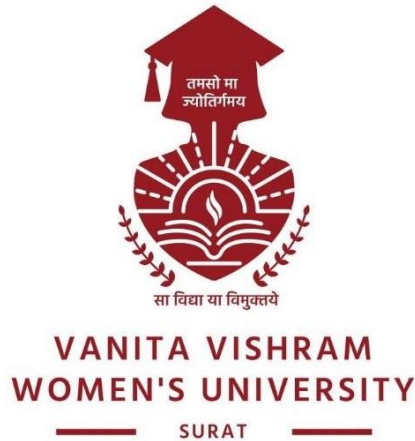


VANITA VISHRAM WOMEN'S UNIVERSITY
SCHOOL OF HUMANITIES & SOCIAL SCIENCES
DEPARTMENT OF ENGLISH



MASTER OF ARTS (M.A.) ENGLISH PROGRAMME

SEMESTER 3

**Core Course – Theory (CC), Department Elective (DE),
Core Course – Practical (CC)**

***Syllabus applicable to the students pursuing M.A. English
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. It is listed under 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.

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 MA 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.

3. Programme Specific Objectives (PSOs)

The programme aims at:

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

4. Programme Specific Outcomes (PSOs)

Each Post-Graduate in English will be able to:

- 1) familiarize with the writers of English literature across different ages and continents, their theories, perspectives, models and methods.
- 2) demonstrate competence in analysis and critically analyze scholarly work in the areas of English language teaching, literary research and translation.
- 3) enhance literary and critical thinking.
- 4) apply the knowledge of Literature, theories, research and skills in different fields of literary practice.
- 5) develop the technical skills and ethical decisions appropriate for the holistic professional development in the field.

5. Structure of the Programme

CREDIT STRUCTURE FOR PG PROGRAMMES (M.A./M.Sc./M.Com.)

Semester 1	Credits	Semester 2	Credits
Core Course 1	5 (4 + 1)	Core Course 5	5 (4 + 1)
Core Course 2	5 (4 + 1)	Core Course 6	5 (4 + 1)
Core Course 3	5 (4 + 1)	Core Course 7	5 (4 + 1)
Core Course 4	5 (4 + 1)	General Elective	4 (3 + 1)
Core Course Practical	4	Core Course Practical	4
Core Course Practical	4	Core Course Practical	4
Total Credits	28	Total Credits	27

Semester 3 Specialization	Credits	Semester 4 Specialization	Credits
Core Course 8	5 (4 + 1)	Core Course 11	5 (4 + 1)
Core Course 9	5 (4 + 1)	Core Course 12	5 (4 + 1)
Core Course 10	5 (4 + 1)	Department Elective 3 (Group 3)	4 (3 + 1)
Department Elective 1 (Group 1)	4 (3 + 1)	Core Course Practical	4
Department Elective 2 (Group 2)	4 (3 + 1)	Dissertation	12
Core Course Practical	4		
Project Work	4		
Total Credits	31	Total Credits	30

- 1 Credit Theory = 1 hour
- 1 Credit Practical = 2 hours
- Theory Credits = 5
 - Class Hours = 4
 - Expected Learning Hours by students outside the class hours = 2
- Practical = 4
 - Class (Lab) Hours = 8
- Semesters 1 and 2 will have Core and Practical papers common for all enrolled students.
- Semesters 3 and 4 will offer subjects of selected specialization as Core and Elective papers.
- Semesters 3 and 4 will offer Dissertation for all enrolled students.

DEPARTMENT ELECTIVES

- Department of English offers 3 electives out of which students will choose 2 electives in Semester 3 and 1 elective in Semester 4 to promote choice-based learning of the said specialization through the programme.

GENERAL ELECTIVES

- Department of English offers 2 electives out of which students will choose 1 elective in Semester 2.
- It could be a Core Paper from other departments or could be a General Elective Paper like IPR or some General Component.

