

VANITA VISHRAM WOMEN'S UNIVERSITY

(Managed By: Vanita Vishram, Surat)

1st Women's University of Gujarat



VANITA VISHRAM
WOMEN'S UNIVERSITY
SURAT

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

DEPARTMENT OF ENGLISH

BACHELOR OF ARTS
(B.A. ENGLISH
PROGRAMME)

SYLLABUS

AS PER NEP-2020

W.E.F 2023-24



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1 PREAMBLE – VVWU:

Vanita Vishram Women's University (VVWU) is the First-ever Women's University of Gujarat approved by the Government of Gujarat under the provisions of the Gujarat Private Universities Act, 2009. It is a University committed to achieve Women's Empowerment through Quality Education, Skill Development, and by providing employment opportunities to its girl students through its model curriculum, integration of technology in pedagogy and best-in-class infrastructure. The focus is on prioritizing practical component and experiential learning supported through academia-industry linkages, functional MoUs, skill development training, internships etc. It aims at providing opportunities to the girl students for holistic development and self-reliance.

VISION

Empowerment of women through quality education and skill development, so as to make them strong pillars of stability in the society.

MISSION

To provide Education & Professional Training to all women for their all-round development, so as to enable them to become economically independent and socially empowered citizens.



2 SALIENT FEATURES:

- Based on NEP-2020 & CBCS
- Interdisciplinary as well as multidisciplinary.
- Practical-oriented, skill-based & vocation-based.
- Based on experiential learning.
- Greater exposure to internship, hands-on training, project work, field work, presentation etc.
- Mode of teaching shall be Offline)
- Qualified & Competent Faculty Members for effective teaching-learning
- Employment-Generating



3 INTRODUCTION OF THE PROGRAM:

The present crisis of humanities emanates from the pre-dominance of science and technology in particular because it contributes to human conditions and comfort in tangible terms and thereby changing the human condition with material inventions. The resultant utilitarian society likes to invest in science and technology because it takes care of provisions for life.

Literature, on the other hand, takes care of vision. But its impact is intangible and immeasurable in terms of quantity. Humanities or literary discourse brings about qualitative changes that remain immeasurable, but for its manifestation in human conduct that may be observed and experienced, but not quantified. However, what gets obviated in the process is that both of them i.e., science and technology and humanities are complementary, though those fascinated with tangible outcomes do tend to gloss over it.

The function of literature is to bring the questions of values—human and literary—in focus. Literariness is the ability of literature to attract attention to itself that it achieves through deviant use of language. As a system of knowledge, it aims at providing pleasure first and knowledge thereafter. Therein lies its value in being pleasant. Thereafter, the important thing is to know what literature is valued for. Literature is known for what it stands or its commitment. Literature celebrates life in all forms and stands for and with values of life by representing the weak, the poor, the exploited, the vulnerable and the voiceless. In a way, literary values are values of life, particularly human life.



Accordingly, English literary curricula have evolved over a period of time in India. From its Anglo-centric core, it moved to new literatures—Third World Literature, Commonwealth Literature, American, Canadian, Australian, African Literature, and New Literatures in English, and later to Indian Literature in English and Indian Literature in translation in the light of various critical and theoretical discourses like Post-modernism, Post-colonialism, Feminism, and Black Aesthetics/Dalit Aesthetics among others. Thus, it is necessary for English Studies to recognize and respect the differences and transcend binaries.

The B.A. English programme is an attempt to incorporate the classical literature as well as the latest trends in the modern English literary curricula.



