CURRICULUM FOR

PH.D in Library and Information, Physical Education and English

w.e.f. Academic Year 2025-'26

।। तमसो मा ज्योतिर्गमय ।।

VISION

To provide equal opportunities for value based global education for creating an Enlightened Society

MISSION

To establish and facilitate educational institutions in the region for providing affordable value based global education to all who aspire to study and to create opportunities to educators, social workers and philanthropists to serve society

SARVAJANIK UNIVERSITY

INCLUSIVE | INTEGRATED | INNOVATIVE

creating an enlightened society...

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Constituent Institute:

Faculty of Humanities

SARVAJANIK UNIVERSITY
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SARVAJANIK UNIVERSITY

Course Curriculum
Ph.D Coursework
Humanities

The proposed syllabi of Paper 3 and Paper 4 of the Ph.D. Coursework, Semester 2, for the subjects English, Library and Information Science and Physical Education were discussed and approved by **Board of Studies, Humanities** under the Faculty of Humanities in the meeting held on 7th May 2025 and were recommended to the **'FACULTY'** for approval.

Dr. Divya Mehta **Chairman,** **Board of Studies - Humanities**	**Place of the meeting** **Sarvajanik University Office**	**Sign**

The syllabi of Paper 3 and Paper 4 of the Ph.D. Coursework, Semester 2, for the subjects English, Library and Information Science and Physical Education were discussed and approved by the **Faculty of** Humanities in the meeting held on 7th May 2025 and were recommended to **'ACADEMIC COUNCIL'** for approval.

Dr. Divya Mehta **Chairman &** **Dean,** **Humanities**	**Place of the meeting** **Sarvajanik University Office**	**Sign**

The syllabi of Paper 3 and Paper 4 of the Ph.D. Coursework, Semester 2, for the subjects English, Library and Information Science and Physical Education were discussed and approved by the **'Academic Council of Sarvajanik University'** in the meeting held on 20th May 2025.

Mr. Ashish Desai **Member-Secretary, Academic Council** **& I/C Registrar,** **Sarvajanik University**	**Place of the meeting** **Sarvajanik University Office**	**Sign**

- *The approved syllabi of Paper 3 and 4 of the Ph.D. Coursework, Semester 2, for the subjects English, Library and Information Science and Physical Education are with effect from the Academic year 2025-26 and to be reviewed before 2028 – '29*

Name of College: Sarvajanik University						
Faculty	Humanities		Program	Doctor of Philosophy		
Year	First		Version	2.0		
Semester	2		Effective From	April 2025		
Course Code	PUEN21201		Course Name	English (Paper-3)		

Teaching Scheme				Examination Scheme		
Credits	Lecture (L)	Tutorial (T)	Practical (P)	Continues Assessments (CA)	Term end examinations (TEE)	Total
4	4	0	0	50	50	100

Course Overview:

English (Paper 3) is a rigorous research program designed to equip scholars with advanced knowledge, critical thinking, and analytical skills in the field of literary studies, cultural studies, translation studies, and critical theory. This program aims to nurture independent research abilities, fostering scholars who can contribute meaningfully to academic and applied fields of English literature and language studies.

Through a combination of coursework, seminars, and dissertation research, Ph.D. candidates will be encouraged to engage in original contributions to their field, positioning themselves as competent researchers and educators in English literature and related areas. The program ensures that graduates are well-prepared for academic, publishing, and interdisciplinary career opportunities in the humanities and beyond.

Course Objectives:

- Have the required degree of academic rigor to pursue meaningful research.
- Be able to work specifically in the areas of literature, culture, translation and criticism/ theory.
- Become competent for an Academic Job which requires highest competence.
- Have opportunities in Mass Media or Translation Studies in view of the student's area of research.

Course Learning Outcomes:

This course will enable students to:

CLO 1	To acquaint students with the theory and tools of research and applied aspect of literary scholarship.
CLO 2	To acquaint the students with the salient theoretical, historical features and train them in the genre of Indian Writing in English.
CLO 3	To acquaint the students with the salient theoretical, historical features and train them in the actual translation with the awareness of process and the related issues with the reference to Translation Studies.