Sr. No.	Name of Papers	Total No. of Papers	Credits	Total Credits
1	Core Course	12	5	60
2	Elective Course (Specialization)	3	4	12
3	General Elective	1	4	04
3	Practical / Field Work / Seminar / Workshop / SDP*	6	4	24
4	Dissertation + Project Work	--	12 + 4	16
Total Credits				116

* Student Development Programme (SDP) & Research Methodology component should be incorporated.

6. Structure of the Course

Semester 1	Semester 2
Core Course – 1 Literary Form: Poetry – I	Core Course – 5 Literary Form: Poetry – II
Core Course – 2 Literary Form: Drama – I	Core Course – 6 Literary Form: Drama – II
Core Course – 3 Literary Form: Novel – I	Core Course – 7 Literary Form: Novel – II
Core Course – 4	General Elective Ages of Rationalism, Humanism & Rise of the Modern World OR Psychology & Mental Health
Core Course Practical – 1 Appreciating Poetry	Core Course Practical – 3 Appreciating Fiction
Core Course Practical – 2 Research Methodology – I	Core Course Practical – 4 Research Methodology – II

Semester 3	Semester 4
Core Course – 8 Literary Form: Poetry – III	Core Course – 11 Literary Form: Poetry – IV
Core Course – 9 Literary Form: Drama – III	Core Course – 12 Literary Form: Drama – IV
Core Course – 10 Literary Form: Novel – III	Department Elective – 3 Literary Criticism – II OR English Language Teaching – II
Department Elective – 1 Afro-American Literature OR Dalit Literature	Core Course Practical – 6 Translation
Department Elective – 2 Literary Criticism – I OR English Language Teaching – I	Dissertation
Core Course Practical – 5 Editing & Proofreading	
Project Work	

MASTER OF ARTS (M.A.) ENGLISH

SEMESTER 3 CORE COURSE PAPER 8

LITERARY FORM: POETRY – III (EN21120)

Course Objectives

The course aims to:

- make students familiar with the literary tendencies of Post-Modern Age.
- familiarize students with the poetry of Post-Modern Age.
- make students understand the importance of free verse as an important form of Post-Modern Poetry.

Course Outcomes

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

- explain the socio-cultural, political and historical factors that produced Post-Modern Literature.
- understand, analyze and critically appreciate the prescribed poems.
- understand the literary temperament and taste of the Age against the background of which the prescribed poems were written.

COURSE CONTENTS

Unit 1 Post-Modern Poetry (Theory)

- 1) Postmodernism: An Overview
- 2) Post-Modern Literature: Chief Characteristics
- 3) Post-Modern Poetry

Unit 2 Literary Form: Poetry (Theory)

- 1) *Lizard* – D.H. Lawrence
- 2) *Dreams* – Langston Hughes
- 3) *We Real Cool* – Gwendolyn Brooks
- 4) *The Postmodernist* – Pablo Saborio
- 5) *A Supermarket in California* – Allen Ginsberg
- 6) *From Cabbage Gardens* – Susan Howe

Unit 3 Outside the Classroom Learning (Activity-Based)

Suggested Readings

- William Henry Hudson, *An Outline History of English Literature*, Rupa Publications, 2015.
- Edward Albert, *History of English Literature*, Oxford University Press, 2017.
- William J. Long, *English Literature: Its History and Its Significance for the Life of the English-Speaking World*, Rupa Publications, 2015.
- David Daiches, *A Critical History of English Literature (Volume 1 & II)*, Supernova Publishers, 2011.
- J.N. Mundra and S.C. Mundra, *A History of English Literature (Vol. I, II, III)*, Prakash Book Depot, 2020.
- Compton-Rickett, *A History of English Literature*, UBS Publishers' Distributors Private Limited, 2009.
- Christopher Butler, *Postmodernism: A Very Short Introduction*, OUP, 2002.
- Brian McHale, *The Cambridge Introduction to Postmodernism*, Cambridge English, 2015.
- Manmohan K. Bhatnagar, *Post Modernism and English Literature*, Atlantic Publishers & Distributors Pvt Ltd., 2011.

