

Shri Mata Vaishno Devi University
School of Languages & Literature
Kakryal, Katra-182320, J&K

Date: 05/03/2026

No: SMVDU/SOLL/26/470

The 16th Meeting of Board of Studies of School of Languages and Literature was held on 18.02. 2026 at 12.00 noon at the Conference room of FoHSS in hybrid mode. The following members were present during the meeting:

1. Dr. Anurag Kumar
Chairperson, BOS
Head, School of Languages & Literature, SMVD University
2. Dr. Amitabh Vikram Dwivedi
Associate Professor, SOLL
Dean, FOHSS
3. Dr. Veerendra Kumar Mishra (Online)
External Expert Member, BOS
4. Dr. Isha Malhotra
Member Secretary, BOS
School of Languages & Literature, SMVD University
5. Ms. Sanna Ashraf Mirza
Member, BOS
School of Languages & Literature, SMVD University

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6. Dr. Manpreet Sharma

Member, BOS

School of Languages & Literature, SMVD University

Agenda of the Board of Studies:

Agenda 1: Post-facto approval for the subject specific- courses to be taught to PhD students

Agenda 2: The course "Seminar" offered to MA English Semester IV students to be increased from 02 credits to 04 credits

Agenda 3: Post facto approval for replacing the course History of English Literature (LNL 6013) with Research Methodology (LNLDC601) for Batch MA English 2025 and BA FYUG 2022

Agenda 4: Introduction of New Papers for Pre-Ph. D Course

Agenda 5: Post-facto Approval for the Revised Course Codes of B. A. 7th and 8th Sem 2022 Batch

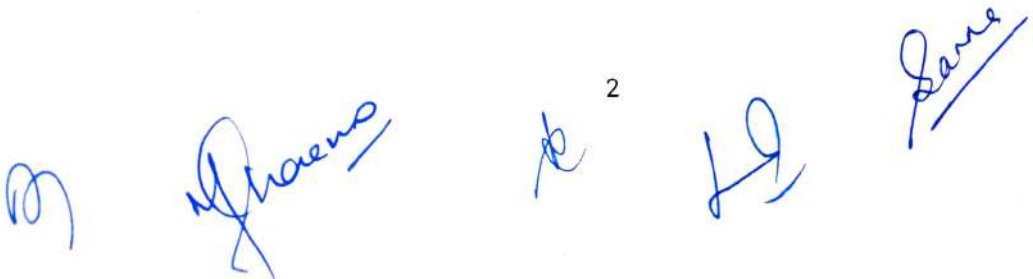
Any other agenda with the permission of the Chair.

Minutes of the Meeting:

With reference to the upcoming 39th meeting of the Academic Council of SMVDU scheduled to be conducted in the month of March 2026, the School of Languages and Literature convened a meeting of the members of Board of Studies (BOS) on 18.02.2026 at 12 noon. Dr. Anurag Kumar, Head SoLL chaired the meeting and Prof. Veerendra Kumar Mishra, the external members of BoS was present (online through Google meet) for the meeting along with the internal members of the School. The agenda items were put forth the members one by one and detailed discussion and deliberations followed.

Agenda I: Post-facto approval for the subject specific- courses to be taught to PhD students

The following subject specific courses were put forth by Dr. Anurag Kumar, Dr. Amitabh V Dwivedi, Dr. Manpreet Sharma and Dr. Poonam in front of the worthy members for further approval after detailed discussion. The courses are as follows:

 Five handwritten signatures in blue ink are visible at the bottom of the page. From left to right, they appear to be: a stylized 'M', a signature that looks like 'Manpreet', a signature that looks like 'Amitabh', a signature that looks like 'Anurag', and a signature that looks like 'Poonam'.

S.No.	Course Name & Course Code	LTP	Credit	Course Offered to	Courses Proposed by
1	Introduction to Memory Studies LNL-9421	4-0-0	4	Pre-Ph.D	Dr. Anurag Kumar
2	Advanced Course in Memory Studies LNL-9411	4-0-0	4	Pre-Ph.D	Dr. Anurag Kumar
3	Semiotics : Theory and Practice (LNL 9441)	4-0-0	4	Pre-Ph.D	Dr. Amitabh V Dwivedi
4	Argumentative Research Writing (LNL-9431)	4-0-0	4	Pre-Ph.D	Dr. Amitabh V Dwivedi
5	War and Literature LNL9461	4-0-0	4	Pre-Ph.D	Dr. Poonam
6	Literature and Feminist Theory LNL 9451	4-0-0	4	Pre-Ph.D	Dr. Poonam

Resolution:

The Committee members had a detailed discussion and recommended the courses.

