

DEPARTMENT OF ENGLISH
PhD Course Work
(Curriculum)

The Department of English, School of Humanities and Languages, Central University of Rajasthan, shall have a Pre PhD course of 20 credits. Each PhD student shall work for at least two semesters (maximum four), after admission. The breakup of the 20 credits offered is as follows:

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| ➤ COURSE I- ENG701: RESEARCH METHODOLOGY | 4 Credits |
| ➤ COURSE II- ENG702: CRITICAL THEORY | 4 Credits |
| ➤ COURSE III- ENG731: SPECIFIC AREA/GENRE STUDY | 4 Credits |
| ➤ COURSE IV- MOOC/Offline: RESEARCH ETHICS | 2 Credits |
| ➤ COURSE V- MOOC/EDU705: PEDAGOGY OF HIGHER EDUCATION | 3 Credits |
| ➤ COURSE VI- ENG703: PRACTICE BASED TEACHING IN ENGLISH LANGUAGE AND LITERATURE: | 3 Credits |

COURSE I – RESEARCH METHODOLOGY (ENG701)

UNIT I: Basics of Research/ Theoretical framework

Understanding research

- What and why of research?
- Types of research

Defining theory

Choosing a topic

Introduction:

- Hypothesis formation
- Aims and objectives
- Scope of research/study
- Review of literature

Creative writing

UNIT II: Research Design and Methodology

Mind Mapping

Data Collection

- Preparing Questionnaire
- Questions for Interviews
- Nature of Questions: Open Ended and Closed Ended

Data Interpretation and Argumentation

- Critical and Analytical Interpretation
- Statistical Analysis of Data

UNIT III: Documentation and Citation:

Note Taking

MLA Style Of Reference

- Accuracy of Quoted Material
- In-Line and Bibliographical Citation
- Documenting Internet Sources
- Footnotes and Endnotes

Formatting And Proofreading

- Editing Draft
- Proof-Reading
- Formatting

UNIT IV: Mechanics of research work

Organization of Synopsis/Dissertation

- Planning an Organized Text: Structural Format
- Writing an Organized Text: Coherence

Avoiding Plagiarism

- Summarizing
- Paraphrasing

Suggested Readings:

Griffin, Gabriele. *Research Methods for English Studies*. Edinburgh: Edinburgh University Press, 2005. Print.

James Harner. *Literary Research Guide*. PMLA.

Ian Gregory. *Ethics in Research*. London: Continuum.

Gibaldi, Joseph. *MLA Handbook for Writers of Research Papers*. 7th ed. New Delhi: East- West Press, 2009.

Sealey, Alison. *Researching English Language: A Resource Book for Students*. New York: Routledge Publications, 2010. Print.

COURSE II - CRITICAL THEORY (ENG702)

This paper shall cover trends in critical theories and new developments in literature.

UNIT-1: Theoretical Background and Historical Survey

Literary Theory and Criticism: An Anthology, Delhi: Doaba Publications, 2004, 2008. Print.

The following chapters are prescribed from the above mentioned book:- Chapters: Section I

Chapter-5: Joseph Addison: The Pleasure of the Imagination

Chapter-6: Samuel Johnson: Preface to Shakespeare

Chapters: Section II

Chapter-2: I.A. Richards: Metaphor and the command of Metaphor

Chapter-4: Walter Benjamin: The Work of Art in the Age of Mechanical Reproduction

Essay on "Modern Literature" by Lionel Trilling from the book Beyond Culture.

UNIT-II: Contemporary Literary Trends

Eagleton, Terry. *Literary Theory*. 2nd edition. Oxford: Blackwell Publishing, 1996. Print. Rice, Philip & Patricia Waugh. Eds. *Modern Literary Theory*. UK: Hodder Arnold, 2001. Print.

The following essay is taken from the above mentioned book-

Donna Haraway - A Manifesto for Cyborgs: Science, Technology and Socialist Feminism in the 1980's

Realism - New Critical Idiom Series 1st chapter

One essay from *Literature of Modern World* by Dennis Walder.

Manning, Susan and Andrew Taylor. Eds. *Transatlantic Literary Studies: A Reader*. UK: Edinburgh UP, 2007. Print.

Following chapters are taken from the above-mentioned book:

Chapter-4 National Narratives, Post National Narration

Chapter-6 The Limits of Cosmopolitanism and the case for Translation

UNIT- III Interdisciplinary Approach

Milner, Drew. Ed. *Modern Critical Thought*. U.K.: Blackwell Publishing House, 2003. Print.