**SEMESTER 3
CORE COURSE PAPER 9**

LITERARY FORM: DRAMA – III (EN21130)

Course Objectives

The course aims to:

- make students familiar with the literary tendencies of Post-Modern Age.
- familiarize students with the drama of Post-Modern Age.
- make students understand the importance of drama as a significant literary form.

Course Outcomes

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

- explain the socio-cultural, political and historical factors that produced Post-Modern Literature.
- understand, analyze and critically appreciate the prescribed dramas.
- introduce some of the seminal texts to the students from the concerned Age.

COURSE CONTENTS

Unit 1 Post-Modern Drama (Theory)

- 1) Characteristic Features of Post-Modern Theatre
- 2) Contribution of Major Post-Modern Dramatists to English Literature

Unit 2 Literary Form: Drama (Theory)

- 1) *Rosencrantz and Guildenstern are Dead* – Tom Stoppard
- 2) *Look Back in Anger* – John Osborne

Unit 3 Outside the Classroom Learning (Activity-Based)

Suggested Readings

- William Henry Hudson, *An Outline History of English Literature*, Rupa Publications, 2015.
- Edward Albert, *History of English Literature*, Oxford University Press, 2017.
- William J. Long, *English Literature: Its History and Its Significance for the Life of the English-Speaking World*, Rupa Publications, 2015.

- David Daiches, *A Critical History of English Literature (Volume 1 & II)*, Supernova Publishers, 2011.
- J.N. Mundra and S.C. Mundra, *A History of English Literature (Vol. I, II, III)*, Prakash Book Depot, 2020.
- Compton-Rickett, *A History of English Literature*, UBS Publishers' Distributors Private Limited, 2009.
- Priti Bairathi, *Societal Reflections in Postmodern Drama: The Two-Character Play*, Rawat Publications, 2018.

SEMESTER 3
CORE COURSE PAPER 10

LITERARY FORM: NOVEL – III (EN21140)

Course Objectives

The course aims to:

- introduce some of the seminal texts to the students from the Post-Modern Age.
- help the students to understand the development of Novel as a form of literature.
- develop critical thinking of the students related to the literary form novel.

Course Outcomes

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

- understand the development of novel as an important form of literature.
- appreciate the contribution of major Post-Modern novelists.
- understand, analyze and appreciate various seminal Post-Modern novels.

COURSE CONTENTS

Unit 1 English Novel (Theory)

- 1) Historiographic Metafiction
- 2) Magical Realism

Unit 2 Literary Form: Novel (Theory)

- 1) *The Tin Drum* – Günter Grass
- 2) *Midnight's Children* – Salman Rushdie

Unit 3 Outside the Classroom Learning (Activity-Based)

Suggested Readings

- William Henry Hudson, *An Outline History of English Literature*, Rupa Publications, 2015.
- Edward Albert, *History of English Literature*, Oxford University Press, 2017.
- William J. Long, *English Literature: Its History and Its Significance for the Life of the English-Speaking World*, Rupa Publications, 2015.
- David Daiches, *A Critical History of English Literature (Volume I & II)*, Supernova Publishers, 2011.

- J.N. Mundra and S.C. Mundra, *A History of English Literature (Vol. I, II, III)*, Prakash Book Depot, 2020.
- Compton-Rickett, *A History of English Literature*, UBS Publishers' Distributors Private Limited, 2009.
- *Study Guide to The Tin Drum by Gunter Grass (Bright Notes)*, Dexterity, 2020.
- Monika Shafi, *Approaches to Teaching Grass's the Tin Drum: 100 (Approaches to Teaching World Literature)*, Modern Language Association of America, 2008.
- Pradip Kumar Dey, *Salman Rushdie's Midnight's Children (The Atlantic Critical Studies)*, Atlantic Publishers, 2021.
- (Ed.) Reena Mitra, *Salman Rushdie's Midnight's Children*, Atlantic Publishers, 2011.

