



School of Humanities & Social Sciences

Department of English

PROGRAM: *Master of Arts in English*

Program Code: SLC 0102

Batch: 2021-2023

NEP based Programme and Course Structure

NEP based Curriculum

1.1 Vision, Mission and Core Values of the University:

Vision of the University

To serve the society by being a global University of higher learning in pursuit of academic excellence, innovation and nurturing entrepreneurship.

Mission of the University

- 1. Transformative educational experience**
- 2. Enrichment by educational initiatives that encourage global outlook**
- 3. Develop research, support disruptive innovations and accelerate entrepreneurship**
- 4. Seeking beyond boundaries**

Core Values

- Integrity**
- Leadership**
- Diversity**
- Community**

1.2 Vision and Mission of the School

Vision of the School

To become one of the leading schools of humanities and social sciences by setting global standards of excellence in ingenious curriculum, teaching-learning methods, professional development, and cross-cultural understanding

Mission of the School

M1. To promote learning and employability skills among students.

M2. To promote study of humankind and its manifestation.

M3. To help students succeed in their academic and professional lives.

M4. To encourage research and promote knowledge creation.

Core Values

- **Integrity**
- **Leadership**
- **Diversity**
- **Community**

1.3.1 Programme Educational Objectives (PEO)

PEO1 The programme aims to provide comprehensive knowledge of ‘English Literary Studies’ and ‘Literary Theory’ to facilitate progressive careers in translation, publishing, teaching, research, print/electronic media and pursuit of higher studies.

PEO2 At the completion of the programme the students will be equipped with analytical and critical thinking skills to produce original insights in scholarly academic writing and discourse.

PEO3 The programme looks forward to inculcate effective communication and expression skills to fulfill professional requirements.

PEO4 The programme expects to expose students to contemporary social, cultural and literary issues to ascertain ethical and responsible behaviour towards co-workers, society and nation.

1.3.3 Program Outcomes of the M. A. English:

PO1 *Knowledge:* The course shall train the students to apply knowledge of literary tendencies across literary periods, genres and theoretical/critical approaches in interpretation of literary text.

PO2 *Research Skills:* The students will be able to select appropriate primary texts, secondary texts, research query, techniques and resources to undertake research activities to write papers and dissertation.

PO3 *Problem Analysis:* The students will be able to review and analyze texts with respect to representation of socio-historical context and literary discourse and identify gaps to be addressed through research.

PO4 *Critical Evaluation Skills:* As a part of the course the students will be able to compare the works of various authors, genres and be able to evaluate the merits of various authors and theorists, philosophers.

PO5 *Creation:* The course shall groom the students to make effective presentations give, receive and implement clear instructions, reports and documentation for professional purposes.

PO6 *Representation:* The students shall learn to apply reasoning informed by contextual knowledge to represent social, cultural and literary issues concerning community and society at large.

PO7 *Implementation & Employability:* The course intends to impart professional competence in students by integrating interdisciplinary knowledge and social values to address current social concerns.

PO8 *Life-Long Learning:* The course shall inculcate a holistic attitude, foster critical thinking, life-long learning in the students leading to their intellectual growth.

Program Specific Outcomes of the Course Name:

PSO1 The programme intends to develop students' proficiency in fundamental literary concepts, tendencies, and trends across periods, genre and cultures in English literature, literary theory and approaches.

PSO2 The students shall be trained to identify and explore the emerging areas of research and conduct the same with proper methodology and documentation.

PSO3 The development of interdisciplinary skills such as assessment skills, leadership, problem solving skills, critical thinking skills etc. among students will be given special attention.

Program Structure
School of Humanities and Social Sciences
PROGRAM Name: M.A(English)
Batch: 2021-2023

TERM: I

S.No.	Paper ID	Subject Code	Subjects	Teaching Load			Credits	Core/Elective Pre-Requisite/ Co Requisite	Type of Course
				L	T	P			
THEORY SUBJECTS									
1	27288	MAE151	Studies in Literary Criticism and Theory	4	1	0	5	Core	Core
2	27289	MAE152	Texts of Dalit Literature	4	1	0	5	Core	Core
3	27290	MAE153	Introduction to Linguistics	4	1	0	5	Core	Core
4*	27291	MAE154	Indian Literature in English	4	1	0	5	Elective	Elective
	27292	MAE155	The Absurd in Literature						
Practical/Viva-Voce/Jury									
TOTAL CREDITS							20		

*Any one course to be chosen by students

Program Structure
School of Humanities and Social Sciences
PROGRAM Name: M.A(English)
Batch: 2021-2023
TERM: II

S.No.	Paper ID	Subject Code	Subjects	Teaching Load			Credits	Core/Elective Pre-Requisite/ Co Requisite	Type of Course
				L	T	P			
<i>THEORY SUBJECTS</i>									
1	27293	MAE156	Studies in Children's Literature	4	1	0	5	Core	Core
2	27294	MAE157	Postcolonial Literature	4	1	0	5	Core	Core
3	27295	MAE158	Studies in Anglo-American Literature	4	1	0	5	Core	Core
4*	27296	MAE159	Texts of Latin-American Literature	4	1	0	5	Elective	Elective
	27297	MAE160	Lexicography						
<i>Practical/Viva-Voce/Jury</i>									
TOTAL CREDITS							20		

*Any one course to be chosen by students

Program Structure
School of Humanities and Social Sciences
PROGRAM Name: M.A(English)
Batch: 2021-2023
TERM: III

S.No.	Paper ID	Subject Code	Subjects	Teaching Load			Credits	Core/Elective Pre-Requisite/ Co Requisite	Type of Course :
				L	T	P			
<i>THEORY SUBJECTS</i>									
1			Research Methods in Humanities	4	2	0	6	Core	Core
2			Dissertation-I	0	0	24	12	Core	Core
<i>Practical/Viva-Voce/Jury</i>									
TOTAL CREDITS							18		

Program Structure
School of Humanities and Social Sciences
PROGRAM Name: M.A(English)
Batch: 2021-2023
TERM: IV

S.No.	Paper ID	Subject Code	Subjects	Teaching Load			Credits	Core/Elective Pre-Requisite/ Co Requisite	Type of Course :
				L	T	P			
<i>THEORY SUBJECTS</i>									
1			Dissertation II	0	0	36	18	Core	Core
<i>Practical/Viva-Voce/Jury</i>									
TOTAL CREDITS							18		

