

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



**VANITA VISHRAM
WOMEN'S UNIVERSITY**
— SURAT —

**MASTER OF ARTS (M.A.)
ENGLISH PROGRAMME**

SEMESTER 4

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

*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 for and 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 7	5 (4 + 1)
Core Course 2	5 (4 + 1)	Core Course 8	5 (4 + 1)
Core Course 3	5 (4 + 1)	Core Course 9	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 12	5 (4 + 1)	Core Course 17	5 (4 + 1)
Core Course 13	5 (4 + 1)	Core Course 18	5 (4 + 1)
Core Course 14	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 – 7 Literary Form: Poetry – II
Core Course – 2 Literary Form: Drama – I	Core Course – 8 Literary Form: Drama – II
Core Course – 3 Literary Form: Novel – I	Core Course – 9 Literary Form: Novel – II
Core Course – 4 Literary Form: Prose - I	General Elective Ages of Rationalism, Humanism & Rise of the Modern World OR Psychology & Mental Health
Core Course Practical – 1 (Paper 5) Appreciating Poetry	Core Course Practical – 3 (Paper 10) Appreciating Fiction
Core Course Practical – 2 (Paper 6) Research Methodology – I	Core Course Practical – 4 (Paper 11) Research Methodology – II

Semester 3	Semester 4
Core Course – 12 Literary Form: Poetry – III	Core Course – 17 Literary Form: Poetry – IV
Core Course – 13 Literary Form: Drama – III	Core Course – 18 Literary Form: Drama – IV
Core Course – 14 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 (Paper 19) Translation
Department Elective – 2 Literary Criticism – I OR English Language Teaching – I	Dissertation (Paper 20)
Core Course Practical – 5 (Paper 15) Editing & Proofreading	
Project Work (Paper 16)	

MASTER OF ARTS (M.A.) ENGLISH

SEMESTER 4 CORE COURSE PAPER 17 (COURSE CODE: EN21170)

LITERARY FORM: POETRY – IV

Course Objectives

The course aims to:

- Make students familiar with the literary tendencies of Postmodern period.
- Familiarize students with the poetry of Postmodern period.
- Make students understand the importance of lyric, ode and narrative poetry as important poetic forms.

Course Outcomes

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

- Explain the socio-cultural, political and historical factors that produced Postmodern poetry.
- Understand, analyse and critically appreciate the prescribed poems.
- Understand the literary temperament and taste of the Ages against the background of which the prescribed poems were written.

COURSE CONTENTS

Unit 1

- Introduction to Postmodernism
- Modernism and Postmodernism
- Characteristics of Postmodernism

Unit 2

- *The Kingfishers* – Charles Olson
- *And Death Shall have No Dominion* – Dylan Thomas
- *I Remember, I Remember*– Philip Larkin
- *The Applicant* – Sylvia Plath
- *Funeral Blues*– W. H. Auden
- *A Conceit* – Maya Angelou
- *Full Moon and Little Frieda* – Ted Hughes
- *Requiem for the Croppies* – Seamus Heaney

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.
- Mohan G. Ramanan, *Modern English Poetry: A Selection (EFLU)*, Orient Blackswan Private Limited, 2013.

SEMESTER 4
CORE COURSE PAPER 18
(COURSE CODE: EN21180)

LITERARY FORM: DRAMA – IV

Course Objectives

The course aims to:

- Acquaint students with the theoretical and political contexts of drama across Modernism and Postmodernism.
- Enable students to understand the elements of drama and theatre.
- Familiarize students with the nuances of Post-modern experimentation in drama
- 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:

- Distinguish various forms of drama.
- Understand, analyze and critically appreciate the prescribed dramas.
- Grasp the various forces that shaped the postmodern worldview, postmodern trends in and dynamics of theatre, and how both continue to impact various aspects of our contemporary life.