4 PROGRAMME OBJECTIVES (PO_s):

Each Graduate in English should be able to:

- PO 1. Demonstrate a coherent and systematic knowledge and understanding of the field of literary and theoretical developments in the field of English Studies and English Studies in India.
- PO 2. Demonstrate the ability to understand the role of literature in a changing world from the disciplinary perspective as well as in relation to its professional and everyday use.
- PO 3. Demonstrate the ability to think and write critically and clearly about one's role as a located Indian citizen of the world through a reading of English literatures and literatures in translation.
- PO 4. Communicate ideas, opinions and values—both literary values and values of life in all shades and shapes—in order to expand the knowledge of the subject as it moves from the classroom to life and life-worlds.
- PO 5. Demonstrate the ability to share the results of academic and disciplinary learning through different forms of communication such as essays, dissertations, reports, findings, notes etc. on different platforms of communication such as the classroom, the media and the internet.
- PO 6. Recognize the scope of English studies in terms of career opportunities, employment and life-long engagement in teaching, publishing, translation, communication, media, soft skills and other allied fields.
- PO 7. Apply subject-specific skills in language and literature to foster a larger sense of ethical and moral responsibility among fellow humans in order to see and respect differences in and among various species and life-forms and learn to transcend them.



5 PROGRAMME SPECIFIC OUTCOMES (PSO_s):

Each Graduate in English will be able to:

- PSO 1. Demonstrate a set of basic skills in the explication of literary practices and process with clarity.
- PSO 2. Demonstrate a coherent and systematic knowledge of the field of English literature and Bhasha literatures in English showing an understanding of current theoretical and literary developments in relation to the specific field of English studies.
- PSO 3. Display an ability to read and understand various literary genres and stylistic variations and write critically.
- PSO 4. Cultivate the ability to look at and evaluate literary texts as a field of study and as part of the wider network of local and global culture.
- PSO 5. Demonstrate a critical aptitude and reflexive thinking to systematically analyze the existing scholarship and expand critical questions and the knowledge base in the field of English studies using digital resources.
- PSO 6. Display knowledge to cultivate a better understanding of values – both literary values that aide us in literary judgment and also values of life at all stages; apply appropriate methodologies for the development of the creative and analytical faculties of students, their overall development of writing, including imaginative writing.
- PSO 7. Recognize employability options in English studies programme as part of skill development and as career avenues open to graduates in today's global world such as professional writing, translation, teaching English at different levels, mass media, journalism, aviation communication and personality development.



6 PROGRAM HIGHLIGHTS”

Course Level	UG							
Program	Bachelor of Arts							
Duration	3 years (6 semesters)							
Examination Type	Semester system (1-6 semesters)							
Intake	100							
Eligibility	12 th Standard Pass							
Mapping between POs and PSOs		PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
	PO1							
	PO2							
	PO3							
	PO4							
	PO5							
	PO6							
	PO7							
Job Positions	Teacher, Professor, Language Trainer, Content Writer, Translator, Editor and Proofreader, PR Manager, Soft Skill Trainer, Freelancer, Voice Artist							



7 SCHEME OF ASSESSMENT:

Following is the scheme of assessment followed by the University –

Weightage (%)	Continuous Assessment (CA) (40%)	End Semester Examination (ESE) (60%)
100%	[Internal written Theory Exam] (20%) + [Assignments/Presentations/Viva/group discussion/Journal/ MCQ/QUIZ + Attendance] (20% - Any Three)	End Semester Examination (ESE) Theory Exams Whole Syllabus



8 CREDIT STRUCTURE:

Proposed UG Credit structure for UG -2023									
According to Curriculum and Credit Framework for Undergraduate Programmes									
Sem	Discipline Specific Course	Discipline Specific Elective	Multi-Disciplinary	Ability Enhancement Course (AEC)	Skill Enhancement Course (SEC)	Value Added Courses (VAC)	Summer Internship/ Project/ Online Course	Dissertation	Total
1	12	0	0	4	3	2	0	0	21
2	12	0	3	4	0	2	0	0	21
3	12	4	3	0	3	0	0	0	22
4	12	4	3	0	0	2	0	0	21
5	8	8	0	0	0	0	4	0	20
6	8	8	0	0	3	2	0	0	21
Total	64	24	9	8	9	8	4	0	126
7	12	4	0	0	0	0	0	8	24
8	8	4	0	0	0	0	0	12	24
Total	20	8	0	0	0	0	0	20	48
Grand Total	84	36	9	8	9	6	2	20	174

* If anyone wants to exit after 2nd/ 4th Sem and wants a certificate/Diploma respectively, should complete an internship of 4 credits (60 hrs)

