

SIKKIM UNIVERSITY

(A Central University Established by an Act of Parliament of India, 2007)

**LEARNING OUTCOME - BASED
CURRICULUM**

PH.D. ENGLISH COURSEWORK CURRICULUM

(With effect from Academic Session 2023-24)



DEPARTMENT OF ENGLISH

SIKKIM UNIVERISTY

6TH MILE, TADONG - 737102

GANGTOK, SIKKIM, INDIA

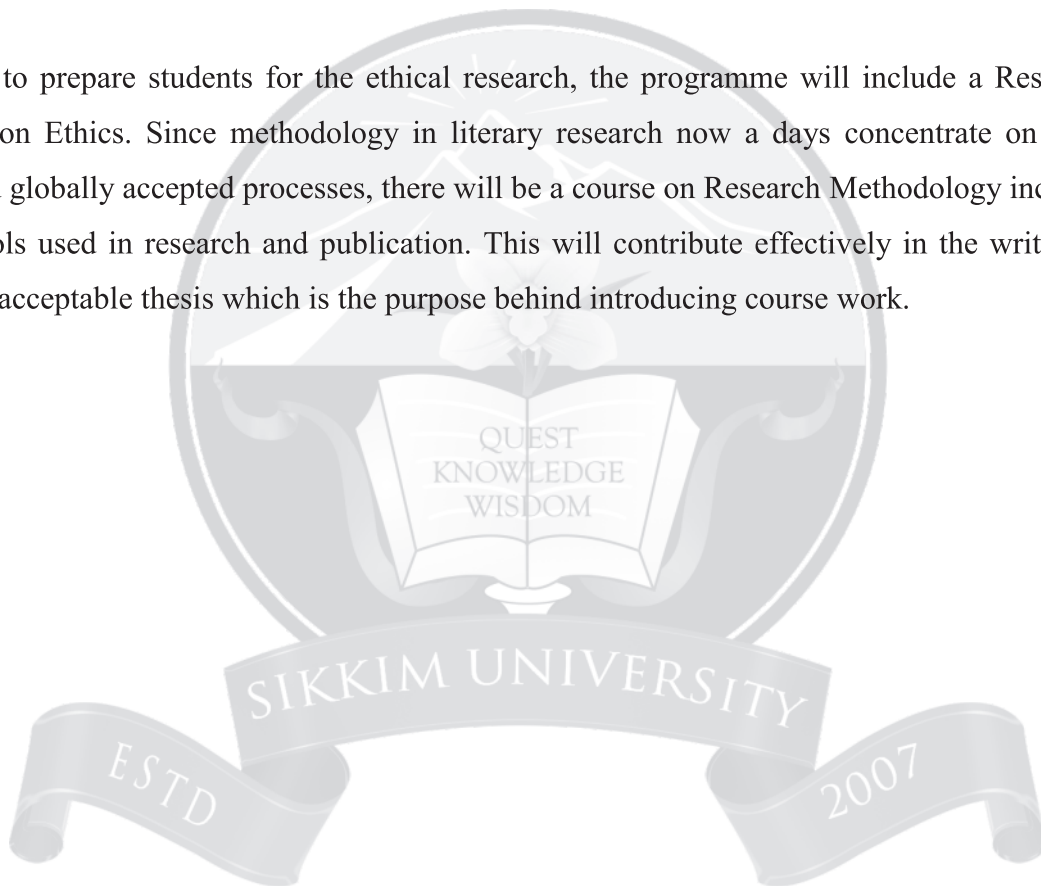
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Preamble

The Ph.D. English Coursework Programme has been envisaged as a programme of liberal understanding of English literature from across the world with an emphasis on AI tools and contemporary research methodology in global research. It aims at providing the learners a wider and a more comprehensive understanding of literature as holistic field of knowledge adding value to their perspectives and the experiences of the world. The Programme comprises of 1 semester with a total of 14 credits. The six months programme includes three Core Courses of four credits each and one Core Course of two credits.

In order to prepare students for the ethical research, the programme will include a Research and Publication Ethics. Since methodology in literary research now a days concentrate on the latest tools and globally accepted processes, there will be a course on Research Methodology including all latest tools used in research and publication. This will contribute effectively in the writing of the globally acceptable thesis which is the purpose behind introducing course work.



