

VANITA VISHRAM WOMEN'S UNIVERSITY
SCHOOL OF HUMANITIES & SOCIAL SCIENCES
DEPARTMENT OF ENGLISH



VANITA VISHRAM
WOMEN'S UNIVERSITY
— SURAT —

BACHELOR OF ARTS (B.A.) HONOURS ENGLISH PROGRAMME
under Learning Outcomes-based Curriculum Framework (LOCF)
for Under Graduate (UG) Education

SEMESTER 3

**Core Courses (CC), Generic Elective Courses (GE),
Skill Enhancement Courses (SEC)**

Syllabus applicable to the Second Year Students of the following programmes
B.A. English Honours /B.Com./B.B.A./B.Sc./B.C.A. under LOCF
w.e.f. the Academic Year 2022-2023

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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. VVWU is also listed under the Section 2(f) of the UGC Act, 1956. 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. Introduction of the Programme

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 three-years B.A. English (Honours) programme is an attempt to incorporate the classical literature as well as the latest trends in the modern English literary curricula.

3. Programme Specific Objectives (PSOs)

Each Honours Graduate in English should be able to:

- 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.
- 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.
- 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.
- 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.
- 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.
- 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.
- 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.

4. Programme Specific Outcomes (PSOs)

Each Honours Graduate in English will be able to:

- demonstrate a set of basic skills in the explication of literary practices and process with clarity.
- 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.
- display an ability to read and understand various literary genres and stylistic variations and write critically.
- cultivate 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.
- 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.
- 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.
- 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.
- channelize the interests of the students and analytical reasoning in a better way and make more meaningful choices regarding career after the completion of graduation programme.
- to enable students to develop an awareness of the linguistic-cultural richness of India as an important outcome of English literary studies in India.

5. Structure of the Programme

B.A. ENGLISH HONOURS STRUCTURE AND DISTRIBUTION OF COURSES

Semester	CC Total Credits (84)	DSE Total Credits (24)	GE Total Credits (24)	SEC Total Credits (08)	AECC Total Credits (08)	Total Credits
1	CCE101 CCE102	--	GE101	--	AECC101 AECC102	84
2	CCE201 CCE202	--	GE201	--	AECC201 AECC202	+ 24
3	CCE301 CCE302 CCE303	--	GE301	SEC301	--	+ 24
4	CCE401 CCE402 CCE403	--	GE401	SEC401	--	+ 08
5	CCE501 CCE502	DSE501 DSE502	--	--	--	= 08
6	CCE601 CCE602	DSE601 DSE602	--	--	--	148

6. Structure of the Course

B.A. ENGLISH HONOURS (SEMESTERS 1 & 2)					
Sem.	Core Course	Discipline Specific Elective Courses	Skill Enhancement Courses	Generic Elective Courses	Ability Enhancement Compulsory Courses
1	Indian Classical Literature	--	--	Phonetics & Grammar	Communication Skills in English
	European Classical Literature				Environmental Studies OR Professional & Moral Ethics
2	Indian English Literature – 1 Pre-Independence Era	--	--	Academic Writing & Composition	Communication Skills in English
	British Literature: 14 th to 16 th Centuries				Environmental Studies OR Professional & Moral Ethics

B.A. ENGLISH HONOURS (SEMESTERS 3 & 4)					
Sem.	Core Course	Discipline Specific Elective Courses	Skill Enhancement Courses	Generic Elective Courses	Ability Enhancement Compulsory Courses
3	Indian English Literature – 2 Post-Independence Era	--	Soft Skills	Business Communication	--
	American Literature				
	British Literature: 17 th & 18 th Centuries				
4	Women's Writing in English	--	Translation Studies	Media and Communication Skills	--
	Indian Writing in English Translation				
	British Literature: 18 th & 19 th Centuries				

B.A. ENGLISH HONOURS (SEMESTERS 5 & 6)

Sem.	Core Course	Discipline Specific Elective Courses	Skill Enhancement Courses	Generic Elective Courses	Ability Enhancement Compulsory Courses
5	Literary Theory	Literature and History OR Literature and Cinema	--	--	--
	British Literature: 20 th Century	Literature and Psychology OR Literature and Anthropology			
6	Literary Criticism – Classical & Modern	Holocaust Literature OR Partition Literature	--	--	--
	Post-Colonial Literatures	Autobiography OR Travel Writing			

BACHELOR OF ARTS (B.A.) ENGLISH HONOURS

SEMESTER 3 CORE COURSE PAPER 5 (COURSE CODE: EN11050)

INDIAN ENGLISH LITERATURE – 2 POST-INDEPENDENCE ERA

Course Objectives

The course aims to:

- explain the historical perspectives of Indian English Literature.
- trace the development of Post-independence Indian English Literature.
- explain the contribution of major writers in the development of Post-independence Indian English Literature.
- explain the Indianness of Indian English Literature.