SEMESTER 3
DEPARTMENT ELECTIVE – 1(A)

AFRO-AMERICAN LITERATURE (EN24010)

Course Objectives

The course aims to:

- examine the significance of a specifically Afro-American literary tradition in shaping both the identities and the histories of the myriad people of African descent in the United States.
- discuss, compare, and analyze a broad range of Afro-American texts in a variety of genres, including poetry, fiction, drama, autobiography, and criticism
- deduce and describe the arguments of literary texts and the political ramifications of literary techniques, genres, and productions.
- practice and develop their skills in oral and written argumentation and the analysis of textual evidence.

Course Outcomes

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

- develop an understanding of an Afro-American literary tradition as a syncretically-shaped artistic form.
- understand the critical uses of the narrative forms of oral traditions, signifying, folklore, and music in making Afro-American literature a unique literary model.
- understand the theoretical concepts of race, racism and racialization as they inform the creation of an ethnic literature.
- understand the unique aspects of Afro-American literary theory.
- understand how racial and ethnic groups have resisted and struggled to recreate their own cultural identities in relations to each other and dominant white groups, leading to both conflict and community empowerment

COURSE CONTENTS

Unit 1 Afro-American Literature (Theory)

- 1) Brief History of Afro-American Literature
- 2) Slave Narratives
- 3) Harlem Renaissance

Unit 2 Literary Texts (Theory)

- 1) Afro-American Poems
[*On Being Brought from Africa to America* – Phillis Wheatley, *Sympathy* – Paul Laurence Dunbar, *I, Too* – Langston Hughes, *Coal* – Audre Lorde, *Caged Bird* – Maya Angelou, *Rosa Parks* – Nikki Giovanni are the poems prescribed in syllabus]
- 2) *Their Eyes were Watching God* – Zora Neale Hurston

Unit 3 Outside the Classroom Learning (Activity-Based)

Suggested Readings

- Zora Neale Hurston, *Their Eyes were Watching God*, General Press, 2019.
- Alma Dawson & Connie J. Van Fleet, *African American Literature: A Guide to Reading Interests*, Libraries Unlimited Inc., 2004.
- Henry Louis Gates, *The Norton Anthology of African American Literature*, W. W. Norton & Company, 1997.
- Angelyn Mitchell and Danille K. Taylor, *The Cambridge Companion to African American Women's Literature (Cambridge Companions to Literature)*, CUP, 2009.
- R.K. Dhawan, *Afro-American Literature*, Prestige Books, 2001.
- Jennifer Kroll: *Their Eyes Were Watching God: An Instructional Guide for Literature*, Shell Educational Publishing, 2015.
- Christopher A. Hubert, *Their Eyes Were Watching God" (MaxNotes)*, Research & Education Association, 1996.
- Cengage Learning Gale, *A Study Guide for Zora Neale Hurston's Their Eyes Were Watching God*, Gale Study Guides, 2017.

OR

SEMESTER 3
DEPARTMENT ELECTIVE – 1(B)

DALIT LITERATURE (EN24020)

Course Objectives

The course aims to:

- familiarize students with the political and cultural context in which Dalit literature as a distinct domain of knowledge production emerged in modern India.
- serves as a platform for Dalit articulation in addressing political concerns and achieving Dalit emancipatory goals.
- introduce students to different forms of Dalit literature in order to examine how the varied forms of Dalit cultural expressions contribute to the project of Dalit emancipation.
- Introduce students to some of the important debates in Dalit literary criticism.

Course Outcomes

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

- develop sensitivity towards Dalits from a socio-cultural perspective.
- critically analyse and understand Dalit Literature from a cultural perspective.
- demonstrate and develop self-reflexivity about Dalit Studies.
- demonstrate and develop sensitivity and empathy towards Dalit life.
- critically analyse the politics of caste system.

