

NOIDA INTERNATIONAL UNIVERSITY

SCHOOL OF LIBERAL ARTS

DEPARTMENT OF ENGLISH

MASTERS OF ARTS

ENGLISH

(Semester based Course) CBCS



Academic year 2020- 2021

Preamble

The University Grants Commission (UGC) has initiated several measures to bring equity, efficiency and excellence in the Higher Education System of country. The important measures taken to enhance academic standards and quality in higher education include innovation and improvements in curriculum, teaching-learning process, examination and evaluation systems, besides governance and other matters.

The UGC has formulated various regulations and guidelines from time to time to improve the higher education system and maintain minimum standards and quality across the Higher Educational Institutions (HEIs) in India. The academic reforms recommended by the UGC in the recent past have led to overall improvement in the higher education system. However, due to lot of diversity in the system of higher education, there are multiple approaches followed by universities towards examination, evaluation and grading system. While the HEIs must have the flexibility and freedom in designing the examination and evaluation methods that best fits the curriculum, syllabi and teaching-learning methods, there is a need to devise a sensible system for awarding the grades based on the performance of students. Presently the performance of the students is reported using the conventional system of marks secured in the examinations or grades or both. The conversion from marks to letter grades and the letter grades used vary widely across the HEIs in the country. This creates difficulty for the academia and the employers to understand and infer the performance of the students graduating from different universities and colleges based on grades.

The grading system is considered to be better than the conventional marks system and hence it has been followed in the top institutions in India and abroad. So, it is desirable to introduce uniform grading system. This will facilitate student mobility across institutions within and across countries and also enable potential employers to assess the performance of students. To bring in the desired uniformity, in grading system and method for computing the cumulative grade point average (CGPA) based on the performance of students in the examinations, the UGC has formulated these guidelines.

M.A Programme Details

Programme Objectives (POs)

The objectives of the M.A. English programme are manifold and start with imparting students with an in-depth knowledge and understanding through the core courses which form the basis of English namely, Literary theory & criticism, British Literature, Structure of English, American Literature, Popular Literature, Translation Theories Language and Linguistics and ELT. Creative thinking capabilities are also aimed to be encouraged through tutorials. The elective and open elective courses are designed for more specialized and/or interdisciplinary content to equip students with a broader knowledge base. Literary Theory course is aimed to equip the students to apply theory and criticism to study literature. The project is expected to give an effect of how research leads to new findings.

Programme Specific Outcomes (PSOs)

- Understanding the basics of English particularly concepts in Classical Literature, British Literature, Comparative Literature, American Literature, Popular Literature, Film Adaptation, Translation, Language and Linguistics and ELT.
- Learn to think critically and analyze literary theories.
- Viewing English (Literature and Linguistics) as a training ground for the mind developing a critical attitude and the faculty of logical reasoning that can be applied to diverse fields.

SYLLABUS AND COURSE STRUCTURE OF POST-GRADUATE PROGRAMME

(ENGLISH)

Scheme, Syllabus and Courses of Reading:-

- ❖ The program aims to have an in-depth study of a wide spectrum of Literature in English. The students will be initiated to read and respond to an array of novels, plays and poetry with associated genres. Besides, the students will be exposed to wider socio-cultural and political issues in doing so. This intensive Master's program in English would offer an in-depth study in English Literature through the study of British literature, Classics in translation, American Literature, European Literature, Indian English Literature and other new forms and trends in English literature. It will equip students to identify texts, contexts, and authors. It will also explore thematic, genre-based and stylistic hallmarks of those texts and authors within the literary traditions. Students will understand, discuss and interpret key texts, ideas, themes, and aesthetic modalities and explain how the texts, ideas, themes and modalities arose within a given cultural or historic context and to recognize and discuss significant genre and stylistic aspects of those texts. They relate their knowledge of texts and belief systems to enduring issues and values in contemporary societies, including their own.
- ❖ The duration of the course leading to the degree of Master of Arts (M.A.) in English will be of four semesters.
- ❖ In first year there will be two semesters consisting of four papers in each semester.
- ❖ In the second and final year there will be two semesters consisting of theory papers and one Dissertation/viva-voice for all students in final/fourth semester.
- ❖ External and Internal examiners will evaluate dissertation/viva-voice jointly.

General Scheme of the Syllabus: - There will be four papers in each semester, one dissertation during the last semester and a comprehensive viva-voice at the end of the last semester. The papers in the all four semesters will constitute the core element, common to all students who undergo the same course. The M.A. (English) is divided into two parts as under. Each part will consist of two semesters.

Part-I	First Year	Semester I	Semester II
Part-II	Second Year	Semester III	Semester IV

The schedule of Papers prescribed for various semesters shall be as following:-

M.A. (English) Syllabus Course structure

1st Semester

S. No	Paper Code	Paper Name	L-T-P			Credits	Scheme of Marks		
							Internal Marks	External Marks	Total
1	ELM-101	British Literature-I	3	1	0	4	40	60	100
2	ELM-102	British Literature II	3	1	0	4	40	60	100
3	ELM-103	Indian writing in English	3	1	0	4	40	60	100
4	ELM-104	Structure of English	3	1	0	4	40	60	100

2ndSemester

S. No	Paper Code	Paper Name	L-T-P			Credits	Scheme of Marks		
							Internal Marks	External Marks	Total
1	ELM-201	British Literature-III	3	1	0	4	40	60	100
2	ELM-202	American Literature	3	1	0	4	40	60	100
3	ELM-203	English Language Teaching	3	1	0	4	40	60	100
4	ELM-204	Women's Writing in Literature	3	1	0	4	40	60	100

3rdSemester

S. No	Paper Code	Paper Name	L-T-P			Credits	Scheme of Marks		
							Internal Marks	External Marks	Total
1	ELM-301	Literary criticism and theories	3	1	0	4	40	60	100
2	ELM-302	Modern European Drama	3	1	0	4	40	60	100
3	ELM-303	Translation Theories & Practices	3	1	0	4	40	60	100
4	ELM-304	Research Methods and Techniques	3	1	0	4	40	60	100

4th Semester

S. No	Paper Code	Paper Name	L-T-P			Credits	Scheme of Marks		
							Internal Marks	External Marks	Total
1	ELM-401	Colonial & Post-Colonial Literature	3	1	0	4	40	60	100
2	ELM-402	Indian Literature in Translation	3	1	0	4	40	60	100
3	ELM-403	African & Caribbean Literature	3	1	0	4	40	60	100
4	ELM-404	Dissertation				4	60	40	100

L: Lecture hours; T: Tutorial hours; P: Laboratory/ Practical hours;

Internal Marks include class tests, Assignments, Presentations and Attendance

YEAR I SEMESTER-I

Course Code: ELM 101

Course Name: British Literature I

Course Credit Hour: 4hr

Total Contact Hour: 56hr

Course Objective:

The course focuses on detailed reading of selected texts and tries to trace the development of British Literature from 1340 to 1660. It helps students understanding various social, religious, economic and literary aspects in the development of British Literature during this period.