Agenda 2: The course "Seminar" offered to MA English Semester IV students to be increased from 02 credits to 04 credits

The next agenda item resolved was that the course credits for the course "Seminar" to be increased from 2 to 4 credits as per the requirement for the successful completion of the degree for the batch B.A 2021 and M. A. English 2024.

Resolution:

The Committee members had a detailed discussion and recommended the change in the credits of the course.

Agenda 3: Post facto approval for replacing the course History of English Literature (LNL 6013) with Research Methodology (LNLDC601) for Batch MA English 2025 and BA FYUG 2022

The last agenda item taken up was seeking post facto approval for the substitution of course History of English Literature (LNL 6013) with Research Methodology (LNLDC601) for Batch MA English 2025 and BA FYUG 2022. The members unanimously resolved it and the agenda has to be put up in the forthcoming AC.

S.No.	Revised Course Name & Course Code	LTP	Revised LTP	Credit	Course Offered to	Semester
1	Seminar LNC 7071	0-2-0	0-4-0	4	BA English - M.A.(English)	10 th /4th Sem

Further, Dr. Amitabh Vikram Dwivedi proposed the changes in the following courses:

S.No.	Revised Course Name & Course Code	Old Course Name & Course Code	LTP	Credit	Course Offered to	Semester
1	Understanding Signs: Theory, Methods & Analysis (LNL-4301)	Applied Linguistics: Theory and Practice (LNL-6102)	3-1-0	4	BA English	8 th
2	Introducing Semiotics: Theory and Practice (LNLDE610)	Applied Linguistics: Theory and Practice (LNL-6102)	3-1-0	4	MA English	2

Resolution:

The Committee members had a detailed discussion and recommended the courses.

Agenda 4: Introduction of New Papers for Pre-Ph. D Course

The following Pre-Ph.D Courses were proposed by Dr. Manpreet Sharma for the recommendation of the Committee.

S.No.	Course Name & Course Code	LTP	Credit	Course Offered to
1	Introduction To Medical Humanities LNL9471	4-0-0	4	Pre-Ph.D
2	Literary and Philosophical Perspectives on Medicine LNL9481	4-0-0	4	Pre-Ph.D
3	Sociology of Health and Illness (: On Swayam (nou26-hs24))	4-0-0	4	Pre-Ph.D

Resolution:

The Committee members had a detailed discussion and recommended the courses.

Agenda 5: Post-facto Approval for the Revised Course Codes of B. A. 7th and 8th Sem 2022 Batch

In order to maintain uniformity with the previous course codes of the courses offered to B. A. Batch 2022, the following course codes were revised for B. A. English 7th and 8th Sem batch 2022

7th Sem

Sr. No.	Course Name	LTP	Course Codes	Credits	Old Course Code
1.	Linguistics I	3-1-0	LNL 4001	04	LNL MD 411
2.	English Literature: 16 th and 17 th Century	3-1-0	LNL 4003	04	LNL MD 423
3.	English Literature: 18 th Century	3-1-0	LNL 4005	04	LNL MD 425
4.	English Literature: 19 th Century	3-1-0	LNL 4007	04	LNL MD 427
5.	Research Methodology	3-1-0	LNL 4009	04	LNL MD 431

M Sharma *JP* *JP* *Sans*

8th Sem

Sr. No.	Course Name and revised Course Code	LTP	Course Codes	Credits	Old Course Code
1.	Key Concepts in Literary Theory	3-1-0	LNL4002	04	LNL 4261
2.	Post-War English Literature	3-1-0	LNL4004	04	LNL 4281
3.	Plato to F.R. Leavis	3-1-0	LNL4006	04	LNL 4291
4.	Understanding Signs: Theory, Methods and Analysis	3-1-0	LNL4008	04	LNL 4301
5.	High Modernism	3-1-0	LNL4010	04	LNL 4271


Resolution:


The Committee members had a detailed discussion and recommended the courses for post-facto approval.