COURSE CONTENTS

Unit 1 Dalit Literature (Theory)

- 1) Emergence of Dalit Consciousness, Politics and Literary Expression: Historical Overview
- 2) Dalit Aesthetics

Unit 2 Literary Texts (Theory)

- 1) *The Scar* – K.A. Gunasekaran (Drama)
- 2) *The Stepchild* – Joseph Macwan (Novel)

Unit 3 Outside the Classroom Learning (Activity-Based)

Suggested Readings

- K.A. Gunasekaran, *The Scar*, Orient Blackswan, 2009.
- Joseph Macwan, *The Stepchild* (Ed.) Rita Kothari, OUP, 2012.
- (Eds.) Bishun Kumar & Neha Arora, *Major Voices in New Literatures in English*, Atlantic Publishers, 2015.
- Raj Kumar, *Dalit Literature and Criticism*, Orient Blackswan, 2019.
- Dr. Lata Mishra, *Empowering through Education: K.A. Gunasekaran's The Scar*, <https://latamishra.in/wp-content/uploads/2020/02/07-Scar-MIT.pdf>
- S. Bharathiraja, *A Study of Pain and Poverty in K.A. Gunasekaran's The Scar*, <https://ijsw.tiss.edu/greenstone/collect/ijsw/index/assoc/HASH6b59/91669504.dir/doc.pdf>
- M. Muniyappan & Dr. C. Anita, *Fractured Identity in K.A. Gunasekaran's The Scar*, <https://www.jetir.org/papers/JETIR2112046.pdf>
- Ram Naresh Patel, *A Dalit's Voice of Oppression, Resistance and Empowerment: A Critique of K.A. Gunasekaran's The Scar*, <http://www.the-criterion.com/V5/n2/Patel.pdf>
- Dr. Amandeep, *The Stepchild: Angaliyat by Joseph Macwan: A Dalit Novel*, <http://www.the-criterion.com/V8/n2/IN37.pdf>
- Arun Singh Awana, *Dalit Assertion and Claiming selfhood in Joseph Macwan's The Stepchild*, <http://anubooks.com/wp-content/uploads/2017/06/22-Arun-Awana-march.pdf>
- Dr. U.S. Saranya, *Dalit Assertion through Effective Characters: A Study of Joseph Macwan's novel The Stepchild*, https://www.ijmra.us/project%20doc/2018/IJRSS_FEBRUARY2018/IJMRA-13205.pdf

SEMESTER 3
DEPARTMENT ELECTIVE – 2(A)

LITERARY CRITICISM – 1 (EN24030)

Course Objectives

The course aims to:

- to provide a critical understanding of the developments in literary criticism from the beginning till the end of 19th century.
- provide a conceptual framework for developing an understanding of the function and practice of traditional modes of literary criticism.

Course Outcomes

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

- understand and grasp the entire tradition of classical criticism.
- Understand the contribution some of the major literary critics in the field of classical literary criticism.

COURSE CONTENTS

Prescribed Critical Essays/Critics/Critical Theories are as follows:

- 1) Plato's Theory of Imitation (Mimesis)
- 2) Longinus *On the Sublime*
- 3) Sir Philip Sidney's *An Apology for Poetry*
- 4) John Dryden's *Preface to the Fables*
- 5) Dr. Samuel Johnson's *Preface to the Plays of Shakespeare*
- 6) William Wordsworth's *Preface to the Lyrical Ballads*
- 7) John Keats's *From the Letters*
- 8) Matthew Arnold's *The Function of Criticism in the Present Time*

Suggested Readings

- M.S. Nagarajan, *English Literary Criticism and Theory*, Orient Blackswan, 2006.
- M.A.R. Habib: *Literary Criticism from Plato to the Present: An Introduction*, Wiley-Blackwell, 2011.
- Penelope Murray, *Classical Literary Criticism*, Penguin Classics, 2017.

OR

SEMESTER 3
DEPARTMENT ELECTIVE – 2(B)

ENGLISH LANGUAGE TEACHING – 1 (EN24040)

Course Objectives

The course aims to:

- explore the approaches to the development of language learning materials
- study the principles of materials design
- learn the principles and procedures of adapting ELT materials
- know about the procedure of evaluating materials
- practice different methods of using materials in classroom
- identify and know about different types of tests
- design, develop and administer tests
- evaluate and interpret tests

Course Outcomes

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

- know about the framework of materials and methods in ELT.
- learn the principles and the approaches to materials development.
- know about the process of adapting skills-based materials.
- learn how to grade and evaluate materials.
- develop skills-based materials and how to use them in class.
- know about testing and its importance.
- know about test construction and development, its reliability and practicality.
- analyse and interpret test results.

