

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

MASTER OF ARTS (M.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 for 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 Postmodernism, 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.

An M.A. in English is a two-years Post-Graduation Degree programme in a specialized field of study within the School of Humanities and Social Sciences. The Graduates in English who wish to pursue Post-Graduation in English may expect to encounter a variety of coursework including the study of literature written in English, English as a second language, linguistics, the history of English language and possibly even comparative literature and interdisciplinary studies. An M.A. in English Studies is valuable in that it may yield a variety of skills that are transferable to many careers. The students will likely improve their communication and especially their writing skills, their critical thinking skills and their ability to understand and explain history and culture. While these skills and this knowledge set is useful in many careers, it is also useful in life.



4 PROGRAMME OBJECTIVES (POs):

The programme aims at:

- PO 1. Providing students with a sound foundation in literary concepts necessary to formulate, analyze and articulate narrative expressions.
- PO 2. Equipping students to use the literary and critical skills learnt during the course for creative productions.
- PO 3. Creating interest in independent literary pursuits for further career in academics, research and industry.
- PO 4. Motivating students towards life-long learning that uses the intellectual advantage gained from the course to understand the world better.
- PO 5. Making the students aware of the importance of historical contexts and ideological drifts.



5 PROGRAM SPECIFIC OUTCOMES (PSOs):

Each Post-Graduate in English will be able to:

PSO 1. Familiarize with the writers of English literature across different ages and continents, their theories, perspectives, models and methods.

PSO 2. Demonstrate competence in analysis and critically analyze scholarly work in the areas of English language teaching, literary research and translation.

PSO 3. Enhance literary and critical thinking.

PSO 4. Apply the knowledge of Literature, theories, research and skills in different fields of literary practice.

PSO 5. Develop the technical skills and ethical decisions appropriate for the holistic professional development in the field.



6 PROGRAM HIGHLIGHTS:

Course Level	PG					
Program	Master of Arts					
Duration	2 years (4 Semesters)					
Examination Type	Semester System (1-4 Semesters)					
Intake	30					
Eligibility	BA English					
Mapping between POs and PSOs		PSO1	PSO2	PSO3	PSO4	PSO5
	PO1					
	PO2					
	PO3					
	PO4					
	PO5					
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/ Practical Exams Whole Syllabus



8 CREDIT STRUCTURE

Proposed PG Credit structure for PG -2023

According to Curriculum and Credit Framework for Postgraduate 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	24	0	0	0	0	0	0	0	24
2	24	0	0	0	0	0	0	0	24
3	16	0	0	0	0	0	8	0	24
4	12	0	0	0	0	0	0	12	24
Total	76	0	0	0	0	0	8	12	96
Grand Total	76	0	0	0	0	0	8	12	96

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DEPARTMENT OF ENGLISH

MASTER OF ARTS (M.A.) ENGLISH PROGRAMME

SEMESTER 2

SYLLABUS

AS PER NEP-2020

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9 COURSE STRUCTURE – PAPER TITLES SEMESTER 1

Proposed Integrated (UP) 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
	(24)								
2	British Literature: Romantic Age to Present Day								24
	American Literature: 20th Century								
	Indian English Literature: Post-Independence Era								
	Literary Theory								
	Research Methodology II								
	Translation Studies								



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

S e m e s t e r	C o u r s e C o d e	Cours e Cate gory	Course Title	Offering Departm ent	Teaching Scheme		Examination Scheme														Tota l Cred it	
							Theory							Practical								
					Contact Hours			Total Cred it	Cred it	CA		ESE			Cred it	CA		ESE				Tota l
					Theo ry	Practic al	Tot al			Ma x.	Passi ng	Ma x.	Passi ng	CA+E SE Passin g		Ma x.	Passi ng	Ma x.	Passi ng	CA+E SE Passin g		
2	DSC	British Literature: Romantic Age to Present Day	English	4	0	4	4	4	40	16	60	24	40	0	0	0	0	0	0	100	4	
	DSC	American Literature: 20th Century	English	4	0	4	4	4	40	16	60	24	40	0	0	0	0	0	0	100	4	
	DSC	Indian English Literature: Post- Independence Era	English	4	0	4	4	4	40	16	60	24	40	0	0	0	0	0	0	100	4	
	DSC	Literary Theory	English	4	0	4	4	4	40	16	60	24	40	0	0	0	0	0	0	100	4	
	DSC	Research Methodology II	English	4	0	4	4	0	0	0	0	0	0	4	40	16	60	24	40	100	4	
	DSC	Translation Studies	English	4	0	4	4	0	0	0	0	0	0	4	40	16	60	24	40	100	4	



