

**Department of English**  
**Maulana Azad National Urdu University**  
**PhD (English) Course Work**

**Programme Outcomes (POs)**

Scholars shall make contribution to the existing body of knowledge; the contribution shall be in the form of:

- 1) Discovering new patterns of knowledge
- 2) Solving problems of the issues related with language, literature, culture and society 3) Reviewing or revising the existing fields of discipline by discovering or establishing new perspectives
- 4) Bringing new perspectives through interdisciplinary approach to the established disciplines
- 5) Studying and analyzing literary texts or language texts and contextualizing them to the present times for the benefit of the society
- 6) Demonstrating knowledge of best practices, regarding research and documentation of research
- 7) Carrying out all research activities ethically
- 8) Participating in conferences/seminars and demonstrating knowledge of research skills, presentation skills, critical and analytical skills
- 9) Demonstrating high-level of proficiency in language/ literary research and in the synthesis of research
- 10) Conducting research independently and supervising any study that leads to substantial original thesis
- 11) Theorizing any form of composition
- 12) Applying interdisciplinary approach to the field of research undertaken for study

**Programme Specific Outcomes (PSOs) for Language Students**

The scholars shall be able to

- 1) Advance existing methods of the English language teaching
- 2) Introduce new methods of teaching for the acquisition of English from school to post graduate levels
- 3) Demonstrate high level of proficiency in language research
- 4) Teach undergraduate and postgraduate level English courses

**Programme Specific Outcomes (PSOs) for Literature Students**

The scholars shall be able to

- 1) Demonstrate an appreciation for both canonical and non-canonical works of literature
- 2) Demonstrate mastery of the discipline by tracing the development, advancement and current practices of literary studies, rhetoric etc.
- 3) Demonstrate critical skills in the interpretation and evaluation of literature
- 4) Participate in the profession of literary studies through seminars, conferences, publications, and membership

## Semester-1

Course Title: **Introduction to Research Methods**

Course Code: **PHEN101CCT**

### Scheme of Instruction

Total Duration: 60 hrs

Periods / Week:4

Credits:4

Instruction Mode: Lecture

### Scheme of Examination

Maximum Marks: 100

Internal Evaluation: 30

End Semester: 70

Exam Duration: 3hrs.

**Course Objectives:** To equip scholars with the necessary knowledge and skills for carrying out research in the English Language and Literature.

**Course Outcomes:** Upon the completion of the course, the scholars are expected to have learnt how to conduct research and have acquired academic writing skills required for presenting their research.

Unit	Course Content	Instruction Hours
I	<b>What is Research?</b> Types of Research Research Ethics and Plagiarism	15
II	<b>Research Methodology</b> Research Methods (Qualitative, Quantitative etc.) Research and Information Communication Technology	15
III	<b>Conducting Research</b> Literature Review Documentation Styles (MLA, MHRA, APA)	15
IV	<b>Writing Thesis</b> Structuring the Thesis Drafting	15

**Examination and Evaluation Pattern:** 10 Objective type questions

05 Short questions essay of 6 marks each

03 Essay type questions of 10 marks each

Internals: 30 Marks

### Recommended Reading:

1) Altic, Richard D. & John J. Fenstermaker. (1992). *The Art of Literary Research*, 4th edition. W.W.

Norton & Company, Inc.

2) American Psychological Association (2010). *Publication Manual of the American Psychological Association, Sixth Edition*. APA.

3) Bachman, L. (2004). *Statistical Analysis for Language Assessment*. Cambridge: CUP.

4) Beins Bernard C. (2019). *Research Methods*. Cambridge: CUP

5) Griffin, G. (2007). *Research Methods for English Studies*. Jaipur: Rawat.

6) Klarer, M. (2013). *An Introduction to Literary Studies*, 3rd edition. London: Routledge.

7)Kothari, C.R. (2009). *Research Methodology: Methods and Techniques*. New Delhi:New Age.