School:		SHSS	Batch : 2021 - 23
Program:		MA(English)	Current Academic Year: 2021-22
Branch:		Semester: I	
1	Course Code	MAE151	
2	Course Title	Studies in Literary Criticism and Theory	
3	Credits	5	
4	Contact Hours (L-T-P)	4-1-0	
	Course Status	Compulsory	
5	Course Objective	<ol style="list-style-type: none"> 1. To apply literature in decoding quotidian occurrences. 2. To demonstrate literature as a product of the culture industry and hence influenced by allied determinants. 3. To empower students by enabling them to take a holistic view of literature and use it for practical understanding of the subject. 4. To develop a knowledge of application of various methods to study and teach literature. 5. To add to the scope of literature and make it more action-oriented. 	
6	Course Outcomes	<p>CO1 The students will be able to know advanced methods for enriching critical skills.</p> <p>CO2 The students will be able to understand the relation of literature with other sciences.</p> <p>CO3 The student will be able to apply various methods to study and teach literature.</p> <p>CO4 The students will be able to analyse various social and cultural phenomena and use the same in interdisciplinary research</p> <p>CO5 The students will be able to identify the underlying principles and engage in the critical activity</p> <p>CO6 The students will be able to express a conception of the world outside the text</p>	
7	Course Description	<p>This paper delineates the evolution of the analysis of literature through criticism as the first stage and later through the contribution of political and social scientists, and philosophers, linguists etc. Through the course the students will be made aware of various functions of literature and its relation to other domains of humanities and social sciences. It will enable the students realise the process of production and consumption of literature and various factors that determine its nature.</p>	
8	Outline syllabus		

Unit 1	<hr/> Criticism I: Aristotle and Wordsworth
A	Background to Literary Criticism Background to Literary Theory
B	Aristotle's <i>Poetics</i> <ul style="list-style-type: none"> ● Poetry as imitative art/ influence of Plato ● Six parts of Tragedy ● Important terms
C	William Wordsworth's <i>Preface to Lyrical Ballads (1800)</i> <ul style="list-style-type: none"> ● Introduction to Romanticism with reference to Wordsworth and Coleridge ● Choice of subject/ diction ● Poetic process
Unit 2	Criticism II: T.S. Eliot and Virginia Woolf
A	Background to Modernism and New Criticism with respect to Eliot and Virginia Woolf
B	T.S.Eliot's <i>Tradition and the Individual Talent</i> <ul style="list-style-type: none"> ● Tradition ● Impersonality of Poetry ● Poetic Process
C	Selection from Virginia Woolf's <i>A Room of One's Own</i> <ul style="list-style-type: none"> ● Shakespeare's Sister
Unit 3	<hr/> Ferdinand de Saussure and Roland Barthes
A	Background to Structuralism with reference to Saussure and Barthes
B	Understanding Concepts of Saussure: Signifier, Signified, Sign, Langue, Parole, Synchronic axis, Diachronic axis, Arbitrariness of Linguistic Sign, Semiology.
C	Roland Barthes' <i>The Death of the Author</i>
Unit 4	Postcolonialism
A	Understanding Postcolonialism as a body of theory
B	Understanding vital concepts: Orientalism, Hybridity, Mimicry, Subaltern, Ambivalence, Diaspora, Metanarrative, Other. (Brief references to Edward Said, Gayatri Chakravorty Spivak, Homi K. Bhabha)
C	Gayatri Chakravorty Spivak's <i>Can the Subaltern Speak?</i>
Unit 5	<hr/> Feminism

	A	Understanding Feminism as a body of theory		
	B	Understanding vital concepts: Gender, Ecriture feminine, Semiotic/Symbolic, Gynocriticism, Women's Time, Cyborg feminism. (Brief references to Simone De Beauvoir, Helene Cixous, Julia Kristeva, Elaine Showalter, Donna J. Haraway)		
	C	Elaine Showalter's <i>The Female Tradition</i>		
	Mode of examination	Theory		
	Weightage Distribution	CA	MTE	ETE
		25%	25%	50%
	Text book/s*	<ul style="list-style-type: none"> • <i>Modern Criticism and Theory</i> - David Lodge (Mention Publications) <i>Literary Theory: An Introduction</i> - Saugata Bhaduri and Simi Malhotra 		
	Other References	Relevant materials will be provided by the subject teacher.		

School:		SHSS	Batch : 2021 - 23
Program:		MA(English)	Current Academic Year: 2021-22
Branch:		Semester: I	
1	Course Code	MAE152	
2	Course Title	Texts of Dalit Literature	
3	Credits	5	
4	Contact Hours (L-T-P)	4-1-0	
	Course Status	Compulsory	
5	Course Objective	<ol style="list-style-type: none"> 1. To apply literature in decoding quotidian occurrences. 2. To demonstrate literature as a product of the culture industry and hence influenced by allied determinants. 3. To empower students by enabling them to take a holistic view of literature and use it for practical understanding of the subject. 4. To develop a knowledge of application of various methods to study and teach literature. 5. To add to the scope of literature and make it more action-oriented. 	
6	Course Outcomes	<p>Students will be able to:</p> <p>CO1 Define postcolonial theoretical terms and recall them in critical appreciation of the texts and discourse.</p> <p>CO2 To compare and contrast in ideas, representations, and strategies of political and cultural resistance with reference to their historical and social contexts.</p> <p>CO3 To identify and interpret the significance of the essential literary elements of novels/plays (i.e. character, setting, conflict, plot, climax, resolution, theme, tone, and point of view).</p> <p>CO4 To explain, analyze, illustrate and infer various ethical and moral questions raised in the texts.</p> <p>CO5 Students will be able to assess, appraise, summarise and defend interconnections within postcolonial literature from different geographical locations, highlighting common arguments, assumptions and modes of interpretation, including comparative and interdisciplinary issues.</p> <p>CO6 Students will be able to compose literature review, conduct research in this domain and write critical essays.</p>	
7	Course Description	This course will familiarize students with the political and cultural con-	

		text in which Dalit literature as a distinct domain of knowledge production emerged in modern India. Dalit literature serves as a platform for Dalit articulation in addressing political concerns and achieving Dalit emancipatory goals. Students would be introduced to different forms of Dalit literature such as novels, poems, short stories, essays and autobiographies to examine how the varied forms of Dalit cultural expressions contribute to the project of Dalit emancipation. Dalit literature challenges the mainstream literary conventions and lays emphasis on the social relevance and politics of art and literature. Students will also be introduced to some of the important debates in Dalit literary criticism.		
8	Outline syllabus			
	Unit 1	The Historical Background of Dalit literature		
	A	Ideology of Dalit literature. Etymological references to different terms used for referring to ‘Dalits’. References about Dalits in Vedas – Charvakam– Jainism – Buddhism –Ambedkarism – Marxism.		
	B	Dalit Panthers and Ambedkar movements, Social stratification		
	C	Dalit Literature: Past, Present and Future		
	Unit 2	Essay and Speech		
		Annihilation of Caste by B. R. Ambedkar		
		Can the Subaltern Speak? by Gayatri Chakravorty Spivak		
		Discussions on major themes, style, title		
	Unit 3	Autobiography		
	A	Baby Kamble - The Prisons We Broke		
	B	Omprakash Valmiki-Joothan		
	C	Discussions on major themes, style, title		
	Unit 4	Short Story		
	A	Dalpat Chauhan- Measure for Measure		
	B	C. Ayyappan - Madness		
	C	Discussions on major themes, style, title		
	Unit 5	Poetry		
	A	Namdeo Dhasal’s “Hunger”		
	B	Arjun Dangle’s "I Will Belong to It		
	C	Sharankumar Limbale’s "White Paper"		
	Mode of examination	Theory		
	Weightage Distribution	CA	MTE	ETE
		25%	25%	50%
	Text book/s*	<p style="text-align: center;">1. ESSAY/SPEECH:</p> <ul style="list-style-type: none"> • Annihilation of Caste by B. R. Ambedkar <p>https://ccnmtl.columbia.edu/projects/mmt/ambedkar/web/readings/aoc_print_2004.pdf</p>		