Chapter-3: Adorno on Freud

Chapter-7: Gadamer on Heidegger

Chapter-14: Bhabha on Fanon

Background Reading

Habib, M.A.R. *Modern Literary Criticism and Theory: A History*. New Delhi: Wiley India Pvt. Ltd., 2008. Print.

McLeod, John. Edi. *The Routledge Companion to Postcolonial Studies*. London: Routledge, Taylor & Francis Group, 2007. Print.

K. M. Newton. Edi. *Twentieth Century Literary Theory*. New York: Palgrave Macmillan, 1997. Print.

Simon Malpas Wakey. *Routledge Companion to Literary Theory*. Taylor & Francis. 2013. Print.

COURSE III - SPECIFIC AREA/ GENRE STUDY (ENG731)

Subject specific and may need to be identified after the research topic/ area has been identified

Tentative list of research areas (yet not limited to)-

- British Literature
- American Literature
- Indian English Literature
- African Literature
- Canadian Literature
- South Asian Literature
- World Literature
- Feminism and gender studies
- Post colonialism
- Modernism
- Postmodernism
- Dalit literature
- Diaspora Literature
- Comparative Literature
- Translation
- ELT
- Tribal Literature
- Cultural Studies
- Film Studies

COURSE IV – RESEARCH ETHICS (MOOC/Offline)

COURSE V – PEDAGOGY OF HIGHER EDUCATION (MOOC/ EDU705)

COURSE VI - PRACTICE-BASED TEACHING IN ENGLISH LANGUAGE AND LITERATURE (ENG703)

Credits:03 (About 60 hours of practical teaching sessions and additional preparatory work to support teaching)

Aim and Outline of the course:

The course is designed for the research scholars in the continuation of the foundation course of Pedagogy for higher education. As per the expectation of National Education Policy 2020, researchers need to be professionally equipped along with conceptual knowledge and understanding of Pedagogy Developing

teaching skills during the PhD will be a good value addition to a scholar's profile and will help them develop essential pedagogical /teaching skills required for their professional life.

This course is a practice-based course where a scholar is expected to be formally involved in various aspects of delivering a course and will include formal teaching sessions under the guidance of a supervisor

Learning Outcomes: On completion of the course the participants will be able to:

- Prepare the Instructional plans for the given course
- Write Learning Outcomes for the planned learning event
- Design Learning Events as per the LO
- Deliver Lectures
- Formally speak in Public and make formal presentations
- Support the course instructors/teachers in various aspects of teaching, learning and assessment
- Give effective feedback and provide support to students

Pre-requisites: Successful completion of the course "Pedagogy for Higher Education"

Contents

The course contents will depend on the teaching requirement of subject specific discipline. The participant expected to be involved in the whole cycle of delivery of a course for which the following is suggested.

1. Developing Instructional Plans,
2. Writing Learning Outcomes for each session
3. Designing learning activities as per the Instructional Plan and LO
4. Design Cooperative and Collaborative Activities for the students.
5. Delivering Lectures and organizing Seminars
6. Preparing Handouts/Learning Course Readers
7. Moderating Panel Discussions, Facilitating Group Discussions
8. Facilitating Practicals/Field Visits/Project work/Studio (as per the need)
9. Assessment - developing rubrics, preparing question papers of different types, and assessing answer scripts with written feedback, preparing results etc (for one formative and one summative Assessment)
10. Giving written and verbal feedback on presentations, assessment, reports etc (one- time only)
11. Writing Project Review Report (2 Reports)
12. Develop Open Educational Resources pool in the specific discipline
13. Conduct Seminar/conference and group discussions for the students. (3 Seminars/conference and 2 group discussions)
14. Writing and delivering formal public speeches like welcome notes, introducing speakers, vote of thanks etc. (2 in number from the mentioned activities)
15. Mentoring and Counselling students (5 students only)

Assessment: This will be a non-graded course. The participant will be awarded 'S' for satisfactory performance and 'NS' for non-satisfactory performance on completion of around 60 hours of practical teaching which may be a mix of classroom lectures, formal seminars, facilitating laboratory/studio/field sessions.

Note:

1. The 60 hours of practical teaching and the work on associated activities should ideally be done in one semester. However, these may be spread over two semesters also.
2. The contents listed above are representative in nature and will be balanced by the supervisor in a manner that the scholar is able to accomplish the tasks without feeling overburdened. It is suggested that the department and guide/instructor may take 60% of those activities (specifically designing learning course/hangouts, Instructional plan and Assessment) and may decide about the remaining 40% of activities on their own. The teaching practice sessions may be spread over one or more courses.
3. The teaching practice should cover theoretical as well practical/studio classes. The allocation of the courses should be connected with the area of research being undertaken by the scholar and must be only a small part of a given course. It is not meant to replace the teaching load' of the supervisor.