Program Learning Outcomes (PLOs)

PLO1: Understand Learning outcome-based curriculum framework

PLO2: Facilitate different case studies by applying qualitative and quantitative research

PLO3: Introduce skills learnt through undergraduate and postgraduate program into literary research

PLO4: Identify teaching English skills at higher level and use them in developing reading strategies

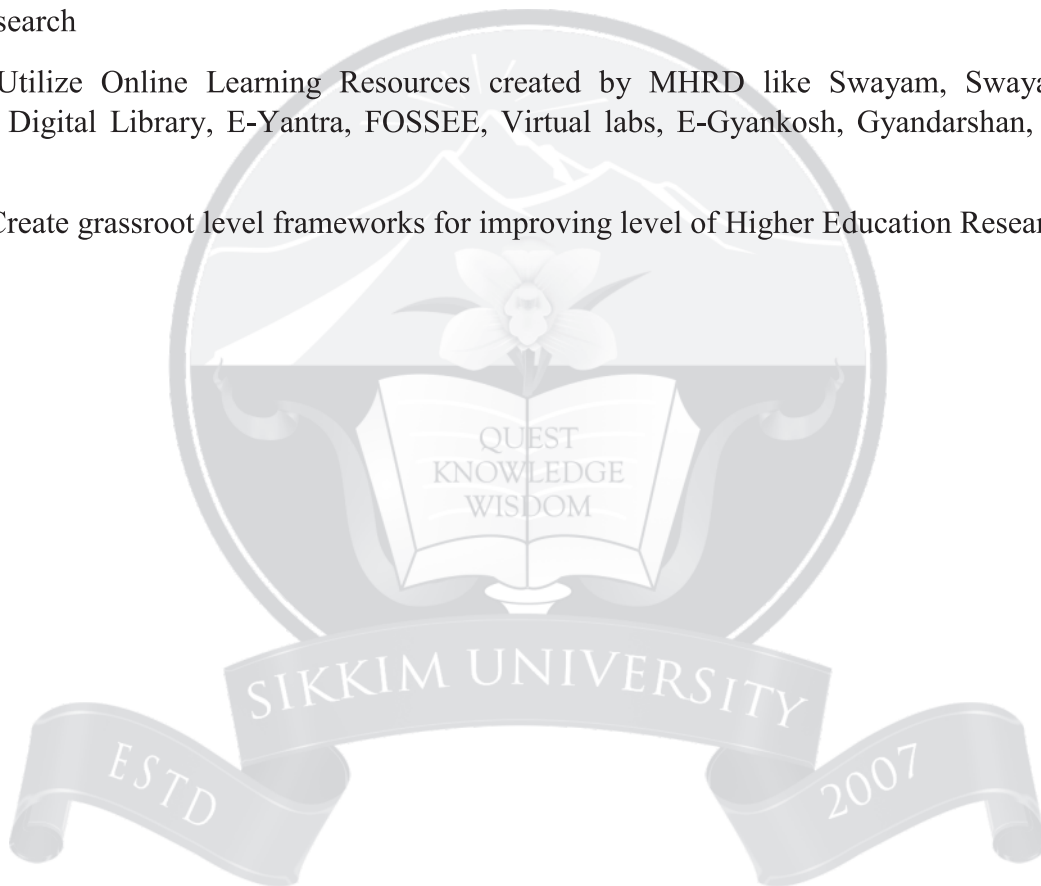
PLO5: Present research proposals in different seminars, conferences, workshops etc.

PLO6: Trace requirements of New Education Policy 2020 into research

PLO7: Develop modules, articles, projects, MOOCS etc. based on interdisciplinary research for future research

PLO8: Utilize Online Learning Resources created by MHRD like Swayam, Swayamprabha, National Digital Library, E-Yantra, FOSSEE, Virtual labs, E-Gyankosh, Gyandarshan, Gyanvani etc.

PLO9: Create grassroot level frameworks for improving level of Higher Education Research



Course Structure of Ph.D. English Coursework Program

SEMESTER-I								
Course Code	Title of the Course	L	T	P	Total Credit	Total Marks	IA	EA
ENG-C-701	Research and Publication Ethics	1	1	0	2	50	25	25
ENG-C-702	Research Methodology	3	1	0	4	100	50	50
ENG-C-703	Emerging Trends/ Theorizations in Literary Studies	3	1	0	4	100	50	50
ENG-P-704	Assignments and Presentation	0	0	4	4	100	50	50
FIRST SEMESTER TOTAL					14	350	175	175
AGGREGATE TOTAL					14	350	175	175

Explanation of Course Codes

C	P
Core	Practicum

Assessment Framework

Assessment: a) Formative Marks: 50; b) Summative Marks: 50

Formative Marks:

Written Modes: Class Test, Open Book Test, Self Test, Online Test, Article Writing, Objective Test, Class Assignment, Home Assignment, Annotated Bibliographies, Reports, Portfolios, Dissertations, Book Review, Article Review, Journal Writing

Oral Modes: Oral Test, Viva-Voce, Group Discussion, Fish Bowl Technique, Role Playing, Quiz, Think-Pair-Share, Seminar

Integrated Modes: Presentation, Seminars, Field Assignments, Poster Presentations, Portfolios

Summative Marks:

Semester-end examinations conducted by the university will be considered the mode of summative assessment.