The committee endorsed the aforementioned decisions and recommended that they can be put up in next Academic Council meeting for approval. The meeting concluded with a vote of thanks by the member secretary.


Dr. Manpreet Sharma
Member, BOS


Dr. Isha Malhotra
Member Secretary, BOS


Dr. Amitabh Vikram Dwivedi
Member, BOS


Ms. Sanna Ashraf Mirza
Member, BOS

(Attended online)
Dr. Veerendra Mishra
External Member, BOS


Dr. Anurag Kumar
Chairperson, BOS

Annexures of the 16th Board of Studies meeting of the School of Languages and Literature held on 05-05-2026

Pre-Ph.D Course Work

Code	Title of the Course	Category	L	T	P	Credit
LNL9411	Introduction to Memory Studies	Major	3	1	0	4

Course Objectives

This course introduces students to the interdisciplinary field of memory studies by exploring the foundational theories and evolving debates within the field. Students will learn concepts of collective, cultural, and counter memory. The course encourages students to analyze sites of memory, and make distinction between history and memory, and the role of gender in public commemoration. It also investigates the philosophical and phenomenological dimensions of remembering, the various types of forgetting, and the cultural function of nostalgia. By engaging with foundational theoretical texts and case studies of war and trauma, the course aims to develop critical perspectives on how the past is preserved, contested, and reconstructed in the present.

Learning Outcomes

After the completion of the course, learners will be able to:

- Understand the interdisciplinary foundations and development of memory studies as a distinct field of inquiry.
- Explain key concepts such as collective memory, cultural memory, lieux de mémoire (sites of memory), and counter-memory.
- Distinguish between history and memory.
- Interpret the role of power and identity in the construction of public memory, specifically regarding gender and marginalized narratives.
- To understand the process of remembering and identify and categorize different types of forgetting.
- Analyze how nostalgia functions as a mnemonic tool.

Course Contents :

Unit I : Introduction: Memory and Memory Studies.

- Memory Studies – Development, Debates and Directions by Aline Sierp

- On Collective Memory by Maurice Halbwachs.
- Cultural Memory Studies : mediation, narrative and the aesthetic by Ann Rigney.

Unit II : Sites of Memory and the Politics of the Past.

- Between Memory and History: Les Lieux de Memoire by Pierre Nora.
- Counter memory : The Philosophy of Difference from Michel Foucault Language, Counter-Memory, Practice Selected Essays and Interviews.
- Gender and Public Memory by Tasha N. Dubriwny and Kristan Poirot.

Unit III : History, Memory and Identity.

- History, Memory, Identity by Allan Megill.
- Collective Memory: The Two Cultures by Jeffrey K. Olick.
- From Remembering War: The Great War between Memory and History in the Twentieth century by Jay Winter.

Unit IV: Remembering, Forgetting and Nostalgia.

- Remembering: A Phenomenological Study by Edward Casey, selected chapters.
- Seven types of forgetting from The Spirit of Mourning: History, Memory and the Body by Paul Connerton
- Memory, History, Forgetting by Paul Ricoeur (selected chapters).
- Nostalgia and Mnemonics of Time from The Memory Phenomenon in Historical Writing by Patrick H Hutton.

Recommended Reading

Boym, Svetlana. The Future of Nostalgia. Basic Books, 2001.

Connerton, Paul. How Societies Remember. Cambridge UP, 1989.

Erll, Astrid, and Ansgar Nünning, editors. A Companion to Cultural Memory Studies. Walter de Gruyter, 2010.

Olick, Jeffrey K., et al., editors. The Collective Memory Reader. Oxford UP, 2011.

Ricœur, Paul. Memory, History, Forgetting. Translated by Kathleen Blamey and David Pellauer, University of Chicago Press, 2004.

Code	Title of the Course	Category	L	T	P	Credit
LNL9 421	Advanced Course in Memory Studies	Major	3	1	0	4

Course Objectives

The aim of this course is to introduce students to the theoretical and methodological complexities within the field of memory studies. The course will help students understand memory as an active, contested, and mediated cultural process. Students will learn how societies use media, literature, and politics to decide which parts of the past are kept alive and which are forgotten. By engaging with key theorists, the students will analyze how the memory of historical events is constructed and mediated culturally, and will also learn how to apply interdisciplinary research methods in study these processes.

