

**M.A. (English) Semester – I**  
**Literature in English 1550 to 1832 – I**

**Total Credits: 04**

**Total Lectures: 60**

**Expected Course Learning Outcomes:**

After completing the study of this course, a learner will be able to:

- CO1. place the literary works within the historical context and understand how political, social, and cultural factors influenced the literature of the time.
- CO 2. analyze and interpret literary texts critically, identifying key themes, stylistic elements and literary techniques employed by writers during this period.
- CO 3. understand various literary movements and genres that emerged during Romantic periods, such as Renaissance drama, Neoclassical poetry, Gothic literature and the Romantic movement.
- .CO 4. compare and contrast literary works from different writers and genres, exploring common themes, motifs and approaches.
- CO 5. develop an appreciation for the literary innovations and experimentation that occurred during this period.
- CO 6. analyze the use of literary devices and language techniques employed by the writers in literary works.
- CO 7. explore how literature from this period reflects the cultural, political, and philosophical ideas of the time and consider its relevance in a global context.
- CO 8. demonstrate an understanding of texts within the specific socio-cultural and historical context.
- CO 9. relish the aesthetic beauty, wonder in the realm of nature reflect in writing.

**Course content:**

**A) Historical background to the period with special reference to the texts.**

**B) Poetry:**

- |                   |      |                 |  |
|-------------------|------|-----------------|--|
| 1. Edmund Spenser | :    | i. Epithalamion |  |
| 2. John Donne     | : i. | The Good Morrow | ii. A Valediction: Forbidding Mourning |
| 3. John Milton    | :    | i. Lycidas,     | ii. On His Blindness                   |
| 4. William Blake  | :    | i. The Lamb,    | ii. The Tiger                          |

**C) Drama:**

- |                        |   |                |
|------------------------|---|----------------|
| 1. William Shakespeare | : | <i>Othello</i> |
|------------------------|---|----------------|

**D) Fiction:**

- |                 |   |                      |
|-----------------|---|----------------------|
| 1. Danial Defoe | : | <i>Moll Flanders</i> |
|-----------------|---|----------------------|

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**M.A. (English) Semester – II**  
**Literature in English 1550 to 1832 – II**

**Total Credits: 04**

**Total Lectures: 60**

**Course content:**

**A) Historical background to the period with special reference to the texts.**

**B) Poetry:**

- |                       |   |                          |                   |
|-----------------------|---|--------------------------|-------------------|
| a. William Wordsworth | : | i. The Solitary Reaper,  | ii. By The Sea    |
| b. P.B. Shelley       | : | i. Ode to The West Wind, | ii. To a Skylark  |
| c. John Keats         | : | i. The Eve of St. Agnes, | ii. Ode to Autumn |

**C) Drama:**

- |                     |   |                             |
|---------------------|---|-----------------------------|
| a. William Congreve | : | <i>The Way of the World</i> |
|---------------------|---|-----------------------------|

**D) Fiction:**

- |                |   |                            |
|----------------|---|----------------------------|
| a. Jane Austen | : | <i>Pride and Prejudice</i> |
|----------------|---|----------------------------|

**Note:** Standard and authentic editions of the texts published by the publishers like OUP, CUP, Longman, Macmillan, Penguin, Routledge, Signet Classic, Allen and Unwin etc.

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## M.A. (English) Semester – I

### Introduction to the Study of English Language – I

**Total Credits: 04**

**Total Lectures: 60**

#### **Expected Course Learning Outcomes:**

After completing the study of this course, a learner will be able to:

- CO1. explore the relationship between language and society and study the language variations and social factors influence language use.
- CO 2. execute the psychological processes involved in language comprehension, production, and acquisition.
- CO 3. grasp the complexity of language as a communication process shaped by cognitive, biological, cultural, and social factors.
- CO 4. apply the concepts, theories, and methodologies in qualitative and quantitative analyses of linguistic structure and patterns of language use.
- CO 5. demonstrate the processes of language change and variation, the role of language in social identities, and the distinctive properties of human language.
- CO 6. become competent while using English in Academics, Social Communication and at the work place.
- CO 7. identify the differences in various Englishes used in different countries both in written and spoken forms.
- CO 8. apply the domain knowledge to train others in second language learning and language acquisition.
- CO 9. explore the universals across different languages and also appreciate the incredible diversity in languages worldwide.

