

Learning-Outcomes based Curriculum (LOC)
for the
PhD Programme in English
Department of English
Tezpur University

Preamble

Given the rising challenges in research programmes in the discipline of English Studies (English Literature, English Language Teaching and Linguistics) where the programme is expected to meet two related outcomes—(a) uphold the highest standards of critical and professional inquiry and (b) serve as a foundational programme to enhance human skill and vision for professional use—we have designed our doctoral programme to meet contemporary needs, with a futuristic perspective. Our research programme is broadly aligned to our department's overall curricular goals expressed in the integrated MA, MA English and MA Linguistics & Language Technology programmes. Our research goals are area-specific whereas our perspectives are inclusive and interdisciplinary.

Introduction

The primary thrust of the programme is to produce human resources that can take care of epistemological and field inquiry in different subject areas and macro- and micro-level research undertaken by the department. The programme is structured in order to ensure that our graduates (a) get the best critical training and exposure; (b) meet the requirements of advance-level micro-specializations and (c) develop the highest possible skill and perspective in the area chosen. To this end, our programme is oriented towards interdisciplinary thinking and single- or multi-disciplinary practice. The areas are, broadly, under these rubrics:

1. Literary Representations
2. Social and Critical Inquiry
3. Critical Theory
4. Nations and Literatures
5. India Studies
6. Postcolonial Studies
7. American Literature
8. Genres and Periods and their Social Imperatives
9. Gender and Literature
10. English Language Teaching
11. Material Production
12. Critical Pedagogy
13. Linguistics / Applied Linguistics.
14. Translation and Translation Studies

Programme Outcomes

PO1: Graduate has acquired the necessary domain knowledge in the subject (English) to develop creative and critical self-learning skills to develop a research acumen of the highest standard

PO2: Graduate has acquired the skill necessary to expand the knowledge of the field to related disciplines by way of analyzing and converting specific knowledge to general and abstract terms

P03: Graduate has acquired the skill to communicate research findings in different platforms including publication in journals and other digital platforms as specified by the university from time to time

P04: Graduate has acquired the sense of responsibility to carry on research in the field to develop original knowledge and contribute to a higher sense of academic and intellectual calling

P05: Graduate has understood the potential and spirit of the PhD programme in English as a necessary passage to academic and intellectual growth in order to serve society at large and develop a larger pool of human resource

Programme Structure

Total Credits for Completion of Coursework: 16

Structure of the curriculum

Course category	No of courses	Credits per course	Total Credits
I. Core courses	3	2/4	10
II. Elective courses			
Departmental Elective	2	4	8
Open Elective (CBCS)* (Optional)	-	-	-
III. Total credits for completion of coursework	16	-	18

PhD Coursework

A. Literature

Course type	Course title	Lecture (L)	Tutorial (T)	Practical (P)	Contact Hour(CH)	Credits
Core	EG 712 Research Methodology	3	1	0	4	4
	EG 713 Theory of Criticism	2	2	0	4	4
	EG 799 Research and Publication Ethics	2	0	0	2	2
Elective	EG 715 Literature in English I	2	2	0	4	4

	EG 716 Literature in English II	2	2	0	4	4
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B. ELT

Course type	Course title	Lecture (L)	Tutorial (T)	Practical (P)	Contact Hour(CH)	Credits
Core	EG 712 Research Methodology	3	1	0	4	4
	EG 714 Theoretical foundation of ELT	2	2	0	4	4
	EG 799 Research and Publication Ethics	2	0	0	2	2
Elective	EG 717 English Language Teaching I	2	2	0	4	4
	EG 718 English Language Teaching II	2	1	0	4	4

Mapping of Courses and POs

Course title	PO1 Graduate has acquired the necessary domain knowledge in the subject (English) to develops creative and critical self-learning skills to develop a research acumen of the highest standard	PO2 Graduate has acquired the skill necessary to expand the knowledge of the field to related disciplines by way of analyzing and converting specific knowledge to general and abstracts terms	PO3 Graduate has acquired the skill to communicate research findings in different platforms including publication in journals and other digital platforms as specified by the university from time to time	PO4 Graduate has acquired the sense of responsibility to carry on research in the field to develop original knowledge and contribute to a higher sense of academic and intellectual calling	PO5 Graduate has understood the potential and spirit of the PhD programme in English as a necessary passage to academic and intellectual growth in order to serve society at large and develop a larger pool of
EG 712 Research Methodology	✓	✓	✓	✓	✓
EG 713 Theory of Criticism	✓	✓	✓	✓	✓
EG 799 Research and Publication Ethics*	✓	✓	✓	✓	✓
EG 715 Literature in English I	✓	✓	✓	✓	✓
EG 716 Literature in English II	✓	✓	✓	✓	✓