Learning Outcomes

After the completion of the course, learners will be able to:

- Learn about the role of memory in representing historical conflicts, collective traumas and identities.
- To study about cultural memory and distinguish between communicative and cultural memory.
- Understand how individual memoirs (Life-Writing) serve as the building blocks for a community's shared memory.
- Analyse how media culture helps construct and mediate memory.
- Identify and evaluate specific interdisciplinary tools and approaches integrated in the frameworks of memory studies.

Course Contents :

Unit I : Politics and Ethics of Memory.

- Present Pasts : Media, Politics, Amnesia by Andreas Huyssen.
- "Towards a Theory of Cultural Trauma" by Jeffrey Alexander.
- The Politics of Memory: Between History, Identity and Conflict by Aline Shierp.

Unit II: Life-Writing, Cultural Memory, and Literary Studies.

- Communicative and Cultural Memory by Jan Assmann
- Selected chapters from Memory in Culture by Astril Erll.
- Life-Writing, Cultural Memory, and Literary Studies by Max Saunders.
- The Dynamics of Remembrance: Texts Between Monumentality and Morphing by Ann Rigney.

Unit III : Memory and Media Cultures.

- "Media and the construction of memory" from Memory in Culture by Astril Erll.
- Literature, Film, and the Mediality of Cultural Memory from Travels in Time by Astril Erll.

Unit IV : Research Methods and Interdisciplinary Approaches in Memory Studies.

PhD Coursework

Code	Title of the Course	Category	L	T	P	Credit
	Argumentative Research Writing	Major	3	1	0	4

Course Objectives

The aim of this course is to introduce students to the principles of argumentative research writing and academic thinking. The course will enable learners to understand the nature of academic research as an argumentative process rather than mere reporting. It will train students to develop original research questions, critically evaluate literature, construct coherent arguments, and present their own scholarly voice. Students will also learn how argument structures inform research design, methodology, and interpretation of results.

Learning Outcomes

After the completion of the course, learners will be able to:

- Understand research as an argumentative process rather than descriptive reporting.
- Identify and construct academic arguments using claims, evidence, warrants, and rebuttals.
- Develop original research questions and identify research gaps.
- Write argumentative literature reviews with critical engagement.
- Integrate their own voice while engaging with other scholars' ideas.
- Evaluate academic arguments critically in research writing.
- Design research methodology using argumentative justification.

Course Contents

Unit 1: Research as Argument

- Academic research as knowledge-creation (not reproduction)
- Research writing vs "writing about research"
- Argument as the organising logic of research
- Argument as scholarly conversation (multiple perspectives, positions, disputes)

Unit 2: The Language and Structure of Argument

- Toulmin model and key parts of an argument:



- Claim, Data Evidence, Warrant, Qualifier, Rebuttal
- What makes an argument weak or strong (missing evidence, weak warrant, over-strong claim)
 - Counterarguments: how they strengthen claims when handled well

Unit 3: Core Research Skills Through an Argumentative Lens

- Searching for sources strategically (keywords, synonyms, database logic)
- Reading with a purpose: extracting arguments, not just information
- Argumentative summarising (not list-like summaries)
- Writing in your own voice while using sources responsibly

Unit 4: Developing Original Contribution and Argumentative Writing

- What "original contribution" means in research practice
- Gap-spotting and disruption-based contribution (challenging assumptions, resolving conflicts)
- Building complex arguments from smaller arguments
- Achieving flow: linking claims, structuring paragraphs as connected moves in a conversation

Unit 5: Writing the Research Project as a Coherent Argument

- Introductions: problem, gap, audience, context, significance
- Literature review as a series of connected supporting arguments
- Research design and methodology as justification (why this method/design fits the question)
- Results and conclusion as argumentative closure (interpretation, limits, contribution)

Suggested Readings

- Wentzel, Arnold. 2018. *A Guide to Argumentative Research Writing and Thinking*. Routledge.
- Swales, John, and Christine Feak. 2004. *Academic Writing for Graduate Students*.
- Toulmin, Stephen. 1958. *The Uses of Argument*.
- Graff, Gerald, and Cathy Birkenstein. 2014. *They Say / I Say*.