#### **Course content:**

1. The Phonology of English:
 

i. Phonemes/Sounds of English	ii. Syllable	iii. Word Stress
iv. Sentence Stress	v. Intonation	
2. The Morphology of English
 

i. The structure of words	ii. Morphemes & allomorphs
iii. Types of Morpheme	iv. Processes of word formation
3. The Grammar of English
  - i. Elements of grammar: Open Ended class and Closed class of words
  - ii. Phrases: NP, VP, AjP, AvP, PP
  - iii. The simple sentence
4. Semantics
  - i. The Terms ‘Semantics’ and ‘Meaning’
  - ii. Seven Types of Meaning
  - iii. Components and Contrasts of Meaning (Synonymy, Antonymy, Hyponymy, Prototypes)
  - iv. Lexical Relations (Homonymy, Homophony, Polysemy, Metonymy)

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## M.A. (English) Semester – II

### Introduction to the Study of English Language – II

**Total Credits: 04**

**Total Lectures: 60**

**Course content:**

**A) Language and Society:**

- i. Language Variation:
  - a. Regional Variation/Dialects      b. Social Variation/Sociolects
  - c. Individual Variation/Idiolects      d. Stylistic Variation/(i.e. Formal and Informal Styles)
- ii. Language Contact:
  - a. Code Switching      b. Code Mixing      c. Borrowing

**B) Distinctive Features of British, American and Indian English:**

- a) Phonological Features      b) Syntactic Features
- c) Features of Vocabulary      d) Spelling Conventions

**C) Pragmatics:**

- i. Basic Concepts:
  - a. Speech Acts      b. Situation and Speech Event
  - c. Deixis      d. Presuppositions and Implicatures
  - e. The Concept of Discourse      f. Cohesion and Coherence
  - g. Turn Taking and Adjacency Pairs

**D) Pragmatics:**

- ii. Conversational Principles:
  - a. Politeness in Conversation : Face, Power, Solidarity, etc
  - b. Maxims of Politeness Principle (as given by Lakoff and Leech)
  - c. Co-operation in Conversation: Maxims of Co-operative Principle (Gricean Maxims as given in G. N. Leech (1983))
  - d. Observation and Violation of CP and PP in Conversation

**Reference books:**

1. Quirk R, Greenbaum S., & Swartvik J. *A University Grammar of English*, London, Longman, 1973.
2. Quirk R. *The Use of English*, London, Longman, 1962.
3. Gimson, A.C. *An Introduction to The Pronunciation of English*, a revised edition, 1996.
4. Kachru B.B. *The Indianization of English, The English Language in India*, Delhi, OUP, 1983.
5. Kachru B.B. *The Alchemy of English: The spread, functions & models of non-native Englishes*, Delhi, OUP, 1986.

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## M.A. (English) Semester – I

### English Language and Literature Teaching – I

**Total Credits: 04**

**Total Lectures: 60**

#### **Expected Course Learning Outcomes:**

After completing the study of this course, a learner will be able to:

- CO1. aware of the theories of Language Learning like Cognitive, Behaviourist etc.
- CO 2. use Language Lab and create course materials such as Bridge course, Remedial Course, Communicative English Course etc.
- CO 3. use LSRW, CALL and machine assisted Learning and orient the students to various practices in teaching literature.
- CO 4. conduct different types of tests for evaluation and assessment.
- CO 5. give significant scholarly participation in the field of English Language and Literature Teaching.
- CO 6. understand the philosophy of language learning and language teaching to address the demands for the English language in a changing scenario.