Note: Teachers can choose any mode of formative assessment as per nature of the CLO.

Name of the Programme: Ph.D. Coursework		
Course Code: ENG-C-701		
Name of the Course: Research and Publication Ethics		
Semester: First Semester	Course Level: 700	Total Marks: 100
L+T+P= 1+1+0=2credits	Lecture: 15 hours+ Tutorial: 15 hours+ Practical: 0 hours= 30 hours	
Course Learning Outcomes	CLO1: Review the contemporary trends in the research and publication CLO2: Infer the main concerns of the publishers CLO3: Explore the impacts of plagiarized data on people and their culture CLO4: Investigate the role of University Grants Commission 'plagiarism policy' on the research	
Unit	Unit Title	Contents
I	Introduction to Research	<ul style="list-style-type: none"> Ethics and Research: definition, moral philosophy, nature of moral judgements, research integrity Definitions: Research Proposal, Research Paper, Thesis, Topic Statement, Research Gap, Abstract, Keywords, Objectives, Hypothesis, Rationale, Methodology, Review of Literature, Work Plan, Chapterisation, Works Cited, Primary and Second Sources, MLA, APA, Chicago Style Manual Style Format: Spelling, punctuation, italics, abbreviations Online Learning Resources in Research: Swayam, Swayamprabha, National Digital Library, E-Yantra, FOSSEE, Virtual labs, E-Gyankosh, Gyandarshan, Gyanvani etc.
II	Publication Ethics	<ul style="list-style-type: none"> Publication ethics: definition, introduction and importance Standards setting initiatives and guidelines: COPE, WAME, etc. Publication misconduct: definition, concept, problems leading to unethical behavior, selective reporting and misrepresentation of data, conflicts of interest Authorship and contributorship, complaints and appeals, Subject specific ethical issues, FFP Predatory publishers and journals
Teaching-Learning Strategies: Classroom lectures, class interactions, group discussions, Q&A sessions, critical writing exercises		
Assessment Framework: Assessment: a) Formative Marks: 50; b) Summative Marks: 50		
Formative Assessment: Written Modes: Class Test, Class Assignment, Home Assignment, Oral Modes: Oral presentation, Group Discussion, Q & A Sessions Summative Assessment: Semester-end examinations conducted by the university will be considered the mode of summative assessment.		
1. Note: Teachers can choose any mode of formative assessment as per nature of the CLO.		
Suggested Readings: <ol style="list-style-type: none"> Allison, B. <i>The Students' Guide to Preparing Dissertations and Theses</i>. Cogan Page, 1997. Print. Altick, Richard D. and John J. Fenstermaker. <i>The Art of Literary Research</i>. 4th ed. Norton, 1993. Gibaldi, Joseph. <i>MLA Handbook for Writers of Research Papers</i>. 9th ed. East-West Press, 2009. Kothari, C.R. <i>Research Methodology: Methods and Techniques</i>. New Age International Ltd, 		

1985.

5. Rahim, F. Abdul. *Thesis Writing: A Manual for Researchers*. NewAge International Pvt Ltd, 1996.
6. Turabian, Kate I. *A Manual for Writers of Term Papers, Theses and Dissertations*. 6th ed. Chicago UP, 1996.
7. Wayne C. Booth, Gregory G. Colombo, Joseph M. Williams and William C. Booth. *The Craft of Research: From Planning to Reporting*. Chicago UP, 2008.