CLO4	To train students in theoretical and pragmatic ways in the area of literary scholarship and research writing.

Teaching Pedagogy: Teachers impart knowledge along-with traditional teaching also through new and innovative pedagogical approaches like Reading, Group Discussions, Lectures, Assignments, Tests, Research Papers, Presentations, Participation in academic and extra – curricular activities.

Sr. No	Module	Description	Hours
1	Literary Theories	Marxist, Post-Structuralism, Cultural Studies, Psychoanalysis, Feminism, Deconstruction	18
2	Indian Writing in English	Drama, Poetry, Fiction	12
3	Translation Studies	History of Translation, Terminologies in Translation, Translation in Various Contexts, Practice in Translation	15
4	Research Writing for English Studies	Documentation: Citing Sources in the text, Textual Analysis as a Technique, Historical and Autobiographical Approaches in Research, Interviewing as Research Method, Discourse Analysis, Plagiarism in Research Writing, Note Making and Paraphrasing, Ethics and Academic Integrity, Structuring -Proposal, Synopsis, Research Papers and Thesis.	15

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1	Abrams, M. H. and Geoffrey Galt Harpham. A Handbook of Literary Terms. Cengage Learning, 2009.
2	K. Nayar, Pramod. Contemporary Literary and Cultural Theory: From Structuralism to Ecocriticism. Pearson Education, 2009.
3	Scholes,Robert. Structuralism in Literature: An Introduction,Yale Uty Press,1974.
4	Babu, Murukan C., editor. A Textbook of Literary Criticism and Theory. Trinity, 2014.
5	Barry, Peter. Beginning Theory: An Introduction to Literary and Cultural Theory. Manchester University Press, 2009.
6	Nagarajan, M.S. English Literary Criticism and Theory: An Introductory History. Orient Black Swan, 2006.
7	Lodge, David, ed. Modern Criticism and Theory: A Reader. London: Longman, 1988. Bulletin of the American Academy of Arts and Sciences, Vol. 43, No. 4 (Jan., 1990), pp. 11-34
8	A Handbook of Critical approaches to Literature, Oxford university Press, 2005 Bassnett, Susan. Translation Studies. London: Routledge, 1991
9	During, Simon, ed. The Cultural Studies: Reader. London: Routledge, 1993.
10	Agger, Ben. Cultural Studies as Critical Theory. London: The Palmer Press, 1992.
11	The American Historical Review, Vol. 99, No. 5 (Dec., 1994), pp. 1475-1490. Barker, Chris. Cultural Studies: Theory and Practice. London: Sage, 2011.
12	Bassnett, Susan &Trivedi Harish. (eds) Post-colonial Translation: Theory and Practice. Rpt,London: Routledge, 2000
13	Newmark, Peter. A Textbook of Translation. London: Shanghai Foreign Language Education Press, 1988

14	Newmark, Peter. Approaches to Translation. New York: Pergamon Press, 2001.
15	Mukherjee, Sujit. Translation as Discovery and Other Essays. New Delhi: Allied Publishers,1981.
16	Mukherjee, Sujit. Translation as Recovery. Delhi: Pencraft International, 2004.
17	Munday, Jeremy. Introducing Translation Studies: Theories and Application. London and New York: Routledge, 2001.
18	Schulte, Rainer &Biguenet, John (eds.) Theories of Translation: An Anthology of Essays from Dryden to Derrida. Chicago: The University of Chicago Press, 1992.
19	Venuti, Lawrence. The Translation Studies Reader. London and New York: Routledge, 2000. MLA Handbook Ed. 7th, 8th & 9th
20	Andre, Lefevere. ed. Translation History Culture: A Sourcebook. Taylor & Francis e-Library, 2003.
21	Adrian, Wallwork. English for Writing Research Papers. Springer 2011.
22	Griffin, Gabriele. ed. Research Methods for English Studies. Edinburg University Press, 2013. 2nd edition.
23	Iyengar, K.R. Srinivasa. Indian English Literature. Sterling Publishers Pvt.Ltd, 1985.
24	Das, Sisir Kumar. A History of Indian Literature (3 volumes). New Delhi. Sahitya Akademi, 2000.
25	Naik, M.K. A History of Indian English Literature. New Delhi, Sahitya Akademi, 2004.

