Young, Robert. *White Mythologies: Writing History and the West*. Psychology P, 2004.
15. Young, Robert J. *Postcolonialism: An Historical Introduction*. John Wiley & Sons, 2016.

16. ---. *Postcolonialism: A Very Short Introduction*. Oxford UP, 2020.

L	T	P	Credits
3	1	0	4

Course Title: Posthumanism: Texts and Interpretations
Course Code: ENG.708
Total Hours: 60

Course Learning Outcomes:

By the end of this course, students will be able to:

CLO1: Connect the broad areas of posthumanism and understanding various interrelated concepts.
CLO 2: Analyse literary texts and films from posthumanist perspectives.
CLO 3: Relate theoretical perspectives and technological landscapes in literature to be able to critique, interrogate, and offer corrective discourse.
CLO 4: Apply theoretical understanding of posthumanism to conduct research in the field of literature and enhance ability to critically appreciate literature.

Course Contents:

Units/ Hours	Contents	Mapping with CLO
Unit 1 Hours:15	Ihab Hassan - "Prometheus as Performer: Toward a Posthumanist Culture?" Neil Badmington - "Theorizing Posthumanism" Andy Miah: Posthumanism: A Critical History N. Katherine Hayles - *How We Became Posthuman: Virtual Bodies in Cybernetics, Literature, and Informatics (Selections)* Cary Wolfe - *What is Posthumanism?** *[Discussion on the important ideas and concepts in the unit]*	CLO1

Unit II Hours:15	Judith Halberstam and Ira Livingston-Introduction: *Posthuman Bodies**	CLO2 CLO3 CLO4
	Jacques Derrida: The Ends of Man	
	Vernor Vinge: The coming technological singularity*	
	Brent Waters: From Human to Posthuman: Christian Theology and Technology in a Postmodern World*	
	Fanscis Fukuyama – Our Posthuman Future *(Selected Sections)*	
	[Discussion on theoretical postulations]	
Unit III Hours:15	Aldous Huxley: *Brave New World*	CLO2 CLO3 CLO4
	Philip K. Dick: *Do Androids Dream of Electric Sheep?**	
	H. G. Wells: *The Time Machine*	
	[Study and analysis of selected texts]	
Unit IV Hours:15	Margaret Atwood: *The Handmaid's Tale*	CLO2 CLO3 CLO4
	Amitav Ghosh: *The Calcutta Chromosome**	
	[Discussion on the important ideas and concepts in the unit]	

Transactional Modes:

Lecture, class discussion, presentations by students, assignments, library research on topics or problems, required term paper, open textbook study

*= These texts will be taken up in tutorial mode wherein students' presentations and discussion are mandated.

Suggested Readings:

1. Atwood, Margaret. *The Handmaid's Tale*. McClelland and Stewart, 1985.
2. —. *The Testaments*. Vintage, 2019.
3. Badmington, Neil. "Theorizing Posthumanism."*Posthumanism and the Other Within*. Routledge, 2004.
4. Braidotti, Rosi. *The Posthuman*. Polity Press, 2013.
5. Callus, Ivan and Stefan Herbrechter. *Posthumanism: The Routledge Companion to Critical and Cultural Theory*. Routledge, 2013.
6. Derrida, Jacques. "The Ends of Man." *Philosophy and Phenomenological Research*, vol. 30, no. 1, 1969, pp. 31–57. *JSTOR*, https://doi.org/10.2307/2105919.
7. Ferrando, Francesca. "Towards a Posthumanist Methodology: A Statement." *Frame Journal of Literary Studies,* vol. 25, 2012, pp. 9-18.
8. Fukuyama, Francis. *Our Posthuman Future: Consequences of Biotechnology Revolution.* Farrar, Straus and Giroux, 2002.
9. Ghosh, Amitav. *The Calcutta Chromosome*. Penguin Classics, 1995.
10. Gordijn, B. & Chadwick, R. *Medical Enhancements & Posthumanity*. Routledge, 2007.

