

SEMESTER -VI

BA (Hons.) English

DISCIPLINE SPECIFIC CORE COURSE 16- (DSC-16) : Modern European Drama

No. of hours- 60(Theory- 45 hrs.+Tutorials -15 hrs.)

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSC 16: Modern European Drama	4	3	1	0	Passed Class XII with English from List A in CUET	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

- To analyse the way in which nineteenth and twentieth-century theatre in Europe thinks through political and cultural hierarchies of power, enslavement and liberation.
- To open up a sense of the way in which European drama articulates questions of continuing relevance in the contemporary world such as the individual and the state, the position of women, and issues of dominance.

Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to inculcate a basic sense of the way theatre serves as a means of social and cultural investigation and change.

- Students will learn how drama as a genre alters our sense of both the individual and society.

SYLLABUS OF DSC-16:

UNIT – I (15 hours)

1. Henrik Ibsen: *Ghosts* (1881)

UNIT – II (15 hours)

2. Bertolt Brecht: *Mother Courage and Her Children* (1939)

UNIT – III (15 hours)

3. Eugene Ionesco: *Rhinoceros* (1959)

Practical component (if any) - NIL

Essential/recommended readings- as listed in the units

Suggestive readings:

1. Camus, Albert. (i) 'Absurdity and Suicide' (ii) 'The Myth of Sisyphus', *The Myth of Sisyphus*. trans. Justin O'Brien, London: Vintage, 1991. pp 13-17; 79-82
2. Stanislavsky, Constantin. 'Faith and the Sense of Truth', *An Actor Prepares*. United Kingdom: Bloomsbury Academic, 2013. pp 111-139
3. Brecht, Bertolt. 'The Street Scene', 'Theatre for Pleasure or Theatre for Instruction', and 'Dramatic Theatre vs Epic Theatre', *Brecht on Theatre: The Development of an Aesthetic*. ed. and tr. John Willet, London: Methuen, 1992. pp 68–76, 121–128
4. Steiner, George. 'On Modern Tragedy', *The Death of Tragedy*. London: Faber, 1995. pp 303–24

DISCIPLINE SPECIFIC CORE COURSE 17- (DSC-17): Literature and Disability

No. of hours- 60(Theory- 45 hrs.+Tutorials-15 hrs.)

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSC 17: Literature and Disability	4	3	1	0	Passed Class XII with English from List A in CUET	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

- To challenge and reconstitute our sense of what constitutes ‘the normal’ as a category of thought and action.
- To build a critically compassionate consciousness on the subjects of individual and social identity-construction under conditions of disability.

Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to inculcate a basic sense of the theory and field of Disability Studies with specific reference to its articulation through literature.

- This course will encourage students to think of a revolutionised debate on the subject of self/ social-alienation and self/social-restoration under the challenge of disability.

SYLLABUS OF DSC-17:

UNIT – I (15 hours)

1. Firdaus Kanga: *Trying to Grow* (1991)

UNIT – II (15 hours)

2. Georgina Kleege: *Sight Unseen* (1999)

UNIT – III (15 hours)

3. Anne Finger. "Helen and Frida" *The Kenyon Review*, Summer, 1994, New Series, 16.3, 1994. pp 1-7
4. Mukhopadhyay, Tito Rajarshi. 'Poem 1' and 'Poem 4', *The Mind Tree: A Miraculous Child Breaks the Silence of Autism*. Arcade Publishing, 2003.
5. Barclay, Hayleigh. 'Happy Birth-day'. *Disability Horizons*. Posted 14th May, 2018

<https://disabilityhorizons.com/2018/05/disability-short-stories-series-happy-birth-day/>

Practical component (if any) - NIL

Essential/recommended readings- as listed in the units

Suggestive readings:

1. Linton, Simi. 'Disability Studies/Not Disability Studies', *Disability & Society*, Vol. 13.4, 1998. pp 525-40
2. Davis, Lennard J. 'Constructing Normalcy', *Enforcing Normalcy: Disability, Deafness, and the Body*. London and New York: Verso, 1995. pp 23–49
3. Quayson, Ato. 'A Typology of Disability Representation', *Aesthetic Nervousness: Disability and the Crisis of Representation*. Columbia: Columbia University Press, 2007. pp 32–53