Course Outcomes

At the end of the course, the students will be able to:

- trace the social and intellectual contexts in which English language developed in Post-independence India.
- understand the later development of Indian English poetry and drama.
- gain some ideas on Post-colonial Indian English Literature.
- understand the contemporary issues that India as a nation faces through Post-independence Indian English writings.

COURSE CONTENTS

Unit 1 Indian English Literature (Theory)

- Post-Independence Indian English Literature – A Brief History
- Major Post-Independence Indian English Writers and their Contribution to Indian English Literature

Unit 2 Post-Independence Indian English Drama (Theory)

Girish Karnad, *Tughlaq*, OUP India, 2012

Unit 3 Post-Independence Indian English Poetry (Theory)

- a) *Goodbye Party for Miss Pushpa T.S.* – Nissim Ezekiel
- b) *An Introduction* – Kamala Das
- c) *A River* – A.K. Ramanujan
- d) *Relics of the Past* – R. Parthasarathy
- e) *Boat-Ride Along the Ganga* – Keki N. Daruwalla

Unit 4 Practical (Activity) based on Units 1, 2 & 3, especially for **Continuous Assessment**

Suggested Readings

- M.K. Naik, *A History of Indian English Literature*, Sahitya Akademi, 2009.
- Arvind Krishna Mehrotra, *A Concise History of Indian Literature in English*, Orient Blackswan, 2017.
- Krishna Sharma, *Indian English Literature*, HSRA Publications, 2020.
- S. Sen, *Tughlaq*, Unique Publications, 2020.
- Debangana Basu, *Girish Karnad's Tughlaq: Some Critical Issues*, Ababil Books, 2019.
- Shakti Batra, *Girish Karnad's Tughlaq: A Critical Study*, Surjeet Publications, 2019.
- Dr. R.J. Das, *Girish Karnad's Tughlaq*, Unique Publishers, 2014.
- A.N. Dwivedi, *Papers on Indian Writing in English: Poetry*, Atlantic Publications, 2001.
- Bruce King, *Modern Indian Poetry in English*, OUP, 2005.
- Vilas Sarang (Editor), *Indian English Poetry Since 1950: An Anthology*, Orient Blackswan, 2018.

SEMESTER 3
CORE COURSE PAPER 6
(COURSE CODE: EN11060)

AMERICAN LITERATURE

Course Objectives

The course aims to:

- trace through selected literary and historical texts the development of American consciousness, attitudes, and ideals.
- recognize in literary and historical texts, the major themes that continue to challenge America (for example, personal freedom versus group responsibility, class, gender and race consciousness, violence, religious values).
- understand the way major works of art reflect the cultures of America at various points in its history.

Course Outcomes

At the end of the course, the students will be able to:

- historically situate American Literature.
- engage with classical literary traditions of American Literature.
- appreciate classical literary texts and works of art of American Literature.
- develop ability to pursue research in the field of American Literature.

COURSE CONTENTS

Unit 1 American Literature: A Brief History (Theory)

Unit 2 American Poetry (Theory)

- a) *Daddy* – Sylvia Plath
- b) *Because I Could Not Stop for Death* – Emily Dickinson
- c) *Diving into the Wreck* – Adrienne Rich
- d) *Mending Wall* – Robert Frost
- e) *O Captain! My Captain* – Walt Whitman

Unit 3 American Novel

Ernest Hemingway, *The Old Man and the Sea*, Maple Press, 2012

Unit 4 Practical (Activity) based on Units 1, 2 & 3, especially for Continuous Assessment

Suggested Readings

- Krishna Sen & Ashok Sengupta, *A Short History of American Literature*, Orient Blackswan, 2017.
- Nandana Datta (Author) & Pramod K. Nayar (Series Editor), *American Literature (Literary Contexts)*, Orient Blackswan, 2016.
- Reuben Post Halleck, *History of American Literature*, Notion Press, 2019.
- Chaitali Maitra, *Studies in American Poetry*, Books Way, 2014.
- Louis Untermeyer, *Modern American Poetry: An Introduction*, Sagwan Press, 2015.
- S. Sen, *The Old Man and the Sea*, Unique Publications, 2020.
- P.G. Rama Rao, *Ernest Hemingway's The Old Man and the Sea*, Atlantic Publications, 2021.
- Somnath Paul, *The Old Man and the Sea: Modernist and Postmodernist Readings*, Indian Books View, 2012.
- SparkNotes Literature Guide, *The Old Man and the Sea*, Spark Notes, 2014.

SEMESTER 3
CORE COURSE PAPER 7
(COURSE CODE: EN11070)

BRITISH LITERATURE: 17th & 18th CENTURIES

Course Objectives

The course aims to:

- to introduce the students to the British Literature of 17th & 18th centuries.
- comprehend the development of trends in British Literature.
- view British Literature in its socio-cultural and political contexts.
- understand the theme, structure and style of British Literature of 17th & 18th centuries.