11. Hassan, Ihab. "Promethus as Performer: Towards a Posthumanist Culture?" *The Georgio Review*, vol. 31, no. 4, 1977, pp. 830-50. *JSTOR*, www.jstor.org/stable/ 41397536.
12. Hayles, N. Katherine. *How We Became Posthuman*. U of Chicago P, 1999.
13. Halberstam, Judith, and Ira Livingston. *Introduction: Posthuman Bodies*. Indiana UP, 1995.
14. Heidegger, Martin. *The Question Concerning Technology and Other Essays*. Garland Publishing, 1953.
15. Huxley, Aldous. *Brave New World*. Chatto & Windus, 1932.
16. Ishiguro, Kazuo. *Never Let Me Go*. Faber and Faber, 2005.
17. Miah, Andy. Posthumanism: A Critical History. Routledge, 2008.
18. Nietzsche, *Friedrich. Thus Spoke Zarathustra*. Cambridge University Press, 2006.
19. Padmanabhan, Manjula. *Harvest*. Kali for Women, 1998.
20. Pepperell, Robert. *The Posthuman Condition: Consciousness Beyond the Brain*. Cromwell, 2003.
21. Orwell, George. *Nineteen Eighty-Four*. Penguin UK, 2013.
22. Shelley, Mary. *Frankenstein*. Penguin Classics, 2003.
23. Vinge, Vernor. The Coming Technological Singularity: How to Survive in the Post-Human Era." San Diego State U, 1993.
24. Waters, Brent. *From Human to Posthuman: Christian Theology and Technology in a Postmodern World*. Ashgate Publishing, Ltd.
25. H. G. Wells: *The Time Machine. William Heinemann Ltd.,* 1890.
26. Wolfe, Cary. *What is Posthumanism*? U of Minnesota P, 2010.

Online Resources

1. Course on Posthumanism: https://www.posthumans.org/course-the-posthuman.html
2. Posthumanism as a Research Methodology: https://www.youtube.com/watch?v=4HTKC716BhA
3. Slavoj Zizek — Why I'm not a Humanist: https://www.youtube.com/watch?v=PrWS5cXFJzQ
4. N. Katherine Hayles • Why We Are (Still) Posthuman: https://www.youtube.com/watch?v=CtZxiOYcXDc
5. http://www.theposthuman.org/
6. https://www.youtube.com/watch?v=3S3CuINbQ1M
7. https://www.youtube.com/watch?v=qDjYjWh6-xo

L	T	P	Credits
3	1	-	4

Course Code: ENG.711
Course Title: English Language Teaching: Theory and Practice
Total Hours: 60

Course Learning Outcomes:

By the end of this course, students will be able to:

CLO1: Acquire the essentials of teaching English as a second/foreign language.
CLO2: Comprehend various methods of English language teaching theory as well as the practice of it.

CLO3: Apply this theoretical understanding to conduct empirical research in the field of ELT.
CLO4: Develop an understanding of the history of the English language and ELT in India

Course Contents:

Unit/ Hours	Contents	Mapping with CLO
Unit I Hours:15	Major trends in language teaching in the twentieth–century language teaching; the nature of approaches and methods in language teaching; oral approach and situational language teaching; grammar-translation method *[Discussion on the important ideas and concepts in the unit]*	CLO1
Unit II Hours:15	Alternative approaches and methods; total physical response; the silent way community language learning; suggestopedia; multiple intelligences; neurolinguistic programming; the lexical approach; competency-based language learning; audio-lingual; communicative and current trends *[Discussion on the important ideas and concepts in the unit]*	CLO2
Unit III Hours:15	Current communicative approaches: the natural approach; cooperative language learning; content-based instruction; task-based instruction; the post methods era. Use of technology in a language classroom; classroom management and teacher-student interaction materials production; reading, writing, listening, speaking skills; action research *[Discussion on the important ideas and concepts in the unit]*	CLO3
Unit IV Hours:15	English in India; history, policies, and politics; English and ideology; world and Indian English(es); English for employment and social mobility; the business of teaching and testing English; English and education; English teaching and assessment in India today *[Discussion on the important ideas and concepts in the unit]*	CLO4

Modes of Transaction:

Lecture, discussion, presentations by students, assignments, library research on topics or problems, term paper, open textbook study, use of audio-visual aids

Suggested Readings:

1. Agnihotri, R.K. & Khanna, A.L. *English Language Teaching in India.* New Delhi: Sage Publications, 1995.
2. Baumgardner R.J., Greenbaum S., Kachru B.B. *South Asian English: Structure, Use, and Users.* University of Illinois Press, 1996.
3. Bright, J.A. and G.C. Macgreager. *Teaching English as a Second Language.* ELBS and Longman 1970.
4. Brown, H. Douglas. *Principles of Language Learning and Teaching.* Essex: Pearson Education Limited, 2014.
5. Crystal, David. *English as a Global Language.* Germany, Cambridge University Press, 2012.