		<ul style="list-style-type: none"> • Can the Subaltern Speak? by Gayatri Chakravorty Spivak http://abahlali.org/files/Can_the_subaltern_speak.pdf <p style="text-align: center;">2. AUTOBIOGRAPHY:</p> <ul style="list-style-type: none"> • Baby Kamble - The Prisons We Broke. The Orient Blackswan; Second edition. 2018. • Omprakash Valmiki-Joothan. Bhatkal & Sen; Third Reprint Edition. 2007. <p style="text-align: center;">3. SHORT STORY:</p> <ul style="list-style-type: none"> • Dalpat Chauhan- Measure for Measure. http://eklavyaswiththumbs.blogspot.com/2014/12/measure-for-measure-short-story-by.html • C. Ayyappan - Madness http://everythinginliterature.blogspot.com/2007/06/madness.html <p style="text-align: center;">4. POETRY:</p> <ul style="list-style-type: none"> • Namdeo Dhasal's "Hunger" http://marathidalitpoetry.blogspot.com/2014/07/hungernamdeo-dhasal.html • Arjun Dangle's "I Will Belong to It" http://marathidalitpoetry.blogspot.com/2014/07/i-will-belong-to-itarjun-dangle.html • Sharankumar Limbale's "White Paper" http://marathidalitpoetry.blogspot.com/2014/07/white-paper-sharankumar-limbale.html
	Other References	Relevant materials will be provided by the subject teacher.

School:		SHSS	Batch : 2021-23
Program:		MA English	Current Academic Year: 2021-22
Branch:		Semester: I	
1	Course Code	MAE153	
2	Course Title	Introduction to Linguistics	
3	Credits	5	
4	Contact Hours (L-T-P)	4-1-0	
	Course Status	Core	
5	Course Objective	1. To provide insight into fundamental topics in linguistics 2. To acquaint students with linguistics theories and methods for the scientific and literary analysis	
6	Course Outcomes	On the successful completion of the course, students will be able to: CO1: Exhibit knowledge about language, its features and system underlying the structure of language. CO2: Identify the factors responsible for variation in language both at the region and society and recognize varieties of Englishes existing in the world. CO3: Demonstrate appropriate use of pronunciation and lexicons in the articulation of English language both in spoken and written forms. CO4: Apply the knowledge of language structure to create well-formed sentences and to produce literary and non-literary texts. CO5: Differentiate between sense and nonsense and identify ambiguity in utterances at word and sentential level. CO6: Critically appreciate literary and other pieces of discourse through the linguistic methods and tools and formulate an appropriate style of academic and non-academic discourse.	
7	Course Description	The introductory paper intends to develop cognizance about the system underlying the structure of language and its application for linguistics and literary studies. It aims at familiarizing students with basic understanding of meaning formulation linguistically and association of language with meaning for appropriateness.	
8	Outline syllabus		
	Unit 1	Introduction to Language and Communication	
	A	Animal Communication vs. Human Language; The Origin and Development of Human Language; Scope and types of Linguistics	
	B	Varieties of Language; Language in Contact; Language Change; Social	

		Aspects of Language		
	C	World English		
	Unit 2	Phonetics and Phonology		
	A	Speech Mechanism; Description and Classification of Consonants and Vowels; Syllables		
	B	Phonetics and Phonology; Phonemes, Allophones and Syllable; Phonemic Transcription; Metrical Phonology; Phonological Conditioning		
	C	Word and sentence Stress; Rhythm; Accent and Intonation		
	Unit 3	Morphology		
	A	Words and Lexicons; Word Order		
	B	Morpheme and allomorphs; lexical conditioning; major word classes		
	C	Word formation Methods; Inflectional and Derivational Morphology; Function words		
	Unit 4	Syntax		
	A	Phrases – NP, VP, Adj.P, Adv.P, PP; Seven Basic clause types, Subordination and coordination		
	B	IC Analysis of a simple sentence, X-bar theory		
	C	NP Movement and Wh Movement		
	Unit 5	Semantics and Pragmatics		
	A	Basic idea of Semantics; From reference to sense; Logic; Word meaning		
	B	Sentence-meaning and Utterance-meaning, Lexical relations (homonymy, homophony, polysemy, metonymy), Entailment and Presupposition		
	C	Speech Acts; Conversational Implicature; (Im)Politeness; Language and Context		
	Mode of examination	Theory		
	Weightage	CA	MTE	ETE

Distribution	25%	25%	50%
Text book/s*	<i>Modern Linguistics: An Introduction</i> by S.K. Verma and N. Krishnaswamy (Macmillan India) <i>Semantics: A Course Book</i> by J.R. Hurford and B. Heasley <i>The Study of language</i> (6 th edn.) by G. Yule (CUP) <i>An Introduction to Linguistics</i> by Pushpinder Syal, D.V. Jindal, (Prentice Hall of India, New Delhi)		
Other References	<i>Metaphors We Live By</i> by G. D. Lakoff and M. Johnson (Chicago University Press) <i>An Introduction to Language</i> by V. Fromkin (Cengage Learning) <i>Contemporary Linguistics an Introduction</i> by W. O'Grady (Addison-Wesley) <i>Structural Linguistics</i> by Z.S. Harris (University of Chicago Press) <i>General Linguistics: An Introductory Survey</i> by R. H. Robins (Routledge)		

School:		SHSS	Batch : 2021 - 23
Program:		MA(Eng)	Current Academic Year: 2021-22
Branch:		Semester: I	
1	Course Code	MAE154	
2	Course Title	Indian Literature in English	
3	Credits	5	
4	Contact Hours (L-T-P)	4-1-0	
	Course Status	DSE	
5	Course Objective	<ol style="list-style-type: none"> 1. To enable students to understand evolution of Indian English Novel. 2. To demonstrate the manner in which novel as a genre developed in India. 3. To facilitate guided exploration of texts that engage with the wide spectrum of perspectives on Indian nationhood and culture in order to enable students to comprehend the multiplicity of subjective positions and variety of experiences in Modern India 4. To equip them with tools for further research in the domain of Indian Literature. 5. To inculcate the critical ability to discern the complexity and evolution of novel writing by comparing with novels in the western world. 	
6	Course Outcomes	<p>The student will be able to:</p> <p>CO1 Define literary terms associated with the study of Indian Literature in English</p> <p>CO2 Describe the evolution of Indian Literature in English with respect to the socio-cultural, economic, and political factors.</p> <p>CO3 Apply literature for decoding various social phenomena which led to the production of the theories of Indian Literature in English.</p> <p>CO4 Compare various authors and theorists and illustrate how formative experience shape Indian Literature in English.</p> <p>CO5 Examine various contemporary events using theories of Indian Literature in English as analytical tools.</p> <p>CO6 Create original pieces of writing for academic, research, professional or entertainment process.</p>	
7	Course Description	The course is designed to give the students a compact understanding of the Indian English Literature. Also, the course focuses on the evolution of novel as a genre in Indian writing. Texts are chosen from different time periods in India which will enable the students to understand the literary trope with a close reading of the prescribed texts.	
8	Outline syllabus		
	Unit 1	Introduction to Indian English Literature	