#### **Course content:**

##### **A) Learning, Acquisition and Teaching**

1. The nature of language learning and language teaching, the study of literature and the teaching of literature
2. Language acquisition and language learning

##### **B) Theories and Socio-Linguistic Context**

3. Theories of language learning and their implications for teachers and learners
4. Socio-Linguistic Context of English Language and Literature Teaching in India

##### **C) Skills, Approaches, methods and techniques**

5. The teaching of language skills, reference skills, study skills and presentation skills
6. Approaches, methods and techniques – communicative approach to language teaching, teaching without lecturing

##### **D) Teaching, Curriculum and Material Production**

7. Teaching Without Lecturing: Use of Audio-Visual Aids and Computers in Language Teaching
8. Curriculum and Syllabus
9. Materials Production for English Language and Literature Teaching

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## M.A. (English) Semester – II

### English Language and Literature Teaching – II

**Total Credits: 04**

**Total Lectures: 60**

**Course content:**

**A) Learning, Acquisition and Teaching**

1. Remedial Teaching, Peer Teaching and Micro Teaching
2. Testing and assessment, qualities of good test and types of tests
3. English for Specific Purposes

**B) Teaching techniques**

4. The teaching of vocabulary
5. The teaching of grammar
6. The teaching of poetry
7. The teaching of drama
8. The teaching of fiction

**C) Lecture plan and Language Teaching and Literature Teaching**

9. Lecture plan for teaching English language and literature
10. The Relationship between Language Teaching and Literature Teaching

**D) New approaches of Teaching and English Teaching Indian Context**

11. Stylistic and Pragmatic Approaches to the Teaching of Literature
12. Major Issues in English Language Teaching in India: Teaching in Large Classes, Role of Mother Tongue in English Language Teaching

**Books for reference:**

1. Brumfit, C. and Carter, R. (1986) *Literature and Language Teaching*, Oxford, OUP.
2. Byrne, D. (1990) *Teaching Oral English*, Longman: Essex.
3. Byrne, D. (1990) *Teaching Writing Skills*, Longman: London and New York.
4. Carter, R. and Long, M. N. (1991) *Teaching Literature*, Longman: London.
5. Byrne, D. (1990) *Teaching Oral English*, Longman, Essex.
6. Byrne, D. (1990) *Teaching Writing Skills*, Longman, London and New York.
7. Duff A. and Maley, A. (1990) *Literature*, Oxford.
8. Grant, N. (1987) *Making the most of your Textbook*, Longman, London and New York.
9. Havgar, J. (1990) *The Practice of English Teaching*, Longman, London.
10. Hill, J. (1986) *Using Literature in Language Teaching*, Macmillan, London.
11. Huges, A. (1989) *Testing for Language Teachers*, CUP, Cambridge.
12. Krishnaswamy, N. and T. Sriraman (1994), *English Teaching in India*, (T. R. Publications, Madras)
13. Krishnaswamy, N. And T. Krishnaswamy (2006), *The Story of English in India*, (Foundation Books)
14. Kudchedkar, G. (1993), *Literature and Language Teaching* (CUP)
15. Nagaraj, G. (1996) *English Language Teaching. Approaches. Methods and Techniques*, Orient Longman, Hyderabad.
16. Sarasvati, V. (2004), *English Language Teaching: Principles and Practice* (O.L.)
17. Tickoo, M. L. (2002), *Teaching and Learning English* (Orient Longman)

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**M.A. (English) Semester – I**  
**Introduction to Digital Humanities**

**Total Credits: 02**

**Total Lectures: 30**

**Expected Course Learning Outcomes:**

After completing the study of this course, a learner will be able to:

- CO 1: Demonstrate an understanding of the nature and key concepts in Digital Humanities  
 CO 2: Appreciate the value of theories and practices of humanities in the digital space in both academic and non-academic contexts.  
 CO 3: Display an understanding of how new technologies are transforming historical teaching, research, writing and publishing  
 CO 4: Evaluate existing digital platforms based on features that can be used for data creation, curation and analysis within different fields such as literature, history, arts, and music.  
 CO 5: Use digital tools and methods to study and promote humanities.  
 CO 6: Curate/Create a piece of digital scholarship.