Assessment Pattern:

Continuous In-Semester Evaluation (Internal Evaluation)	End Semester Examination (External Evaluation)
50 Marks	50 Marks

> **Semester End Exam:** Written Theory Examination/Submission of Report/Presentation.

> **Continuous and Comprehensive Evaluation:** Continuous evaluation shall assess the student throughout the semester. The subject faculty/ies shall assess the students through various tools such as discussions and assignment submissions.

Name of Constituent College: -----			
Faculty	-----	Program	PhD Coursework
Year	I	Version	2.0
Semester	2	Effective From	January 2025
Course Code	PUEN21202	Course Name	Paper 4 – Writing Term Paper(English)

Teaching Scheme				Examination Scheme		
Credits	Lecture (L)	Tutorial (T)	Practical (P)	CCE	SEE	Total
2	0	2	0	25	25	50

Course Overview:

This course is designed to equip PhD students with the necessary skills to prepare, structure, and write a high-quality term paper. The course will provide hands-on guidance in topic selection, thesis formulation, drafting, editing, and presenting research findings in a scholarly format. By the end of the course, students will have developed a well-structured term paper that meets academic standards.

Course Objectives:

- To explain the purpose and structure of a scholarly term paper.
- To conduct an effective literature review and synthesize existing research.
- To develop a strong thesis statement and logical argumentation.
- To improve academic writing skills, including clarity, coherence, and conciseness.
- To learn to use proper referencing and citation styles to maintain academic integrity.
- Edit and proofread their term paper for coherence, grammar, and format.
- Present their research findings effectively in written and oral forms.

Course Learning Outcomes:

This course will enable scholars to:

CLO 1 Demonstrate the ability to conceptualize and develop a structured term paper.

CLO 2 Exhibit proficiency in academic writing conventions and research methodologies.

CLO 3 Produce a well-organized, evidence-based, and original academic paper.

CLO 4 Confidently present and defend their research work before peers and faculty.

The purpose of term paper is to build understanding of the research scholar in identified area of research. Theme of research paper may be identified collectively by Research Supervisor and Research Scholar.

Key Guidelines

> Depending upon broad topic researchers wants to pursue, research supervisor may ask scholar to develop, either one detailed term paper on selected theme or one limited term paper along with one generic presentation on mutually identified theme/s.

> The structure of term paper will be mutually decided by the supervisor and scholar. The decision will be based on the decision, whether term paper will be aimed at describing the concepts using literature, explaining the developments in the field, highlighting major academic debates, or exploring and analysing the domain based on existing data or the purpose is to synthesis the knowledge from existing literature.

> A full term paper should usually be between 2500 to 5000 words.

> A term paper should be written by following typical academic writing conventions. (structure of paper, formatting style, bibliographic conventions etc.)

> Through this course, students will have developed a high-quality term paper that is well-researched, structured, and written with academic integrity.

> At the end of the course, students will have developed a well-structured term paper that meets academic standards. This paper will be presented to RAC. (+ 2 – 3 members appointed from FDC, VC Nominee)

To support research scholars with writing skills Faculty Doctoral Committee (FDC) may organize a seminar. Depending upon need identification by FDC, this seminar may focus on any of the specific topics covering research methodology, literature review, writing skills etc.

Developing and Structuring Term paper

- Tutorials for identifying credible sources (journal articles, books, conference papers).
- Identifying introduction to literature review techniques (thematic, chronological, conceptual).
- Guided session on note-taking and summarizing research papers.
- Interactive session regarding developing research questions and hypotheses.
- Guided session on writing a strong thesis statement and argument development.

Drafting Term Paper

- Peer review session on thesis statements and argument flow.
- Hands-on interactive session on writing for body paragraphs and conclusion.