11. SYLLABUS: SEMESTER 2

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Department of English
M. A. English Program
F.Y. M.A.
Semester II

COURSE CODE: BRITISH LITERATURE: ROMANTIC AGE TO PRESENT DAY

Credit 4

Contact Hour per week 4

Outline of the Course:

Course type	Theory
Purpose of Course	To offer extensive insight into the history of English literature, while laying special emphasis on various literary movements, genres and writers that are held to be the representatives of their times.
Course Objective	CO 1. Study literary history and texts as an intellectual and critical activity. CO 2. Provide an understanding of the function and practice of socio-cultural context of a literary text.
Minimum weeks per Semester	15 weeks
Last Review / Revision	June 2023
Prerequisite	Elementary knowledge of British Literature.
Teaching Methodology	Class Room Teaching, Discussion and Assignment
Evaluation Method	40% Continuous Assessment (CA) 60% End Semester Examination (ESE)

**Course Content:**

Units	Particulars	% Weightage of Unit	Minimum Nos. of Hours
1	History <ul style="list-style-type: none">● Romantic Age● Victorian Age● Modern Age● Postmodern Age● Theatre of Absurd	25 %	15
2	Poetry <ul style="list-style-type: none">● <i>Composed upon Westminster Bridge</i> by William Wordsworth● <i>La Belle Dame Sans Merci</i> by John Keats● <i>Ulysses</i> by Alfred Lord Tennyson● <i>The Journey of Magi</i> by T. S. Eliot● <i>The Soldier</i> by Rupert Brook● <i>Break Break Break</i> by Alfred Lord Tennyson	25 %	15
3	Drama <ul style="list-style-type: none">● <i>Justice</i> by John Galsworthy● <i>Waiting for Godot</i> by Samuel Beckett	25 %	15
4	Essay <ul style="list-style-type: none">● <i>On Saying Please</i> by A.G. Gardiner	25 %	15

REFERENCE**Reference books:**

- Beckett, Samuel. *Waiting for Godot*. Grove Press, 2011.
- Galsworthy, John. *Justice, by John Galsworthy: A Tragedy*. Duckworth, 1959.
- Hudson, W. H. *An Outline History of English Literature*. Maple Press; New Edition, 2012.
- Long, William J. W. J. Long. Good Press, 2019.
- Green, David B.A. *The Winged Word* (London). Macmillan Education, 2016.

**COURSE OUTCOMES:**

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

CO 1	Learn the socio-historical context of British Literature.
CO 2	Identify the correlation between literature and socio-economic-cultural circumstances.
CO 3	Evaluate the literary texts in relation with various contexts.

COURSE OUTCOMES MAPPING:

Unit No.	Unit Name	Course Outcomes		
		CO1	CO2	CO3
1	History			
2	Poetry			
3	Drama			
4	Essay			

COURSE ARTICULATION MATRIX:

	PSO1	PSO2	PSO3	PSO4	PSO5
CO1					
CO2					
CO3					



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M.A. English
Semester II

COURSE CODE: AMERICAN LITERATURE: 20TH CENTURY

Credit 4

Contact Hour per week 4

Outline of the Course:

