



Gyanmanjari
Innovative University

Course Syllabus
Gyanmanjari Institute of Arts
Semester-4(M.A)

Subject: Paper: Research Methodology- MATEN1451

Type of course: Major

Prerequisite: NA

Rationale:

This Research Methodology syllabus is designed to develop essential research skills and academic integrity. It covers the fundamentals of research and writing, emphasizing structured inquiry, originality, and effective communication. Through practical guidance on plagiarism prevention, clear writing mechanics, and MLA documentation, students gain competencies in ethical scholarship and precise source citation. These skills prepare them for credible academic work and professional research in various fields, fostering critical thinking and clarity in written expression while adhering to scholarly standards.

Teaching and Examination Scheme:

Teaching Scheme			Credits	Examination Marks					Total Marks
CI	T	P		C	Theory Marks		Practical Marks		
			ESE		MSE	V	P	ALA	
04	00	00	04	60	30	10	00	50	150

Legends: CI-Class Room Instructions; T – Tutorial; P - Practical; C – Credit; ESE - End Semester Examination; MSE- Mid Semester Examination; V – Viva; CA - Continuous Assessment; ALA- Active Learning Activities.



Continuous Assessment:

(For each activity maximum-minimum range is 5 to 10 marks)

Sr. No	Active Learning Activities	Marks
1.	Peer Editing for Clarity and Style: Students will exchange short essays with classmates, focusing on grammar, clarity, coherence, and academic tone. They will give constructive feedback, emulating editorial roles and enhancing skills in peer review, a valuable part of academic and professional writing.	10
2	Case Study Analysis: Academic Integrity: Students shall analyze real or hypothetical case studies of academic misconduct (e.g., self-plagiarism, accidental plagiarism). In small groups, they'll discuss alternative approaches to avoid plagiarism, simulating decision-making scenarios in academic integrity.	10
3	Drafting a Research Proposal: Students will draft a brief research proposal on a topic of their choice, focusing on constructing a clear research question, objectives, and methodology outline. They will present their proposals to peers for feedback, simulating real-world proposal submissions and peer review.	10
4	Mock Literature Review Panel: In small groups, students will present mini-literature reviews on selected topics, identifying gaps in the research. Peers will ask questions, simulating the panel review process, which prepares students for presenting research findings and justifying literature choices.	10
5	Documentation of Unconventional Sources: Students will be asked to cite unconventional sources such as social media posts, interviews, or online videos in MLA format. This exercise provides experience in documentation of digital and multimedia sources, preparing students for modern research documentation challenges.	10
Total		50



Course Content:

Sr. No	Course content	Hrs.	% Weightage
1	Research and Writing <ul style="list-style-type: none"> ● Understanding Research ● Developing a Thesis Statement ● Types of Sources ● Literature Review ● Methods of Data Collection and Analysis ● Structuring a Research Paper 	15	25 %
2	Plagiarism and Academic Integrity <ul style="list-style-type: none"> ● Definition and Types of Plagiarism ● Ethical Research Practices ● Consequences of Plagiarism ● Preventing Plagiarism ● Fair Use and Copyright 	15	25 %
3	The Mechanics of Writing <ul style="list-style-type: none"> ● Clarity and Conciseness ● Grammar and Syntax ● Style and Tone in Academic Writing ● Cohesion and Coherence ● Editing and Proofreading Techniques ● Academic Vocabulary and Technical Terms 	15	25 %
4	Documentation: Preparing the List of Works Cited <ul style="list-style-type: none"> ● MLA Formatting Basics ● In-text Citations in MLA Style ● Preparing the Works Cited Page ● Citing Different Types of Sources ● Containers and Nested Sources ● Using Endnotes and Footnotes 	15	25 %

Suggested Specification table with Marks (Theory):60

Distribution of Theory Marks (Revised Bloom's Taxonomy)						
Level	Remembrance (R)	Understanding (U)	Application (A)	Analyze (N)	Evaluate (E)	Create (C)
Weightage	20%	40%	20%	20%	00	00

Note: This specification table shall be treated as a general guideline for students and teachers. The actual distribution of marks in the question paper may vary slightly from the above table.



Course Outcome:

After learning the course, the students should be able to:	
CO1	Formulate research questions, develop coherent arguments, and utilize various sources effectively to support academic research.
CO2	Understand the principles of academic integrity and be able to apply ethical practices in research, avoiding plagiarism and respecting intellectual property.
CO3	Demonstrate proficiency in academic writing mechanics, including clarity, structure, and style, to communicate complex ideas effectively.
CO4	Accurately document sources using MLA format, creating works cited lists that meet scholarly standards for academic and professional writing.

Instructional Method:

The course delivery method will depend upon the requirement of content and need of students. The teacher in addition to conventional teaching method by black board, may also use any of tools such as demonstration, role play, Quiz, brainstorming, MOOCs etc.

From the content 10% topics are suggested for flipped mode instruction.

Students will use supplementary resources such as online videos, NPTEL/SWAYAM videos, e-courses, Virtual Laboratory

The internal evaluation will be done on the basis of Active Learning Assignment

Practical/Viva examination will be conducted at the end of semester for evaluation of performance of students in laboratory.

Reference Books:

- [1] *A Manual for Writers of Research Papers, Theses, and Dissertations* by Kate L. Turabian
- [2] *MLA Handbook* (8th and 9th Editions) by the Modern Language Association of America
- [3] *Research Methods for English Studies* by Gabriele Griffin
- [4] *Style: Lessons in Clarity and Grace* by Joseph M. Williams and Joseph Bizup
- [5] *The Little Book of Plagiarism* by Richard A. Posner
- [6] *Writing Analytically* by David Rosenwasser and Jill Stephen