	A	Development of Indian writing in English from 18 th century to present		
	B	Characteristics and literary tendencies		
	C	Important authors and their prominent works		
	Unit 2	Bankim Chandra Chatterjee – <i>Rajmohan's Wife</i>		
	A	Author- Biographical and Historical Context		
	B	Theme, setting, plot		
	C	Characters, mood, dialogue		
	Unit 3	Raja Rao – <i>Kanthapura (The Serpent and the Rope)</i>		
	A	Author- Biographical and Historical Context		
	B	Theme, setting, plot		
	C	Characters, mood, dialogue		
	Unit 4	Anita Desai – <i>In Custody</i>		
	A	Author- Biographical and Historical Context		
	B	Theme, setting, plot		
	C	Characters, mood, dialogue		
	Unit 5	Salman Rushdie – <i>Midnight's Children</i>		
	A	Author- Biographical and Historical Context		
	B	Theme, setting, plot,		
	C	Characters, mood, dialogue		
	Mode of examination	Theory		
	Weightage Distribution	CA 25%	MTE 25%	ETE 50%
	Text book/s*	<ul style="list-style-type: none"> ● Rajmohan's Wife – Bankim Chandra Chatto padhyay (Mention publications) ● Kanthapura – Raja Rao ● In Custody- Anita Desai Midnight's Children- Salman Rushdie		
	Other References	Relevant materials will be provided by the subject teacher.		

School:		SHSS	Batch : 2021 - 23
Program:		MA(English)	Current Academic Year: 2021-22
Branch:		Semester:I	
1	Course Code	MAE155	
2	Course Title	The Absurd in Literature	
3	Credits	5	
4	Contact Hours (L-T-P)	4-1-0	
	Course Type	Compulsory subject	
5	Course Objective	<ol style="list-style-type: none"> 1. To apply literature to understand the development of human civilisation in the aftermath of the World Wars. 2. To demonstrate shift of literature to psychological realm reflecting the age in which it was produced. 3. To utilise literature as a tool for expressing dissent thus bringing reform in ways of expression. 4. To decipher the relation of literature with other sciences and develop more advanced methods of enriching critical skills. 5. To add to the scope of research and make the study action-oriented. 	
6	Course Outcomes	<p>The student will be able to:</p> <p>CO1 Define literary terms associated with the study of existentialism and Absurd</p> <p>CO2 Describe the evolution of Existentialism and Absurd with respect to the socio-cultural, economic, and political factors.</p> <p>CO3 Apply literature for decoding various social phenomena which led to the production of the theories of Existentialism and Absurd.</p> <p>CO4 Compare various authors and theorists and illustrate how formative experience shape Existentialism and Absurd.</p> <p>CO5 Examine various contemporary events using theories of Existentialism and Absurd as analytical tools.</p> <p>CO6 Create original pieces of writing for academic, research, professional or entertainment process.</p>	
7	Course Description	<p>This paper delineates the evolution of various genres of literature during wars and the period shortly after. It reflects the psychological complexity and a troubled emotional state of the people as a direct result of the social instability resulted by the wars and events leading to it. This course has been designed to enable the students gain proximity with yet another fundamental mode of capturing the history of human civilisation.</p>	
8	Outline syllabus		

Unit 1	Absurd
A	Emergence of Existentialism and Absurd in Europe
B	Introduction and overview of key terms: <ul style="list-style-type: none"> ● Absurd ● Existentialism ● Theatre of Absurd ● Time
C	Authors and their prominent works: <ul style="list-style-type: none"> ● Jean – Paul Sartre ● Albert Camus ● Franz Kafka ● Martin Heidegger
Unit 2	<i>Rosencrantz and Gulidenstern are Dead</i>
A	Introduction to Tom Stoppard and his oeuvre
B	Text of <i>Rosencrantz and Gulidenstern are Dead</i>
C	Textual analysis of the play <ul style="list-style-type: none"> ● Major themes ● Characters ● Symbolism
Unit 3	<i>The Plague</i>
A	Introduction to Albert Camus and his oeuvre
B	Text of <i>The Plague</i>
C	Textual analysis of the novel <ul style="list-style-type: none"> ● Major themes ● Characters ● Symbolism
Unit 4	<i>The Castle</i>
A	Introduction to Franz Kafka and his oeuvre
B	Text of <i>The Castle</i>

C	Textual analysis of the novel		
	<ul style="list-style-type: none"> ● Major themes ● Characters ● Symbolism 		
Unit 5	<i>Endgame</i>		
A	Introduction to Samuel Beckett and his oeuvre		
B	Text of <i>Endgame</i>		
C	Textual analysis of the play		
	<ul style="list-style-type: none"> ● Major themes ● Characters ● Symbolism 		
Mode of examination	Theory		
Weightage Distribution	CA	MTE	ETE
	25%	25%	50%
Text book/s*	<ul style="list-style-type: none"> ● Rosencrantz and Gulidenstern are Dead: Tom Stoppard, Faber & Faber ● The Plague: Albert Camus, Penguin ● The Castle: Franz Kafka, Norton ● Endgame: Samuel Beckett, Faber & Faber 		
Other References	Relevant materials will be provided by the subject teacher.		

School:		SHSS	Batch : 2021 - 23
Program:		MA(English)	Current Academic Year: 2021-22
Branch:		Semester:I	
1	Course Code	MAE156	
2	Course Title	Studies in Children's Literature	
3	Credits	5	
4	Contact Hours (L-T-P)	4-1-0	
	Course Type	Compulsory subject	
5	Course Objective	To make the students aware of popular forms of novel in the novel genre and study the popular texts from a new perspective.	
6	Course Outcomes	<p>The student will be able to:</p> <p>CO1 Define literary terms associated with the study of Children's Literature</p> <p>CO2 Describe the evolution of Children's Literature with respect to the socio-cultural, economic, and political factors.</p> <p>CO3 Apply literature for decoding various social phenomena which led to the production of the theories of Children's Literature.</p> <p>CO4 Compare various authors and theorists and illustrate how formative experience shape Children's Literature.</p> <p>CO5 Examine various contemporary events using theories of Children's Literature as analytical tools.</p> <p>CO6 Create original pieces of writing for academic, research, professional or entertainment process.</p>	
7	Course Description	This paper delineates the evolution of Children's literature since its inception. It reflects the psychological complexity and emotional state of the children highlighting the evolution of the concept of childhood. This course has been designed to enable the students gain proximity with yet another fundamental mode of capturing the history of human civilisation.	
8	Outline syllabus		
	Unit 1	Introduction	
	A	Introduction to Children's Literature	
	B	Elements of Fantasy, Myths, Folk tales	
	C	Introduction to Representative authors and their works	
	Unit 2	Vishnu Sharma	
	A	The Author and his oeuvre	
	B	The Text of <i>The Panchtantra</i> (Penguin edition) <ul style="list-style-type: none"> ● Book III of "Crows and Owls" 	