Course type	Theory/Practical
Purpose of Course	To explore and analyze the literary works produced during that particular period in American literary history.
Course Objective	CO 1. To acquaint the learners of literature with the various genres and literary terms of twentieth century American Literature. CO 2. To sensitize them to the themes and styles of American Literature. CO 3. To introduce them to the socio-cultural milieu of twentieth century America through literary texts.
Minimum weeks per Semester	15 weeks
Last Review / Revision	June 2023
Pre-requisite	Elementary knowledge of American Literature
Teaching Methodology	Class Room Teaching, Discussion and Assignment
Evaluation Method	40% Continuous Assessment (CA) 60% End Semester Examination (ESE)



Course Content:

Units	Particulars	% Weightage of Unit	Minimum Nos. of Hours
1	<p>Concepts of American Literature</p> <ul style="list-style-type: none"> ● The Liberal Humanism (Contesting Humanism and American Dream Problematized) ● The Lost Generation ● Southern Renaissance ● Beat Generation ● The Harlem Renaissance ● The Civil Rights Movement ● Expressionism in American Drama ● Impact of the World Wars on American Literature ● Confessional Poetry ● Postmodernism in American Fiction ● Jewish American Literature ● Afro – American Women Writers 	25 %	15
2	<p>Poetry</p> <ul style="list-style-type: none"> ● <i>Fire and Ice</i> by Robert Frost ● <i>Another Weeping Woman</i> by Wallace Stevens ● <i>Lady Lazarus</i> by Sylvia Plath ● <i>Mother to Son</i> by Langston Hughes ● <i>Musee Des Beaux</i> by W H Auden 	25 %	15
3	<p>Drama</p> <ul style="list-style-type: none"> ● <i>Death of a Salesman</i> by Arthur Miller 	25 %	15
4	<p>Drama</p> <ul style="list-style-type: none"> ● <i>A Streetcar Named Desire</i> by Tennessee Williams 	25 %	15

REFERENCE

Reference books:

- Baldick, Chris. *The Oxford Dictionary of Literary Terms*. Oxford: Oxford University Press, 2001.
- Bloom, Harold, ed. *Short Story Writers and Short Stories*. New York: Chelsea House, 2005.
- Cook, Bruce. *The Beat Generation*. New York: Scribners, 1971.
- Fagan, Deirdre. *Critical Companion to Robert Frost: A Literary Reference to His Life*



- and Work*. New York: Facts On File, Inc. An imprint of Infobase Publishing 2007
- Faggen, Robert. *Robert Frost and the Challenge of Darwin*. Ann Arbor: University of Michigan Press, 1997, 152–153.
 - Faggen, Robert. *The Cambridge Introduction to Robert Frost*. Cambridge Cambridge University Press 2008.
 - Fowler, Roger. Ed. *A Dictionary of Modern Critical Terms*. Rev. ed. London: Routledge & Kegan Paul, 1987.
 - Frattali, Steven. *Person, Place, and World: A Late-Modern Reading of Robert Frost*. Victoria, BC: *English Literary Studies*, University of Victoria, 2002.
 - Gould, Jean. *Modern American Playwrights*. New York: Dodd, Mead, 1966.
 - Harmon, William; Holman, C. Hugh. *A Handbook to Literature*. 7th ed. Upper Saddle River, NJ: Prentice-Hall, 1996.
 - Hoffman, Tyler B. *Robert Frost and the Politics of Poetry*. Hanover, N.H.: University Press of New England, 2001.
 - Markovich, John. *Death of a Salesman* by Arthur Miller. Althouse Press, 2001.
 - Williams, Tennessee. *A Streetcar Named Desire*. Penguin Classics, March 2009

COURSE OUTCOMES:

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

CO 1	Understand the development of American literature during the 20 th century, the literary texts' historical context, and the characteristics of various literary genres.
CO 2	Critically analyze 20 th century American drama and poems.
CO 3	Articulate ways that American literature reflects complex historical and cultural experiences.