Name of the Programme: Ph.D. Coursework		
Course Code: ENG-C-702		
Name of the Course: Research Methodology		
Semester: First Semester	Course Level: 700	Total Marks: 100
L+T+P= 3+1+0=4 credits	Lecture: 45 hours+ Tutorial: 15 hours+ Practical: 0 hours= 60 hours	
Course Learning Outcomes	CLO1: Examine the understanding of Continuous assessment in research CLO2: Apply the concepts of ‘ethics’ in the literary research CLO3: Create interdisciplinary research and grassroots level frameworks for improving level of Higher Education	
Unit	Unit Title	Contents
I	Open Access Publishing	<ul style="list-style-type: none"> • Open access publications: definition and initiatives • Online resource to check publisher copyright & self-archiving policies like SHERPA/RoMEO • Software tool to identify predatory publications like SPPU • Journal finder / journal suggestion tools viz. JANE, Elsevier Journal Finder, Springer Journal Suggester, etc.
II	Referencing and Textual Analysis in Research	<ul style="list-style-type: none"> • Reference management software: Zotero, Mendeley, and EndNote • Text analysis software: NVivo, Atlas.ti, and MAXQDA • Plagiarism softwares: Turnitin, Urkund and other open-source software tools
III	Visualizing and Writing Tools for research	<ul style="list-style-type: none"> • Digital humanities tools- Voyant Tools and TAPoR (Text Analysis Portal for Research). • AI Tools- Research Rabbit and Chat GPT • Writing tools-, Research Scrivener and Microsoft Word • Collaboration tools- Google Docs or Dropbox Paper
IV	Databases and Research Metrics	<ul style="list-style-type: none"> • Databases: Indexing and Citation databases like Web of Science, Scopus, Google Scholar, Research Gate etc. • Research Metrics: Impact Factor, Journal Citation Report, SNIP, SJR, IPP, Cite Score, h-index, g index, i10 index, altmetrics
Teaching-Learning Strategies: Classroom lectures, class interactions, group discussions, Q&A sessions, critical writing exercises		
Assessment Framework: Assessment: a) Formative Marks: 50; b) Summative Marks: 50		
Formative Assessment:		
Written Modes: Class Test, Class Assignment, Home Assignment,		
Oral Modes: Oral presentation, Group Discussion, Q & A Sessions		
Summative Assessment:		
Semester-end examinations conducted by the university will be considered the mode of summative assessment.		
Note: Teachers can choose any mode of formative assessment as per nature of the CLO.		

Suggested Readings:

1. Allison, B. *The Students' Guide to Preparing Dissertations and Theses*. Cogan Page, 1997. Print.
2. Altick, Richard D. and John J. Fenstermaker. *The Art of Literary Research*. 4th ed. Norton, 1993.
3. Gibaldi, Joseph. *MLA Handbook for Writers of Research Papers*. 9th ed. East-West Press, 2009.
4. Kothari, C.R. *Research Methodology: Methods and Techniques*. New Age International Ltd, 1985.
5. Rahim, F. Abdul. *Thesis Writing: A Manual for Researchers*. NewAge International Pvt Ltd, 1996.
6. Turabian, Kate I. *A Manual for Writers of Term Papers, Theses and Dissertations*. 6th ed. Chicago UP, 1996.
7. Wayne C. Booth, Gregory G. Colombo, Joseph M. Williams and William C. Booth. *The Craft of Research: From Planning to Reporting*. Chicago UP, 2008.

Name of the Programme: Ph.D. Coursework		
Course Code: ENG-C-703		
Name of the Course: Emerging Trends/ Theorizations in Literary Studies		
Semester: First Semester	Course Level: 700	Total Marks: 100
L+T+P= 3+1+0=4 credits	Lecture: 45 hours+ Tutorial: 15 hours+ Practical: 0 hours= 60 hours	
Course Learning Outcomes	CLO1: Examine the understanding of literary texts in research CLO2: Apply the concepts of 'theory' in the literary research CLO3: Create interdisciplinary research and grassroot level frameworks for improving level of Higher Education	
Unit	Unit Title	Contents
I	Gender and Sexuality Studies	<ul style="list-style-type: none"> • Butler, Judith. "Subjects of Sex/ Gender/ Desire" in <i>Gender Trouble: Feminism and Subversion of Identity</i>. • Connell, Bob. "The Social Organisation of Masculinity" in <i>The Masculinities Reader</i>.
II	Spatial Criticism	<ul style="list-style-type: none"> • Mishra, Sudesh. "Diaspora Criticism" in Wolfreys, Julian. (Ed.) <i>Introducing Criticism at the 21st Century</i>. • Tally Jr., Robert T. & Battista, Christine M. "Introduction: Ecocritical Geographies, Geocritical Ecologies, and the Spaces of Modernity" in <i>Ecocriticism and Geocriticism: Overlapping territories in environmental and spatial literary studies</i>
III	Social Criticism PK	<ul style="list-style-type: none"> • Caruth, Cathy. "Introduction: The Wound and the Voice" in <i>Unclaimed Experience: Trauma, Narrative and History</i> • Womack, Kenneth. "Ethical Criticism" in Wolfreys, Julian. (Ed.) <i>Introducing Criticism at the 21st Century</i>
IV	Peripheral Studies	<ul style="list-style-type: none"> • Orgun, G. "Marginality, Cosmopolitanism and Postcoloniality" from <i>Commonwealth Essays and Studies</i> • Leavitt, R. "Cross-cultural meaning of disability" in Royeen, M. & Crabtree, J. (Eds.), <i>Culture in Rehabilitation: from Competency to Proficiency</i>
Teaching-Learning Strategies: Classroom lectures, class interactions, group discussions, Q&A sessions, critical writing exercises		