	C	<ul style="list-style-type: none"> ● Critical Analysis of the text ● Major Themes 		
	Unit 3	Rudyard Kipling		
	A	Introduction to the author and his oeuvre		
	B	The text: Selections from <i>Just so Stories</i>		
	C	<ul style="list-style-type: none"> ● Critical Analysis of the text ● Major Themes 		
	Unit 4	Lewis Carroll		
	A	Introduction to the author and his oeuvre		
	B	The text of <i>Through the Looking Glass</i>		
	C	<ul style="list-style-type: none"> ● Critical Analysis of the text ● Major Themes ● Characters 		
	Unit 5	J.K. Rowling		
	A	Introduction to the author and her oeuvre		
	B	The text of <i>Harry Potter and the Philosopher's Stone</i>		
	C	<ul style="list-style-type: none"> ● Critical Analysis of the text ● Major Themes ● Characters 		
	Mode of examination	Theory		
	Weightage Distribution	CA	MTE	ETE
		25%	25%	50%
	Text book/s*	<ul style="list-style-type: none"> ● The Panchtantra (Book III of Crows and Owls) (Penguin edition)- Vishnu Sharma ● Selections from Just so Stories- Rudyard Kipling ● Through the Looking Glass- Lewis Carroll ● Harry Potter and the Philosopher's Stone- J.K. Rowling 		
	Other References	<ol style="list-style-type: none"> 1. McClintock: Literature in the Elementary School 2. Laura Fry Kready: A Study of Fairy Tales 3. Bryant, Sara Cone: How to Tell Stories to Children 4. Holbrook, Florence: Nature Myths 5. Baring- Gould: Curious Myths of the Middle Ages 6. Brown, A. F.: <i>The Book of Saints and Friendly Beasts</i> 		

School: SHSS		Batch : 2021-23
Program: MA English		Current Academic Year: 2021-22
Branch:		Semester: II
1	Course Code	MAE157
2	Course Title	Postcolonial Literature
3	Credits	5
4	Contact Hours (L-T-P)	4-1-0
	Course Type	Core
5	Course Objective	<ol style="list-style-type: none"> 1. To introduce to the students to the specialised field of postcolonial studies which started emerging during the 1980s and ever since then has come to occupy a significant position within the various humanities departments across the world. 2. To develop critical ability of reading and analyzing specific texts so as to re-examine the legacy of colonialism in literary domain by locating texts in socio-cultural and historical contexts. 3. To read complex texts actively, recognize key passages and comprehend the literal and figurative uses of language as well as the significance of the essential literary elements of novels (i.e. character, setting, conflict, plot, climax, resolution, theme, tone, and point of view) 4. To sensitize students to the issue of racial discrimination and its various manifestations. 5. To enable students to engage in independent study of other texts under postcolonial discourse and compare, contrast, evaluate and compose such texts. 6. To identify topics and formulate questions for further research in the domain of their choice.
6	Course Outcomes	<p>CO1 Students will be able to define postcolonial theoretical terms and recall them in critical appreciation of the texts and discourse.</p> <p>CO2 Students will be able to compare and contrast in ideas, representations, and strategies of political and cultural resistance with reference to their historical and social contexts.</p> <p>CO3 Students will be able to identify and interpret the significance of the essential literary elements of novels/plays (i.e. character, setting, conflict, plot, climax, resolution, theme, tone, and point of view).</p> <p>CO4: Students will be able to explain, analyze, illustrate and infer various ethical and moral questions raised in the texts.</p> <p>CO5: Students will be able to assess, appraise, summarise and defend</p>

		interconnections within postcolonial literature from different geographical locations, highlighting common arguments, assumptions and modes of interpretation, including comparative and interdisciplinary issues. CO6: Students will be able to compose literature review, conduct research in this domain and write critical essays.
7	Course Description	This course intends to introduce students to the emergent body of literature in English variously called Commonwealth/ Postcolonial/New literatures in English. Issues under review will range from: race, violence, religion, memory, identity, cultural conflict, imperialism and linguistic hegemony. Though colonialism has largely dissipated, racial stereotypes and ethnocentric thinking continue to reproduce structures of domination in the contemporary age. Apart from providing a good understanding of ‘race’/’ethnicity’ as discursive constructions and an awareness of how these paradigms of identity interact with ‘gender’ and ‘class’ in postcolonial context, the course addresses the following question: How does literature called ‘postcolonial’ reflect on the legacies of colonialism? What role does literature play in maintaining or overcoming these ways of thinking?
8	Outline syllabus	
	Unit 1	<i>Things Fall Apart</i> by Chinua Achebe
	A	Introduction to the author, literary and historical context.
	B	analysis of the text, plot, characters, themes, narrative structure/strategy, motifs, symbolism
	C	critical reception and responses -discussion of relevant critical essays/papers
	Unit 2	<i>Wide Sargasso Sea</i> - Jean Rhys
	A	Introduction to the author, literary and historical context.
	B	analysis of the text, plot, characters, themes, narrative structure/strategy, motifs, symbolism
	C	critical reception and responses -discussion of relevant critical essays/papers
	Unit 3	<i>My Place</i> by Sally Morgan
	A	Introduction to the author, literary and historical context.
	B	analysis of the text, plot, characters, themes, narrative structure/strategy, motifs, symbolism
	C	critical reception and responses-discussion of relevant critical essays/papers
	Unit 4	<i>The Buddha of Suburbia</i> by Hanif Kureishi
	A	Introduction to the author, literary and historical context.
	B	analysis of the text, plot, characters, themes, narrative structure/strategy, motifs, symbolism
	C	critical reception and responses to the text-discussion of relevant critical

		essays/papers		
Unit 5	<i>The God of Small Things</i> by Arundhati Roy			
A	Introduction to the author, literary and historical context.			
B	analysis of the text, plot, characters, themes, narrative structure/strategy, motifs, symbolism			
C	critical reception and responses -discussion of relevant critical essays/papers			
Mode of examination	Theory			
Weightage Distribution	CA	MTE	ETE	
	25%	25%	50%	
Text book/s*				
Other References	1. Bill Ashcroft, Gareth Griffiths and Helen Tiffin. Key Concepts in Post-Colonial Studies 2. John Thieme. Post-Colonial Studies: The Essential Glossary 3. Postcolonial Literature: An Introduction by Pramod K. Nayar			

School:	SHSS	Batch : 2021 -2023
Program:	MA English	Current Academic Year: 2021-22
Branch:	Semester: II	
1 Course Code	MAE158	
2 Course Title	Studies in Anglo American Literature	
3 Credits	5	
4 Contact Hours (L-T-P)	4-1-0	
	Course Type	
5 Course Objective	<p>Compulsory</p> <ol style="list-style-type: none"> To locate literature in various social upheavals. To register the knowledge of various genres in appreciating literature. To use literature as a mode of instruction and not merely delight. To observe the development of thoughts and ideas throughout history. To provide a historical backing of colonial history and make the students understand that literature is not present in vacuum and is affected by the historical backdrop. Reading the mentioned texts in the syllabus under the lens of modernism and post modernism. To develop critical ability of reading and analysing specific texts and to understand the relevant themes with respect to social, political, cultural and historical conditions. To allow a scope for further research in the domain of their choice. 	
6 Course Outcomes	<p>The student will be able to:</p> <p>CO1 Define literary terms associated with the study of Anglo-American Literature</p> <p>CO2 Describe the evolution of Anglo-American Literature with respect to the socio-cultural, economic, and political factors.</p> <p>CO3 Apply literature for decoding various social phenomena which led to the production of the theories of Anglo-American Literature.</p> <p>CO4 Compare various authors and theorists and illustrate how formative experience shape Anglo-American Literature.</p> <p>CO5 Examine various contemporary events using theories of Anglo-American Literature as analytical tools.</p> <p>CO6 Create original pieces of writing for academic, research, professional or entertainment process.</p>	
7 Course Description	<p>This course is designed to make the students aware of various genres of literature and view their development as a composite process. The course consists of literature coming from the conglomeration of English and American traditions. The writers dealt in this course are of either British or Anglo American descent impacted by the colonial encounter.</p>	
8	Outline syllabus	