COURSE OUTCOMES MAPPING:

Unit No.	Unit Name	Course Outcomes		
		CO1	CO2	CO3
1	Concepts of American Literature			
2	Poetry			
3	Drama			
4	Drama			



COURSE ARTICULATION MATRIX:

	PSO1	PSO2	PSO3	PSO4	PSO5
CO1					
CO2					
CO3					



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M.A. English
Semester II

COURSE CODE: INDIAN ENGLISH LITERATURE: POST-INDEPENDENCE ERA

Credit 4

Contact Hour per week 4

Outline of the Course:

Course type	Theory
Purpose of Course	The course is designed to educate the students on Indian English literature by tracing its origins, growth and historical perspectives. By studying this course, the students will be enlightened over the literature of their country along with the major works of Indian English Literature before the pre - independence era which will guide them to critically appreciate the texts and shorts stories.
Course Objective	CO 1 Explain the historical perspectives of Indian English Literature. CO 2 Trace the origin of Indian English Literature. CO 3 Explain the development of Indian English Literature. CO 4 Explain the Indianness of Indian English Literature.
Minimum weeks per Semester	15 weeks
Last Review / Revision	June 2023
Prerequisite	Elementary knowledge of Indian English Literature.
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	History <ul style="list-style-type: none">Indian English Literature after Independence – A Brief HistoryPost - independence major Indian English Writers	25 %	15
2	Novel <ul style="list-style-type: none"><i>Fire on the Mountain</i> by Anita Desai	25 %	15
3	Short Stories <ul style="list-style-type: none"><i>A Temporary Matter</i> by Jhumpa Lahiri<i>An Astrologer's Day</i> by R. K. Narayan<i>Karma</i> by Khushwant Singh	25 %	15
4	Drama <ul style="list-style-type: none"><i>Dance like a man</i> by Mahesh Dattani	25 %	15

REFERENCES**Reference books:**

- Anita Desai, *Fire on the Mountain*, RHI Publication, 2008
- Jhumpa Lahiri, *Interpreter of Maladies*, Harpercollins Publishers India, 2005.
- R. K. Narayan, *Malgudi Days*, Common Books, 2023.
- Singh, Khushwant. *The Collected Short Stories of Khushwant Singh*. Dayal, 2007.
- Dattani Mahesh *Dance like a man*. Penguin India, June 2006.

**COURSE OUTCOMES:**

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

CO 1	Analyze the social and intellectual contexts in which English language was introduced in India.
CO 2	Explain the development of Indian English Literature Novels and short stories.
CO 3	Critically appreciate the Indianness of Indian English Literature.

COURSE OUTCOMES MAPPING:

Unit No.	Unit Name	Course Outcomes		
		CO1	CO2	CO3
1	History			
2	Novel			
3	Short Stories			
4	Drama			

COURSE ARTICULATION MATRIX:

	PSO1	PSO2	PSO3	PSO4	PSO5
CO1					
CO2					
CO3					



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Semester II

COURSE CODE: LITERARY THEORY

Credit 4

Contact Hour per week 4

Outline of the Course:

Course type	Theory
Purpose of Course	Learning literary theories will help to understand the work, form judgments about literature, study ideas from different perspectives, and determine the relevance of a literary work.
Course Objective	CO 1 Study literary theory as an intellectual and critical activity in the 20th Century. CO 2 Provides a conceptual context for an understanding of the function and practice of modern literary and cultural criticism.
Minimum weeks per Semester	15 weeks
Last Review / Revision	June 2023
Prerequisite	Elementary knowledge of Literary Theory
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	Feminism & Post Colonialism <ul style="list-style-type: none">• Towards a Feminist Poetics by Elaine Showalter• From the Introduction to Orientalism by Edward Said	25 %	15
2	Post Structuralism and Deconstruction <ul style="list-style-type: none">• Deconstruction - Structure, Sign, and Play in the Discourse of the Human Sciences by Jacques Derrida• The Death of the Author by Roland Barthes	25 %	15
3	Psychological and Archetypal Theory <ul style="list-style-type: none">• Psychology and Literature by Carl Gustav Jung• The Archetypes of Literature by Northrop Frye	25 %	15
4	Multidisciplinary Approaches <ul style="list-style-type: none">• Eco Criticism• New Criticism• New Historicism	25 %	15