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PhD Coursework

Code	Title of the Course	Category	L	T	P	Credit
	Semiotics: Theory & Practice	Major	3	1	0	4

Course Objectives

The aim of this course is to introduce students to the foundational principles of semiotics and to develop their ability to analyse signs and meaning-making processes in language, media, and culture. The course will familiarise learners with major semiotic theories, including Saussurean and Peircean models of the sign, and help them understand how meaning is constructed through sign systems. It will enable students to explore structural relations such as syntagm and paradigm, denotation and connotation, and codes and conventions. The course will also train students to apply semiotic tools to analyse texts, images, media, and cultural practices critically, and to understand how signs shape social reality and interpretation.

Learning Outcomes

After the completion of the course, learners will be able to:

- Understand the fundamental concepts of semiotics, including signs, sign systems, and meaning-making.
- Explain and compare major models of the sign, particularly Saussure's and Peirce's theories.
- Analyse how signs represent reality and how meaning is constructed through semiotic processes.
- Identify and evaluate structural relationships such as syntagmatic and paradigmatic relations, binary oppositions, and markedness.
- Distinguish between denotation, connotation, myth, and ideological meaning in texts and cultural representations.
- Recognise the role of codes, conventions, and context in shaping interpretation.
- Apply semiotic methods to analyse linguistic, visual, and cultural texts critically.
- Develop analytical and interpretive skills relevant to linguistics, media studies, and cultural analysis.

Course Contents

Unit 1: Foundations of Semiotics

- What semiotics studies: signs, sign-systems, meaning-making, mediation



- Key traditions and why semiotics matters for language, culture, *media*, and *society*
- Semiotics' links to philosophy, linguistics, and cultural analysis

Unit 2: Models of the Sign

- Saussurean model: signifier/signified, arbitrariness, *langue/parole* (as *framing idea*)
- Peircean model: representamen-object-interpretant, icon/index/symbol; *interpretants*
- Jakobson, Hjelmslev, and later refinements: sign relations, mixed modes, *types/tokens*
- "Rematerializing the sign" as a critical extension

Unit 3: Signs, Reference, and Reality

- Naming and referentiality: "the word is not the thing"
- Modality, realism effects, and how "reality" is represented/constructed
- Empty signifiers and instability of reference

Unit 4: Structural Analysis Tools

- Paradigmatic vs syntagmatic axes; commutation test
- Oppositions, markedness, alignment, semiotic square
- Deconstruction as a method for challenging taken-for-granted structures
- Structural reduction and how meaning emerges from relational systems

Unit 5: Beyond the Literal, Codes, and Interaction

- Tropes and meaning shift: metaphor, metonymy, synecdoche, irony
- Denotation/connotation; myth as naturalised ideology
- Codes: social/interpretive/representational codes; genre; realism; limits of codification
- Interaction: models of communication, context, positioning, modes of address
- Intertextuality and authorship; "no text is an island"
- From structuralism to poststructuralism; methodologies and contemporary directions

Suggested Readings

- Chandler, Daniel. *Semiotics: The Basics*. 3rd ed. London: Routledge.
- Saussure, Ferdinand de. *Course in General Linguistics*. (Any standard translation/edition).
- Peirce, Charles S. *Collected Papers of Charles Sanders Peirce* (selected sections on signs).
- Barthes, Roland. *Mythologies*.
- Eco, Umberto. *A Theory of Semiotics*.

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Code	Title of the Course	Category	L	T	P	Credit
LNL-9471	Introduction to Medical Humanities	Major	3	1	0	4

Course Objectives

This course introduces students to the interdisciplinary field of medical humanities by exploring the relationships between medicine, literature, philosophy, and the social sciences. It examines how concepts of health, illness, disease, and healing are shaped by cultural, social, and narrative practices. The course encourages students to analyse illness narratives, literary representations of suffering, and philosophical approaches to the body and medical ethics. It also investigates contemporary debates surrounding medical power, disability, gender, technology, and global health crises. By engaging with theoretical texts and literary works, the course aims to develop critical perspectives on medicine and healthcare while fostering a deeper understanding of patient experience and the human dimensions of illness.