EG 714 Theoretical foundation of ELT	✓	✓	✓	✓	✓
EG 717 English Language Teaching I	✓	✓	✓	✓	✓
EG 718 English Language Teaching II	✓	✓	✓	✓	✓

*Adapted from the course suggested by the UGC

Core Course-1 (For Literature, ELT)

Course Outcomes

- CO1. Use basic tools of research in the field of English Studies
- CO2. Review existing literature in a given area
- CO3. Identify a research problem
- CO4. Choose an appropriate methodology for collecting and analyzing data
- CO5. Prepare a basic research project

UNIT A

Meaning and objectives of Research
Defining the Research Problem
Ethics in Research
Research Design
Choosing an area and topic of research and preparing the research plan

UNIT B

Accessing Library resources and preparing
Survey techniques / Field work and Data Collection
Processing and analyzing Data
Quantitative Methods

UNIT C

Interpretation and Report Writing
Analysis and presentation of findings/conclusions
Writing papers
Technical Writing
Seminar Presentation

UNIT D

Computer Applications
Software for Plagiarism

Books/References

Asher, R.E. Ed. *Encyclopedia of Language and Linguistics*. London: Permonon Press, 1994

Fowler, H. R. and Aaron, J.E. Eds. *Little Brown Handbook*. New York: Longman, 7th Edition. 1998.

Gibaldi, Joseph. *MLA Handbook for Writers of Research Papers*. Reprint. New Delhi: East-West Press, 2000.

Nunan, D. *Research Methodology in Language Learning*. Cambridge: Cambridge University Press, 1995.

Publication Manual of the American Psychological Association. Washington, DC.: APA,2002

Swales, J.M. and Feak, C. *Academic Writing for Graduate Students: Essential Issues and Skills*. University of Michigan Press, 1994.

Raman, Meenakshi and Sharma, Sangeeta. *Technical Communications: Principles and Practices (with DVD)*. 2nd Edition. Delhi: Oxford University Press, 2012.

[Note: Research Methodology is a core course common to these three areas. For each of these areas the instructors use a customized core (foundational) course since the requirements for each area are different.]

EG713: THEORY OF CRITICISM

Core Course-2 (For Literature)

Course Outcomes

C01: Use and expand domain knowledge in critical theory to create new contexts for developing a research perspective.

C02: Gridlock skill and vision shown in critical practice and choose a right methodology or modify existing methodologies for one's own use.

C03: Problematize existing or potential themes, terms or tools in theory for practical use .

C04: Use domain knowledge and tools responsibly in the professional field.

- a) Classical Theories
- b) Russian Formalism, New Criticism, Structuralism
- c) Post Structuralism and Deconstruction
- d) Phenomenology, Reader- Response Theories
- e) Marxist theories
- f) Feminist theories
- g) Post-colonialism and the latest developments in the post-colonial theory
- h) Post-theory

Books/ References:

1. Ahmed, Aizaz. In Theory. Delhi: Oxford University Press,1 1992.
2. Bann,S. and Bowlt,J.E.(eds). Russian Formalism. Edinburgh: Scottish Academy Press, 1973.
3. Cuddon, J.A. The Penguin Dictionary of Literary Terms and Literary Theory, 1982.
4. Culler,J. Structuralist Poetics: Structuralism, Linguistics and the Study of Literature. London: Routledge, 1975.
5. Derrida, J. Writing and Difference. London and New York: Routledge, 1978.
6. Eagleton, Terry. Literary Theory: An Introduction. London: Blackwell, 1983.
7. Eagleton,M (ed). Feminist Literary Theory: A Reader.Oxford:Blackwell, 1996.
8. Frow,J. Marxism and Literary Histroy. Oxford:Blackwell, 1986.
9. Jameson,F. Marxism and Form. Princeton,NJ:Princeton U.Press, 1975.
10. Leitch, V.B. ed. The Norton Anthology of Theory and Criticism. New York: W.W. Norton Co., 2001.
11. Lodge, Davis & Wood, Nigel Modern Criticism and Theory: A Reader (2[™] Ed.),1988. .
12. McGann,J. The Beauty of Inflections:Literary Investigations in Historical Method and Theory. Oxford:Claredon, 1988.
13. Macquillan et al eds. Post-theory: New Directions in Criticism Edinburgh: Edinburgh University Press, 1999.