REFERENCES**Reference books:**

- David H. Richter(ed). The Critical Tradition: Classic Texts and Contemporary Trends, 3 rd Ed. 2007.
- David Lodge(ed.). Modern Criticism and Theory, London, Longman, 1988.
- David Lodge(ed.). Twentieth Century Literary Criticism reader, London, Longman, 1972.
- Eve Kosofsky Sedgwick - Epistemology of the Closet, University of California Press, 1990.
- Habib, M.A.R. A History of Literary Criticism: From Plato to the Present London: Blackwell, 2005.
- Robert Con Davis (ed) Contemporary Literary Criticism: Modernism Through Post Structuralism, London: Longman, 1986
- V S. Sethuraman (ed) Contemporary Criticism; An Anthology, Madras: Macmillan, 1989.
- Wilbur Scott (ed) Five Approaches of Literary Criticism, New York: Macmillan, 1978.
- Kulkarni Anand, Chaskar Ashok. *An Introduction to Literary Theory and Criticism*. The Orient Blackswan, January,2016.

**COURSE OUTCOMES:**

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

CO 1	Understand the concepts of various theories.
CO 2	Identify the correlation between a literary text and theory.
CO 3	Reinforce close reading, research skills, and analytical writing strategies.

COURSE OUTCOMES MAPPING:

Unit No.	Unit Name	Course Outcomes		
		CO1	CO2	CO3
1	Feminism and Post – Colonialism			
2	Post Structuralism and Deconstruction			
3	Psychological and Archetypal Theory			
4	Multidisciplinary Approaches			

COURSE ARTICULATION MATRIX:

	PSO1	PSO2	PSO3	PSO4	PSO5
CO1					
CO2					
CO3					



Department of English
M. A. English Program
M.A. English
Semester II

COURSE CODE: RESEARCH METHODOLOGY II

Credit 4

Contact Hour per week 4

Outline of the Course:

Course type	Practical
Purpose of Course	To equip students with the necessary knowledge, skills and tools to effectively design, conduct and evaluate research studies, fostering critical thinking and enabling them to contribute to the advancement of knowledge in their respective fields.
Course Objective	CO 1 To encourage students to analyze linguistic / generic aspects of a research paper. CO 2 To enable students to write research articles, projects and dissertations. CO 3 To enrich the students with essentials of academic research in literature and language. CO 4 To equip the students with the abilities to read, interpret and write in new areas of research.
Minimum weeks per Semester	15 weeks
Last Review / Revision	June 2023
Pre-requisite	Elementary knowledge of Research Methodology.
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	Philosophical and Theoretical Foundations of Research <ul style="list-style-type: none">● Ontology● Epistemology● Positivism● Interpretivism● Critical theory● Feminist theory● Postcolonial theory● Queer theory● Approaches to knowledge creation and dissemination	25 %	15
2	Advanced Research methods <ul style="list-style-type: none">● Mixed methods research● Case study research● Action research● Participatory research	25 %	15
3	Integrating technology in Research <ul style="list-style-type: none">● Using Web Resources● Using ICT tools	25 %	15
4	A Hands-on Experience to Research <ul style="list-style-type: none">● Drafting a Dissertation● Drafting a thesis	25 %	15

REFERENCES**Reference books:**

- Altick, R. D. The Art of Literary Research. New York: Norton, 1963.
- Barker, Nancy and Nancy Hulig. A Research Guide for Undergraduate Students: English and American Literature. New York: MLA of America, 2000
- Bates, J.D. Writing with Precision. Washington D.C: Acropolis Books, 1985.
- Bateson, F.W. The Scholar Critic: An Introduction to Literary Research. London: Routledge, 1972.
- Eliot, Simon and W. R. Owens. A Handbook to Literary Research. London: Routledge & Open University, 1998.
- Kothari. C. R. Research Methodology: Methods & Techniques. Delhi: New Age International Ltd, 1985.
- Leech, G.N. A Linguistic Guide to English Poetry. London: Longman, 1969.