Learning Outcomes

After completing the course, students will be able to:

- Understand the interdisciplinary foundations and development of medical humanities.
- Explain key concepts such as health, illness, disease, healing, and embodiment.
- Analyse how medicine functions as a cultural and narrative practice.
- Interpret illness narratives and patient testimonies through literary and theoretical frameworks.
- Evaluate the role of narrative medicine in understanding suffering and caregiving.
- Critically examine philosophical perspectives on the body, mind, and self in relation to medicine.
- Assess ethical issues in healthcare, including care ethics and doctor–patient relationships.
- Analyse the influence of institutions, technology, and medical power in shaping healthcare practices.
- Examine issues of gender, disability and mental health, within contemporary medical discourse.
- Apply interdisciplinary approaches from literature, philosophy, and social theory to analyse medical and health-related texts.

Course Contents :

Unit I: Foundations of Medical Humanities

- Definition, scope, and evolution of Medical Humanities

- Relationship between medicine, humanities, and social sciences
- Concepts of health, illness, disease, and healing
- Medicine as a cultural and narrative practice
- Emergence of Medical Humanities globally and in India

Suggested Readings

- Crawford, Paul et al., *Health Humanities* (Introductory chapters)
- Greaves, David et al., *Medical Humanities*
- Kleinman, Arthur, *The Illness Narratives* (Selections)

Unit II: Literature, Narrative, and Illness Experience

- Illness narratives and patient voices
- Narrative medicine: theory and practice
- Literature as a means of understanding suffering and care
- Poetry, fiction, memoir, and autobiographical writing on illness

Suggested Readings

- Charon, Rita, *Narrative Medicine* (Selected chapters)
- Woolf, Virginia, "On Being Ill"
- Frank, Arthur W., *The Wounded Storyteller*

Unit III: Philosophy, Ethics, and the Body

- Philosophical views of body, mind, and self
- Biomedical model and its critiques
- Introduction to medical ethics
- Ethics of care and empathy
- Doctor–patient relationship

Suggested Readings

- Descartes, René, *Meditations* (Selections)
- Beauchamp & Childress, *Principles of Biomedical Ethics* (Selected chapters)
- Gilligan, Carol, *In a Different Voice* (Selections)

Unit IV: Contemporary Issues in Medical Humanities

- Medicine, technology, and the human body
- Gender, disability, and mental health
- Medical power, institutions, and surveillance
- Pandemic narratives and global health crises
- Future directions in Medical Humanities

Suggested Readings

- Foucault, Michel, *The Birth of the Clinic* (Selections)
- Davis, Lennard J., *The Disability Studies Reader* (Selections)
- Camus, Albert, *The Plague*

Code	Title of the Course	Category	L	T	P	Credit
LNL-9481	Literary and Philosophical Perspectives on Medicine	Major	3	1	0	4

Course Objectives

This course explores the philosophical and literary dimensions of medicine, illness, and the human body. It investigates classical and modern philosophical debates concerning the relationship between body, mind, and self, and examines how these ideas have influenced medical thought and practice. Through readings from philosophy, literature, and medical humanities scholarship, the course considers how illness, suffering, mortality, and care are represented and interpreted. It also examines ethical questions surrounding medical practice, the doctor-patient relationship, and institutional power in healthcare. By engaging with both theoretical texts and literary narratives of illness, the course aims to deepen students' understanding of the lived experience of illness and the cultural meanings attached to the body, health, and healing.

Learning Outcomes

After completing the course, students will be able to:



- Understand major philosophical perspectives on the body, mind, and embodiment.
- Explain the influence of classical philosophy and Cartesian dualism on modern biomedical thought.
- Analyse phenomenological approaches to embodiment and illness.
- Critically interpret literary representations of illness, suffering, trauma, and recovery.
- Examine illness narratives as expressions of patient subjectivity and lived experience.
- Evaluate metaphors and cultural meanings associated with disease and disability.
- Analyse ethical frameworks in medicine, including principles of biomedical ethics and care ethics.
- Critically assess power relations within medical institutions and doctor–patient interactions.
- Apply philosophical and literary frameworks to contemporary issues in health and medicine.
- Develop interdisciplinary research skills relevant to the field of medical humanities.