COURSE CONTENTS

Unit 1: Concepts of Drama/Theatre (Theory)

Naturalism, Realism, Theatre of Absurd, Comedy of Menace, Epic theatre, Method theatre, Theatre of Cruelty, Poor Theatre, Off Broadway theatre, Kitchen-sink drama, Meta theatre, Expressionism, and Anti-theatre

Unit 2: Literary Form: Drama

- *The Birthday Party*– Harold Pinter
- *Six Characters in Search of an Author* - Luigi Pirandello

Unit 3

Outside the Classroom Learning (Activity-Based)

Suggested Readings

- Brustein, Robert. *The Theatre of Revolt*. New York: NYU, 1991
- Krasner, David. *A History of Modern Drama, Volume II: 1960 – 2000*
- Pinter Harold. *The Birthday Party and the Room: Two Plays*. Grove Press 2008.

- Pirandello Luigi, Bentley Eric. *Six Characters in Search of an Author*. Signet Classics, 1998
- Priti Bairathi, *Societal Reflections in Postmodern Drama: The Two-Character Play*, Rawat Publications, 2018.
- Raby, Peter. *The Cambridge Companion to Harold Pinter*
- Styan J. L. *Elements of Drama*. Cambridge: CUP, 1960.
- Travis Bogard and W.T. Oliver.ed. *Modern Drama*. London: OUP, 1965.

SEMESTER 4
DEPARTMENT ELECTIVE – 3
(COURSE CODE: EN24050)

LITERARY CRITICISM – II

Course Objectives

The course aims to:

- Make students familiar with the literary theories of 20th century.
- Familiarize students with the concepts and applications of literary theories to in literary texts.

Course Outcomes

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

- Understand the concepts of various theories.
- Identify the co-relation between a literary text and theory.
- Evaluate the literary text in relation with various literary theories.

COURSE CONTENTS

Prescribed Literary Theories/ Critical Essays

- New Criticism and Russian Formalism: Cleanth Brooks: “Irony as a Principle of Structure”
- Psychological Approach: Jacques Lacan: “The Symbolic Order”
- Feminism: Elaine Showalter: “Feminist Literary Criticism in the Wilderness”
- Structuralism; Ferdinand de Saussure: “The Nature of Linguistic Sign”
- Poststructuralism and Deconstruction: Jacques Derrida: “Structure, Sign & Play in the Discourse of Human Sciences”
- New Historicism and Cultural Materialism: Stephen Greenblatt: “Introduction”

Suggested Readings

- Barry, Peter. Beginning Theory: An Introduction to Literary & Cultural Theories, 2nd ed., Manchester: Manchester University Press, 2004.
- Bertens, Hans. Literary Theory: The Basics, New York: Routledge, 2003.
- David Lodge (ed.), Modern Criticism and Theory: A Reader, London and New York: Longman, 1988.
- Habib, M. A. R. A History of Literary Criticism: From Plato to the Present, Oxford: Blackwell, 2005.
- J. Derrida, Writing and Difference, trans. Alan Bass, Chicago: University of Chicago Press, 1978.
- Krishnaswamy et al. Contemporary Literary Theory: A Student’s Companion. New Delhi: Macmillan, 2000.

- Mary Klages, *Literary Theory: A Guide for the Perplexed*, Bloomsbury Publishing, 2006.
- Richards, I. A. *Practical Criticism*, London: Routledge & Paul, 1964.
- Selden, Raman. *A Reader's Guide to Contemporary Literary Theory*. New Jersey: Prentice Hall, 1985.
- Stephen Greenblatt: "Introduction" in *Renaissance Self-Fashioning*. Chicago: University of Chicago Press, 1980.
- Wimsatt and Brooks. *Literary Criticism: A Short History*, New Delhi: Oxford & IBH Pub Co., 1974.

SEMESTER 4
DEPARTMENT ELECTIVE – 3
(COURSE CODE: EN24060)

ENGLISH LANGUAGE TEACHING – II

Course Objectives

The course aims to:

- Acquaint the learners with effective methods of teaching English Language.
- The content involves integration of Language and Literature for effective ELT and teaching of Grammar.
- The fundamentals of English Language Teaching will help the learners to improve their Communication Skills and professional abilities.