Grading:

Component	Weightage
Continuous & Comprehensive Evaluation (CCE)	25 marks
Semester End Evaluation (SEE)	25 marks

Semester End Exam:

The Semester end evaluation shall be of 25 marks and shall include submission of term paper and its presentation. The weightage of assessment can be divided as follows:

- The theme and structure of term paper. Coverage and justice to the objective of term paper.
- Quality of written presentation, arguments, formatting etc.
- Citations and Bibliography
- Quality of data and its analysis (if applicable)
- Oral Presentation – Present draft with justification of structure and sources.

Continuous & Comprehensive Evaluation:

Continuous and comprehensive evaluation shall be conducted by research supervisor based on following points:

- Search Strategy Report – Explain and document the search process.
- Initial Annotated Bibliography – Create a set of key sources with critical summaries.
- Assessment of research attitude and aptitude of research scholar
- Quality of initial draft and subsequent improvisation. Etc.

Reference Books on Writing:

Sr. No.	Title of the Book	Authors	Publication and Edition
1	Writing for Academic Success	Gail Craswell & Megan Poore	
2	The Craft of Research	Wayne C. Booth, Gregory G. Colomb, & Joseph M. Williams	
3	They Say/I Say: The Moves That Matter in Academic Writing	Gerald Graff & Cathy Birkenstein	

Name of College: Sarvajanik University			
Faculty	Humanities	**Program**	Doctor of Philosophy
Year	First	**Version**	2.0
Semester	2	**Effective From**	June 2025
Course Code	PUPE21201	**Course Name**	Paper 3 Physical Education

Teaching Scheme				Examination Scheme		
Credits	Lecture (L)	Tutorial (T)	Practical (P)	Continues Assessments (CA)	Term end examinations (TEE)	Total
4	4	0	0	50	50	100

Course Overview:

This course is designed to deepen doctoral candidates' understanding of research methodology and its application within the field of Physical Education. It explores scientific methods in coaching, training, evaluation, physiology, and sports performance enhancement. The curriculum emphasizes both theoretical foundations and practical skills for data analysis, interpretation, and scientific writing.

Course Objectives:

- To make student understand need and importance of Research in Physical Education
- To give student knowledge of Research in Physical Education
- To enable student with different data collection tools and the procedure of developing them
- To enable student with different statistical tools and related procedures
- To enable the student with writing interpretations and deriving conclusions from Statistical analysis
- To develop an in-depth understanding of various training in sports
- To understand the physiological basis of human performance in sports and exercise.
- To explore advanced concepts of bioenergetics, neuromuscular physiology, and sports nutrition.
- To analyze physiological adaptations to training and environmental factors.

Course Learning Outcomes:

This course will enable students to:

CLO 1	Apply appropriate research methodologies and statistical tools in the field of Physical Education and Sports Sciences
CLO 2	Interpret and analyze research data using both parametric and non-parametric techniques for drawing valid conclusions.
CLO 3	Explain the physiological and psychological principles underlying coaching, training, and athletic performance.
CLO4	Design and evaluate testing and assessment tools for effective measurement in physical education and sports contexts.

Teaching Pedagogy: Teachers impart knowledge along-with traditional teaching also through new and innovative pedagogical approaches like Reading, Group Discussions, Lectures, Assignments, Tests, Research Papers, Presentations, Participation in academic activities.

Sr. No	Module	Description	Hours
1	I	**Coaching and Training Aspects in physical Education and Sports** ➢ Application & human psychology in training and coaching. ➢ Factors affecting on coaching and training. ➢ Recent aspects & coaching training. ➢ Bioenergetics, Energy Systems in Exercise	15
2	II	**Different types of Research Methods and tools** ➢ Quantitative Research ➢ Qualitative Research ➢ Data collection tools ➢ Statistical tools Interpretation, discussion & conclusions	15
3	III	**Research Data, Analysis & interpretation** ➢ Parametric & non-parametric data ➢ Data collection tools ➢ Descriptive and Inferential Statistical tools Interpretation of data & deriving conclusions	15
4	IV	**Evaluation in Physical Education and Sports :** ➢ Construction & tests and its application. ➢ Statistical measures in physical education and sports. ➢ New measures in sports and games.	15