6.   Dhanavel, S.P. *English Language Teaching in India*. Tata McGraw Hill, 2014.

7.   Ellis, Rod. *The Study of Second Language Acquisition*. Oxford, Oxford University Press, 2008.

8.   Gupta, Deepti, and Wood, Alistair. *Asian English Language Classrooms: Where Theory and Practice Meet*. The United Kingdom, Taylor & Francis, 2017.

9.   Harmer, Jeremy. *How to Teach English*. 2nd ed. Essex: Pearson Education Limited 2007.

10. Harmer, Jeremy. *The Practice of English Language Teaching*. 5th ed. Essex: Pearson Education Limited 2015.

11. Kachru, B.B. *The Indianization of English: The English Language in India.* Oxford University Press, 1983.

12. Krishnaswamy, Lalitha, and Krishnaswamy, N. *The Story of English in India*. India, Foundation Books, 2006.

13. Larsen-Freeman, D. *Techniques and Principles in Language Teaching*. New Delhi: Oxford University Press, 2004.

14. Little Brandl, Klaus. *Communicative Language Teaching in Action: Putting Principles to Work*. United States, Cognella Academic Publishing, 2020.

15. Mahanta, Banibrata and Rajesh Babu Sharma. *English Studies in India: Contemporary and Evolving Paradigms*. Germany, Springer Singapore, 2018.

16. Nunan, David. *Practical English Language Teaching Teacher's Textbook*. United Kingdom, McGraw-Hill, 2003.

17. Nunan, David. *Teaching English to Speakers of Other Languages: An Introduction*. The United Kingdom, Taylor & Francis, 2015.

18. Prabhu, N.S. *Second language pedagogy*. Oxford: Oxford University Press, 1987.

19. Raman, Meenakshi. *English Language Teaching*. Atlantic Publishers, 2004.

20. Richards, Jack C. and Theodore. S. Rogers. *Approaches and Methods in Language Teaching*. Cambridge University Press, 2014.

21. Saraswathi, V. *English Language Teaching– Principles and Practice*. Chennai, Orient Longman, 2004.

22. Scrivener, Jim. *Learning Teaching: The Essential Guide to English Language Teaching*. Germany, Macmillan Education, 2011.

23. Spolsky, Bernard and Eun Sung Park. *English Education at the Tertiary Level in Asia: From Policy to Practice*. The United Kingdom, Taylor & Francis, 2017.

24. Tickoo, M.L. *Teaching and Learning English– A Sourcebook for Teachers and Teacher Trainers*. Hyderabad: Orient Longman, 2003.

25. Widdowson, H.G. *Aspects of Language Teaching*. Hong Kong, OUP Oxford, 1990.

26. Widdowson, H.G. *Stylistics and the Teaching of Literature*. The United Kingdom, Taylor & Francis, 2014.

27. Widdowson, H.G., and Howatt, A.P.R. *A History of English Language Teaching*. Spain, OUP Oxford, 2004.

Online Resources:

1.   An A-Z of ELT: http://scottthornbury.wordpress.com/
2.   BBC Learning English: http://www.bbc.co.uk/learningenglish/english/
3.   British Council Teaching English: https://www.teachingenglish.org.uk/
4.   Cambridge English Online: http://cambridgeenglishonline.com/
5.   ELTAI (English Language Teachers' Association of India) http://eltai.in/
6.   One Stop English: http://www.onestopenglish.com/

L	T	P	Credits
3	1	-	4

Course Code: ENG.712
Course Title: Discourse Analysis
Total Hours: 60

Course Learning Outcomes:

By the end of this course, students will be able to:

CLO1: Gain an understanding of the essential elements and principles of Discourse Analysis and apply them to the analysis of naturally occurring samples of language

CLO2: Explore the central aspects of spoken and written language in its linguistic and non-linguistic contexts and identify structures and patterns in stretches of text longer than the sentence.