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DEPARTMENT OF ENGLISH

BACHELOR OF ARTS (B.A.) ENGLISH PROGRAMME

SEMESTER 2

SYLLABUS

AS PER NEP-2020

W.E.F 2023-24



9 COURSE STRUCTURE – PAPER TITLES SEMESTER 2:

Proposed Integrated (UG) Course structure for year – 2023									
Sem.	Discipline Specific Course	Discipline Specific Elective	Multi-Disciplinary	Ability Enhancement Course (AEC)	Skill Enhancement Course (SEC)	Value Added Courses (VAC)	Summer Internship/ Project/ Online Course	Dissertation	Total
	(12)		(3)	(4)		(2)			
2	Poetry - II		Language through Literature	Communication Skills		Yoga			21
	Novel								
	Indian Drama								



10 TEACHING AND EVALUATION SCHEME FOR BA ENGLISH ACADEMIC YEAR 2023-24:

Semester	Course Code	Course Category	Course Title	Offering Department	Teaching Scheme			Examination Scheme														Total Credit
								Theory /(Theory + Practical)							Practical							
					Contact Hours			Total Credit	Credit	CA		ESE			Credit	CA		ESE			Total	
					Theory	Practical	Total			Max.	Passing	Max.	Passing	CA+E SE Passing		Max.	Passing	Max.	Passing	CA+E SE Passing		
2		DSC	Poetry - II	English	4	0	4	4	4	40	14	60	21	35	0	0	0	0	0	0	100	0
		DSC	Novel	English	4	0	4	4	4	40	14	60	21	35	0	0	0	0	0	0	100	0
		DSC	Indian Drama	English	4	0	4	4	4	40	14	60	21	35	0	0	0	0	0	0	100	0
		AEC	Communication Skills	English	4	0	4	4	4	40	14	60	21	35	0	0	0	0	0	0	100	0
		MD	Language through Literature	English	3	0	3	3	3	40	14	60	21	35	0	0	0	0	0	0	100	0
		VAC	Yoga		2	0	2	2	2	40	14	60	21	35	0	0	0	0	0	0	100	0



11 SYLLABUS

VANITA VISHRAM WOMEN'S UNIVERSITY, SURAT
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

Department of English

BA English Program

FY B.A.

Semester II

COURSE CODE: POETRY II

Credit 4

Contact Hour per week 4

Outline of the Course:

Course type	Theory
Purpose of Course	To cultivate a deep appreciation for the art form, develop analytical and creative skills, and inspire personal growth through the exploration of poetic expression.
Course Objective	CO 1. To encourage students to engage in creative writing by practicing the craft of writing poetry themselves. CO 2. To foster an understanding of poetry's role in contemporary society and culture. CO 3. To develop students' communication and presentation skills through oral presentations and class discussions.
Minimum weeks per Semester	15 (Including Class work, examination, preparation, holidays etc.)
Last Review / Revision	June 2023
Pre-requisite	Elementary knowledge of Poetry.
Teaching Methodology	Class Room Teaching, Discussion and Assignment
Evaluation Method	40% Continuous Assessment (CA) 60% End Semester Examination (ESE)

**Course Content:**

Unit No.	Particulars	% Weightage of Unit	Minimum Nos. of Hours
1	Types and Forms of Poetry <ul style="list-style-type: none">• Ode• Dramatic Monologue• Epic	30 %	15
2	Ode <ul style="list-style-type: none">• <i>Ode to Nightingale</i> by John Keats• <i>Ode to the West Wind</i> by P. B. Shelley Dramatic Monologue <ul style="list-style-type: none">• <i>My Last Duchess</i> by Robert Browning• <i>The love song of J. Alfred Prufrock</i> by T. S. Eliot	40 %	30
3	Epic <ul style="list-style-type: none">• <i>Paradise lost (Book I)</i> by John Milton	30 %	15