4. Couser, Thomas. 'Signifying Selves: Disability and Life Writing', *The Cambridge Companion on Literature and Disability*. eds Clare Barker and Stuart Murray, New York: Cambridge University Press, 2017. pp 199–211

5. Anand, Shilpaa. 'Historicizing Disability in India: Questions of Subject and Method', *Disability Studies in India: Global Discourses, Local Realities*. ed. Renu Addlakha, New York: Routledge. pp 35–60

6. Das, Veena and Renu Addlakha, 'Disability and Domestic Citizenship: Voice, Gender, and the Making of the Subject', *Public Culture*. Vol. 13:3, 2001. pp 511-531

DISCIPLINE SPECIFIC CORE COURSE 18- (DSC-18) : Women Writings

No. of hours- 60(Theory- 45 hrs.+Tutorials -15 hrs.)

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSC 18: Women Writings	4	3	1	0	Passed Class XII with English	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

- To offer students a foundational understanding of the ways in which critical categories such as ethnicity, caste and class find their articulate in writings by women.
- To open up a sense of the Indian presence in the ongoing debate on the rights and position of women in contemporary society.

Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to inculcate a basic sense of how writings by women serve as a primary instrument to document and demand social change.
- This course will open up a space for a discussion on how this is a core area that demands attention and change in contemporary India.

SYLLABUS OF DSC-18:

UNIT – I (15 hours)

1. Alice Walker: *The Color Purple*

UNIT – II (15 hours)

2. Charlotte Perkins Gilman: ‘The Yellow Wallpaper’
3. Begum Rokheya: ‘Sultana’s Dream’
4. Devi, Rassundari. Excerpts from *Amar Jiban*. trans. by Enakshi Chatterjee, *Women’s Writing in India*. Vol 1, ed. Susie Tharu and K. Lalita, Oxford University Press, New Delhi, 1989. pp 192-202

UNIT – III (15 hours)

5. Emily Dickinson: (i) ‘I cannot live with you’ (ii) ‘I’m wife; I’ve finished that’
6. Sylvia Plath: (i) ‘Lady Lazarus’ (ii) ‘Daddy’
7. Eunice De Souza- (i) ‘Advice to Women’ (ii) ‘Bequest’

Practical component (if any) - NIL

Essential/recommended readings- as listed in the units

Suggestive readings:

1. Wollstonecraft, Mary. *A Vindication of the Rights of Woman*. New York: Norton, 1988.
2. Woolf, Virginia. *A Room of One’s Own*. New York: Harcourt, 1957.

3. Elaine Showalter: 'Introduction', *A Literature of Their Own: British Women Novelists from Bronte to Lessing*, 1977.
4. Simone de Beauvoir: 'Introduction', *The Second Sex*
5. Chakravarti, Uma. 'Reconceptualising Gender: Phule, Brahmanism and Brahmanical Patriarchy', *Gender and Caste*. edited by Anupama Rao, Kali for Women, New Delhi, 2003. pp 164-179
6. Irigaray, Luce. 'When the Goods Get Together', *This Sex Which is Not One*. in *New French Feminisms*. trans. Catherine Porter & Carolyn Burke, Ithaca: Cornell University Press, 1985. pp 23-33

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

Category II

(Discipline Specific Courses for Undergraduate Programme of study with ENGLISH(Major) as one of the Core Disciplines)

DISCIPLINE SPECIFIC CORE COURSE 17- (DSC-17) : Literature and Disability

No. of hours- 60(Theory- 45 hrs.+Tutorials -15 hrs.)

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSC 17: Literature and Disability	4	3	1	0	Passed Class XII with English	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

- To challenge and reconstitute our sense of what constitutes ‘the normal’ as a category of thought and action.
- To build a critically compassionate consciousness on the subjects of individual and social identity-construction under conditions of disability.

Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to inculcate a basic sense of the theory and field of Disability Studies with specific reference to its articulation through literature.
- This course will encourage students to think of a revolutionised debate on the subject of self/ social-alienation and self/social-restoration under the challenge of disability.

SYLLABUS OF DSC-17:

UNIT – I (15 hours)

1. Firdaus Kanga: *Trying to Grow* (1991)

UNIT – II (15 hours)

2. Georgina Kleege: *Sight Unseen* (1999)

UNIT – III (15 hours)

3. Anne Finger. “Helen and Frida” *The Kenyon Review*, Summer, 1994, New Series, 16.3, 1994. pp 1-7

4. Mukhopadhyay, Tito Rajarshi. ‘Poem 1’ and ‘Poem 4’, *The Mind Tree: A Miraculous Child Breaks the Silence of Autism*. Arcade Publishing, 2003.

5. Barclay, Hayleigh. ‘Happy Birth-day’. *Disability Horizons*. Posted 14th May, 2018

<https://disabilityhorizons.com/2018/05/disability-short-stories-series-happy-birthday/>

Practical component (if any) - NIL

Essential/recommended readings- as listed in the units

Suggestive readings:

1. Linton, Simi. 'Disability Studies/Not Disability Studies', *Disability & Society*, Vol. 13.4, 1998. pp 525-40

2. Davis, Lennard J. 'Constructing Normalcy', *Enforcing Normalcy: Disability, Deafness, and the Body*. London and New York: Verso, 1995. pp 23–49

3. Quayson, Ato. 'A Typology of Disability Representation', *Aesthetic Nervousness: Disability and the Crisis of Representation*. Columbia: Columbia University Press, 2007. pp 32–53

4. Couser, Thomas. 'Signifying Selves: Disability and Life Writing', *The Cambridge Companion on Literature and Disability*. eds Clare Barker and Stuart Murray, New York: Cambridge University Press, 2017. pp 199–211

5. Anand, Shilpaa. 'Historicizing Disability in India: Questions of Subject and Method', *Disability Studies in India: Global Discourses, Local Realities*. ed. Renu Addlakha, New York: Routledge. pp 35–60

6. Das, Veena and Renu Addlakha, 'Disability and Domestic Citizenship: Voice, Gender, and the Making of the Subject', *Public Culture*. Vol. 13:3, 2001. pp 511-531

DISCIPLINE SPECIFIC CORE COURSE 18- (DSC-18) : Women Writings

No. of hours- 60(Theory- 45 hrs.+Tutorials -15 hrs.)

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSC 18: Women Writings	4	3	1	0	Passed Class XII with English	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

- To offer students a foundational understanding of the ways in which critical categories such as ethnicity, caste and class find their articulate in writings by women.
- To open up a sense of the Indian presence in the ongoing debate on the rights and position of women in contemporary society.

Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to inculcate a basic sense of how writings by women serve as a primary instrument to document and demand social change.
- This course will open up a space for a discussion on how this is a core area that demands attention and change in contemporary India.

SYLLABUS OF DSC-18:

UNIT – I (15 hours)

1. Alice Walker: *The Color Purple*

UNIT – II (15 hours)

2. Charlotte Perkins Gilman: 'The Yellow Wallpaper'
3. Begum Rokheya: 'Sultana's Dream'
4. Devi, Rassundari. Excerpts from *Amar Jiban*. trans. by Enakshi Chatterjee, *Women's Writing in India*. Vol 1, ed. Susie Tharu and K. Lalita, Oxford University Press, New Delhi, 1989. pp 192-202

UNIT – III (15 hours)

5. Emily Dickinson: (i) 'I cannot live with you' (ii) 'I'm wife; I've finished that'
6. Sylvia Plath: (i) 'Lady Lazarus' (ii) 'Daddy'
7. Eunice De Souza- (i) 'Advice to Women' (ii) 'Bequest'

Practical component (if any) - NIL

Essential/recommended readings- as listed in the units

Suggestive readings:

1. Wollstonecraft, Mary. *A Vindication of the Rights of Woman*. New York: Norton, 1988.
2. Woolf, Virginia. *A Room of One's Own*. New York: Harcourt, 1957.
3. Elaine Showalter: 'Introduction', *A Literature of Their Own: British Women Novelists from Bronte to Lessing*, 1977.
4. Simone de Beauvoir: 'Introduction', *The Second Sex*
5. Chakravarti, Uma. 'Reconceptualising Gender: Phule, Brahmanism and Brahmanical Patriarchy', *Gender and Caste*. edited by Anupama Rao, Kali for Women, New Delhi, 2003. pp 164-179

6. Irigaray, Luce. 'When the Goods Get Together', *This Sex Which is Not One*. in *New French Feminisms*. trans. Catherine Porter & Carolyn Burke, Ithaca: Cornell University Press, 1985. pp 23-33

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

Category III

Discipline Specific Courses for Undergraduate Programme of study with ENGLISH(minor) as one of the Core Disciplines

DISCIPLINE SPECIFIC CORE COURSE 18- (DSC-18) : Women Writings

No. of hours- 60(Theory- 45 hrs.+Tutorials-15 hrs.)

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSC 18: Women Writings	4	3	1	0	Passed Class XII with English	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

- To offer students a foundational understanding of the ways in which critical categories such as ethnicity, caste and class find their articulate in writings by women.
- To open up a sense of the Indian presence in the ongoing debate on the rights and position of women in contemporary society.

Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to inculcate a basic sense of how writings by women serve as a primary instrument to document and demand social change.
- This course will open up a space for a discussion on how this is a core area that demands attention and change in contemporary India.

SYLLABUS OF DSC-18:

UNIT – I (15 hours)

1. Alice Walker: *The Color Purple*

UNIT – II (15 hours)

2. Charlotte Perkins Gilman: 'The Yellow Wallpaper'

3. Begum Rokheya: 'Sultana's Dream'

4. Devi, Rassundari. Excerpts from *Amar Jiban*. trans. by Enakshi Chatterjee, *Women's Writing in India*. Vol 1, ed. Susie Tharu and K. Lalita, Oxford University Press, New Delhi, 1989. pp 192-202

UNIT – III (15 hours)

5. Emily Dickinson: (i) 'I cannot live with you' (ii) 'I'm wife; I've finished that'

6. Sylvia Plath: (i) 'Lady Lazarus' (ii) 'Daddy'

7. Eunice De Souza- (i) 'Advice to Women' (ii) 'Bequest'

Practical component (if any) - NIL

Essential/recommended readings- as listed in the units

Suggestive readings:

1. Wollstonecraft, Mary. *A Vindication of the Rights of Woman*. New York: Norton, 1988.
2. Woolf, Virginia. *A Room of One's Own*. New York: Harcourt, 1957.
3. Elaine Showalter: 'Introduction', *A Literature of Their Own: British Women Novelists from Bronte to Lessing*, 1977.
4. Simone de Beauvoir: 'Introduction', *The Second Sex*
5. Chakravarti, Uma. 'Reconceptualising Gender: Phule, Brahmanism and Brahmanical Patriarchy', *Gender and Caste*. edited by Anupama Rao, Kali for Women, New Delhi, 2003. pp 164-179
6. Irigaray, Luce. 'When the Goods Get Together', *This Sex Which is Not One*. in *New French Feminisms*. trans. Catherine Porter & Carolyn Burke, Ithaca: Cornell University Press, 1985. pp 23-33

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

COMMON POOL OF DISCIPLINE SPECIFIC ELECTIVE (DSE) COURSES FOR SEMESTER VI

DISCIPLINE SPECIFIC ELECTIVE COURSE 10–(DSE-10): World Literatures

No. of hours- 60(Theory- 45 hrs.+Tutorials-15 hrs.)

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
DSE-10 World Literatures	4	3	1	0	Passed Class XII	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

- To introduce students to the field of World Literatures.
- To indicate diversity of literary representations in the field

Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will gain a critical knowledge about the categorization of 'World Literature'.
- Students will gain an understanding of the complexity of theoretical and literary representations in the field.