**Course Contents**

**Unit 1. DH: Introduction:**

- a) The humanities- development & core concerns
- b) The transitions – oral, text-based, & digital
- c) Evolution of DH-from Busa to Present

**Unit 2. Understanding DH:**

- a) Definitions and meaning of digital humanities
- b) Major features of digital humanities
- c) Understanding a DH Project

**Unit 3. DH: Methods and tools:**

- a) Developing a DH Project
- b) Digital Archiving
- c) Data Visualization

**Reading List/References:**

- Adolphs, Svenja and Dawn Knight, editors. *The Routledge Handbook of English Language and Digital Humanities*. Delhi: Routledge, 2020. Berry, David M., and Anders Fagerjord.  
*Digital humanities: Knowledge and critique in a digital age*. John Wiley & Sons, 2017.  
 Bulkun, Mestrovic Deyrup & Mary.  
*Transformative Digital Humanities: Challenges and Opportunities*. Delhi: Routledge, 2020.  
 Crompton, Constance, Richard J. Lane, and Ray Siemens, eds.  
*Doing digital humanities: Practice, training, research*. Taylor & Francis, 2016. Dobson, James E.  
*Critical Digital Humanities: The Search for a Methodology*. Chicago: University Illinois of Press, 2019.  
 Gairola, Roopika Risam and Rahul K. *South Asian Digital Humanities: Postcolonial Mediations Across Technology's Cultural Canon*. Delhi: Routledge, 2020. Gold, Matthew, editor.  
*Debates in the Digital Humanities*. Minneapolis: University of Minnesota Press, 2012. Karla, Maya Doddd & Nidhi.

- Exploring Digital Humanities in India Pedagogies, Practices, and Institutional Possibilities. Delhi: Routledge India, 2020. Rosenzweig, Roy and Dan Cohen.
- Digital History: A Guide to Gathering, Preserving, and Presenting the Past on the Web. Pennsylvania: University of Pennsylvania Press, 2005. Sabharwal, Arjun.
- Digital curation in the digital humanities: Preserving and promoting archival and special collections. Chandos Publishing, 2015. Schnapp, Jeffrey.
- Digital Humanities. Cambridge: MIT Press, 2021. Schreibman, Susan and Ray Siemens, editors.
- A Companion to Digital Literary Studies. New Jersey: Blackwell Publishing, 2008. Terras, Melissa, Julianne Nyhan, and Edward Vanhoutte, eds.
- Defining digital humanities: a reader. Routledge, 2016. Warwick, Claire, Melissa Terras, and Julianne Nyhan, eds. Digital humanities in practice. Facet Publishing, 2012

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## M.A. (English) Semester – II

### English for Digital World

**Total Credits: 02**

**Total Lectures: 30**

#### **Expected Course Learning Outcomes:**

After completing the study of this course, a learner will be able to:

- CO1. use digital tools, platforms, and online communication channels and get engage effectively in the digital world.
- CO 2. execute the netiquette, digital etiquette, the appropriate behavior, and communication norms in online environments.
- CO 3. create content for websites, social media, and other online platforms, considering factors such as SEO, readability, and audience engagement.
- CO 4. adapt new technologies, tools, and platforms that emerge in the ever-evolving digital landscape.
- CO 5. participate in virtual settings, including online group projects, remote meetings and virtual teamwork.
- CO 6. create and deliver digital presentations, incorporating multimedia elements and engage audience effectively.
- CO 7. maintain a positive and professional online presence, reflecting personal and professional brand.
- CO 8. explore the art of digital storytelling, incorporating multimedia elements to craft compelling narratives.

#### **Course Contents**

##### **Unit - I: Constructing, maintaining and expressing a Self**

1. Creating a personal/professional profile for social media. (Facebook, LinkedIn etc.)
2. Striking up formal, informal conversations (register, tone, vocabulary)
3. Blogs, Facebook posts (expressing likes and dislikes)
4. Formal and informal correspondence (emails, making announcements on social groups: expressing/ declining interests, making requests, sharing information).