REFERENCE**Reference books:**

- Abrams, M. H. and Harpham, Geoffrey Galt. *A Glossary of Literary Terms*. Cengage Learning, 2015.
- Albert, Edward. *History of English Literature*, Oxford University Press, 2017.
- David Daiches. *A Critical History of English Literature (Volume 1 & II)*, Supernova Publishers, 2011.
- Hudson, William Henry. *An Outline History of English Literature*, Rupa Publications, 2015.
- Prasad, B. *A Background to The Study of English Literature*, Generic, 2015.
- Green, David B.A. *The Winged Word (London)*. Macmillan Education, 2016.
- Milton, John *Paradise Lost Book I*. Edited by Harriet Raghunathan, Worldview Publications, 2014

COURSE OUTCOMES:

Upon successful completion of the course, students will be able to:

CO 1.	Identify and analyze the formal and thematic elements of poems, such as rhyme, meter, imagery, and metaphor.
CO 2.	Interpret poems by situating them in their historical, cultural, and literary contexts.
CO 3.	Write their own poems, applying the techniques and skills learned in the course.

**COURSE OUTCOMES MAPPING:**

Unit No.	Unit Name	Course Outcomes		
		CO1	CO2	CO3
1	Types and Forms of Poetry	■		
2	Epic	■	■	
3	Dramatic Monologue			■

COURSE ARTICULATION MATRIX:

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
CO1	■	■	■				
CO2		■		■			
CO3					■	■	■

**VANITA VISHRAM WOMEN'S UNIVERSITY, SURAT
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES****Department of English
BA English Program
FY B.A.
Semester II****COURSE CODE: NOVEL****Credit 4****Contact Hour per week 4****Outline of the Course:**

Course type	Theory
Purpose of Course	To introduce the students with various forms and genres of prose and develop both language ability and literature acquisition
Course Objective	CO 1. introduce some of the seminal texts to the students from the concerned Ages. CO 2. help the students to understand the growth and development of Novel as a form of literature. CO 3. develop critical thinking of the students related to the literary form novel.
Minimum weeks per Semester	15 (Including Class work, examination, preparation, holidays etc.)
Last Review / Revision	June 2023
Pre-requisite	Elementary knowledge of Prose.
Teaching Methodology	Class Room Teaching, Discussion and Assignment
Evaluation Method	40% Continuous Assessment (CA) 60% End Semester Examination (ESE)

**Course Content:**

Unit No.	Particulars	% Weightage of Unit	Minimum Nos. of Hours
1	Introduction to Novel <ul style="list-style-type: none">• Growth, Development and Characteristics of Novel• Four Wheels of Novel	30 %	15
2	Types and Forms of Novel <ul style="list-style-type: none">• Epistolary Novel• Gothic Novel• Picaresque Novel• Bildungsroman Novel• Science Fiction• Magic Realism	30 %	15
3	Novel <ul style="list-style-type: none">• <i>Animal Farm</i> by George Orwell	40 %	30

REFERENCE**Reference books:**

- Abrams, M. H. and Harpham, Geoffrey Galt. *A Glossary of Literary Terms*. Cengage Learning, 2015.
- Albert, Edward. *History of English Literature*, Oxford University Press, 2017.
- David Daiches. *A Critical History of English Literature* (Volume 1 & II), Supernova Publishers, 2011.
- Hudson, William Henry. *An Outline History of English Literature*, Rupa Publications, 2015.
- Orwell, George, and Chris Mould. *Animal Farm*. Faber & Faber, 2022.
- Prasad, B. *A Background to The Study of English Literature*, Generic, 2015.

**COURSE OUTCOMES:**

Upon successful completion of the course, students will be able to:

CO 1	Map growth and development of novel as an important form of literature.
CO 2	Appreciate the contribution of various forms into the development of novel as a literary form.
CO 3	Communicate their ideas and interpretations of novel effectively through written assignments and class discussions.