14. Moi, Toril *Sexual/Textual Politics*. New York: Methuen, 1985.
15. Mongia, P. ed. *Postcolonial Theory: A Reader*. Delhi: Oxford University Press, 1997.
16. Murray, C. ed. *Encyclopedia of Literary Critics and Criticism*. London: Fitzroy Dearborn Publishers, 1999.
17. Rivkin, J. and Ryan, M. eds. *Literary Theory: An Anthology*. London: Blackwell, 1998.
18. Said, E. *Orientalism*. London: Routledge and Kegan Paul, 1978.
19. Seldon, R. *A Reader's Guide to Contemporary Literary Theory*. Sussex: Harvester's Press, 1985.
20. Selden, R. ed. *The Cambridge History of Literary Criticism*, vol 8. Cambridge: Cambridge University Press, 1995.
21. Wolfreys, J. ed. *Deconstruction and Derrida*. London: Macmillan, 1995.

EG 799 RESEARCH AND PUBLICATION ETHICS (Core Course for Literature, ELT)

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.

Course Outcomes

- CO1: Pursue research in English studies with full awareness of the ethical dimension of research.
- CO2: Gridlock skill and vision of ethics while selecting, collecting or using materials for research.
- CO3: Pursue research and used materials with full awareness of plagiarism in order to produce ethically compliant material.
- CO4: Learn to publish in books and journals that transparently follow ethical standards.
- CO5: Set transparent benchmarks for submission and publication of research findings.

THEORY

- **Unit 1: PHILOSOPHY AND ETHICS**
 1. Introduction to philosophy: definition, nature and scope, concept, branches
 2. Ethics: definition, moral philosophy, nature of moral judgements and reactions
- **Unit 2: SCIENTIFIC CONDUCT**
 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
- **Unit 3: PUBLICATION ETHICS**
 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

- Unit 4: OPEN ACCESS PUBLISHING

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.

- Unit 5: PUBLICATION MISCONDUCT

A. Group Discussions

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

Use of plagiarism software like Turnitin, Urkund and other open source software tools

- Unit 6: DATABASES AND RESEARCH METRICS

A. Databases

1. Indexing databases
2. Citation databases: Web of Science, Scopus, etc.

B. Research Metrics

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

ELECTIVE COURSES (2)

These are dynamic courses and are customized for each student admitted to the PhD programme in English (English Studies). The courses are designed with a view to getting the best out of the student in updating his/her domain knowledge and helping the student to acquire mastery and revisit terminology, tools, thematics and problems in English Studies as a chosen area of inquiry. It is necessary that student understand the constituents of the course and why they are important for developing a research perspective in the micro specialization of the three broad research streams in the doctoral programme of the department. Since these courses are related to the candidate's area of research, the contents and principles of course delivery are to be prepared and recommended by the concerned supervisor(s) after assessing the needs of the scholar (s), and are to be approved by the DRC. Since these courses are related to the area of research of individuals, the contents and governing principles of curricular delivery are to be prepared and recommended by the concerned supervisor(s) after assessing the needs of the scholar (s), and are to be approved by the DRC. The courses may be on: Indian Writing in English (poetry, drama, fictional prose, non-fictional prose), English Literature,

American Literature, African Literature in English, Canadian Literature in English, Caribbean Literature in English, Women's Writing in English, Gender and Literature.

EG 715 LITERATURE IN ENGLISH I

Course Outcomes

C01: Use and expand domain knowledge in English and Literary Studies to create new contexts for developing a research perspective.

C02: Gridlock skill and vision in English and Literary Studies to choose a right methodology for research

C03: Problematize existing or potential themes, terms or tools of a select area of Literary Studies

C04: Use domain knowledge and tools responsibly in the professional field.