##### **Unit - II: Making an Organisation Profiles and networks**

1. Writing about the institution (describing and assessing)
2. Building networks (compare, contrast, synthesize)
3. Updating Blogs and Vlogs (discourse markers)

##### **Unit - III: Online Interactions and Diversity**

1. Etiquettes for online interactions including Social Media (chats, meetings, video conferences).
2. Ethics towards inclusive and integrated participation (addressing gender, ethnicity, special abilities)
3. Drawing boundaries in communication (obscenities, hostility, addressing disrespectful comments and feedback: changing register and tone of communication)

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## M.A. (English) Semester – I

### a) Linguistics and Stylistics – I

**Total Credits: 04**

**Total Lectures: 60**

#### **Expected Course Learning Outcomes:**

After completing the study of this course, a learner will be able to:

- CO1. apply critical thinking through linguistic data analysis in phonetics, phonology, syntax, and at least one other subfield
- CO 2. write technical material in linguistics, including language description and theory-based analysis
- CO 3. differentiate various concepts of style, marked style expression means in the text and separate functional styles.
- CO 4. analyze a literary and non-literary texts stylistically.
- CO 5. make significant scholarly participation in the field of linguistics.
- CO 6. demonstrate the understanding of the concepts, theories, and methodologies in qualitative and quantitative analyses of linguistic structure and patterns of language use.
- CO 7. analyze discourse and do linguistic and stylistics analysis of literary text.

#### **Course content:**

##### **A) Orientation:**

Linguistics as a scientific study of language, langue and parole, linguistic competence and linguistic performance; syntagmatic and paradigmatic relations; ordinary language and literary language, free repetition and repetition and parallelism; foregrounding.

##### **B) Phonology and literature:**

Segmental and suprasegmental features, sound patterns, onomatopoeia and sound symbolism. The importance of the spoken word and pauses in literature.

##### **C) Syntax and literature:**

Periodic and loose sentence structure, use of the passive voice, direct and indirect speech, free direct speech and free indirect speech, sentence length, types of sentences - declarative, interrogative, imperative and exclamatory; simple, complex and compound. Syntactic cohesion.

##### **D) Lexis, Semantics and Literature:**

Content words and function words, lexical sets, collocations and selectional restrictions. Lexical cohesion. Synonymy, antonymy, hyponymy, semantic entailments, paraphrase relationship, semantic anomaly, tautology, contradiction, indeterminacy of meaning in literature, figures of speech based on meaning.

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## M.A. (English) Semester – II

### a) Linguistics and Stylistics – II

**Total Credits: 04**

**Total Lectures: 60**

**Course content:**

**A) Orientation:**

The relationship between linguistics and stylistics, the relationship between literature and stylistics, practical criticism and stylistics. The nature and scope of stylistics, the stages in stylistic analysis, linguistic stylistics and literary stylistics. The strengths and limitations of stylistics.

**B) The stylistics of poetry:**

The concept of poetic diction, creativity in the use of language, poetic license, music in poetry, metre, ambiguity, obscurity and indeterminacy.

**C) The stylistics of drama:**

Theatre and drama, dramatic mode, dramatic text and performance text, the use of proximal deixis in drama, dramatic dialogues and speech act theory, the cooperative principle and the politeness principle, turn taking and adjacency pairs, dramatic dialogues and everyday conversations.

**D) The stylistics of fiction:**

Fiction as a narrative form of discourse, narrative strategies, point of view, universe of discourse, the use of distal deixis in fiction.

**Reading List**

1. Austin, J. L. (1962), *How to do things with words*, Oxford: Clarendon Press.
2. Black, Elizabeth (2006), *Pragmatic Stylistics*, (Edinburgh)
3. Crystal, David, *A Dictionary of Applied Linguistics and Stylistics*
4. Cummings, M. and R. Simmons (1983), *The Language of Literature : A Stylistic Introduction to the Study of Literature*, London : Pergamon
5. Fowler, Roger (1971), *The Language of Literature*, London : Routledge and Kegan
6. Krishnaswamy, N., S. K. Verma and N. Nagarajan (1992), *Modern Applied Linguistics*, Madras: Macmillan
7. Leech, Geoffrey (1969), *A Linguistic Guide to English Poetry*, London: Longman
8. Lyons, J. (1981), *Language and Linguistics*, Cambridge: CUP.
9. Welsh, Katie (1989), *A Dictionary of Stylistics*, London: Longman
10. Wright, Laura and Jonathan Hope (1996), *Stylistics : A Practical Course Book*, London : Routledge

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**M.A. (English) Semester – I****b) Postcolonial Literature – I****Total Credits: 04****Total Lectures: 60****Expected Course Learning Outcomes:**

After completing the study of this course, a learner will be able to:

- CO1. understand Postcolonial Discourse in writing and in the real world as well as the prominent post-colonial theories and theorists.
- CO 2. demonstrate the ability to understand violence as a part of colonialism and decolonization and act accordingly
- CO 3. understand the strategies for re-writing of history and confirm the identities in the context of Postcolonial Literature.
- CO 4. link widening perspectives in Postcolonial Theory and practice and apply it in the analysis of texts, real life data or actual crises.
- CO 5. synthesize the historical, social and cultural contexts in which post-colonial literature emerged.
- CO 6. make significant scholarly participation in the field of Postcolonial Literature.
- CO 7. master the literary techniques used by post-colonial writers to address colonialism and its aftermath.
- CO 8. analyze post-colonial literary texts, considering the nuances of cultural representation, power dynamics and socio-political implications.

**Course content:****A) The Basic Concepts:**

- i. Introduction: situating the postcolonial
- ii. Postcolonial issues in performance
- iii. Postcolonial autobiographical writing
- iv. Appropriating the world: language and voice
- v. Form and genre

**B) Texts:**

- i. Ngugi Wa Thiango : *Decolonising the Mind*
- ii. Dorris Lessing : *The Grass is Singing*

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**M.A. (English) Semester – II****b) Postcolonial Literature – II****Total Credits: 04****Total Lectures: 60****Course content:****A) The Basic Concepts:**

- i. Nation and gender
- ii. Acknowledging economical and cultural diversity
- iii. Colonizing in reverse
- iv. Citizens of the world: reading postcolonial literature

**B) Texts:**

- i. Chinua Achebe : *Things Fall Apart*
- ii. Wole Soyinka : *A Dance of the Forest*

Poems selected from *An Anthology of Commonwealth Poetry* (Macmillan):

- i. Margaret Atwood: *Journey to the Interior*
- ii. Les Murray: *Wilderness*
- iii. J. Wright: *Woman to Man, The Harp and the King, Nigger's Leap*

**Reference Books:**

1. Bill Ashcroft, Gareth Griffiths & Helen Tiffin, *The Post-Colonial Reader*. London: Routledge, 1995.
2. Ashok Bery, *Postcolonial Poetry and Cultural Translation*. Basingstoke: Palgrave Macmillan, 2007.
3. Homi Bhabha, *The Location of Culture*. London: Routledge, 1994.
4. Lloyd Brown, *Women Writers in Black Africa*, Westport, CT: Greenwood Press, 1981.
5. Robert Fraser, *Lifting the Sentence: A Poetics of Postcolonial Fiction*. Manchester: Manchester University Press, 2000.
6. Glenn Hooper and Colin Graham, eds. *Irish and Postcolonial Writing*. Basingstoke: Palgrave Macmillan, 2002.
7. Ania Loomba, *Colonialism/Postcolonialism*. 2<sup>nd</sup> edition. London: Routledge, 2005.
8. John Thieme, *Post-Colonial Studies: The Essential Glossary*. London: Arnold, 2003.
9. Robert J.C. young, *Postcolonilism: A Very Short Introduction*. Oxford: OUP, 2003.
10. Roberts, Neil. Ed. *A Companion to Twentieth Century Poetry* Blackwell, 2001

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## M.A. (English) Semester – I

### Research Methodology

**Total Credits: 04**

**Total Lectures: 60**

#### **Expected Course Learning Outcomes:**

After completing the study of this course, a learner will be able to:

- CO1. comprehend the understanding of fundamental research concepts, such as hypothesis formulation, variables, sampling, data collection methods, research design etc.
- CO 2. design research projects, selecting appropriate research methods and justify the choices.
- CO 3. conduct a thorough literature review, identifying relevant sources, critically analyzing existing research, and identifying gaps in knowledge..
- CO 4. choose and implement appropriate data collection methods and demonstrate competence in data analysis techniques, such as descriptive statistics and inferential statistics.
- CO 5. communicate research findings through well-structured reports and oral presentations.
- CO 6. draft a research proposal that outlines the research question, objectives, methodology, and potential significance.
- CO 7. practice the ethical guidelines in conducting research and execute to the principles of research ethics.