COURSE OUTCOMES MAPPING:

Unit No.	Unit Name	Course Outcomes		
		CO1	CO2	CO3
1	Introduction to Novel			
2	Types and Forms of Novel			
3	Novel			

COURSE ARTICULATION MATRIX:

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
CO1							
CO2							
CO3							

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SCHOOL OF HUMANITIES AND SOCIAL SCIENCES****Department of English
BA English Program
FY B.A.
Semester II****COURSE CODE: INDIAN DRAMA****Credit 4****Contact Hour per week 4****Outline of the Course:**

Course type	Theory
Purpose of Course	To introduce the students with various forms and genres of prose and develop both language ability and literature acquisition
Course Objective	CO 1. The objective of studying drama in an English literature course is to develop an understanding and appreciation of the dramatic form as a literary genre. CO 2. Students can Understand historical and cultural contexts: Students will explore the social, political, and cultural contexts in which dramatic works were produced. This includes understanding how historical events and societal norms influence the themes and messages conveyed in plays.
Minimum weeks per Semester	15 (Including Class work, examination, preparation, holidays etc.)
Last Review / Revision	June 2023
Pre-requisite	Elementary knowledge of Drama.
Teaching Methodology	Class Room Teaching, Discussion and Assignment
Evaluation Method	40% Continuous Assessment (CA) 60% End Semester Examination (ESE)

**Course Content:**

Unit No.	Particulars	% Weightage of Unit	Minimum Nos. of Hours
1	Introduction to Indian Drama <ul style="list-style-type: none">• Origin and Development of Indian Drama• Characteristics of Indian Drama	30 %	10
2	Theory and Forms of Drama <ul style="list-style-type: none">• Theory<ol style="list-style-type: none">1. Rasa Theory by Bharata Muni2. Types of Abhinaya• Forms<ol style="list-style-type: none">1. Tamasha2. Bhavai• Nukkad Natak	30 %	25
3	Drama <ul style="list-style-type: none">• <i>Hayavadana</i> by Girish Karnad• <i>Silence! The Court is in the session</i> by Vijay Tendulkar	40 %	25

REFERENCE**Reference books:**

- Abrams, M. H. and Harpham, Geoffrey Galt. *A Glossary of Literary Terms*. Cengage Learning, 2015.
- Albert, Edward. *History of English Literature*, Oxford University Press, 2017.
- David Daiches. *A Critical History of English Literature* (Volume 1 & II), Supernova Publishers, 2011.
- Hudson, William Henry. *An Outline History of English Literature*, Rupa Publications, 2015.
- Prasad, B. *A Background to The Study of English Literature*, Generic, 2015.
- Karnad, Girish, *Collected Plays (Vol 1)*, Oxford University Press, 2021
- Tendulkar, Vijay. *Collected plays in Translation*, Oxford University Press, 2004

**COURSE OUTCOMES:**

Upon successful completion of the course, students will be able to (keep number of COs according to units) Students will be able to

CO 1	Students will be able to understand elements of drama, including plot, character, dialogue, setting, theme, and dramatic structure.
CO 2	Students will be able to examine how these elements contribute to the overall meaning and impact of a play.
CO 3	Students will be able to develop skills to interpret and critically evaluate plays, considering the artistic choices made by the playwright, the relevance of the work to its time period, and its enduring significance.

COURSE OUTCOMES MAPPING:

Unit No.	Unit Name	Course Outcomes		
		CO1	CO2	CO3
1	Introduction to Indian Drama	■		
2	Theory and Forms of Drama			■
3	Drama	■	■	

COURSE ARTICULATION MATRIX:

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
CO1	■				■		■
CO2		■				■	
CO3	■		■	■			

**VANITA VISHRAM WOMEN'S UNIVERSITY, SURAT
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BA English Program
FY B.A.
Semester II****COURSE CODE: COMMUNICATION SKILLS****Credit 4****Contact Hour per week 4****Outline of the Course:**

Course type	Theory
Purpose of Course	To introduce students to the theory, fundamentals and tools of communication and to develop in them vital communication skills which should be integral to personal, social and professional interactions.
Course Objective	CO 1. impart a profound understanding to the learners regarding the intricacies and architectonics of communication process CO 2. to equip students with the necessary skills to become effective, accurate and successful communicators CO 3. provide understanding to overcome barriers in effective communication CO 4. help develop strong relationships based on effective interpersonal communication skills
Minimum weeks per Semester	15 (Including Class work, examination, preparation, holidays etc.)
Last Review / Revision	June 2023
Pre-requisite	Elementary knowledge of English Language.
Teaching Methodology	Class Room Teaching, Discussion and Assignment
Evaluation Method	40% Continuous Assessment (CA) 60% End Semester Examination (ESE)