- 8) Mackay, A. & S. Gass. (2005). *Second Language Research Methodology and Design*. Mahwah, N.J: Lawrence Erlbaum.
- 9) Modern Language Association. (2016). *MLA Handbook, Eighth Edition*. MLA.
- 10) Nunan, D. (1992). *Research Methods in Language Learning*. Cambridge: CUP.
- 11) Patton, M. Q. (2015). *Qualitative Research and Evaluation Methods*, 4th edition. Thousand Oaks: Sage.
- 12) Podesva, Robert J. Ed. (2014). *Research Methods in Linguistics*. Cambridge: CUP.
- 13) Quadri, Syed Mohammed Haseebuddin. (2010). *The Craft of Language and Literary Research*. New Delhi: Atlantic Publishers.
- 14) Rasinger, Sebastian M. (2014). *Quantitative Research in Linguistics: An Introduction*, 2<sup>nd</sup> edition. Bloomsbury.
- 15) Richardson, Brian Ed. (2013). *MHRA Style Guide*, 3rd edition. MHRA.
- 16) Sinha, M. P. (2018). *Research Methods in English*. New Delhi: Atlantic Publishers.

**Web Resources:**

*Modern Humanities Research Association*. <http://www.mhra.org.uk/>

*Modern Language Association*. <https://www.mla.org/>

**Semester: 1**Course Title: **Language, Literature and Theory**Course Code: **PHEN102CCT****Scheme of Instruction**

Total Duration: 60 hrs.

Periods / Week: 4

Credits: 4

Instruction Mode: Lecture

**Scheme of Examination**

Maximum Marks: 100

Internal Evaluation: 30

End Semester: 70

Exam Duration: 3 hrs.

**Course Objectives:** To initiate and ground scholars in the seminal concepts in language, and introduce them to the recent trends in literature and theory.

**Course Outcomes:** Upon the completion of the course the scholars are expected to understand and appreciate current linguistic and literary theories and integrate theories into the description and analysis of the prescribed texts.

Unit	Course Content	Instruction Hours
<b>I</b>	<b>Language, Society and Meaning Making</b> Functions of Language Sociolinguistics Semiotics	15
<b>II</b>	<b>Discourse and Style</b> Discourse Analysis Stylistics	15
<b>III</b>	<b>Indian Writing in English and Environmental Ethics: Interpreting texts using Eco-critical theory</b> Kamala Markandaya: <i>Nectar in a Sieve</i> Amitav Ghosh: <i>The Hungry Tide</i>	15
<b>IV</b>	<b>World Literature: Issues of Nation, Displacement, Exile and Identity: Interpreting texts using Postcolonial theory</b> Ngugi waThiong'o: <i>A Grain of Wheat</i> Nadine Gordimer: <i>The Pickup</i>	15

**Examination and Evaluation Pattern:** 10 Objective type questions of 1 mark each

05 Short questions of 6 marks each

03 Essay type questions of 10 marks each

Internals: 30 Marks

**Recommended Reading:**

- 1) Ashcroft, B., G. Griffiths & H. Tiffin (1989) *The Empire Writes Back: Theory and Practice in Post-Colonial literatures*. London: Routledge.
- 2) Beaugrand, R. (1991) *Linguistic Theory: The Discourse of Fundamental Works*. London: Longman.
- 3) Bhaba, H. (1994) *The Location of Culture*. London & New York: Routledge.
- 4) Buell, L. (2005) *The Future of Environmental Criticism: Environmental Crisis and Literary imagination*. Oxford: Blackwell.

- 5) Curtin, D. (2005) *Environmental Ethics for a Postcolonial World*, Lanham MD: Rowman & Littlefield
- 6) Fanon, F. (2004) *The Wretched of the Earth* (Tr. R. Philcox). New York: Grove Press.
- 7) Guha, R. (2000) *The Unquiet Woods: Ecological Change and Peasant Resistance in the Himalayas*. Berkeley: University of California Press.
- 8) Halliday, M.A.K (2003) *On Language and Linguistics*. London: Continuum.
- 9) Halliday, M.A.K (2014) *Halliday's Introduction to Functional Grammar*. Oxon: Routledge
- 10) Halliday, M.A.K & R. Hasan (1976) *Cohesion in English*. London: Longman.
- 11) Huggan, G. & H. Tiffin (2010) *Postcolonial Ecocriticism: Literature, Animals, Environment*. London and New York: Routledge.