CLO3: Analyse in some detail selected language elements in terms of discourse features

CLO4: Develop a critical awareness of both theoretical and practical issues relevant to the field of Discourse Analysis

CLO5: Identify, interpret and critically analyse different types of text and discourse types, styles, and registers

Course Contents:

Unit/ Hours	Contents	Mapping with CLO
Unit I Hours:15	Discourse analysis: introduction, definition and approaches; theoretical traditions; characteristics of discourse /speech; intention and interpretation; performance and intertextuality; discourse and genre; Discourse and society: social construction of reality, language and social practice; discourse and identity; discourse and gender; discourse and ideology *[Discussion on the important ideas and concepts in the unit]*	CLO1 CLO2
Unit II Hours:15	The spoken discourse: language and context; speech act theory; the cooperative principle; the politeness principles; conversational implicature; politeness and 'face' across cultures Conversation analysis and negotiation of meaning; adjacency pairs; preference organisation; discourse markers; organisation of conversation *[Discussion on the important ideas and concepts in the unit]*	CLO2 CLO3
Unit III Hours:15	Genre analysis; spoken and written discourse across genres; discourse structure across genres; steps in genres analysis Discourse and grammar; texture of a text; cohesion; coherence; reference; collocation; substitution and ellipsis; patterns of cohesion; theme and rheme; grammar and engagement; grammar and spoken and written discourse;	CLO4

	[Discussion on the important ideas and concepts in the unit]	
Unit IV Hours:15	Multimodal discourse analysis: genre, speech act and multimodality; speech, tenor and mode; newspaper, film, television, digital messaging and social media genres Critical discourse analysis (CDA): discourse and construction and reflection of socio-political issues and ideologies; discourse and negotiation and performance of power relations; CDA theories and modes of analysis Corpus-based approaches to discourse analysis; types, design and construction of corpora; sample corpora for discourse analysis: BNC, BAWE, MICASE; [Discussion on the important ideas and concepts in the unit]	CLO5

Transactional Modes:

Lecture, class discussion, recitation, presentations by students, assignments, library research on topics or problems, open textbook study

Suggested Readings:

1. Austin J.L. *How to Do Things with Words*. Oxford: Clarendon Press, 1962.
2. Blakemore D. *Understanding Utterances: An introduction to pragmatics*. Oxford: Blackwell, 1992.
3. Brown P. and S. Levinson. *Politeness. Some Universals in Language Usage*. Cambridge: Cambridge University Press, 1987.
4. Cook, Guy. *Discourse*. Oxford: Oxford University Press, 1989.
5. Coulthard, M. *An introduction to Discourse Analysis*. Routledge, New York, 2014.
6. Cutting, Joan. *Pragmatics: A Resource Book for Students*. The United Kingdom, Routledge, 2014.
7. Fairclough, N. *Critical Discourse Analysis: The Critical Study of Language*. London: Longman, 2010.
8. Flowerdew, J. *Discourse in English Language Education*. London: Routledge, 2013.
9. Gee, James Paul. *An Introduction to Discourse Analysis: Theory and Method* (4th ed). New York: Routledge, 2010.
10. Gee, James Paul. *How to Do Discourse Analysis: A Toolkit*. Routledge, 2014.
11. Grice, H.P. "Logic and conversation". Peter Cole and Jerry L. Morgan, (Eds.) *Syntax and Semantics*, 3. New York, NY: Academic Press, 1975, pp. 41-58.
12. Halliday, M.A.K. and Ruqaiya Hasan. *Cohesion in English*. Longman: London, 1976.
13. Jones, Rodney H. *Discourse Analysis: A Resource Book for Students*. Oxford: Blackwell, 2012.
14. Leech, Geoffrey N. *Principles of Pragmatics*. London; New York: Longman, 2016.
15. Levinson, Stephen C. *Pragmatics*, Cambridge: Cambridge University Press, 1993.
16. McCarthy, M. *Discourse Analysis for Language Teachers*. Cambridge: Cambridge University Press, 1991.
17. Schiffrin, D. *Approaches to Discourse*. Malden, Mass.: Blackwell, 1994.
18. Searle, J.R. *Speech Acts: An Essay in the Philosophy Of Language*. Cambridge University Press, Cambridge, 1969.
19. Short, M. *Exploring the language of poems, plays and prose*. Routledge, 2018.
20. Sutherland, Sean. *A Beginner's Guide to Discourse Analysis*, Palgrave, 2016.

21. Widdowson, Henry G. *Discourse Analysis*. Spain, OUP Oxford, 2007.
22. Widdowson, Henry G. Text, Context, Pretext: Critical Issues in Discourse Analysis. Germany, Wiley, 2008.

Online Resources:

1. Center for Applied Linguistics: http://www.cal.org/

2. Centre for Information on Language Teaching: http://www.cilt.org.uk/

3. CORPORA: http://www.hit.uib.no/corpora/

4. Linguist List: http://www.linguistlist.org/

5. Metadiscourses: http://www.colorado.edu/communication/meta-discourses/index.htm

6. The Media and Communications Studies Site: http://www.aber.ac.uk/media/Sections/textan02.html