Assessment Framework: Assessment: a) Formative Marks: 50; b) Summative Marks: 50

Formative Assessment:

Written Modes: Class Test, Class Assignment, Home Assignment,

Oral Modes: Oral presentation, Group Discussion, Q & A Sessions

Summative Assessment:

Semester-end examinations conducted by the university will be considered the mode of summative assessment.

1. **Note:** Teachers can choose any mode of formative assessment as per nature of the CLO.

Suggested Readings:

1. Adams, Hazard and Leroy Searle (eds). *Critical Theory Since 1965*. University Press of Florida, 1986.
2. Barry, Peter. *Beginning Theory: An Introduction to Literary and Cultural Theory*. 3rd ed. Viva Books, 2011.
3. Braziel, Jana Evans and Anita Mannur. *Theorizing Diaspora: A Reader*. Wiley Blackwell, 2003.
4. Butler, Judith. *Gender Trouble: Feminism and Subversion of Identity*. 2nd ed. Routledge, 1999.
5. Caruth, Cathy. *Unclaimed Experience: Trauma, Narrative and History*, Johns Hopkins University Press, 1996.
6. Lane, Richard J. (ed). *Global Literary Theory: An Anthology*. Routledge, 2013.
7. Leitch, Vincent B. (ed.) *The Norton Anthology of Theory and Criticism*. W. W. Norton & Company, Inc. 2001.
8. Lodge, David and Nigel Wood (Eds). *Modern Criticism and Theory: A Reader*. Longman, 1988.
9. Orgun, G. "Marginality, Cosmopolitanism and Postcoloniality", *Commonwealth Essays and Studies*. Vol. 23, No.1. 2000.
10. Richter, David H. (ed.) *The Critical Tradition: Classic Texts and Contemporary Trends*. Martin's Press, 2007.
11. Royeen, M. & Crabtree, J (eds.), *Culture in Rehabilitation: from Competency to Proficiency*. Upper Saddle River, Pearson Education, 2006.
12. Tally, Robert T. and Christine M. Battista (eds). *Ecocriticism and Geocriticism: Overlapping territories in environmental and spatial literary studies*. Palgrave Macmillan, 2016.
13. Waugh, Patricia and Philip Rice (eds). *Modern Literary Theory: A Reader*. Arnold, 2001.
14. Whitehead, Stephen and Frank Barrett (eds). *The Masculinities Reader*. Polity Press, 2002.
15. Wolfreys, Julian (ed). *Introducing Criticism at the 21st Century*. Edinburgh University Press, 2002.

Name of the Programme: Ph.D. Coursework		
Course Code: ENG-P-704		
Name of the Course: Assignments and Presentation		
Semester: First Semester	Course Level: 700	Total Marks: 100
L+T+P= 0+0+4=4 credits	Lecture: 0 hours+ Tutorial: 0 hours+ Practical: 4 hours= 120 hours	
Course Learning Outcomes	CLO1: Apply the concepts of ‘theory’ in the literary research CLO2: Create interdisciplinary research and grassroots level frameworks for improving level of Higher Education	
Unit	Unit Title	Contents
N.A.	N.A.	N.A.
Teaching-Learning Strategies: Classroom lectures, class interactions, group discussions, Q&A sessions, critical writing exercises		
Assessment Framework: Assessment: a) Summative Marks: 100 There will be a presentation of 50 marks and a submission of assignment of 50 marks at the end of the Semester by each student related to his/her field of research interest. Note: Teachers can choose any mode of formative assessment as per nature of the CLO. Written Modes: Assignment Oral Modes: Oral presentation, Group Discussion, Q & A Sessions		
Suggested Readings: N.A.		