Course Contents :

Unit I: Philosophical Foundations of Medicine and the Body

Core Themes

- Classical philosophy: body–soul relationship
- Cartesian dualism and biomedical model
- Phenomenology of embodiment and illness

Prescribed Texts (Core Readings)

1. Plato, *Phaedo* (Selections)
2. Descartes, René. *Meditations on First Philosophy* (Meditation VI)
3. Merleau-Ponty, Maurice. *Phenomenology of Perception* (Selections on the body)

Supplementary Readings

- Leder, Drew. *The Absent Body*
- Toombs, S. Kay. “The Meaning of Illness”

Unit II: Literature of Illness, Suffering, and Healing

Core Themes

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- Illness narratives and patient subjectivity
- Pain, mortality, trauma, and recovery
- Narrative medicine

Prescribed Texts (Core Readings)

1. Sontag, Susan. *Illness as Metaphor and AIDS and Its Metaphors*
2. Woolf, Virginia. "On Being Ill"
3. Mairs, Nancy. *On Being a Cripple* (Essay)

Supplementary Readings

- Frank, Arthur W. *The Wounded Storyteller*
- Tolstoy, Leo. *The Death of Ivan Ilyich*
- Plath, Sylvia (Selected Poems on illness and death)

Unit III: Ethics, Care, and Medical Power

Core Themes

- Bioethics and moral philosophy
- Ethics of care
- Doctor-patient relationship and institutional power

Prescribed Texts (Core Readings)

1. Beauchamp, Tom L. & Childress, James F. *Principles of Biomedical Ethics* (Selected Chapters)
2. Gilligan, Carol. *In a Different Voice* (Selections)
3. Foucault, Michel. *The Birth of the Clinic* (Selected Chapters)

Supplementary Readings

- Pellegrino, Edmund D. "The Virtuous Physician"
- Gawande, Atul. *Complications* (Selected Essays)

Unit IV: Contemporary and Critical Perspectives in Medical Humanities

Core Themes

- Gender, disability, and mental health
- Medicine, technology, and surveillance
- Pandemic narratives and crisis medicine

Prescribed Texts (Core Readings)

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1. Foucault, Michel. *Madness and Civilization* (Selections)
2. Davis, Lennard J. *The Disability Studies Reader* (Selected Essays)
3. Segal, Judy Z. *Health and the Rhetoric of Medicine*

Supplementary Readings

- Butler, Judith. *Precarious Life* (Selections)
- Camus, Albert. *The Plague*
- Selected COVID-19 narratives and essays

M

M.A. English

Code	Title of the Course	Category	L	T	P	Credit
	Introducing Semiotics: Theory & Practice	Major	3	1	0	4

Course Objectives

The aim of this course is to introduce students to the principles of social semiotics and to develop their understanding of how meaning is created through semiotic resources in social and cultural contexts. The course will familiarise learners with the concept of semiotic resources such as language, images, gesture, music, objects, and spatial arrangements, and how these are used to communicate meaning. It will enable students to analyse how semiotic systems operate within discourse, genre, and style, and how meaning is shaped by social practices and institutions. The course will also help students understand multimodal communication and develop the ability to analyse complex texts critically using social semiotic methods.


Learning Outcomes

After the completion of the course, learners will be able to:

- Understand the fundamental principles of social semiotics and its role in meaning-making.
- Explain the concept of semiotic resources and their use in social communication.
- Analyse how meaning is constructed through different semiotic modes such as language, image, gesture, and space.
- Identify and evaluate the role of discourse, genre, and style in shaping communication.
- Understand multimodal communication and the interaction of different semiotic elements.
- Analyse how social, cultural, and institutional contexts influence the use and interpretation of signs.
- Apply social semiotic concepts to analyse media, visual texts, and everyday social practices.
- Develop critical analytical skills for interpreting multimodal and social communication.