SYLLABUS OF DSE-10:

UNIT – I (15 hours)

1. Abdulrazak Gurnah: *By the Sea* (2001)

UNIT – II (15 hours)

2. Pablo Neruda: 'Fable of the Mermaid and the Drunks'
3. Walcott: 'Names'
4. Nazir Qabbani: 'Beirut, The Mistress of the World'
5. Meena Alexander: 'Shook Silver'

UNIT – III (15 hours)

6. Marquez: 'Balthasar's Marvellous Afternoon'
7. Paz: 'The Blue Bouquet'
8. Ngugi wa Thiong'o. "Introduction: Towards the Universal Language of Struggle" & "The Language of African Literature". *Decolonising the Mind*, London: James Currey, 1986. pp 1-33

Practical component (if any) - NIL

Essential/recommended readings- as listed in the units

Suggestive readings:

1. Damrosch, David. 'Goethe Coins a Phrase', *What is World Literature?*. Princeton UP, 2003. pp 1-36
2. Cheah, Pheng. 'The New World Literature: Literary Studies Discovers Globalization', *What is a World?: On Postcolonial Literature as World Literature*. Duke University Press, 2015. pp 23-45
3. Moretti, Franco. 'Conjectures on World Literature', *NLR* 1, Jan-Feb. 2000. pp 54- 68
4. Chaudhari, Rosinka. 'Viśvasāhitya: Rabindranath Tagore's Idea of World Literature', *The Cambridge History of World Literature*. ed. Debjani Ganguly, Cambridge UP, 2021. pp 261-278.

5. Mufti, Aamir. 'Global English and Its Others', *Forget English! Orientalism and World Literatures*. Harvard UP, 2016. pp 146-202

DISCIPLINE SPECIFIC ELECTIVE COURSE 11–(DSE-11): Speculative Fiction & Detective Fiction

No. of hours- 60(Theory- 45 hrs.+Tutorials-15 hrs.)

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
DSE-11 Speculative Fiction & Detective Fiction	4	3	1	0	Passed Class XII	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

- To introduce students to types of detective and speculative fiction.
- To look at generic characteristics of the literature.

Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to analyse world writings as reflections on contemporary realities.
- Students will be able to appreciate the vitality and diversity of detective and speculative fictions.

SYLLABUS OF DSE-11:

UNIT – I (15 hours)

1. Doyle, Arthur Conan. *The Hound of the Baskervilles: Another Adventure of Sherlock Holmes*. United States: Grosset & Dunlap, 1902.

UNIT – II (15 hours)

2. Atwood, Margaret Eleanor. *The Handmaid's Tale*. Demco Media, 1985.

UNIT – III (15 hours)

3. Crichton, Michael and Kidd, Chip. *Jurassic Park*. New York: Knopf, 1990.

Practical component (if any) - NIL

Essential/recommended readings- as listed in the units

Suggestive readings:

1. Heinlein, Robert A. 'On the Writing of Speculative Fiction'

https://staging.paulrosejr.com/wp-content/uploads/2016/12/on_the_writing_of_speculative_ficton.pdf

2. Hayles, Katherine N. 'Towards Embodied Virtuality', *How We Became Posthuman: Virtual Bodies in Cybernetics Literature and Informatics*. Chicago: University of Chicago Press, 1999. pp 1-24

3. Haraway, Donna. 'A Cyborg Manifesto: Science Technology and Socialist-Feminism in the Late Twentieth Century', *Simians Cyborgs and Women: The Reinvention of Nature*. New York: Routledge, 1991. pp 149-181.

4. Rzepka, Charles J. 'Introduction: What is Crime Fiction?', *Companion to Crime Fiction, Blackwell Companions to Literature and Culture*. eds Charles J. Rzepka and Lee Horsley, Oxford: Wiley and Blackwell, 2010. pp 1-9

5. Palmer, Joy. 'Tracing Bodies: Gender Genre and Forensic Detective Fiction', *South Central Review* Vol. 18 No. 3/4, Whose Body: Recognizing Feminist Mystery and Detective Fiction, Autumn-Winter 2001. pp 54-71

DISCIPLINE SPECIFIC ELECTIVE COURSE 12–(DSE-12): British Literature Post World War II

No. of hours- 60(Theory- 45 hrs.+Tutorials-15 hrs.)