Course Description:

By the end of this course the students will learn to:

1. Inculcate the required skill and aptitude to read and critically appreciate literary texts.
2. Display an understanding of the purpose/significance of reading various ages of literature
3. Identify various genres, their types, and the use of language.
4. Demonstrate grounding in the significance of form and content of literature

Course Content:

Unit-I: Historical and Social background to the literature from 1340-1660

- Chaucerian Literature: Overview
- Geoffrey Chaucer: The prologue to the Canterbury Tales
- Edmund Spenser: Faerie Queen (Book II)

Unit II: Poetry

- John Milton: Paradise Lost: Book I
- Paradise Lost as a Christian Allegory
- John Donne: The Holy Sonnets I to X , Death be not Proud

Unit III: Drama

- Introduction to William Shakespeare
- William Shakespeare: Othello
- Francis Bacon: Of Revenge, Of Truth, Of Death

Unit IV: Drama

- Christopher Marlowe: Dr. Faustus
- Dr. Faustus as a Morality Play
- John Webster: The White Devil

Course Learning Outcome (CLOs):

CLO 1: Students would have learnt the historical and social background of English Literature from the 14th to 17th centuries

CLO 2: Students would have become familiar with the poetry of Milton and Donne

CLO 3: Students would have become familiar with the drama of Shakespeare and Bacon

CLO 4: Students would have become familiar with the drama of Marlowe and Webster

Suggested Readings:

1. Herbert J C Grierson and J C Smith. Critical History of English Poetry. Bloomsbury Academic Collection.
2. David Norbrook. Politics and Poetry in Renaissance England. OUP.
3. Robert C. Evans. Perspective on Renaissance poetry. Bloomsbury Publishing.
4. Ian Robinson. The Establishment of Modern English Prose in the Reformation and the Enlightenment. Cambridge University Press.
5. Andrew Hadfield. The Oxford Handbook of English Prose 1500-1640. OUP
6. Allardyce Nicoll. British Drama. Barnes and Noble.

7. Harold Bloom. Christopher Marlowe. Chelsea House Publishers.
8. Richard Harpe and Stanley Stewart ed. The Cambridge Companion to Ben Jonson. Cambridge University Press.
9. MC Bradbrook. Themes and Conventions of Elizabethan Theatre. Cambridge University Press.
10. AC Bradley. Shakesperean Tragedy. London: Penguin.
11. David Aers, Bob Hodge and Gunther Kress. Ed. Literature, Language and Society in England, 1560-1680
12. Borris Ford ed. Pelican Guide to English Literature. Vol. 1, 2, 3. Penguin.
13. Andrew Sanders. The Short Oxford History of English Literature. Oxford University Press.
14. David Daiches. A Critical History of English Literature. Allied Publishers.
15. M.H. Abrahms. A Glossary of Literary Terms. Cengage Learning India Pvt Ltd.

Assessment Method: Continuous Internal Assessment= 40%, Final Examination= 60%

Assessment 1: Attendance 05%

Assessment 2: Assignment 10%

Assessment 3: Mid Term 20%

Assessment 4: Presentation 05%

Total Internal Assessment: 40%

Course Code: ELM 102

Course Name: British Literature II

Course Credit Hour: 4hr

Total Contact Hour: 56hr

Course Objective:

Aim of paper is to make students knowledgeable about the literature of 17th & 18th century. The students will come to know about the social and literary background of the age. The idea is let them acquainted with the acclaimed writers of the Neo-Classical age and understand the trends.

Course Description:

By the end of this course the students will learn to:

1. Inculcate the required skill and aptitude to read and critically appreciate literary texts.
2. Display an understanding of the purpose/significance of reading various ages of literature
3. Identify various genres, their types, and the use of language.
4. Demonstrate grounding in the significance of form and content of literature

Course Content:

Unit I: Social & Intellectual Background

- Historical background to the literature between 1660-1798
- Metaphysical Poetry
- Alexander Pope: The Rape of the Lock

Unit II: Poetry

- The Art of Satire
- Jonathan Swift: A Modest Proposal
- Samuel Johnson: Expectations of Pleasure

Unit III: Drama

- Introduction to the Restoration Era
- William Congreve: The Way of the World
- William Congreve: The Way of the World as Comedy of Manners

Unit IV: Fiction

- Beginnings of the Novel
- Jane Austen: Pride and Prejudice
- Feminism in Jane Austen

Course Learning Outcome (CLOs):

CLO 1: Students would have learnt the historical and social background of English Literature from the 1660-1798 and Pope's Rape of the Lock

CLO 2: Students would have become familiar with the poetry of Swift and Johnson

CLO 3: Students would have become familiar with the drama of William Congreve

CLO 4: Students would have become familiar with the fiction of Jane Austen

Suggested Readings:

1. Ben Singer, *Melodrama and Modernity: Early Sensational Cinema and Its Contexts*, Columbia University Press, 2001
2. Paul Hammond, *Restoration Literature: An Anthology*, Oxford World's Classics
3. Louis Kronenberger, *An Eighteenth Century Miscellany: The Classics of the Eighteenth Century Which Typify and Reveal an Era*.
4. Kenneth Young, *John Dryden: A Critical Biography*.
5. Mark Van Doren, *The Poetry of John Dryden*.
6. Arthur C. Kirsch, *Literary Criticism of John Dryden*.
7. Peter Dixon ed., *Alexander Pope*, London: G. Bell, 1972.

8. Ian Watt, Rise of the Novel, Penguin.

Assessment Method: Continuous Internal Assessment= 40%, Final Examination= 60%

Assessment 1: Attendance 05%

Assessment 2: Assignment 10%

Assessment 3: Mid Term 20%

Assessment 4: Presentation 05%

Total Internal Assessment: 40%

Course Code: ELM 103

Course Name: Indian Writing in English

Course Credit Hour: 4hr

Total Contact Hour: 56hr

Course Objective:

The course focuses on the study of a variety of texts written by Indian writers in English and on the various factors, economic, social and literary, behind the development of Indian literature in English.