**Course Content:**

Unit No.	Particulars	% Weightage of Unit	Minimum Nos. of Hours
1	Introduction to Communication Skills <ul style="list-style-type: none">• Communication: Meaning, Process and Types• Purpose of Communication• Barriers to Communication	30 %	12
2	Interpersonal Organizational Communication <ul style="list-style-type: none">• Flow/Channels of Communication• 7 C's and 4 S' of Effective Communication• Using RESULT Principle in Communication	30 %	23
3	Team/ Group Dynamics and Leadership <ul style="list-style-type: none">• Team Work and its importance• Concept of Leadership• Traits of an Effective Leader	40 %	25

REFERENCE**Reference books:**

- Asha S. Kaul. Effective Business Communication. New Delhi: Prentice-Hall of India Private Ltd.
- Krishna Mohan and Meera Banerji. Developing Communication Skills. New Delhi: Macmillan India Private Ltd.
- Meenakshi Raman and Sangeeta Sharma. Technical Communication: Principles and Practice. New Delhi: Oxford, 2011.
- MTD Training. Advanced Communication Skills. MTD Training and Ventus Publishing. www.bookboon.com
- Penny Ur. Keep Talking: Communicative Fluency (Activities for Language Teaching), Cambridge University Press, 2003.
- Shirley Taylor. Communication for Business: A Practical Approach. 4 th Edition, New Delhi: Pearson Education.
- Sunita Mishra et al. Communication Skills. New Delhi: Pearson Education, 2011.
- Tara Dixon and Martin O' Hara. Communication Skills. www.practicebasedlearning.org
- Team FME. Effective Communications: Communication Skills. www.free-management-ebooks.com, 2013.
- Urmila Rai and S.M. Rai. Business Communication. 1 st Edition, Mumbai: Himalaya Publishing House. 2020.

**COURSE OUTCOMES:**

Upon successful completion of the course, students will be able to:

CO 1	Understand how communication works and master both verbal and non-verbal communication.
CO 2	Understand and acquire active listening and speaking skills.
CO 3	Understand and acquire strategies to overcome barriers in effective communication.

COURSE OUTCOMES MAPPING:

Unit No.	Unit Name	Course Outcomes		
		CO1	CO2	CO3
1	Introduction to Communication Skills	■		
2	Interpersonal Organizational Communication	■	■	
3	Team/ Group Dynamics and Leadership			■

COURSE ARTICULATION MATRIX:

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
CO1				■	■		
CO2	■	■			■	■	■
CO3		■	■				

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BA English Program
FY B.A.
Semester II****COURSE CODE: LANGUAGE THROUGH LITERATURE****Credit 4****Contact Hour per week 4****Outline of the Course:**

Course type	Theory
Purpose of Course	To introduce the students with various forms and genres of prose and develop both language ability and literature acquisition
Course Objective	CO 1. To teach English by developing listening, speaking, reading, writing and thinking skills of undergraduate students. CO 2. To ensure that students gain an understanding of the basic features and structures of English language to enable them to communicate effectively and actively in most daily practical and social situations. CO 3. To enable students to develop interest in and appreciation of Literature. CO 4. To equip students with nuances of language that includes proficiency in grammar, its effective usage in speaking and writing.
Minimum weeks per Semester	15 (Including Class work, examination, preparation, holidays etc.)
Last Review / Revision	June 2023
Pre-requisite	Elementary knowledge of English Language.
Teaching Methodology	Class Room Teaching, Discussion and Assignment
Evaluation Method	40% Continuous Assessment (CA) 60% End Semester Examination (ESE)