REFERENCES

Sr. No.	Author(s)	Title	Publisher/Source	Year
1	Bucher, C. A.	Foundations of Physical Education and Sport	C.V. Mosby Company	1979
2	Clarke, D. H.	Exercise Physiology	Prentice Hall	1975
3	Ghosh, A.	Handbook of Sports Medicine and Physical Fitness	Sports Publications	1994
4	Hay, J. G., & Reid, J. G.	Anatomical and Mechanical Basis of Human Motion (2nd ed.)	Prentice Hall	1988
5	Kamlesh, M. L.	Research Methodology in Physical Education and Sports	Metropolitan Book Co. Pvt. Ltd., New Delhi	1999
6	Kamlesh, M. L.	Psychology in Physical Education and Sport	Metropolitan Book Co. Pvt. Ltd., New	2006

			Delhi	
7	Katch, V. L., McArdle, W. D., Katch, F. I.	Exercise Physiology: Energy, Nutrition and Human Performance	Lea & Febiger	1981
8	Moorthy, A. M.	Research Processes in Physical Education	Friends Publication	2010
9	Park, J. E., & Park, K.	Preventive and Social Medicine	Banarsidas Bhanot Publishers	2015
10	Rajan, S.	Biomechanics of Sports and Games	Sports Publications	2004
11	Subramanian, R., Kumar, S. T., Arumugam, C.	Research Methods in Health, Physical Education and Sports	Friends Publication	2010
12	Suinn, R. M.	Psychology in Sports: Methods and Applications	Surjeet Publications	1980

Assessment Pattern:

Continuous In-Semester Evaluation (Internal Evaluation)	End Semester Examination (External Evaluation)
50 Marks	50 Marks

- ➢ **Semester End Exam**: Written Theory Examination/Submission of Report/Presentation.
- ➢ **Continuous and Comprehensive Evaluation**: Continuous evaluation shall assess the student throughout the semester. The subject faculties shall assess the students through various tools such as discussions and assignment submissions.

Dr.Divya Mehta

Dean, Faculty of humanities

Sarvajanik University

Sarvajanik University			
Faculty	Humanities	**Program**	PhD Coursework
Year	I	**Version**	2.0
Semester	2	**Effective From**	January 2025
Course Code	PUPE21202	**Course Name**	Paper 4 – Writing Term Paper (Physical Education)

Teaching Scheme				Examination Scheme		
Credits	**Lecture (L)**	**Tutorial (T)**	**Practical (P)**	**CCE**	**SEE**	**Total**
2	0	2	0	25	25	50

Course Overview:

This course is designed to equip PhD students with the necessary skills to prepare, structure, and write a high-quality term paper. The course will provide hands-on guidance in topic selection, thesis formulation, drafting, editing, and presenting research findings in a scholarly format. By the end of the course, students will have developed a well-structured term paper that meets academic standards.

Course Objectives:

- To explain the purpose and structure of a scholarly term paper.
- To conduct an effective literature review and synthesize existing research.
- To develop a strong thesis statement and logical argumentation.
- To improve academic writing skills, including clarity, coherence, and conciseness.
- To learn to use proper referencing and citation styles to maintain academic integrity.
- Edit and proofread their term paper for coherence, grammar, and format.
- Present their research findings effectively in written and oral forms.

Course Learning Outcomes:

This course will enable scholars to:

CLO 1 Demonstrate the ability to conceptualize and develop a structured term paper.

CLO 2 Exhibit proficiency in academic writing conventions and research methodologies.

CLO 3 Produce a well-organized, evidence-based, and original academic paper.

CLO 4 Confidently present and defend their research work before peers and faculty.

The purpose of term paper is to build understanding of the research scholar in identified area of research. Theme of research paper may be identified collectively by Research Supervisor and Research Scholar.

Key Guidelines

➢ Depending upon broad topic researchers wants to pursue, research supervisor may ask scholar to develop, either one detailed term paper on selected theme or one limited term paper along with one generic presentation on mutually identified theme/s.