#### **Course content:**

##### **A. Introduction:**

1. Meaning and objectives of research, Qualities of a Good Researcher
2. Key terms in research: investigation, exploration, examination, analysis, hypothesis data, methods and techniques, results and findings, etc.
3. Dimensions and Different methods of research in Language and Literature

##### **B. Process of Research:**

1. Research Area and Research Topic, Preparing Bibliography for Background Reading, Formulating the Research Problem, Extensive Survey of Relevant Literature
2. Developing Hypothesis and Defining Aims and Objectives, Deciding the Scope and Limitations
3. Adopting Appropriate Research Methodology, Writing a Research Proposal

##### **C. Research Process**

1. Collecting and Classifying Data (books, anthologies, thesauruses, encyclopedias, conference proceedings, unpublished theses, newspaper articles, journals, govt publications, e-journals, web references, research sites, printed and web indexes, etc.; e-mail discussion groups, special libraries, advanced study centers, virtual libraries, web search engines, etc.)
2. Analyzing the Data, Arriving at Interpretations and Generalizations, Preparing Chapter wise Design

##### **D. Presentation of Research**

1. Format of the Thesis, Logical Writing, Introductions and Conclusions, Presentation of Findings,
2. Footnotes and Endnotes, Writing Bibliography Using Standard Style sheets
3. Writing a Short Research Paper, Writing a Short Dissertation

**Reference Books:**

1. Adam Sirjohn (2004), *Research Methodology: Methods & Techniques*, Delhi: New Age International Ltd
2. Abdul Rahim, F. (2005), *Thesis Writing: A Manual for Researchers* (New Delhi: New Age International)
3. Gibaldi, Joseph (7<sup>th</sup> edn. 2007), *MLA Handbook for Writers of Research Papers*, New York: MLA Association
4. Lenburg, Jeff (2007), *Guide to Research*, Viva Books
5. Rajannan, B. (1968), *Fundamentals of Research*, ASRC Hyderabad
6. Rahim, F. Abdul (1996), *Thesis Writing-A Manual for Researchers*, New Delhi: New Age International
7. Sinha, M.P. *Research Methods in English*
8. Hillway, George *Introduction to Research*
9. Robinson, *Research Design and Statistical Measures*
10. Campbell, William *Form and Style in Thesis Writing*

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**M.A. (English) Semester – II**  
**On Job Training/ Field Project/ Internship**

**Total Credits: 04**

**Minimum Hours: 120**

**Expected Course Learning Outcomes:**

After completing On Job Training/ Field Project course, a learner will be able to:

- CO1. practice the technical skills, problem-solving abilities, and proficiency in using tools and equipment.
- CO 2. study the industry they are working in deeply, including its history, current trends, and future outlook.
- CO 3. interact with colleagues, clients, and customers in real-world scenarios.
- CO 4. adapt to changing situations and diverse work environments, fostering the ability to handle unexpected challenges.
- CO 5. develop teamwork and collaboration skills and practice the dynamics of working effectively with colleagues.
- CO 6. analyze problems critically and come up with effective solutions.
- CO 7. perform at the workplace with professionalism, including punctuality, dress code and ethical behavior.
- CO 8. take decisions in real-world contexts and face the impact of decisions on business outcomes.
- CO 9. identify potential issues or opportunities, contributing to continuous improvement within the organization.

**Course requirement:**

As per mandatory requirement of National Credit Framework, a student has to complete On Job Training/ Field Project/ Internship of 04 credits as per the requirement of the curriculum. A student has to complete the same during summer break, after completion of the second semester of the first year in the respective Major Subject.

A student has to spend minimum 120 hrs for completing On Job Training/ Field Project/ Internship which is the requirement of fulfillment of the credits. He/she has to submit the report of the same to the department and after that there will be evaluation of the same for 100 marks by the university. A student will be evaluated through assessment of the submitted report, his/her engagement in Training/Project/Internship and the viva/oral presentation conducted by the university panel that includes an internal and an external examiner.

The college will facilitate On Job Training/ Field Project/ Internship by doing required correspondence with the external organisations. The college will sign Memorandum of Understanding/Association with such organisation who will provide On Job Training/ Field Project/ Internship to the students.

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