Course Description:

By the end of this course the students will learn to:

1. Inculcate the required skill and aptitudeto read and critically appreciate literary texts.
2. Display an understanding of the purpose/significance of reading various ages of literature
3. Identify various genres, their types, and the use of language.
4. Demonstrate grounding in the significance of form and content of literature

Course Content:

Unit I:

- Rabindranath Tagore: Gitanjali
- Nissim Ezekiel: The night of Scorpion
- Dom Moraes: Letter to my mother

Unit II:

- A study of writings of Freedom Fighters
- Mahatma Gandhi: Selections from My Experiment with truth
- J.L Nehru: Selections from Discovery of India

Unit III: Fiction

- Introduction to Indian Drama
- Girish Karnad: Tughlaq
- Mohan Rakesh: Halfway House

Unit IV: Prose

- Study of novels by Indian Writers
- Premchand: Godan
- Srilal Shukla: Raag darbar

Course Learning Outcome (CLOs):

CLO 1: Students would become familiar with poetry of Tagore, Ezekiel and Moraes

CLO 2: Students would have become familiar with the fiction of Gandhi and Nehru

CLO 3: Students would have become familiar with the drama of Girish Karnad and Mohan Rakesh

CLO 4: Students would have become familiar with the fiction of Premchand and Srilal Shukla

Suggested Readings:

1. Naik, M. K. A History of Indian English Literature. Delhi: Sahitya Akademi, 1992.
2. Devy, G. N. After Amnesia: Tradition and Changes in Indian Literary Criticism. Hyderabad: Orient Longman and Sangam Books, 1992.
3. Mukherji, Minakshi. The Twice Born Fiction. New Delhi: Heinemann, 1971. Nandy, A.
4. The Intimate Enemy: Loss and Recovery of Self under Colonialism. Delhi, OUP, 1983. Radhakrishnan, N. Indo Anglian Fiction: Major Trends and Themes. Madras: Emerald.

1984.

5. Rao, Krishna. The Indo-Anglian Novels and the Changing Tradition. Mysore: Rao and Raghavan, 1973

Assessment Method: Continuous Internal Assessment= 40%, Final Examination= 60%

Assessment 1: Attendance 05%

Assessment 2: Assignment 10%

Assessment 3: Mid Term 20%

Assessment 4: Presentation 05%

Total Internal Assessment: 40%

Course Code: ELM 104

Course Name: Structure of English

Course Credit Hour: 4hr

Total Contact Hour: 56hr

Course Objective:

This course is intended to fill that gap. We will be examining a variety of basic and complex structures of English syntax and morphology, and comparing them to the structures of other languages because English is a “moving target,” in constant change. We will also be gathering and analyzing data on English usage in current authentic discourse, so that students may not be limited to the English in their textbooks only.

Course Description:

By the end of this course the students will learn to:

1. Inculcate the required skill and aptitude to read and critically appreciate literary texts.
2. Display an understanding of the purpose/significance of reading various ages of literature
3. Identify various genres, their types, and the use of language.
4. Demonstrate grounding in the significance of form and content of literature

Course Content:

Unit I: Language & Linguistics:

- Properties of Human Language
- Linguistics as a science
- Models of Linguistic analysis

Unit II: Phonology of English:

- Vowels: Position of Tongue, Diphthongs and Monothongs, Cardinal Vowels
- Consonants: Manner of Articulation, Place of Articulation
- Phonemes & Allophones
- Word-Accent

Unit III: English Morphology & Syntax:

- Morphemes & Allomorphs
- Processes of word formation
- Structure of the Noun Phrase & Verb Phrase

Unit IV: Use of English

- Language Variation
- Varieties of English
- Languages in Contact

Course Learning Outcome (CLOs):

CLO 1: Students would become familiar with Properties of Human Language, Linguistics as a science and Models of Linguistic analysis

CLO 2: Students would have become familiar with Vowels & Consonants, Phonemes & Allophones and Word-Accent

CLO 3: Students would have become familiar with Morphemes & Allomorphs, Processes of word formation and Structure of the Noun Phrase & Verb Phrase

CLO 4: Students would have become familiar with Language Variation, Varieties of English and Languages in Contact

Suggested Readings:

1. Baron, Naomi (2001). From Alphabet to E-Mail. Celce-Murcia, Marianne and Diane
2. Larsen-Freeman (1999). The Grammar Book: An ESL/EFL Teacher's Course, 2nd edition.
3. Boston: Heinle&Heinle. Abbreviated GB. This is our basic textbook. Crystal, David (1995).
4. The Cambridge Encyclopedia of the English Language. Cambridge: Cambridge

University Press.

5. Huddleston, Rodney and Geoffrey Pullum (2005). A Student's Introduction to English Grammar. Cambridge: Cambridge University Press. Optional: distilled from their huge Cambridge Grammar of English.
6. Hurford, James R. (1994). Grammar: A Student's Guide. Cambridge: Cambridge University Press.

Assessment Method: Continuous Internal Assessment= 40%, Final Examination= 60%

Assessment 1: Attendance 05%

Assessment 2: Assignment 10%

Assessment 3: Mid Term 20%

Assessment 4: Presentation 05%

Total Internal Assessment: 40%

SEMESTER II

Course Code: ELM 201

Course Name: British Literature III

Course Credit Hour: 4hr

Total Contact Hour: 56hr

Course Objective:

The course focuses on detailed reading of selected texts and tries to trace the development of British literature from 1798 to 1890. It helps students understanding various social, religious, economic and literary aspects in the development of British Literature during this Period.

Course Description:

By the end of this course the students will learn to:

1. Inculcate the required skill and aptitudeto read and critically appreciate literary texts.
2. Display an understanding of the purpose/significance of reading various ages of literature
3. Identify various genres, their types, and the use of language.
4. Demonstrate grounding in the significance of form and content of literature

Course Content:

Unit I: Historical background to the literature from (1798-1900)

- William Wordsworth: An Evening Walk
- John Keats: Ode to Autumn
- P.B. Shelley: The Cloud

Unit II: Poetry

- Alfred Tennyson: Ulysses
- Robert Browning: The Last Ride Together
- William Morris: A death Song

Unit III: Fiction

- The Art of Essay Writing
- Charles Lamb: New Year's Eve
- William Hazlitt: The Indian Juggler

Unit IV: Drama

- Background to Victorian Literature
- Charles Dickens: Oliver Twist
- Thomas Hardy: The Mayor of Caster-bridge

Course Learning Outcome (CLOs):

CLO 1: Students would become familiar with Historical background to the literature from (1798-1900) and the works of William Wordsworth, John Keats and P.B. Shelly

CLO 2: Students would have become familiar with the poetry of Alfred Tennyson, Robert Browning and William Morris

CLO 3: Students would have become familiar with the fiction of Charles Lamb and William Hazlitt

CLO 4: Students would have become familiar with the drama of Dickens and Hardy

Suggested Readings:

1. Herbert J C Grierson and J C Smith. Critical History of English Poetry. Bloomsbury Academic Collection.
2. C. M. Bowra. The Romantic Imagination. Oxford University Press.
3. Walter Jackson Bate. From Classic to Romantic: Premises of Taste in Eighteenth-
4. Century England. Harvard University Press.