➢ The structure of term paper will be mutually decided by the supervisor and scholar. The decision will be based on the decision, whether term paper will be aimed at describing the concepts using literature, explaining the developments in the field, highlighting major academic debates, or exploring and analysing the domain based on existing data or the purpose is to synthesis the knowledge from existing literature.

➢ A full term paper should usually be between 2500 to 5000 words.

➢ A term paper should be written by following typical academic writing conventions. (structure of paper formatting style, bibliographic conventions etc.)

➢ Through this course, students will have developed a high-quality term paper that is well-researched, structured, and written with academic integrity.

➢ At the end of the course, students will have developed a well-structured term paper that meets academic standards. This paper will be presented to RAC. (+ 2 – 3 members appointed from FDC, VC Nominee)

To support research scholars with writing skills Faculty Doctoral Committee (FDC) may organize a seminar. Depending upon need identification by FDC, this seminar may focus on any of the specific topics covering research methodology, literature review, writing skills etc.

Developing and Structuring Term paper
- Tutorials for identifying credible sources (journal articles, books, conference papers).
- Identifying introduction to literature review techniques (thematic, chronological, conceptual).
- Guided session on note-taking and summarizing research papers.
- Interactive session regarding developing research questions and hypotheses.
- Guided session on writing a strong thesis statement and argument development.

Drafting Term Paper
- Peer review session on thesis statements and argument flow.
- Hands-on interactive session on writing for body paragraphs and conclusion.

Grading:

Component	Weightage
Continuous & Comprehensive Evaluation (CCE)	25 marks
Semester End Evaluation (SEE)	25 marks

Semester End Exam:

The Semester end evaluation shall be of 25 marks and shall include submission of term paper and its presentation.

The weightage of assessment can be divided as follows:

- The theme and structure of term paper. Coverage and justice to the objective of term paper.
- Quality of written presentation, arguments, formatting etc.
- Citations and Bibliography
- Quality of data and its analysis (if applicable)
- Oral Presentation – Present draft with justification of structure and sources.

Continuous & Comprehensive Evaluation:

Continuous and comprehensive evaluation shall be conducted by research supervisor based on following points:

- Search Strategy Report – Explain and document the search process.
- Initial Annotated Bibliography – Create a set of key sources with critical summaries.
- Assessment of research attitude and aptitude of research scholar
- Quality of initial draft and subsequent improvisation. Etc.

Reference Books on Writing:

Sr. No.	Title of the Book	Authors	Publication and Edition
1	Writing for Academic Success	Gail Craswell & Megan Poore	
2	The Craft of Research	Wayne C. Booth, Gregory G. Colomb, & Joseph M. Williams	
3	They Say/I Say: The Moves That Matter in Academic Writing	Gerald Graff & Cathy Birkenstein	

Name of College: Sarvajanik University

Faculty	Humanities	Program	Doctor of Philosophy
Year	First	Version	2.0
Semester	2	Effective From	June 2025
Course Code	PULI21201	Course Name	Paper 3 Library and Information Science

Teaching Scheme				Examination Scheme		
Credits	Lecture (L)	Tutorial (T)	Practical (P)	Continues Assessments (CA)	Term end examinations (TEE)	Total
4	4	0	0	50	50	100

Course Overview:

Library and Information Science (Paper 3) is a rigorous research program designed to equip scholars with advanced knowledge, critical thinking, and analytical skills in the field of different types of libraries management, Information Organization and Retrieval System, Open Access Resources and Services. This program aims to nurture independent research abilities, fostering scholars who can contribute meaningfully to Library and Information Science field.

Through a combination of coursework and seminars, Ph. D. candidates will be encouraged to engage in original contributions to their field, positioning themselves as competent researchers and related areas. The program ensures that research scholars are well prepared for academic publishing and research process for their Doctoral thesis.

Course Objectives:

- To provide practical aspects of research trends in Library and Information Science.
- To develop Skill set for Research Evaluation Methods.
- To deepen understanding of Contemporary Issues of Different Types Libraries

Course Learning Outcomes:

This course will enable students to:

CLO 1	Understand Research Trends in Information Science
CLO 2	Develop a skill set for Scholarly Communication and Research evaluation methods.
CLO 3	Understand Contemporary Issues and Scope of Research in different types of libraries.