Unit 1	Introduction to Anglo American Literature
A	Background to the Colonization Period
B	Brief overview of representative authors
C	Social Realism
Unit 2	Novel
A	Graham Greene- The author and his oeuvre
B	The text of <i>The Power and the Glory</i>
C	<ul style="list-style-type: none"> ● Critical Analysis of the text ● Major Themes ● Characters
Unit 3	Short Story
A	'Dry September' by William Faulkner
B	'Winter Dreams' by F. Scott Fitzgerald
C	<ul style="list-style-type: none"> ● Analysis of the text ● Characters and Themes
Unit 4	Poetry
A	Adrienne Rich's 'Aunt Jennifer's Tiger' 'Necessities of Life' 'A Valediction Forbidding Mourning'
B	Philip Larkin's 'Whitsun Weddings' 'Toads'
C	<ul style="list-style-type: none"> ● Analysis ● Poetic forms ● Literary Device
Unit 5	Tom Stoppard
A	The author and his oeuvre
B	The text of <i>Rosencrantz and Guildenstern are Dead</i>
C	<ul style="list-style-type: none"> ● Critical Analysis of the text ● Major Themes ● Characters
Mode of	Theory

examination			
Weightage Distribution	CA	MTE	ETE
	25%	25%	50%
Text book/s*	1. Graham Greene- The Power and The Glory 2. Links for short stories: http://eng1273g-finnell.wikispaces.umb.edu/file/view/william-faulkner-dry-september.pdf https://www.homeworkforyou.com/static/uploadedfiles/User_6395332016_winterdreams.pdf 3. Links for poems: http://www.best-poems.net/adrienne-rich/valediction-forbidding-mourning.html http://www.best-poems.net/adrienne-rich/diving-wreck.html http://www.best-poems.net/adrienne-rich/aunt-jennifers-tigers.html https://www.poetryfoundation.org/resources/learning/core-poems/detail/48411 Tom Stoppard- Rosencrantz and Guildenstern are Dead		
Other References	1. Adrienne Rich, 'When We Dead Awaken : Writing as Revision', from Adrienne Rich's Poetry (Norton Critical Edition). 2. George Orwell, 'Politics and the English Language.' 3. Denys Thompson and E.R. Leavis, 'Advertising Types of Appeal', from Culture and Environment. Other material will be provided by the subject teacher.		

School:		SHSS	Batch : 2021 - 23
Program:		MA (English)	Current Academic Year: 2021-22
Branch:		Semester: II	
1	Course Code	MAE159	
2	Course Title	Texts of Latin American Literature	
3	Credits	5	
4	Contact Hours (L-T-P)	4-1-0	
	Course Status	DSE	
5	Course Objective	<p>1. To apply the knowledge of various genres in appreciating literature and locate literature in various social upheavals.</p> <p>2. To imbibe and understanding of Latin American historical background and politics</p> <p>3. To appreciate and subsequently be able to use concepts like “Magic Realism” to associate and critically evaluate one’s contemporary society.</p> <p>4. To make available a base for further research in the said area.</p>	
6	Course Outcomes	<p>The student will be able to:</p> <p>CO1 Define literary terms associated with the study of Latin-American Literature</p> <p>CO2 Describe the evolution of Latin-American Literature with respect to the socio-cultural, economic, and political factors.</p> <p>CO3 Apply literature for decoding various social phenomena which led to the production of the theories of Latin-American Literature.</p> <p>CO4 Compare various authors and theorists and illustrate how formative experience shape Latin-American Literature.</p> <p>CO5 Examine various contemporary events using theories of Latin-American Literature as analytical tools.</p> <p>CO6 Create original pieces of writing for academic, research, professional or entertainment process.</p>	
7	Course Description	<p>This paper offers a look into Latin American studies especially in the field of literature. It covers important historical movements and themes of Latin America and makes possible for the connotation of politics with contemporary times. It helps the students build their critical analysis skills along with opening up to technical literary terms like “Magic Realism” which is a large part of English Literature. The students also get a chance to hone their language skills and be well versed with various styles represented by the select authors of the</p>	

		texts.
8	Outline syllabus	
	Unit 1	Introduction to Latin American Literature
	A	Background to Latin American history and culture
	B	Brief overview of representative authors
	C	Magic Realism
	Unit 2	Gabriel Garcia Marquez - <i>One Hundred Years of Solitude</i>
	A	The author and his oeuvre
	B	The text of <i>One Hundred Years of Solitude</i>
	C	<ul style="list-style-type: none"> • Critical Analysis of the text • Major Themes • Characters
	Unit 3	Non-Fiction
	A	Selections from Notes on the Death of Culture: Essays on Spectacle and Society by Mario Vargas Llosa translated by John King
	B	Chapter Nine- The Dialectic of Solitude in The labyrinth of Solitude: Life and Thought in Mexico by Octavio Paz
	C	The Solitude of Latin America- Nobel Prize Speech by Gabriel Garcia Marquez
	Unit 4	Poetry and Short Story
	A	‘Between Going and Coming’ ‘No more Cliches’ by Octavio Paz
	B	‘To See Him Again’ ‘The Sad Mother’ ‘Pine Forest’ by Gabriela Mistral
	C	Short Stories- ‘The Garden of Forking Paths’ from Fictions and ‘The Immortal’ from The Aleph and Other Stories by Jorge Luis Borges
	Unit 5	Ariel Dorfman - <i>Death and the Maiden</i>
	A	The author and his oeuvre
	B	The text of <i>Death and the Maiden</i>

C	<ul style="list-style-type: none"> • Critical Analysis of the text • Major Themes • Characters 		
Mode of examination	Theory		
Weightage Distribution	CA	MTE	ETE
	25%	25%	50%
Text book/s*	Material will be provided by the teacher		
Other References	<ul style="list-style-type: none"> • One Hundred Years of Solitude- Gabriel Garcia Marquez • Notes on the Death of Culture: Essays on Spectacle and Society by Mario Vargas Llosa translated by John King • The Solitude of Latin America- Nobel Prize Speech by Gabriel Garcia Marquez http://www.nobelprize.org/nobel_prizes/literature/laureates/1982/marquez-lecture.html • Chapter Nine- The Dialectic of Solitude in The labyrinth of Solitude: Life and Thought in Mexico by Octavio Paz • Poems can be obtained from https://www.poemhunter.com • http://www.units.miamioh.edu/technologyandhumanities/borges.pdf • Death and the Maiden- Ariel Dorfman 		