5. Hugh Walker. English Essays and Essayists. Hardpress Publishing.
6. Herbert Read. English Prose Style. Pantheon.
7. Edmund Blunden. Charles Lamb and His Contemporaries. Cambridge University Press.
8. Robin Gilmour. The Victorian Period: The Intellectual and Cultural Context of English
9. Literature 1830-1890. Longman.
10. G.M. Young, Victorian England: Portrait of an Age. Oxford University Press.

Assessment Method: Continuous Internal Assessment= 40%, Final Examination= 60%

Assessment 1: Attendance 05%

Assessment 2: Assignment 10%

Assessment 3: Mid Term 20%

Assessment 4: Presentation 05%

Total Internal Assessment: 40%

Course Code: ELM 202

Course Name: American Literature

Course Credit Hour: 4hr

Total Contact Hour: 56hr

Course Objective:

This paper aims to develop critical thinking skill among students. It will take readers to a higher level of cognitive thought by evaluating the sayings of critics and applying it to the piece of literature. It becomes useful in discussion, evaluation, and composition.

Course Description:

By the end of this course the students will learn to:

1. Inculcate the required skill and aptitudeto read and critically appreciate literary texts.
2. Display an understanding of the purpose/significance of reading various ages of literature
3. Identify various genres, their types, and the use of language.
4. Demonstrate grounding in the significance of form and content of literature

Course Content:

Unit I:

- Background to American Literature
- Walt Whitman: I hear America Singing
- Walt Whitman: Myself and Mine

Unit II:

- History of Black Literature
- Toni Morrison: Beloved
- Saul Bellow: Herzog

Unit III:

- Wallace Stevens:, Sunday Morning
- Wallace Stevens:, A Postcard from the Volcano
- Adrienne Rich: Aunt Jennifer's Tigers

Unit IV:

- Essays: An American Perspective
- The concept of Individualism
- R.W. Emerson: Self Reliance

Course Learning Outcome (CLOs):

CLO 1: Students would become familiar with poetry of Walt Whitman

CLO 2: Students would have become familiar with the fiction of Morrison and Bellow

CLO 3: Students would have become familiar with the poetry of Stevens and Rich

CLO 4: Students would have become familiar with R.W. Emerson

Suggested Readings:

1. Baym, Nina, gen. ed. The Norton Anthology of American Literature. 8th ed. Vols. New York: Norton, 2012.
2. Bercovitch, Sacvan. The Cambridge History of American Literature. 8 Vols. Cambridge: Cambridge University Press, 2008.
3. Gates, Henry Louis. The Norton Anthology of African American Literature 2 Vols. New York: Norton, 2014.

Assessment Method: Continuous Internal Assessment= 40%, Final Examination= 60%

Assessment 1: Attendance 05%

Assessment 2: Assignment 10%

Assessment 3: Mid Term 20%

Assessment 4: Presentation 05%

Total Internal Assessment: 40%

Course Code: ELM 203

Course Name: English Language Teaching

Course Credit Hour: 4hr

Total Contact Hour: 56hr

Course Objective:

The need for communication has been relentless, leading to the emergence of the Communicative Language Teaching. Having defined and redefined the construct of communicative competence; having explored the vast array of functions of language that learners are supposed to be able to accomplish; and having probed the nature of styles and nonverbal communication.

Course Description:

By the end of this course the students will learn to:

1. Inculcate the required skill and aptitude to read and critically appreciate literary texts.
2. Display an understanding of the purpose/significance of reading various ages of literature
3. Identify various genres, their types, and the use of language.
4. Demonstrate grounding in the significance of form and content of literature

Course Content:

Unit I: Language Acquisition & Language Learning:

- Concept of First Language, Native Language, Foreign Language and Second Language Acquisition
- Theories of language acquisition
- Language learning & teaching

Unit II: Methods of Teaching English

- Grammar Translation Method
- Direct Method
- Communicative Language Teaching

Unit III: English Language Teaching in India

- Problems of Teaching English in India
- Contrastive Analysis
- Error Analysis

Unit IV: English for Specific Purposes

- Concept of Register
- Features of some Register
- Types of Register

Course Learning Outcome (CLOs):

CLO 1: Students would become familiar with Language Acquisition & Language Learning:

CLO 2: Students would have become familiar with Methods of Teaching English

CLO 3: Students would have become familiar with English Language Teaching in India

CLO 4: Students would have become familiar with English for Specific Purposes

1. Suggested Readings:

1. Trends in English Language Teaching Today by Adrian Under hill, A 2004, April.
Trends in English Language Teaching Today. MED Magazine, issue 18 retrieved September 15, 2007.
2. Trends in English Language Teaching Today by YogeshRamani.
3. Trends in the Education of English Language Learners by Mary Ann Zehr March 10, 2008. Trends in English Language Teaching: A Novel Perspective International Journal on Studies in English Language and Literature (IJSELL) Page | 52
4. Current Trends in Teaching and Learning EFC / ESL by Deena Boraie Dec 13, 2013.
5. Current Trends in ELT by Yong Kim Journal of English Teaching. A Triannual Publication on the Study of English Language Teaching Vol.1 Feb 2011.

6. Nagaraj, Geetha. English Language Teaching Approaches, Methods, Techniques
II edition. Orient Black Swan Hyderabad 1996. Print.
7. Patil, Z.N. Innovations in English Language Teaching - Voices From the Indian
Classroom Orient Black Swan. Hyderabad 2012. Print

Assessment Method: Continuous Internal Assessment= 40%, Final Examination= 60%

Assessment 1: Attendance 05%

Assessment 2: Assignment 10%

Assessment 3: Mid Term 20%

Assessment 4: Presentation 05%

Total Internal Assessment: 40%

Course Code: ELM 204

Course Name: Women's Writing in Literature

Course Credit Hour: 4hr

Total Contact Hour: 56hr

Course Objective:

The aim of the course is to practice reading literary texts, by both male and female writers, from a feminist perspective. Our starting point will be the following definition of the “feminist reader”: The feminist reader assumes that there is no innocent or neutral approach to literature and that all interpretation is political. The feminist reader might ask, among other questions, how the text represents men and women, what it says about gender relations, how it defines sexual difference.