CLO4	Develop a skill of Information Organisation and Retrieval System.		

Teaching Pedagogy: Teachers impart knowledge along-with traditional teaching also through new and innovative pedagogical approaches like Reading, Group Discussions, Lectures, Assignments, Tests, Research Papers, Presentations, Participation in academic activities.

Sr. No	Module	Description	Hours
1	I	Research Trends in Information Sources, Services and Systems. • Reference and Information Sources • Reference Services • Information Services and Products • Information Systems and Services	15
2	II	Scholarly Communication and Research Evaluation • Scholarly Communication • Pre-Prints in Scholarly Communication • Informetrics and Scientometrics • Classical laws of Bibliometrics • Research Evaluation	15
3	III	Contemporary Issues and Scope of Research in Academic Libraries, Public Libraries, Special Libraries and Research Libraries Public Libraries • Information Landscape • Public Libraries- Initiative • Public Libraries in the US - Impact of Covid 19 • Resource Guides • Different Activities of Public Libraries • Community Education • Public Library Activities India- Narmad Library, Surat Academic Libraries • Resources, News and Research • E Books and Research Papers Research Libraries- Digital transformation • Data Management and Sharing • Open Access and Scholarly Communication • Diversity, Equity and Inclusion • Budget and Staffing Challenges • Scope of Research in Research Libraries Special Libraries	15

•		- Digitization and digital preservation of library collections - Data management and data literacy for library professionals - User privacy and security in digital libraries - Adaptation to new technologies and changing user needs - Collaboration and sharing of resources among libraries	
4	IV	Information Organization and Retrieval System - Information Indexing and Classification - Information Storage and Management - Multi-media Information Retrieval - Web Information Retrieval - Information Visualization	07
5	V	Open Access Resources and Services - Open Data, Open Content, Open Access, Open Resources - Traditional vs Open Access Publishing - Open Archives - Challenges of Open Access (APCs, Low Quality/FakeJournals/Publishers) - Role of Librarians in Promoting Open Initiatives and Implementation	08

REFERENCES

1	Anandarajan, M. (Ed.). (2010). E-Research collaboration: Theory, techniques and Challenges. Springer Science and Business Media.
2	Busha, C.H and Harter, S.P. Research methods in librarianship: Techniques and interpretation. New York: Academic Press, 1980.
3	Geoffrey, M. (2019). Essential Research design and Methodology.
4	Harris, D. (2019). Literature Review and Research Design: A guide to effective Research practice. Routledge.
5	Jankowski, N. W. (ed.) (2010). E-Research Transformation in Scholarly Practice. Routledge.
6	Smith, K. L., & Dickson, K. A. (2016). Open Access and the future of Scholarly Communication: policy and infrastructure(Vol. 9). Rowman and Littlefield.

7	Sooryamurthy, R. (2020). Scientometrics for the Humanities and Social Science. Routledge.
8	Sugimoto, C. (2016). Theories of Informetrics and Scholarly Communication. De Grutyer.

Assessment Pattern:

Continuous In-Semester Evaluation (Internal Evaluation)	End Semester Examination (External Evaluation)
50 Marks	50 Marks

> **Semester End Exam**: Written Theory Examination/Submission of Report/Presentation.

> **Continuous and Comprehensive Evaluation**: Continuous evaluation shall assess the student throughout the semester. The subject faculty/ies shall assess the students through various tools such as discussior and assignment submissions.

Name of Constituent College: -----			
Faculty	Humanities	Program	PhD Coursework (Library & Information Science)
Year	I	Version	2.0
Semester	2	Effective From	January 2025
Course Code	PULI21202	Course Name	Paper 4 – Writing Term Paper

Teaching Scheme				Examination Scheme		
Credits	Lecture (L)	Tutorial (T)	Practical (P)	CCE	SEE	Total
2	0	2	0	25	25	50

Course Overview:

This course is designed to equip PhD students with the necessary skills to prepare, structure, and write a high-quality term paper. The course will provide hands-on guidance in topic selection, thesis formulation, drafting, editing, and presenting research findings in a scholarly format. By the end of the course, students will have developed a well-structured term paper that meets academic standards.