Course Contents

Unit 1: Foundations of Social Semiotics and Semiotic Resources

- Introduction to social semiotics: meaning as a social process
 - Concept of semiotic resources: language, gesture, images, objects, sound, and space
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- Semiotic potential and affordance: meaning possibilities of semiotic resources
- Semiotic change: innovation, transformation, and social influence on meaning
- Semiotic rules: regulation, conventions, and social control of meaning

Unit 2: Semiotic Functions and Meaning in Social Context

- Semiotic functions and communicative purposes
- Meaning as social action and interaction
- Role of semiotic resources in representing identity and social relations
- Meaning-making in everyday life, institutions, and culture

Unit 3: Dimensions of Semiotic Analysis: Discourse, Genre, and Style

- Discourse: representation of knowledge and social reality
- Genre: structured forms of communication and social interaction
- Style: identity, personality, and social positioning through semiotic choices
- Role of discourse, genre, and style in communication and meaning

Unit 4: Modality and Meaning Construction

- Concept of modality: truth, credibility, and realism in communication
- Visual and linguistic modality
- Social and cultural factors influencing modality
- Modality and representation in media, advertising, and visual communication

Unit 5: Multimodal Communication and Semiotic Interaction

- Multimodality: interaction of language, image, sound, and gesture
- Rhythm in communication: timing, pacing, and meaning
- Composition: arrangement and organization of semiotic elements
- Information linking and cohesion in multimodal texts
- Dialogue and interaction in multimodal communication

Suggested Reading

Van Leeuwen, Theo. 2005. *Introducing Social Semiotics*. Routledge.

M.A. English

Code	Title of the Course	Category	L	T	P	Credit
	Understanding Signs: Theory, Methods & Analysis	Major	3	1	0	4

Course Objectives

The aim of this course is to introduce students to the principles of social semiotics and to develop their understanding of how meaning is created through semiotic resources in social and cultural contexts. The course will familiarise learners with the concept of semiotic resources such as language, images, gesture, music, objects, and spatial arrangements, and how these are used to communicate meaning. It will enable students to analyse how semiotic systems operate within discourse, genre, and style, and how meaning is shaped by social practices and institutions. The course will also help students understand multimodal communication and develop the ability to analyse complex texts critically using social semiotic methods.

Learning Outcomes

After the completion of the course, learners will be able to:

- Understand the fundamental principles of social semiotics and its role in meaning-making.
- Explain the concept of semiotic resources and their use in social communication.
- Analyse how meaning is constructed through different semiotic modes such as language, image, gesture, and space.
- Identify and evaluate the role of discourse, genre, and style in shaping communication.
- Understand multimodal communication and the interaction of different semiotic elements.
- Analyse how social, cultural, and institutional contexts influence the use and interpretation of signs.
- Apply social semiotic concepts to analyse media, visual texts, and everyday social practices.
- Develop critical analytical skills for interpreting multimodal and social communication.

Course Contents

Unit 1: Foundations of Social Semiotics and Semiotic Resources

- Introduction to social semiotics: meaning as a social process

- Concept of semiotic resources: language, gesture, images, objects, sound, and space
- Semiotic potential and affordance: meaning possibilities of semiotic resources
- Semiotic change: innovation, transformation, and social influence on meaning
- Semiotic rules: regulation, conventions, and social control of meaning

Unit 2: Semiotic Functions and Meaning in Social Context

- Semiotic functions and communicative purposes
- Meaning as social action and interaction
- Role of semiotic resources in representing identity and social relations
- Meaning-making in everyday life, institutions, and culture

Unit 3: Dimensions of Semiotic Analysis: Discourse, Genre, and Style

- Discourse: representation of knowledge and social reality
- Genre: structured forms of communication and social interaction
- Style: identity, personality, and social positioning through semiotic choices
- Role of discourse, genre, and style in communication and meaning

Unit 4: Modality and Meaning Construction

- Concept of modality: truth, credibility, and realism in communication
- Visual and linguistic modality
- Social and cultural factors influencing modality
- Modality and representation in media, advertising, and visual communication

Unit 5: Multimodal Communication and Semiotic Interaction

- Multimodality: interaction of language, image, sound, and gesture
- Rhythm in communication: timing, pacing, and meaning
- Composition: arrangement and organization of semiotic elements
- Information linking and cohesion in multimodal texts
- Dialogue and interaction in multimodal communication

Suggested Reading

Van Leeuwen, Theo. 2005. *Introducing Social Semiotics*. Routledge.

Animesh