School:		SHSS	Batch: 2021 – 2023
Program:		MA English	Current Session: 2021-22
Branch:		Semester: II	
1	Course Code	MAE160	
2	Course Title	Lexicography	
3	Credits	5	
4	Contact Hours (L-T-P)	4-1-0	
	Course Type	Optional	
5	Course Objective	1. To introduce the discipline lexicography to the students with regard to its scope of discussion and investigation 2. To familiarize students with the differences between a dictionary and other lexical resources that is often referred to with a dictionary 3. To make students acquainted with certain overlapping features which may be common to a dictionary is not identical as they differ in their content, composition, form, and function	
6	Course Outcomes	Students will be able to CO1: Understand the relation of lexicography with lexicology, grammar, linguistics. CO2: Identify the relation between lexicography and meaning CO3: Apply the knowledge of lexicography to design a dictionary and teaching of language. CO4: Compare encyclopedia, thesaurus, wordbook, and lexicon with regard to use of lexical dataset of a language. CO5: Implement knowledge of lexicology in the fields of research and profession. CO6: Design different types of dictionaries.	
7	Course Description	This introductory course is an attempt to understand the relation of lexicography with lexicology, grammar, linguistics, encyclopaedia, thesaurus, wordbook, and lexicon with regard to use of lexical dataset of a language. It will instruct students to design different types of dictionaries and to enhance their knowledge about implications of lexicology in research and professional fields.	
8	Outline syllabus		
	Unit 1	Basic Concept	
	A	Nature and scope of lexicography; History of lexicography	
	B	Word meaning dictionary and method of word selection, encyclopaedia, glossary, thesaurus, definitional dictionary	
	C	Lexicography and allied fields; Classification of Dictionaries	
	Unit 2	Lexicography and Lexical Meaning	

A	Word formation processes – once forms, borrowing, blending, clipping, back-formation, acronyms, compounding, derivations, functional words
B	Denotation, connotation, words in context, synonymy, hyponymy, polysemy, technical terms, Ghost words
C	Onomasiology and Semasiology
Unit 3	Making of Dictionary-1
A	General Reference Dictionary: Lexicographic Word; Headwords; Spelling; Pronunciation; Etymology; Morphology and Grammar; Semantic Information; Illustrative Examples and Citations
B	Bilingual Dictionaries: Types of Bilingual Dictionary; Collection of Data; Selection of Entries; Dictionary Entry; Spelling and Pronunciation; Grammar; Equivalent or Meaning; Problems of Equivalents or Meaning in a Bilingual Dictionary; Equivalents for Polysemous Words
C	Pronunciation Dictionaries: Theoretical and Practical Issues; Pronunciation of Words; Selection of Words for a Pronunciation Dictionary; Issue of Spelling of Words; Representation of Pronunciation; Complexities in Pronunciation Representation; The Beneficiaries
Unit 4	Making of Dictionary-2
A	Corpora and dictionary: Some Relevant Questions; Corpus for a General Dictionary; Collection of data from written sources; Selection of Entry Words; Neologism; Obsolete and Archaic words; Technical Terms; Proper names; Empty words; Affixes; Function words; Compounds; Set expressions and multiword units; Proverbs; Quotations and clichés; Acronyms and Abbreviations
B	Electronic/Digital Dictionary: Defining Electronic Dictionary; The State-of-the-Art; Method of Developing Electronic Dictionary; Some Advantages; Durability and Readability; Portability; Spatiality; Large Storage; Reference to real usage; Customization facility; Better Searching Scope; Search of synonyms; Finding the Right Spelling
C	Purposes of dictionary writing, little dictionary, pocket dictionary, school/college dictionary, desk-top dictionary; etymological dictionary, period dictionary, historical dictionary, scientific dictionary, dialect dictionary, reverse dictionary; terminological dictionary, language atlas
Unit 5	Further Implications of Lexicography
A	Teaching of vocabulary, pedagogy; translation equivalents; comparative studies, stylistic Choices
B	Structure and retrieval of mental vocabulary; representation of lexical knowledge; Data-base for computer
C	Problems of dictionary making; dictionary evaluation.
Mode of examination	Theory
Weightage	CA MTE ETE

Distribution	25%	25%	50%
Text book(s)	1. Bergenholtz, H. (ed.) 1995. <i>Manual of Specialized Lexicography</i> . Amsterdam: Benjamins. 2. Burchfield, R.W. (ed.) 1987. <i>Studies in Lexicography</i> . Oxford: Blackwell. 3. Cruse, D. A. 1986. <i>Lexical Semantics</i> . Cambridge University Press. 4. Ilson, R. (ed.) 1985. <i>Dictionaries, Lexicography and Language Teaching</i> . Berlin: Pergamon Press. 5. Jackson, Howard 2002 <i>Lexicography: An Introduction</i> , Routledge. 6. Singh, Ram Adhar 1987 <i>An Introduction to Lexicography</i> . Mysore: CIIL.		
Other References	Relevant materials will be provided by the subject teacher.		

School: SHSS		Batch: 2021-2023
Program : M.A.		Current Academic Year: 2022-2023
Branch: English		Semester: III
1	Course Code	
2	Course Title	RESEARCH METHODS IN SOCIAL SCIENCES
3	Credits	6
4	Contact Hours (L-T-P)	4-2-0
	Course Type	SEC
5	Course Objective	<ul style="list-style-type: none"> • To acquaint students with the philosophy, ethics, design, and evaluation of research in Social Sciences. • To create awareness about the basics of scientific research in Social Sciences. • To understand methodology of quantitative and qualitative research. • To provide the theoretical orientation and background for research.
6	Course Outcomes	<p>CO1: The student will be able to define the philosophy, ethics, design, and evaluation of research in social sciences.</p> <p>CO2: The student will be able to explain the basics of scientific research.</p> <p>CO3: The student will be able to apply qualitative and quantitative methods in research.</p> <p>CO4: The student will be able to compare the methodology of quantitative and qualitative research.</p> <p>CO5: The student will be able to evaluate different data collection techniques.</p> <p>CO6: The student will be able to design research.</p>
7	Course Description	This course will introduce the principal steps taken during a social science research study and aims to provide students with the knowledge and competencies necessary to plan and conduct research projects of their own.
	Unit 1	Research in Social Sciences
	A	<ul style="list-style-type: none"> • Purpose and types of research: Introduction to Qualitative and Quantitative Research; basic research; applied research; action research; Cross-cultural research; Need and benefits of interdisciplinary research
	B	<ul style="list-style-type: none"> • Process of defining and developing research problem;