**Semester:1**Course Title: **Emerging Trends in English Language Teaching**Course Code: **PHEN101DST****Scheme of Instruction**

Total Duration: 60 hrs.

Periods / Week:4

Credits:4

Instruction Mode: Lecture

**Scheme of Examination**

Maximum Marks: 100

Internal Evaluation: 30

End Semester: 70

Exam Duration: 3hrs.

**Course Objectives:** To acquaint scholars with the emerging trends in English Language Teaching and enable them to explore new research of areas in language teaching.**Course Outcomes:** Upon the completion of the course scholars are expected to develop acumen for the issues in English language teaching research.

Unit	Course Content	Instruction Hours
<b>I</b>	<b>Theories, Methods and Techniques</b> a) Brief history of the English Language Teaching b) Teaching English in India c) Theories, Approaches and Methods	15
<b>II</b>	<b>Technology &amp; Social Media in Language Teaching</b> a) Role of Technology in Teaching English b) Teaching English through CALL & CALT c) Role of Social Media in Language Teaching	15
<b>III</b>	<b>Teaching English for Specific Purposes</b> a) Needs Analysis b) English for Specific Purposes c) English for General Purposes	15
<b>IV</b>	<b>Classroom Dynamics</b> a) Mixed ability classrooms b) Role of Teaching Materials c) Project Work	15

**Examination and Evaluation Pattern:** 10 Objective type questions

05 Short questions essay of 6 marks each

03 Essay type questions of 10 marks each

Internals: 30 Marks

**Recommended Reading:**

- 1) Balasubramanian, T. (1981). *A Textbook of English Phonetics for Indian Students*. New Delhi: Macmillan.
- 2) Crystal D. (1991). *A Dictionary of Linguistics and Phonetics*, Blackwell Publishers.
- 3) Crystal, D. (1987). *The Cambridge Encyclopedia of Language*. Cambridge: CUP.
- 4) Diane Larsen-Freeman (2000). *Techniques and Principles in Language Teaching*, OUP.
- 5) Harmer, J. (2007). *The Practice of Teaching English*, 4th edition. Pearson Longman.

- 6) Scrivener, J. (1994). *Learning Teaching: A Guidebook for English Language Teachers*. Oxford: Heinemann.
- 7) Ur, Penn. (1996). *A Course in Language Teaching: Practice and Theory*. Cambridge: CUP
- 8) Rajimwale S. (2012) *Elements of General Linguistics*. Rama Brothers.
- 9) Richards C. J. & Rodgers S. T. (2001) *Approaches and Methods in Language Teaching*, CUP.
- 10) Yule, G. (2010) *The Study of Language*, 4th edition. CUP

**Semester: I**Course Title: **Glimpses of Contemporary World Literature**Course Code: **PHEN102DST****Scheme of Instruction**

Total Duration: 60 hrs.

Periods / Week: 4

Credits : 4

Instruction Mode: Lecture

**Scheme of Examination**

Maximum Marks: 100

Internal Evaluation: 30

End Semester: 70

Exam Duration: 3 HRS

**Course Objectives:** To introduce the students to the scope of research in literature and to acquaint them with the techniques of textual interpretations.

**Course Outcomes:** The students learn about new areas of research in literature and the application of theories for textual analysis.