Course Outcomes

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

- Understand the concepts of various theories and methods.
- Identify the co-relation between practical understanding of ELT theories and activities.
- Evaluate the literary text in relation with various literary theories.

COURSE CONTENTS

Unit: 1- English Language Teaching: Principles & Concepts

- Second Language Learning Theories
- Acquisition and Learning
- Differences between L1 and L2 acquisition

Unit: 2: Communicative Language Teaching (Theory & Practical)

- The concept of communicative competence
- Designing communicative tasks
- Language Games
- Songs and Rhymes

Unit: 3 English for Specific Purpose (Theory & Practical)

- The concept of ESP
- Features of ESP
- The concept of EAP

Suggested Readings

- Aggarwal, J.C. Landmarks in the History of Modern Indian Education. New Delhi: Vikas Publishing House Pvt. Limited
- Agnihotri, R.K. & A.L. Khanna. 1997. Problematizing English in India. New Delhi: Sage Publications
- Chaudron, C. 1988. Second Language Classrooms: research on teaching and learning. Cambridge: Cambridge University Press
- Huda, N. 1992. Teaching English to Indian Pupils. New Delhi: Commonwealth Publishers
- Kachru, B.B. 1983. Indianisation of English: the English language in India. Delhi: Oxford University Press
- Kachru, B.B. 1989. The Alchemy of English: the spread, function and models of non-native Englishes. Delhi: Oxford University Press
- King, R.D. 1998. Nehru and the Language Politics of India. Delhi: Oxford University Press
- Krishnamurti, B.H. 1998. Language, Education and Society. New Delhi: Sage Publications
- Rajendra Singh (ed) 1997. Grammar, Language and Society: contemporary Indian contributions. New Delhi: Sage Publications
- Singh, R.P. (ed) 1993. Indian Education: in-depth studies. New Delhi: Commonwealth Publishers
- Verma, M.K. (ed) 1998. Sociolinguistics, Language and Society. New Delhi: Sage Publications

SEMESTER 4
CORE COURSE PRACTICAL - 6
(COURSE CODE: EN21190)

TRANSLATION

Course Objectives

The course aims to:

- Develop an understanding of translation theories
- Develop an understanding the role of a translator
- Understand problems and issues related to translation

Course Outcomes

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

- Understand the concepts of translation.
- Develop the skill of translation of different types of discourse.

COURSE CONTENTS

Unit 1: Introduction to Translation

- **Global Perspective of Translation History**
Bible Translation
- **Seventeenth- and Eighteenth-Century Translation**
Current Scenario
- **Indian Perspective of Translation History**
Pre-independence and Post-independence
Contribution of Sahitya Akademi

Unit 2: Theories of Translation

Roman Jakobson – Linguistics Aspects
J.C. Catford – Translational Shifts
Mona Baker – Cultural Translation

Unit 3: Practical

Short Story 1: Toba Tek Singh
Short Story 2: Khol Do

Suggested Readings

- Díaz Jorge Cintas and RemaelAline. 2007. Audiovisual translation: Subtitling. Manchester: St. Jerome Publishing.
- Douglas Arnold Lorna Balkan Siety Meijer R. Lee Humphreys Louisa Sadle, Machine Translation an Introductory Guide.
- Kāpaḍiā, Kundanikā, et al. Seven Steps in the Sky. Navbharat Sahitya Mandir, 2004.
- Nirenburg, S. (ed.). 1987. Machine Translation: Theoretical and Methodological Issues Cambridge University Press. Cambridge.
- W.Brislin.R. (ed). 1959. Translation: Applications and Research. Gardner Press. New York.
- Manto: Selected Short Stories: Including 'Toba Tek Singh' and 'the Dog of Tithwal'. Random House India, 2012.

SEMESTER 4

DISSERTATION

COURSE CODE: (EN21200)

All the students of M.A. Semester – 4 needs to submit a dissertation.

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.