Course Objectives:

- To explain the purpose and structure of a scholarly term paper.
- To conduct an effective literature review and synthesize existing research.
- To develop a strong thesis statement and logical argumentation.
- To improve academic writing skills, including clarity, coherence, and conciseness.
- To learn to use proper referencing and citation styles to maintain academic integrity.
- Edit and proofread their term paper for coherence, grammar, and format.
- Present their research findings effectively in written and oral forms.

Course Learning Outcomes:

This course will enable scholars to:

CLO 1 Demonstrate the ability to conceptualize and develop a structured term paper.

CLO 2 Exhibit proficiency in academic writing conventions and research methodologies.

CLO 3 Produce a well-organized, evidence-based, and original academic paper.

CLO 4 Confidently present and defend their research work before peers and faculty.

The purpose of term paper is to build understanding of the research scholar in identified area of research. Theme of research paper may be identified collectively by Research Supervisor and Research Scholar.

Key Guidelines

- ➢ Depending upon broad topic researchers wants to pursue, research supervisor may ask scholar to develop, either one detailed term paper on selected theme or one limited term paper along with one generic presentation on mutually identified theme/s.
- ➢ The structure of term paper will be mutually decided by the supervisor and scholar. The decision will be based on the decision, whether term paper will be aimed at describing the concepts using literature, explaining the developments in the field, highlighting major academic debates, or exploring and analysing the domain based on existing data or the purpose is to synthesis the knowledge from existing literature.
- ➢ A full term paper should usually be between 2500 to 5000 words.
- ➢ A term paper should be written by following typical academic writing conventions. (structure of paper formatting style, bibliographic conventions etc.)
- ➢ Through this course, students will have developed a high-quality term paper that is well-researched, structured, and written with academic integrity.
- ➢ At the end of the course, students will have developed a well-structured term paper that meets academic standards. This paper will be presented to RAC. (+ 2 – 3 members appointed from FDC, VC Nominee)

To support research scholars with writing skills Faculty Doctoral Committee (FDC) may organize a seminar. Depending upon need identification by FDC, this seminar may focus on any of the specific topics covering research methodology, literature review, writing skills etc.

Developing and Structuring Term paper
- • Tutorials for identifying credible sources (journal articles, books, conference papers).
- • Identifying introduction to literature review techniques (thematic, chronological, conceptual).
- • Guided session on note-taking and summarizing research papers.
- • Interactive session regarding developing research questions and hypotheses.
- • Guided session on writing a strong thesis statement and argument development.

Drafting Term Paper
- • Peer review session on thesis statements and argument flow.
- • Hands-on interactive session on writing for body paragraphs and conclusion.

Grading:

Component	Weightage

Continuous & Comprehensive Evaluation (CCE)	25 marks
Semester End Evaluation (SEE)	25 marks

Semester End Exam:

The Semester end evaluation shall be of 25 marks and shall include submission of term paper and its presentation. The weightage of assessment can be divided as follows:

- The theme and structure of term paper. Coverage and justice to the objective of term paper.
- Quality of written presentation, arguments, formatting etc.
- Citations and Bibliography
- Quality of data and its analysis (if applicable)
- Oral Presentation – Present draft with justification of structure and sources.

Continuous & Comprehensive Evaluation:

Continuous and comprehensive evaluation shall be conducted by research supervisor based on following points:

- Search Strategy Report – Explain and document the search process.
- Initial Annotated Bibliography – Create a set of key sources with critical summaries.
- Assessment of research attitude and aptitude of research scholar
- Quality of initial draft and subsequent improvisation. Etc.

Reference Books on Writing:

Sr. No.	Title of the Book	Authors	Publication and Edition
1	Writing for Academic Success	Gail Craswell & Megan Poore	
2	The Craft of Research	Wayne C. Booth, Gregory G. Colomb, & Joseph M. Williams	
3	They Say/I Say: The Moves That Matter in Academic Writing	Gerald Graff & Cathy Birkenstein	