Course Description:

By the end of this course the students will learn to:

1. Inculcate the required skill and aptitude to read and critically appreciate literary texts.
2. Display an understanding of the purpose/significance of reading various ages of literature
3. Identify various genres, their types, and the use of language.
4. Demonstrate grounding in the significance of form and content of literature

Course Content:

Unit I:

- Concept of Gender and Sex
- History of Feminist Writings
- Simone de Beauvoir: The Second Sex

Unit II:

- History of Indian Feminism
- Feminism and Minorities
- Mahashweta Devi: Draupadi

Unit III:

- Tradition of Indian Writing in English
- Bharati Mukherjee: Jasmine
- Anita Desai: Fire on The Mountain

Unit IV:

- Background to South Asian Writings
- Tehmina Durrani: My Feudal Lord
- Maxine Hong Kingston: The Woman Warrior

Course Learning Outcome (CLOs):

CLO 1: Students would become familiar with Simone de Beauvoir's *The Second Sex*

CLO 2: Students would have become familiar with Mahashweta Devi's *Draupadi*

CLO 3: Students would have become familiar with the writings of Bharati Mukherjee and Anita Desai

CLO 4: Students would have become familiar with their writings of Tehmina Durrani and Maxine Hong Kingston

1. Suggested Readings:

1. Grundy, Isobel. "(Re)Discovering Women's Texts." Jones (2000): 179-96. 185.
2. Bell hooks. *Teaching Critical Thinking: Practical Wisdom*. New York and London: Routledge, 2010. 45.
3. Cora Kaplan, 'Speaking/Writing/Feminism', in *Sea Changes: Essays on Culture and Feminism* (London, Verso, 1986).
4. Althusser 'On Ideology' (NATC)

5. Jacqueline Rose, 'Femininity and Its Discontents', in Mary Eagleton, *Feminist Literary Theory, A Reader* (Second Edition), (Oxford: Blackwell, 2003).
6. Toril Moi, *Sex, Gender and the Body: The Student Edition of What Is a Woman?* Oxford and New York: Oxford University Press, 2

Assessment Method: Continuous Internal Assessment= 40%, Final Examination= 60%

Assessment 1: Attendance 05%

Assessment 2: Assignment 10%

Assessment 3: Mid Term 20%

Assessment 4: Presentation 05%

Total Internal Assessment: 40%

SEMESTER III

Course Code: ELM 301

Course Name: Literary Theory and Criticism

Course Credit Hour: 4hr

Total Contact Hour: 56hr

Course Objective:

The course focuses on critical theory as it applies to literature and culture. Review of classical Greek origins of issues concerning the nature of literature and Criticism. Study of major twentieth-century theories and applications: historical, formalist. This course will study and analyze critical frameworks and methodologies for the interpretation of literature and culture.

Course Description:

By the end of this course the students will learn to:

1. Inculcate the required skill and aptitudeto read and critically appreciate literary texts.
2. Display an understanding of the purpose/significance of reading various ages of literature
3. Identify various genres, their types, and the use of language.
4. Demonstrate grounding in the significance of form and content of literature

Course Content:

Unit I:

- Introduction to Literary Theory
- Northrop Frye : ‘Myth, Fiction, and Displacement’
- Victor Shklovsky : From Art as Technique
- From Art as Technique M.M. Bakhtin : ‘Discourse in the Novel’ from The Dialogic Imagination

Unit II:

- Raymond Williams : ‘Romantic Artist’ from Culture and Society Edward Said : ‘Introduction’

- To Orientalism Wolfgang Iser : From The Reading Process

Unit III:

- Louis Althusser : From Ideology and the State
- Hélène Cixous : The Laugh of the Medusa
- ‘Castration or Decapitation?’ Michel Foucault: ‘What is an Author’?

Unit IV:

- Jacques Derrida : Structure, Sign and Play in the Discourse of the Human Sciences
- Roland Barthes : ‘The Death of the Author’ Fredric Jameson : The Politics of Theory:
- Ideological Positions in the Postcolonial Debate

Course Learning Outcome (CLOs):

CLO 1: Students would become familiar with the writings of Frye and Bhaktin

CLO 2: Students would have become familiar with the writings of Raymond Williams and Edward Said

CLO 3: Students would have become familiar with the writings of Althusser and Foucault

CLO 4: Students would have become familiar with the writings of Derrida and Barthes

Suggested Readings:

1. . Hawthorne, Jeremy. A Glossary of Literary Theory. London: Arnold Publishers, 2003.
2. Tyson, Lois. Critical Theory Today: A User-Friendly Guide. New York: Garland Publishing,
3. 1999.
4. A Handbook of Critical Terminology (e.g., M. H. Abrams' Glossary of Literary Terms).
5. Habib, M. A. R., A History of Literary Criticism and Theory: From Plato to the Present.
6. Harmon, William and C. Hugh Holman, A Handbook to Literature
7. Bennett and Royle, Introduction to Literary Criticism and Theory (3rd edition) Culler, Jonathan. Literary Theory: A Very Short Introduction
8. Eagleton, Terry. Literary Theory: An Introduction
9. Selden, et al. A Reader's Guide to Contemporary Theory
10. Pelagia Goulimari, Literary Criticism and Theory: From Plato to Postcolonialism

Assessment Method: Continuous Internal Assessment= 40%, Final Examination= 60%

Assessment 1: Attendance 05%

Assessment 2: Assignment 10%

Assessment 3: Mid Term 20%

Assessment 4: Presentation 05%

Total Internal Assessment: 40%

Course Code: ELM 302

Course Name: Modern European Drama

Course Credit Hour: 4hr

Total Contact Hour: 56hr

Course Objective:

Moving from Classical to the Modern this paper aims to focus on the European Drama. By studying the popular dramas of the age student would be able to analyse the different trends in drama of the age. The course focuses on detailed reading of selected texts and tries to trace the development of Modern European Literature. It helps students understanding various social, religious, economic and literary aspects in the development of Modern European Literature.

Course Description:

By the end of this course the students will learn to:

1. Inculcate the required skill and aptitude to read and critically appreciate literary texts.
2. Display an understanding of the purpose/significance of reading various ages of literature
3. Identify various genres, their types, and the use of language.
4. Demonstrate grounding in the significance of form and content of literature

Course Content:

Unit I:

- Background to Modern European Drama
- Alexander Pushkin's: Eugene Onegin
- Charles Pierre: Baudelaire's Les Fleurs du mal

Unit II:

- Challenges and Issues in Translation
- Honoré de Balzac's: Le Père Goriot
- Fyodor Dostoyevsky's: Crime and Punishment

Unit III:

- Henrik Ibsen's A Doll's House
- Realism in A Doll's House
- Dario Fo's Accidental Death of an Anarchist

Unit IV:

- Background to Enlightenment.
- Immanuel Kant's "What Is Enlightenment?"
- Friedrich Schleiermacher's Essays

Course Learning Outcome (CLOs):

CLO 1: Students would become familiar with the writings of Pushkin and Baudelaire

CLO 2: Students would have become familiar with the writings of Balzac and Dostoyevsky

CLO 3: Students would have become familiar with the drama of Henrik Ibsen and Dario Fo

CLO 4: Students would have become familiar with philosophical writings of Kant and Schleiermacher

Suggested Readings:

3. . Hawthorne, Jeremy. A Glossary of Literary Theory. London: Arnold Publishers, 2003.
1. Cohen, Walter. A History of European Literature: The West and the World from Antiquity to the Present. Oxford: Oxford University Press, 2017
2. Puchner, Martin. gen. ed. The Norton Anthology of World Literature. 3rd ed. 6 Vols. New York: W. W. Norton, 2012.
3. Puchner, Martin. gen. ed. The Norton Anthology of Western Literature. 9th ed. 6

Vols. New York: W. W. Norton, 2014.