COURSE CONTENTS

Unit 1 Methods in ELT (Theory & Practical)

- 1) Grammar-Translation Method (GTM-1850s)
- 2) Direct Method (DM-1890s)
- 3) Audio-Lingual Method (ALM-1960s)
- 4) Audio-Visual Method (AVM-1970s)

Unit 2 Approaches in ELT (Theory & Practical)

- 1) Communicative Approach (CA-1970s)
- 2) Task-Based Approach (TBA-1980s)

Unit 3 Teaching LSRW Skills (Theory & Practical)

- 1) Teaching Listening Skill
- 2) Teaching Speaking Skill
- 3) Teaching Reading Skill
- 4) Teaching Writing Skill

Unit 4 Testing (Theory & Practical)

- 1) Qualities of a Good Test
- 2) Testing LSRW Skills

Suggested Readings

- Geetha Nagaraj, *English Language Teaching*, Orient Blackswan, 2021.
- Jack C. Richards & Theodore S. Rodgers, *Approaches and Methods in Language Teaching*, Cambridge English, 2016.
- Penny Ur, *A Course in English Language Teaching*, CUP, 2013.
- Mohit K. Ray, *English Language Teaching: Recent Approaches*, Atlantic Publishers, 2021.
- Hemant Patel, *English Language Teaching (Approaches, Methods & Techniques)*, Paradise Publishers, 2014.

SEMESTER 3
CORE COURSE PRACTICAL – 5

EDITING & PROOFREADING (EN21150)

Course Objectives

The course aims to:

- teach the students about what exactly proofreading and editing entail.
- teach the students to learn the tools required for becoming an efficient proof-reader and/or editor.
- develop the eyes of students for finding errors in a given document.
- make students understand the importance of styles and consistency.

Course Outcomes

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

- use structural editing to maximise the effect of any document.
- employ the principles of proofreading and editing to produce clear and compelling sentences.
- correct common grammar, punctuation and spelling errors.
- check that appropriate words and expressions are used at all times.
- cut out deadwood, removing unnecessary verbiage.
- edit for style, cutting out pompous language and cliches.
- edit for consistency, using house styles and style guides.
- use proofreading techniques to finalise copy for publication.

COURSE CONTENTS

Unit 1 Editing and its Types (Theory & Practical)

- Process of Editing
- Editing of Creative Nature
- Editing of Substantive Nature
- Editing of Technical Nature

Unit 2 Proofreading for Error-free Copy / Accuracy

- What is a Proofreading?
- Proofreading for Grammatical Errors
- Proofreading for Punctuation Errors

- Proofreading for Spelling Errors
- Proofreading for Usage Errors
- Proofreading for Capitalization Errors
- Proofreading for Number Errors

Unit 3 Students should be given various kinds of texts from different genres for having a hands-on experience of editing and proofreading a document. **(Practical)**

Suggested Readings

- Ashan R. Hampton, Gaurav Garg, *Grammar Essentials for Proofreading, Copyediting & Business Writing*, Lulu.com, 2020.
- Dr. Treat Preston, *The Art of Proofreading & Editing Your Manuscript: The Importance of Perfection*, Createspace Independent Pub, 2014.
- Seema Sharma, *Editing: Theory and Practice*, Anmol Publications, 2006.
- Debra A. Smith & Helen R. Sutton, *Powerful Proofreading Skills: Tips, Techniques and Tactics*, 1994.

PROJECT WORK

All the students of M.A. Semester – 3 shall be divided proportionately amongst the faculty members of the Department of English and the topics for Project Work shall be allotted by the faculty concerned.

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.