Content may be on: Indian Writing in English (poetry, drama, fictional prose, non-fictional prose), English Literature, American Literature, African Literature in English, Canadian Literature in English, Caribbean Literature in English, Women's Writing in English, Gender and Literature

EG 716 LITERATURE IN ENGLISH II

Course Outcomes

C01: Use and expand domain knowledge in English and Literary Studies to create a specific context for research

C02: Gridlock skill and vision outlined above to choose the right corpus for research

C03: Problematize existing or potential themes, terms or tools of a select area of Literary Studies and choose an appropriate methodology

C04: Use corpus and tools devised for specifying the research universe

Content may be on micro-areas from Indian Writing in English (poetry, drama, fictional prose, non-fictional prose), English Literature, American Literature, African Literature in English, Canadian Literature in English, Caribbean Literature in English, Women's Writing in English, Gender and Literature

English Language Teaching (ELT) Core-2

EG 714 THEORETICAL FOUNDATION OF ELT

Course Outcomes

C01: Use and expand domain knowledge in ELT to create new contexts for developing a research perspective.

C02: Gridlock skill and vision in ELT to choose a right methodology for research

C03: Problematize existing or potential themes, terms or tools of ELT and pedagogy

C04: Use domain knowledge and tools responsibly in the professional field.

Content: The courses may be on Curriculum Design, Materials Production, Teacher Education, and Learning/Acquisition etc.

Content:

- a) Language education: history

- b) English Language Teaching: Historical Survey and Issues in ELT
- c) English in India
- d) Language Acquisition and Second Language Acquisition: Theories
- e) Syllabus design
- f) Classroom and non-conventional teaching practices
- g) Multilingual/Multicultural Education and ELT
- h) Language planning

Books/ References:

1. Agnihotry, R.K., and Khanna eds. English Language Teaching in India. New Delhi: Sage, 1992.
2. Dasgupta,P. The Otherness of English: India's Auntie Tongue Syndrome. New Delhi: Sage, 1993
3. Howatt, A.P.R. A History of English Language Teaching. Oxford: OUP, 1984.
4. Kachru, Braj . Indianization of English: The English Language in India. Delhi: OUP,1983.
5. Kachru, Braj. Ed. The Other Tongue.English Across Cultures. — Urbana: University of Illinois Press. 2" ed. 2001. |
6. Krishnaswamy, N. and Burde, A.S. The Politics of Indian English. Oxford: OUP, 1988.
7. Munby,J. Communicative Syllabus Design. 1978.
8. Nunan,D. Syllabus Design.Oxford: OUP, 1988.
9. Philipson.R. Linguistic Imperialism. OUP, 1994.
10. Prabhu,N.S. Second Language Pedagogy.Oxford: Oxford University Press, 1983.
11. Stern, H. H. Fundamental Concepts of Language Teaching. OUP,

ELT ELECTIVE COURSES (2)

These are dynamic courses customized for each student admitted to the PhD programme in English (ELT). The courses are designed with a view to getting the best out of the student in updating his/her domain knowledge and helping the student to acquire mastery and revisit terminology, tools, thematics and problems in ELT as a chosen area of inquiry. It is necessary that student understand the constituents of the course and why they are important for developing a research perspective in the micro specialization of the three broad research streams in the doctoral programme of the department, namely, English Language Teaching. Since these courses are related to the candidate's area of research, the contents and principles of course delivery are to be prepared and recommended by the concerned supervisor(s) after assessing the needs of the scholar (s), and are to be approved by the DRC.

EG 717: ENGLISH LANGUAGE TEACHING I

Course Outcomes

- C01: Use and expand domain knowledge in ELT to create new contexts for developing a research perspective.
- C02: Gridlock skill and vision in ELT to choose a right methodology for research
- C03: Problematize existing or potential themes, terms or tools of ELT and pedagogy
- C04: Use domain knowledge and tools responsibly in the professional field.

Content: The courses may be on Curriculum Design, Materials Production, Teacher Education, and Learning/Acquisition etc.

EG 718: ENGLISH LANGUAGE TEACHING II

Course Outcomes

CO1: Use and expand domain knowledge in ELT to create new contexts for developing a research perspective.

CO2: Gridlock skill and vision in ELT to choose a right methodology for research

CO3: Problematize existing or potential themes, terms or tools of ELT and pedagogy

CO4: Use domain knowledge and tools responsibly in the professional field.

Content: The courses may be on Curriculum Design, Materials Production, Teacher Education, and Learning/Acquisition etc.