Assessment Method: Continuous Internal Assessment= 40%, Final Examination= 60%

Assessment 1: Attendance 05%

Assessment 2: Assignment 10%

Assessment 3: Mid Term 20%

Assessment 4: Presentation 05%

Total Internal Assessment: 40%

Course Code: ELM 303

Course Name: Translation: Theory and Practice

Course Credit Hour: 4hr

Total Contact Hour: 56hr

Course Objective:

It will introduce students to translation studies as separate discipline of knowledge that will increase their awareness related to the nature of translation and arouse their interest to independently pursue translation theory issues. Will enable students to deal with translation as linguistic procedure and as socially constructed and oriented activity also it will increase students' awareness related to social functions of translation and enable them to link theory and practice. It will also develop students' contrastive knowledge and their critical thinking skills and encourage them to develop self-assessing and self-correcting techniques in order to monitor their own progress.

Course Description:

By the end of this course the students will learn to:

1. Inculcate the required skill and aptitudeto read and critically appreciate literary texts.
2. Display an understanding of the purpose/significance of reading various ages of literature
3. Identify various genres, their types, and the use of language.
4. Demonstrate grounding in the significance of form and content of literature

Course Content:

Unit I: The Concept of Translation

- Social significance of translation
- Definitions of translation-eastern and western
- Terminological distinctions

Unit II: Equivalence in Translation

- Concept, definition and uses of “equivalence”
- Types of “equivalence”
- Theories of Translation

Unit III: Problems of Translation

- Socio-cultural dimensions of translation
- Machine translation: merits
- Machine translation: demerits

Unit IV: Translation in Practice

- Practical Translation of passages from Hindi to English and vice versa

Course Learning Outcome (CLOs):

CLO 1: Students would become familiar with The Concept of Translation

CLO 2: Students would have become familiar with Equivalence in Translation

CLO 3: Students would have become familiar with the Problems of Translation

CLO 4: Students would have become familiar with Translation in Practice

Suggested Readings:

1. Bassnett, Susan, Translation Studies, London and New York, 1980 (revised edition 1991),
2. Routledge Bell, Roger T. Translation and Translating, Theory and Practice, Longman, 1991
3. Callow, Kathleen, Man and Message: A Guide to Meaning-Based Text Analysis, 1998
4. Cumulative Index of United Nations Legal Materials Produced and Applied in Kosovo 1999-2004
5. Central European and Euroasian Law Institute, USAID Duff, Alan, Translation, OUP, 1997
6. Gërmizaj, Shykrane, Translation Theory in the Classroom, Prishtina, 2005
7. Hatim, B. and I. Mason, Discourse and the Translator, 1990,

8. London and New York, Longman Selection of extracts from literary works Selection of extracts of various text types Selection of extracts from daily newspaper.

Assessment Method: Continuous Internal Assessment= 40%, Final Examination= 60%

Assessment 1: Attendance 05%

Assessment 2: Assignment 10%

Assessment 3: Mid Term 20%

Assessment 4: Presentation 05%

Total Internal Assessment: 40%

**Course code: ELM 304 (COMMON)
METHODOLOGY**

Course Name: RESEARCH

Credits: 4

Total Marks: 100

Course Objective:

- The course plan aims to provide exposure to the fundamentals of various research techniques and methods.
- It tries to build upon the basic assumptions in adopting different methodologies for different kinds of research themes.
- It introduces certain philosophical ideas underlying the emergence of different methodologies in social sciences.
- It also attempts to sensitize the students to develop a critical outlook at the existing perspectives and methods and to evolve conceptual clarity, which can help them in their future research.

Course Description:

This course is designed to support postgraduate students in developing their research project and to assist them in defining their mode of enquiry. It will give students a general introduction to postgraduate research, its methodologies, its challenges and its organisation. Students will be introduced to a range of research tools and will be equipped to plan and organise their research design, as well as to communicate their findings. After giving basic introduction in under graduation, it gives advanced and in-depth knowledge about the applicability of research techniques to conduct real research.

Course Content:

Unit 1: Social Research

- Concept, types and importance of research
- Problems of Objectivity

- Relationship Between Theory and Research
- Ethical issues and Concerns

Unit 2: Basic Elements of Social Research

- Formulating a Research Problem-- assumptions & characteristics
- Hypotheses-- Meaning, Importance, Types and Formulation
- Sampling-- Meaning, & Factors influencing sampling
- Types of Sampling methods

Unit 3: Tools of Data Collection

- Meaning and Nature of data—Primary & Secondary
- Methods of Data Collection- Experimental, Observational, Case study, Survey method—
Interview & questionnaire
- Qualitative & Quantitative Data/research
- Research Design: Meaning and Types of Research Designs

Unit 4: Test Construction & Measurement

- Testing—standardization and objectivity
- Reliability, Validity & Norms
- Steps in test development
- Measures of Central Tendency: Mean, Median and Mode & Standard Deviation

Course Learning Outcomes (CLO's):

- CLO1. To sensitize the students towards the concept and pedagogy of social science research.
- CLO2. To facilitate their understanding of identifying and formulating research problem, hypothesis and sampling methods.
- CLO3. To orient them towards methods of data collection, research designs, basic statistics involved in quantitative analysis the method of writing a scientific research document.

- CLO4.To equip the students for formulating and conducting a relevant research

Suggested Readings:

- A.K. Singh (2005). Tests, Measurements and Research Methods in Behavioural Sciences. Bharati Bhawan: Patana.
- Ahuja, Ram (2001), Research Methods, Delhi: Rawat Publications.
- Bailey, Kenneth D. (1982), Method of Social Research, New York: The Free Press, Second Edition.
- Blalock, Hubert M. (1979), Social Statistics. New York:
- Tata Mc-Graw-Hill. Boss, P.K. (1995), Research Methodology, New Delhi, ICSSR.
- Champion, Dean. J. (1981), Basic Statistics for Social Research New Delhi: Macmillan Publishing New York.
- Goode, W.J. and P.K. Hatt, (1952), Methods in Social Research, New York: McGraw International Students Edition.
- Gupta, S.P. (2002). Statistical Methods, New Delhi:Sultan Chand and Sons Publication.
- Moser, S.C. and G. Kalton (1971), Survey Methods in Social Investigation, London:
- Heinmann.Seltiz, Claire et al (1959). Research Methods in Social Relation, New York: Henry Holt and Co. Srinivas, M.N. and A.M. Shah (1979). Fieldworker and The Field, New Delhi: Oxford University Press.
- Thakur, D. (2003). Research Methodology in Social Science, Deep and Deep Publications Pvt. Ltd.: New Delhi.
- Young, P.V. (1988), Scientific Social Surveys and Research, New Delhi Prentice Hall.