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
DSE-12 British Literature Post World War II	4	3	1	0	Passed Class XII	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

- To familiarize students with a specific body of British writings post World War II.
- To highlight diverse voices in literary representations.

Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to think critically about the complexities of a multicultural Post-war decolonized Britain.
- Students will be provided knowledge about the manner in which British writings change after World War II.

SYLLABUS OF DSE-12:

UNIT – I (15 hours)

1. John Fowles: *The French Lieutenant's Woman*

UNIT – II (15 hours)

2. Jeanette Winterson: *Sexing the Cherry*

UNIT – III (15 hours)

3. Hanif Kureshi: *My Beautiful Launderette*

4. Seamus Heaney: (i) 'Digging', (ii) 'Casualty'

5. Carol Anne Duffy: (i) 'Text', (ii) 'Stealing'

Practical component (if any) - NIL

Essential/recommended readings- as listed in the units

Suggestive readings:

1. Sinfield, Alan. 'Literature and Cultural Production', *Literature, Politics, and Culture in Postwar Britain*. Berkley and Los Angeles: University of California Press, 1989. pp 23–38

2. Heaney, Seamus. 'The Redress of Poetry', *The Redress of Poetry*. London: Faber, 1995. pp 1–16

3. Waugh, Patricia. 'Culture and Change: 1960-1990', *The Harvest of The Sixties: English Literature And Its Background, 1960-1990*. Oxford: OUP, 1997.

DISCIPLINE SPECIFIC ELECTIVE COURSE –(DSE-13): Research Methodology

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
DSE-13 Research Methodology	4	3	0	1	Passed Class XII	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

- To offer students practical training in academic writing.
- To introduce the basics of academic research.

Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to acquire in-depth and practical knowledge regarding academic reading and writing.
- Students will gain proficiency in writing research papers as part of project work.

SYLLABUS OF DSE-13:

UNIT – I (15 hours)

1. Introduction to Practical Criticism
2. Conceptualizing and Drafting of a Research Proposal

UNIT – II (15 hours)

3. Style Manuals: Notes, References and Bibliography/Annotated Bibliography

UNIT – III (15 hours)

4. Workshop on Topic Development
5. Workshop on Research Proposal

Note: During classes, the workshop mode of teaching is to be favoured for units which indicate the same. In the tutorials, individual guidance is to be given to each student.

Practical component: (30 hours)

Writing a Research Paper (2000 to 2,500 words)

Essential/recommended readings:

1. Flick, Uwe. *Introducing Research Methodology: A Beginner's Guide to Doing a Research Project*. New Delhi: Sage, 2017.
2. Leki, Ilona. *Academic Writing: Exploring Processes and Strategies*. 2nd edn. New York: CUP, 1998.
3. Dev, Anjana N (ed.). *Academic Writing and Composition*. New Delhi: Pinnacle, 2015.
4. Richards, I. A. *Practical Criticism: A Study of Literary Judgement*. New York: Harcourt Brace, 1929.
5. Bailey, Stephen. *The Essentials of Academic Writing for International Students*. London: Routledge, 2015.
6. Orwell, George. *Politics and the English Language*. United Kingdom: Sahara Publisher Books, 1946.

Suggestive Readings:

1. Hamp-Lyons, Liz and Ben Heasley. *Study Writing: A Course in Writing Skills for Academic Purposes*. Cambridge: CUP, 2006.
2. Kumar, Ranjit. *Research Methodology: A Step by Step Guide for Beginners*. New Delhi: Sage, 2014.
3. Phanse, Sameer. *Research Methodology: Logic, Methods and Cases*. New Delhi: OUP, 2016.
4. Griffin, Gabrielle, ed. *Research Methods for English Studies*. 2nd edn. New Delhi: Rawat Publications. 2016 (Indian Reprint)

Common Pool of Generic Elective (GE) Courses for EVEN Semesters

NOTE: The Generic Electives for the EVEN SEMESTERS will also run for Semester VI students.