		research questions, hypotheses; objectives
	C	<ul style="list-style-type: none"> Ethical Issues in data collection, conducting research and reporting research; Data Recording Procedures and Protocol.
	Unit 2	Steps involved in Research Process
	A	<ul style="list-style-type: none"> Relevance of Literature Review; Definition and types of variables
	B	<ul style="list-style-type: none"> Sampling: Definition; sample size and representativeness; kinds of sampling- probability and non- probability.
	C	<ul style="list-style-type: none"> Research Designs: Exploratory, Causal, Descriptive
	Unit 3	Qualitative Research
	A	<ul style="list-style-type: none"> Narrative Research: Types of Narratives; Procedures for Conducting Narrative Research; Phenological Research: Features of Phenology; Types of Phenology; Procedures for Conducting Phenological Research
	B	<ul style="list-style-type: none"> Grounded Theory Research: Features of Grounded Theory; Types of Grounded Theory Studies; Procedures for Conducting Grounded Theory Research Ethnographic Research: Features of Ethnographies; Types of Ethnographies; Procedures for Conducting an Ethnography
	C	<ul style="list-style-type: none"> Case Study Research: Features of Case Studies; Types of Case Studies; Procedures for Conducting a Case Study Comparing the Five Approaches: Computer Software Programs for the Five Approaches; Writing a Qualitative Study; Reflexivity and Representations in Writing
	Unit 4	Data Collection methods
	A	<ul style="list-style-type: none"> Qualitative Research: Interview method: Framing Interview questions, Dynamics Between Interviewer and Interviewee; Observation method: Procedures for Preparing and Conducting Observations, Recording Procedures; Analysis Strategies
	B	<ul style="list-style-type: none"> Quantitative Research: Survey methods , Laboratory Vs Field Experiments Controlling Extraneous Variables
	C	<ul style="list-style-type: none"> Field Issues, Social Desirability, Response Rate, Entry and Organization Access; Data Storage and Security; Ethical Considerations for Data Analysis

	Unit 5	Data Analysis		
	A	<ul style="list-style-type: none"> Graphic Representation of Data: Basic procedures; The Histogram; The Frequency Polygon; The Bar Diagram; The Pie Chart; The Cumulative Frequency Graph; Factors affecting the Shape of Graphs. 		
	B	<ul style="list-style-type: none"> measures of Central Tendency: The Mode; the dian; the an; Divemergence from Normality (Skewness and Kurtosis). asure of Variability: Standarmed Deviation, Quartile Deviation, Decile; Interquartile Range 		
	C	<ul style="list-style-type: none"> meaning and types of correlation – positive, negative and zero; Graphic representations of correlation – Scatterplots. Uses and limitations of correlation coefficient, Correlation and Causation Pearson’s product-mont correlation coefficient and Spearman’s rank-difference thod 		
	Mode of examination	Theory		
	Weightage Distribution	CA	MTE	ETE
		25%	25%	50%
	Readings Text book/s*	<ul style="list-style-type: none"> Acharyya, R. (Ed.), Bhattacharya, N. (Ed.). (2020). <i>Research thodology for Social Sciences</i>. London: Routledge India, https://doi.org/10.4324/9780367810344 Cooper, D. R., & Schindler, P. S. (2006). <i>Business research methods</i> . Boston: McGraw-Hill Irwin. Creswell, J. W. (2014). <i>Research design: qualitative, quantitative, and mixed methods approach</i>. 4th ed. Thousand Oaks, California: SAGE Publications. Creswell, J. W., & Creswell, J. D. (2018). <i>Research designs (5th ed.)</i>. SAGE Publications. Deepak Chawla and NeeName Sondhi (2011). <i>Research thodology: Concepts and Cases</i>. New Delhi: Vikas Publishing House Pvt. Ltd, ISBN: 9788125952053. King, B.M. & Minium, E.W, (2007). <i>Statistical Reasoning in the behavioral Sciences USA</i>: John Wiley & Sons. Malhotra, N. K. (2007). <i>Marketing research: An applied orientation</i>. Upper Saddle River, NJ: Pearson/Prentice Hall. 		

School: SHSS		Batch: 2021-2023
Program: M.A. English		Current Academic Year: 2022-2023
Branch:		Semester: III
1	Course Code	
2	Course Title	Dissertation (I)
3	Credits	12
4	Contact Hours (L-T-P)	0-0-24
	Course Type	Core
5	Course Objective	<ul style="list-style-type: none"> • To acquaint students with the philosophy, ethics, design, and evaluation of research in Social Sciences. • To create awareness about the basics of scientific research in Social Sciences. • To understand methodology of quantitative and qualitative research. • To provide the theoretical orientation and background for research.
6	Course Outcomes	CO1: The student will be able to identify the nature of his research. CO2: The student will be able to describe different issues associated with his study. CO3: The student will be able to examine the issues to study their relevance and effect. CO4: The student will be able to point out the gap in his research topic. CO5: The student will be able to summarize his theoretical findings CO6: The student will be able to develop a viable research design.
7	Course Description	This course will introduce the principal steps taken during a social science research study and aims to provide students with the knowledge and competencies necessary to plan and conduct research projects of their own.
	Unit 1	Developing Research Title
		Developing research idea
	Unit 2	Review of Related Research
		Reviewing related researches, articles for gaps in research
	Unit 3	Objectives
		Formulating aims, hypothesis, objectives

	Unit 4	Methodology	
		Developing Research Design, Sampling, Inclusion & Exclusion Criteria, Ethical Clearance, Procuring Material for Conduction, Data capturing sheet, And Statistical Apparatus for Analysis	
	Unit 5	Synopsis	
		All the chapters will be defined, formatted in the standard format before presentation	
	Mode of examination	Practical /Viva	
	Weightage Distribution	IA	EA
		60%	40%
	Readings Text book/s*	<ul style="list-style-type: none"> • Relevant Journals • E-library at Sharda university • PubMed • Shodganga 	

School: SHSS		Batch: 2021-2023
Program: M.A. English		Current Academic Year: 2022-2023
Branch:		Semester: IV
1	Course Code	
2	Course Title	Dissertation (II)
3	Credits	18
4	Contact Hours (L-T-P)	0-0-36
	Course Type	Core
5	Course Objective	<ul style="list-style-type: none"> • To acquaint students with the philosophy, ethics, design, and evaluation of research in Humanities especially literature. • To create awareness about the basics of scientific research in Social Sciences. • To understand methodology of quantitative and qualitative research. • To provide the theoretical orientation and background for research.
6	Course Outcomes	CO1: The student will be able to identify the nature of his research. CO2: The student will be able to describe different issues associated with his study. CO3: The student will be able to examine the issues to study their relevance and effect. CO4: The student will be able to point out the gap in his research topic. CO5: The student will be able to summarize his theoretical findings CO6: The student will be able to develop a viable research design.
7	Course Description	This course will introduce the principal steps taken during a social science research study and aims to provide students with the knowledge and competencies necessary to plan and conduct research projects of their own.
	Unit 1	Data collection
		Data collection, Analysis, developing graphs, pie charts
	Unit 2	Results and interpretation
		Analysis of findings, interpretation with supporting researches, merits and demerits
	Unit 3	References
		References as per MLA

	Unit 4	Pre- submission	
		Departmental presentation of research work, correction.	
	Unit 5	Dissertation	
		Submission and defending the research work, Sending paper for publication	
	Mode of examination	Practical/Viva	
	Weightage Distribution	IA	EA
		60%	40%
	Readings Text book*	<ul style="list-style-type: none"> • Relevant Journals • E-library at Sharda university • PubMed • Shodganga 	