Assessment Methods: (Continuous Internal Assessment=40%, Final Examination=60%)

Assessment 1	:	05%
Assessment 2	:	05%
Assessment 3 (MIDEXAM):	:	20%
Assessment 3	:	05%
Assessment 4	:	05%
Total Internal Assessment	:	40%

SEMESTER IV

Course Code: ELM 401

Course Name: Colonial and Post- Colonial Literature

Course Credit Hour: 4hr

Total Contact Hour: 56hr

Course Objective:

The overall aim of the paper is to impart students with knowledge of colonial and post-colonial literature of the world. These literatures have played an important role in anti-colonial struggle. Postcolonial writings emerging from Arica, South Asia, Caribbean, South America and other places will enable students to understand the cultural and traditional legacy of colonial and postcolonial era.

Course Description:

By the end of this course the students will learn to:

1. Inculcate the required skill and aptitudeto read and critically appreciate literary texts.
2. Display an understanding of the purpose/significance of reading various ages of literature
3. Identify various genres, their types, and the use of language.
4. Demonstrate grounding in the significance of form and content of literature

Course Content:

Unit I

- B. Ashcroft, G. Griffiths & H. Tiffin :Cutting the Ground Critical Models
- Post-Colonial Literature from the Empire Writes Back. (London & New York, Routledge1989)
- Harish Trivedi : Chapter IX and X from Colonial Transactions (Calcutta, Papyrus)
- Aijaz Ahmed : Language of Class, Ideology of Immigration from In theory (Bombay: OUP, 1992)

Unit II

- Ngugiwa Thiongo :Decolonising the Mind

- Frantz Fanon: Black Skin Whitemask
- Chinua Achebe: Colonialist Criticism

Unit III

- Concept of Indian Novel
- Premchand: Karmabhoomi
- Shrilal Shukla: Raag Darbari

Unit IV

- Concept of Modern Indian Novel
- Salman Rushdie: Midnight's Children
- Shashi Tharoor: The Great Indian Novel

Course Learning Outcome (CLOs):

CLO 1: Students would become familiar with The Concept of Colonialism and Post Colonialism

CLO 2: Students would have become familiar with critical writings of Ngugiwa Thiongo and Chinua Achebe

CLO 3: Students would have become familiar with the writings of Premchand and Shrilal Shukla

CLO 4: Students would have become familiar with the novels of Shashi Tharoor and Salman Rushdie

Suggested Readings:

1. The Postcolonial Studies Reader ed. Bill Ashcroft, Gareth Griffiths, Helen Tiffin(London, Routledge,1995)
2. Ania Loomba, Colonialism/Postcolonialism 2nd ed. (London, Routledge,2007)
3. Leela Gandhi, Postcolonial Theory: A Critical Introduction (New Delhi, Oxford Univ Press. 1998)

4. Rushdie's *Midnight's Children: A Book of Readings* ed. Meenakshi Mukherjee (Delhi: Pencraft, 2003 .

Assessment Method: Continuous Internal Assessment= 40%, Final Examination= 60%

Assessment 1: Attendance 05%

Assessment 2: Assignment 10%

Assessment 3: Mid Term 20%

Assessment 4: Presentation 05%

Total Internal Assessment: 40%

Course Code: ELM 402

Course Name: Indian Literature in Translation

Course Credit Hour: 4hr

Total Contact Hour: 56hr

Course Objective:

The paper aims to explore classical to modern Indian Literature and to give students knowledge of translation Literature. It analyses Indian epic tradition in all the genres of classical and modern literature.

Course Description:

By the end of this course the students will learn to:

1. Inculcate the required skill and aptitude to read and critically appreciate literary texts.
2. Display an understanding of the purpose/significance of reading various ages of literature
3. Identify various genre, their types, and the use of language.
4. Demonstrate grounding in the significance of form and content of literature

Course Content:

Unit I

- General acquaintance with great Indian Epics-The Ramayan and Mahabharat.
- Kalidasa: Shakuntala
- Ban Bhatta: Kadambari
- Jaishankar Prasad: Kamayani

Unit II

- Rabindra Nath Tagore; Gitanjali
- Yashpal: Divya
- Mohan Rakesh: Adhe Adhure

Unit III

- Characteristics of Autobiographies
- Amrita Pritam: Revenue Stamp

- M.K. Indira: Phaniyamma

Unit IV

- U.R. Ananthmurthy: Samskara
- Qurratul-ain Haider: River of Fire

Course Learning Outcome (CLOs):

CLO 1: Students would become familiar with the great Indian Epics and the writings of Kalidas, Ban Bhatta and Jayashankar Prasad

CLO 2: Students would have become familiar with writings of Tagore, Rakesh and Yashpal

CLO 3: Students would have become familiar with the writings of Amrita Pritam and M K Indira

CLO 4: Students would have become familiar with the novels of U.R. Ananthmurthy and Qurratul-ain Haider

Suggested Readings:

1. A.K. Mehrotra, The Concise History of Indian Literature in English. Delhi: Permanent Black. 2008.
2. H.M. Williams, Indo-Anglian Literature, 1800-1970,: A Survey (1976)
3. P.France, The Oxford Guide to Literature in English Translation (Oxford, 2000)
4. Kuhiwczak&Littau Companion to Translation Studies, Orientblackswanpvt. Ltd
5. E Grossman, Why Translation Matters, Orientblackswanpvt. Ltd
6. Gargesh&Goswami, Translation and Interpreting, Orientblackswanpvt. Ltd

Assessment Method: Continuous Internal Assessment= 40%, Final Examination= 60%

Assessment 1: Attendance 05%

Assessment 2: Assignment 10%

Assessment 3: Mid Term 20%

Assessment 4: Presentation 05%

Total Internal Assessment: 40

Course Code: ELM 403

Course Name: African and Caribbean Literature

Course Credit Hour: 4hr

Total Contact Hour: 56hr

Course Objective:

Paper aims to expand knowledge of Caribbean literary traditions and the cultures that inform them and to acquaint students with oral and hybrid forms emerging from the region's diverse diaspora. It will also hone research skills and to evaluate the critical reception of the literary texts read.