Course Outcomes

At the end of the course, the students will be able to:

- understand the tradition of English Literature of 17th & 18th centuries.
- develop a clear understanding of literary developments that led to Puritanism & Neo-Classicism.
- engage with the major genres and forms of English literature and develop fundamental skills required for close reading and critical thinking of the texts and concepts.
- appreciate and analyze the poems, prose and plays in the larger socio-political and religious contexts of the time.

COURSE CONTENTS

Unit 1 Literary Tendencies of 17th & 18th Century English Literature (Theory)

Unit 2 British Poetry: 17th & 18th Centuries

- a) *The Sun Rising* – John Donne
- b) *The Pulley* – George Herbert
- c) *The Vanity of Human Wishes* – Dr. Samuel Johnson
- d) *Elegy Written in a Country Churchyard* – Thomas Gray
- e) *A Red, Red Rose* – Robert Burns

Unit 3 Mock-epic or Mock-heroic Poem (Theory)

The Rape of the Lock – Alexander Pope, (Ed.) C.T. Thomas, Orient Blackswan, 2011.

Unit 4 Practical (Activity) based on Units 1, 2 & 3, especially for Continuous Assessment

Suggested Readings

- W.H. Hudson, *An Outline History of English Literature*, Maple Press, 2012.
- R.D. Trivedi, *A Compendious History of English Literature*, S. Chand, 2018.
- Pramod K. Nayar, *A Short History of English Literature*, Amity University Press, 2018.
- S.C. Mundhra, *A Concise History of English Literature: from the Age of Chaucer to the Present Day*, Prakash Book Deport, 2020.
- Prof. Dwaipayn Mitra, *A Companion to British Poetry (14th to 17th Century)*, Book Valley, 2019.
- Biplab Banerjee, *British Poetry and Drama (17th to 18th Century)*, Indian Books View, 2019.
- *British Poetry and Drama (17th and 18th Centuries)*, Neeraj Publications, 2021.
- S. Sen, *The Rape of the Lock*, Unique Publications, 2020.
- Dr. Raghulal Tilak, *Alexander Pope's The Rape of the Lock*, Surjeet Publications, 2019.

SEMESTER 3
SKILL ENHANCEMENT COURSE
(COURSE CODE: EN15050)

SOFT SKILLS

Course Objectives

The course aims to:

- make students understand that soft skills are emerging as a key differentiator today.
- make students understand how soft skills complement hard skills.
- teach students as to how soft skills is essential for career growth.

Course Outcomes

At the end of the course, the students will be able to:

- understand what are soft skills are, how they can be cultivated, and why they are important for career development and professional success.
- Understand the inter-relationship and complementarity of soft skills and hard skills.

COURSE CONTENTS

Unit 1 Introduction to Soft Skills – Three Case Studies (Theory & Practical)

Unit 2 Classification of Soft Skills (Theory & Practical)

- a) Attitude
- b) Goal Setting
- c) Time Management
- d) Emotional Intelligence
- e) Leadership
- f) Team Work and Interpersonal Skills
- g) Social Consciousness

Unit 3 Practical (Activity) based on Units 1, 2 & 3, especially for **Continuous Assessment**

Suggested Readings

- Barun K. Mitra, *Personality Development and Soft Skills*, OUP, 2011.
- Sabina Pillai & Agna Fernandez, *Soft Skills & Employability Skills*, Cambridge University Press, 2018.
- S.P. Dhanvel, *English and Soft Skills*, Orient Blackswan, 2010.

SEMESTER 3
GENERIC ELECTIVE COURSE PAPER 3
(COURSE CODE: EN13030)

BUSINESS COMMUNICATION

Course Objectives

The course aims to:

- a) give training to the students in writing skills.
- b) develop writing skills of the students ultimately leading to their professional development.

Course Outcomes

At the end of the course, the students will be able to:

- a) develop effective writing skills.
- b) have a hands-on experience in writing leading to their professional development.

COURSE CONTENTS

Unit 1 Introduction to Business Communication (Theory)

Unit 2 Business Communication – Important Components (Theory & Practical)

- a) Memorandum – Inter and Intra-Office Memorandum
- b) Drafting Representations
- c) Drafting PPT
- d) Writing E-mails
- e) Note-making & Note-taking

Unit 3 Practical (Activity) based on Units 1, 2 & 3, especially for **Continuous Assessment**

Suggested Readings

- Urmila Rai and S.M. Rai. *Business Communication*, Himalaya Publishing House.
- Asha S. Kaul. *Effective Business Communication*. Prentice-Hall of India Private Ltd.
- Shirley Taylor. *Communication for Business: A Practical Approach*, Pearson Education.

8. 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:

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.

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.

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.

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.

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.

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.