Unit	Course Content	Instruction Hours
I	<ul style="list-style-type: none"> <li>• C.P. Cavafy (Greek, 1863-1933), trans. Edmund Kelly and Phillip Sherrad - <i>Ithaka</i></li> <li>• Umberto Saba (Italian, 1883-1957) - <i>The Goat</i></li> <li>• Yvan Goll (German, 1891-1950) - <i>The Salt Lake</i></li> <li>• Hu Shih (Chinese, 1891-1962) - <i>Dream and Poetry</i></li> <li>• Robert Desnos (French, 1900-1945) - <i>No, Love is Not Dead</i></li> <li>• Feyyaz Kayakan (Turkish, 1919-1993) - <i>Division of Labour</i></li> <li>• Erich Fried (Austrian, 1921-1988) - <i>The Measures Taken</i></li> <li>• Nissim Ezekiel (Indian, 1924-2004) - from <i>Hymns in Darkness</i></li> <li>• Marjorie Oludhe Macgoye (Kenyan, 1928-2015) - <i>A Freedom Song</i></li> <li>• Ha Thi Thao (Vietnamese, 1940) - <i>Our Son's Profession</i></li> <li>• Marina Tsvetaeva (Russian, 1892-1941, trans. Elaine Feinstein) - <i>An Attempt at Jealousy</i></li> </ul>	15
II	<ul style="list-style-type: none"> <li>• Paulo Coelho (Brazilian, 1940) - <i>The Alchemist</i></li> <li>• <u>Nadine Gordimer (South African, 1923-2014)</u> - <i>The Conservationist</i></li> </ul>	15
III	<ul style="list-style-type: none"> <li>• Edward Albee (American, 1928-2016) - <i>Who's Afraid of Virginia Woolf?</i></li> </ul>	15

	<ul style="list-style-type: none"> <li>• Tom Stoppard (Czech-English, 1937) - <i>Rosencrantz and Guildenstern Are Dead</i></li> </ul>	
<b>IV</b>	<ul style="list-style-type: none"> <li>• Terry Eagleton (English, 1943) - “Introduction: What is Literature?” <i>Literary Theory: An Introduction</i>. Minneapolis: The University of Minnesota Press, 1996.</li> <li>• Frantz Fanon (French, 1925-1961) - “On Violence”. <i>The Wretched of the Earth</i>. New York: Grove Press.1963. (Introduction Chapter)</li> <li>• Edward W. Said (Palestinian American, 1935-2003) - “The Politics of Knowledge.” <i>Falling into Theory: Conflicting Views on Reading Literature</i>. Boston: Bedford, 1994.</li> </ul>	15

## **Course Title: Research and**

### **Publication Ethics**

#### **Course Code: CPE- RPE**

#### **Overview**

- This course has total 6 units focusing on basics of philosophy of science and ethics, research integrity, publication ethics. Hands-on-sessions are designed to identify research misconduct and predatory publications. Indexing and citation databases, open access publications, research metrics (citations, h-index, Impact Factor, etc.) and plagiarism tools will be introduced in this course.

#### **Syllabus in detail**

#### **THEORY**

- **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 (Shrs.)**
  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
- **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 behavior 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

#### **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

- **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 journal as per Journal Citation Report, SNIP, SJR, IPP, Cite Score
2. Metrics: h-index, g index, i10 index, altmetrics

## References

- Bird, A. (2006). *Philosophy of Science*. Routledge.
- MacIntyre, Alasdair (1967) *A Short History of Ethics*. London.
- P. Chaddah, (2018) *Ethics in Competitive Research: Do not get scooped; do not get plagiarized*, ISBN:978- 9387480865
- National Academy of Sciences, National Academy of Engineering and Institute of Medicine. (2009). *On Being a Scientist: A Guide to Responsible Conduct in Research: Third Edition*. National Academies Press.
- Resnik, D. B. (2011). What is ethics in research & why is it important. *National Institute of Environmental Health Sciences*, 1-10. Retrieved from <https://www.niehs.nih.gov/research/resources/bioethics/whatis/index.cfm>
- Beall, J. (2012). Predatory publishers are corrupting open access. *Nature*, 489(7415), 179179. <https://doi.org/10.1038/489179a>
- Indian National Science Academy (INSA), *Ethics in Science Education, Research and Governance* (2019), ISBN:978-81-939482-1- 7. <http://www.insaindia.res.in/pdf/EthicsBook.pdf>