Course Description:

By the end of this course the students will learn to:

1. Inculcate the required skill and aptitudeto read and critically appreciate literary texts.
2. Display an understanding of the purpose/significance of reading various ages of literature
3. Identify various genres, their types, and the use of language.
4. Demonstrate grounding in the significance of form and content of literature

Course Content:

Unit I :

- **Poems from An Anthology of Commonwealth Poetry, edited by C.D. Narsimhaiah, Macmillan, 1990 for detailed study**
- Dennis Brutus: You Laughed and Laughed and Laughed
- Gabriel Okara: The Mystic Drum
- Wole Soyinka: Dedication
- Edward Brathwaite: Tizzic
- Derek Walcott: A Far Cry from Africa
- Mervyn Morris: Literary Evening, Jamaica

Unit II:

- Background to Caribbean Literature
- V.S. Naipaul: An Area of Darkness
- George Lamming: The Pleasure of Exile

Unit III:

- Introduction to African Literature
- Chinua Achebe: Things Fall Apart
- J. NgugiwaThiongo: A Grain of Wheat

Unit IV:

- Biography of Wole Soyinka
- Wole Soyinka: A Dance of the Forests
- Themes of A Dance of the Forests

Course Learning Outcome (CLOs):

CLO 1: Students would become familiar with the Poems from An Anthology of Commonwealth Poetry

CLO 2: Students would have become familiar with writings of Naipaul and Lamming

CLO 3: Students would have become familiar with the novels of Chinua Achebe and J. NgugiwaThiongo

CLO 4: Students would have become familiar with Wole Soyinka's A Dance of the Forests

Suggested Readings:

1. Sheila S. Walker, "Women in the Harrist Movement:" in BennettaJules-Rosette; i New Religions of Africa (Norwood, N.J.: Ablex Publishing Corp., 1979), pp. 5.
2. For a compelling and detailed reading of the evolution of popular theater in region of Zaire, see Johannes Fabian, Power and Performance: Ethnographic through Proverbial Wisdom and Theater in Shaba, Zaire (Madison: University Press, 1990).
3. Chris Dunton, "Slapstick in Johannesburg," West Africa, 18-24 April 1994,
4. EckhardBreitinger, "Agitprop for a Better World: Development Theater-A Grassroots Theatre Movement," in Raoul Granqvist, ed., Signs and Signals: PEIn"I.", in Africa (Stockholm: UMEA, 1990), pp. 93-120.
5. For a comprehensive overview of the evolution of the cinema industry in postcolonial Africa, see ManthiaDiawara's African Cinema (Bloomington: sity Press,] 992). My discussion of the cinema in Africa has drawn heavily from this source.
6. Cole, Herbert M., and Doran H. Ross. The Arts ofGhana. Los Angeles: Museum of" History, 1977.
7. Diawara, Manthia. African Cinema. Bloomington: Indiana University Press, 1992.

Assessment Method: Continuous Internal Assessment= 40%, Final Examination= 60%

Assessment 1: Attendance 05%

Assessment 2: Assignment 10%

Assessment 3: Mid Term 20%

Assessment 4: Presentation 05%

Total Internal Assessment: 40%

Course Code: ELM 404

Course Name: Dissertation and Viva-Voce

Course Credit Hour: 4hr

Total Contact Hour: 56hr

Course Objective:

Dissertation will be allowed to those candidates only who secure not less than 55% marks in the first three semesters. Topics for the Dissertations will have to be approved by the Board of Studies in the beginning of the IV Semester. Allotment of Supervisors will also be done by Board of Studies.

GUIDELINES FOR DISSERTATION

Topic

The topic of the paper will be of the student's choice with consent of the Supervisor. It must be relevant to the content of the course, but it should be treated in greater depth than it is covered in class. Focus is of the utmost importance. Too broad a topic will either lead to superficial treatment or an unnecessarily long paper; too narrow a topic will lead to a lack of source material and redundancy. Make sure the subject focuses on one question or topic so that the paper has a definite purpose. Composing an introduction and conclusion can be a good test of the cohesiveness of the subject. The domain can include Literature, Linguistics, Applied Linguistics, English Language Teaching and other related areas.

Synopsis of Dissertation

A Synopsis of the Dissertation should be submitted to the Board of Studies of the Institute. The Board, after deliberation, will suggest changes and modifications and will assign a supervisor from amongst the teaching faculty of the Institute. The synopsis should include the following –

1. Title of Dissertation
2. Introduction
3. Problems of Research
4. Objectives of Research
5. Tentative Chapter Division

6. Suggested readings

Source Material and References

Presenting your own ideas in a Dissertation is acceptable and even encouraged. However, the paper must be based on facts and opinions from authoritative sources and these sources must be given proper credit. A minimum of three published sources is required, and ten or more is typical. Direct quotes must be placed inside quotation marks or in indented sections and should be used sparingly. Paraphrasing is better in most cases.

There are two popular ways to cite references. One is to place superscripted numbers in the text with corresponding footnotes at the bottom of the page or endnotes at the end of the paper. More typical of scientific papers is to place the author and year in parentheses (Heaton, 1984). In either case you need a bibliography of all cited sources at the end of the paper with author(s), year, title, publication or publisher, volume, and pages. These should be in alphabetical order by name of the primary author. Preference however should be given to MLA Style Sheet.

Be sure to find source materials that are specific to your topic, either books or journal articles. Textbooks are usually too general and should be avoided. The libraries have published and computerized indexes that can be used to find relevant sources. See the Supervisor or a reference librarian if you are unfamiliar with these resources.

Plagiarism is the presenting of someone else's wording or ideas as one's own and is a violation of university policy. If you use someone else's words or ideas, you must give them proper credit. You must also obtain permission from the Supervisor before using your Dissertation for more than one course.

Length and Format

Length is not important; 60 to 90 pages of 1.5 spaced texts is a good target. The title, author, course, and date should be typed onto a cover sheet. Illustrations are not required but are often useful in explaining graphical concepts and in giving the paper character. The bibliography should be the last section of the paper. The entire report has to be submitted in two spiral bound copies.

Marks/Grading

Students are required to make two submissions: a first draft and a final draft prior to final submission. The first draft is not to be a "rough" draft; it should be a completed, typed paper like you would ordinarily submit. I will read it carefully, offer suggestions for improvement, give it a grade, and return it to you promptly. The final draft, which is worth a larger share of the points, is your chance to respond to the suggestions and submit an improved paper. This, I hope, will make the writing of a Summer Project Report more of a learning experience. We strongly suggest using a word processor so that the final draft can be created by editing rather than complete retyping.

Grading is based on both research content and presentation. Your paper should demonstrate that you have gained a level of expertise in the subject by studying the relevant literature. Your presentation should be clean and convincing with proper use of paragraphs, complete sentences, and correct grammar, spelling, and punctuation. Make your Summer Project Report look and sound professional.

Evaluation of Dissertation

Sl. No.

Evaluated by	Criteria	Marks
--------------	----------	-------

1. Institution

- Quality
- Depth & Breadth of analysis,
- Coverage,
- Scope and content
- Project fulfillment
- Data collection ability in the field (if any)
- Scope of Implementation.

Maks-60

2. Board of Examiners

Viva-voce Examination

Marks-40

Total 100