**Course Content:**

Unit No.	Particulars	% Weightage of Unit	Minimum Nos. of Hours
1	Introduction <ul style="list-style-type: none">Understanding the relationship between language and literatureExploring the role of language in shaping literary works through LSRW	30 %	10
2	Prose <ul style="list-style-type: none"><i>The Rocking Horse Winner</i> by D. H. Lawrence<i>Father's Help</i> by R. K. Narayan<i>The Ghost in the Garden</i> by Ruskin Bond	30 %	25
3	Poetry <ul style="list-style-type: none"><i>The Seven Ages of Man</i> by William Shakespeare<i>Break Break Break</i> by Alfred Tennyson<i>The Last of the Princes</i> by A. K. Ramanujan	40 %	25
REFERENCE			
Reference books: <ul style="list-style-type: none">Many Coloured Glass (Macmillan)			

COURSE OUTCOMES:

Upon successful completion of the course, students will be able to:

CO 1	Enhance their vocabulary and language comprehension through exposure to diverse and rich literary texts.
CO 2	Sharpen their ability as critical readers and writers.
CO 3	Demonstrate LSRW skills appropriate to advanced undergraduate level.

COURSE OUTCOMES MAPPING:

Unit No.	Unit Name	Course Outcomes		
		CO1	CO2	CO3
1	Introduction			
2	Prose			
3	Poetry			



COURSE ARTICULATION MATRIX:

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
CO1							
CO2							
CO3							



12. TEACHING METHODOLOGY:

In order to achieve its objective of focused process-based learning and holistic development, the teacher/faculty may use a variety of knowledge delivery methods:

12.1 LECTURES

Lectures should be designed to provide the learners with interesting and fresh perspectives on the subject matter. Lectures should be interactive in a way that students work with their teachers to get new insights in the subject area, on which they can build their own bridges to higher learning.

12.2 DISCUSSIONS

Discussions are critical components of learning and can be used as a platform for students to be creative and critical with old and new ideas. Besides developing critiquing skills, arriving at consensus on various real-life issues and discussion groups lead to innovative problem-solving and ultimately to success.

12.3 CASE STUDIES

Real case studies, wherever possible, should be encouraged in order to challenge students to find creative solutions to complex problems of individual, community, society and various aspects of knowledge domain concerned.



12.4 ROLE-PLAYING

Assuming various roles, as in real life, is the key to understanding and learning. Students are challenged to make strategic decisions through role-plays, and to analyze the impact of these decisions. For this purpose, incidents from literary texts may also be used.

12.5 TEAM WORK

Positive collaboration in the form of team work is critical in the classroom environment, for which it is necessary to transcend one's prejudices and predilections so as to achieve the desired outcomes. In the process of team work, learners will acquire the skills of managing knowledge acquisition and other collaborative learners, thereby understanding how to incorporate and balance personalities.

12.6. STUDY TOURS

Study Tours provide opportunities to the learners to test their in-class learning in real life situations as well as to understand the functional diversity in the learning spaces. These may include visits to sites of knowledge creation, preservation, dissemination and application. Institutions may devise their own methods to substitute/modify this aspect.



13 KEYWORDS:

1. Bachelor of Arts (B.A.) English Programme
2. Poetry - (Ode, Elegy, Sonnet)
3. Prose - (Essays, Short Stories)
4. British Drama
5. Communicative English
6. Content Writing
7. Environmental Studies
8. Poetry - (Epic, Dramatic Monologue)
9. Prose - (Novel)
10. Indian Drama
11. Communication Skills
12. Language through Literature
13. Yoga
14. British Literature: 16th & 17th Centuries
15. American Literature
16. Indian Literature - Pre-independent Era
17. Children's Literature
18. Dalit Literature
19. Academic Writing
20. Soft Skills & Personality Development
21. British Literature: 18th & 19th Centuries
22. Indian Literature - Post-independent Era
23. Partition Literature
24. Holocaust Literature
25. Corporate Grooming & Etiquette
26. The Idea of Bharat
27. British Literature: 20th Century to Present Day
28. Literary Criticism
29. Translation
30. English Language Teaching
31. Literature & Anthropology
32. Literature & Cinema
33. Contemporary Literature in English
34. Literary Theory
35. Regional Literature in English (Hindi)
36. Regional Literature in English (Gujarati)
37. Employability Skills
38. Language & Technology