**COURSE OUTCOMES:**

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

CO 1	Use various methods in research writing.
CO 2	Write various types of research paper.
CO 3	Use appropriate language in writing research projects.

COURSE OUTCOMES MAPPING:

Unit No.	Unit Name	Course Outcomes		
		CO 1	CO 2	CO 3
1	Philosophical and Theoretical foundations of Research	■	■	
2	Advanced Research Methods		■	
3	Integrating technology in Research		■	■
4	A Hands-on Experience to Research		■	■

COURSE ARTICULATION MATRIX:

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



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Semester II

COURSE CODE: PRACTICAL TRANSLATION

Credit 4

Contact Hour per week 4

Outline of the Course

Course type	Practical
Purpose of Course	To equip students with the necessary skills and knowledge to effectively translate texts from one language to another.
Course Objective	CO 1 Develop an understanding of translation theories. CO 2 Understand the role of a translator. CO 3 Understand problems and issues related to translation.
Minimum weeks per Semester	15 weeks
Last Review / Revision	June 2023
Pre-requisite	Elementary knowledge of Practical Translation.
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 Translation <ul style="list-style-type: none">● Introduction & History of Translation● History of Translation in India● Characteristics and Techniques of Translation● Introduction to theories of translation	25 %	15
2	Short Story <ul style="list-style-type: none">● Toba Tek Singh by Manto● Khol Do by Manto	25 %	15
3	Media and Translation <ul style="list-style-type: none">● Digital Advertisement● Print Advertisement	25 %	15
4	Literature and Translation <ul style="list-style-type: none">● <i>Godan</i> by Munshi Premchand● <i>Seven Steps in The Sky</i> by Kundanika Kapadia	25 %	15

REFERENCES**Reference books:**

- Díaz Jorge Cintas and Remael line. 2007. *Audiovisual translation: Subtitling*. Manchester: St. Jerome Publishing.
- Douglas Arnold Lorna Balkan Siety Meijer R. Lee Humphreys Louisa Sadle, *Machine Translation an Introductory Guide*.
- Manto: *Selected Short Stories: Including 'Toba Tek Singh' and 'Khol Do'*. Random House India, 2012
- Nirenburg, S. (ed.). 1987. *Machine Translation: Theoretical and Methodological Issues* Cambridge University Press. Cambridge.
- Premchand, *Godan*, Original Classics, Sahitya Sarovar.
- Kapadia Kundanika, *Seven Steps in The Sky*, Printbox.com

**COURSE OUTCOMES:**

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

CO 1	Understand the concepts of translation.
CO 2	Develop the skill of translation of different types of discourse.
CO 3	Know and understand various types of translation.

COURSE OUTCOMES MAPPING:

Unit No.	Unit Name	Course Outcomes		
		CO1	CO2	CO3
1	Introduction to Translation	■		■
2	Short Story		■	
3	Media and Translation		■	
4	Literature and Translation		■	■

COURSE ARTICULATION MATRIX:

	PSO1	PSO2	PSO3	PSO4	PSO5
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.



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 them 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. Master of Arts (M.A.) English Programme
2. British Literature: Renaissance to Neo-Classical Age
3. American Literature: 19th Century
4. Indian English Literature: Pre-Independence Era
5. Literary Criticism
6. Research Methodology I
7. Appreciating Literature
8. British Literature: Romantic Age to Present Day
9. American Literature: 20th Century
10. Indian English Literature: Post-Independence Era
11. Literary Theory
12. Research Methodology II
13. Translation Studies
14. Postcolonial Literature
15. Greek Classics
16. English Language Teaching - I
17. Feminist Literature / Dalit Literature
18. Project
19. Introduction to Canadian Literature
20. English Language Teaching - II
21. Diasporic Literature/ Literature & Film Studies
22. Dissertation