

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



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

**SEMESTERS 3 & 4**  
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**

<b>Sr. No.</b>	<b>Contents</b>	<b>Page Nos.</b>
<b>1</b>	Preamble – VVWU	<b>3</b>
<b>2</b>	Introduction of the Programme	<b>4</b>
<b>3</b>	Programme Specific Objectives	<b>5</b>
<b>4</b>	Programme Specific Outcomes	<b>6</b>
<b>5</b>	Structure of the Programme – Credit Structure	<b>7</b>
<b>6</b>	Course Structure – Paper Titles of Six Semesters	<b>8-9</b>
<b>7</b>	Course Objectives – Course Outcomes – Course Contents	<b>10-27</b>
<b>8</b>	Teaching Methodology	<b>28</b>

## **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 for 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
<b>1</b>	CCE101 CCE102	--	GE101	--	AECC101 AECC102	<b>84</b>
<b>2</b>	CCE201 CCE202	--	GE201	--	AECC201 AECC202	<b>+</b> <b>24</b>
<b>3</b>	CCE301 CCE302 CCE303	--	GE301	SEC301	--	<b>+</b> <b>24</b>
<b>4</b>	CCE401 CCE402 CCE403	--	GE401	SEC401	--	<b>+</b> <b>08</b>
<b>5</b>	CCE501 CCE502	DSE501 DSE502	--	--	--	<b>=</b> <b>148</b>
<b>6</b>	CCE601 CCE602	DSE601 DSE602	--	--	--	

## 6. Structure of the Course

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

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



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

<b>Sem.</b>	<b>Core Course</b>	<b>Discipline Specific Elective Courses</b>	<b>Skill Enhancement Courses</b>	<b>Generic Elective Courses</b>	<b>Ability Enhancement Compulsory Courses</b>
<b>5</b>	Literary Theory	Children's Literature <b>OR</b> Literature and Cinema	--	--	--
	British Literature: 20 <sup>th</sup> Century	Literature and Psychology <b>OR</b> Literature and Anthropology			
<b>6</b>	Literary Criticism – Classical and Modern	Holocaust Literature <b>OR</b> Partition Literature	--	--	--
	Post-Colonial Literature	Autobiography <b>OR</b> Travel Writing			

**SEMESTER 4**  
**CORE COURSE PAPER 8**  
**(COURSE CODE: EN11080)**

**WOMEN'S WRITING IN ENGLISH**

**Course Objectives**

The course aims to:

- trace the origin of Women's Writing in English.
- explain various phases in the development of Women's Writing in English.
- explain the latest trends and fundamental concepts in Women's Writing in English.
- develop an understanding in the students regarding issues that concern women through Women's Writing in English.

**Course Outcomes**

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

- trace the historical perspectives on Women's Writing in English.
- understand the growth and development of Women's Writing in English in various phases.
- gain some ideas on the various trends and core concepts in Women's Writing in English.
- develop a comprehensive view of contemporary social issues that concern women.

**COURSE CONTENTS**

**Unit 1 Women's Writing in English: A Brief History (Theory)**

**Unit 2 Women's Writing in English – Prose (Theory)**

*A Vindication of the Rights of Women* – Mary Wollstonecraft, Dover Publications, 1996

**Unit 3 Women's Writing in English – Novel (Theory)**

*The God of Small Things* – Arundhati Roy, Penguin India, 2002

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

## **Suggested Readings**

- Lorna Sage (Editor), *The Cambridge Guide to Women's Writing in English*, Cambridge University Press, 1999.
- Joel Kuortti, *Tense Past, Tense Present*, Bhatkal & Sen, 2003.
- Ananya Chatterjee & Nisarga Bhattacharjee, *Mary Wollstonecraft's A Vindication of the Rights of Women*, Books Way, 2020.
- Madhumita Das, *Social Realism in Arundhati Roy's The God of Small Things*, Lambert Academic Publishing, 2012.
- Aida Baivannanadhan, *Arundhati Roy's The God of Small Things: A Study in Multiple Narratives*, Prestige Books, 2007.
- S.K. Sarje, *Major Themes in Arundhati Roy's The God of Small Things*, Aadi Publications, 2018.
- *A Study Guide for Arundhati Roy's The God of Small Things*, Gale Study Guides, 2017.

**SEMESTER 4**  
**CORE COURSE PAPER 9**  
**(COURSE CODE: EN11090)**

**INDIAN WRITING IN ENGLISH TRANSLATION**

**Course Objectives**

The course aims to:

- introduce the students to the polyphony of Indian Writing in English Translation.
- explain the multifaceted nature of cultural identities in various Indian literatures through indigenous literary traditions.
- compare literary texts produced across Indian regional landscapes to seek similarities and differences in thematic and cultural perspectives.
- encourage the students to explore texts outside of the suggested reading lists.
- make students realize the immense treasure trove of translated Indian literary works.

**Course Outcomes**

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

- understand the polyphonic nature of translated works in English.
- comprehend the complex socio-cultural aspects of Indian diaspora through translated works in English.
- appreciate the density and corpus of translation in English that is done as far as regional texts are concerned.
- develop a comprehensive view of the rich tradition of Indian Writing in English Translation.

**COURSE CONTENTS**

**Unit 1 Indian Writing in English Translation: A Brief History (Theory)**

**Unit 2 Indian Writing in English Translation – Short-Story (Theory)**

- a) *Hungry Stones* – Rabindranath Tagore (Originally Written in Bengali)
- b) *Toba Tek Singh* – Saadat Hasan Manto (Originally Written in Urdu)
- c) *The Shroud* – Munshi Premchand (Originally Written in Hindi)
- d) *Doors* – Himanshi Shelat (Originally Written in Gujarati)
- e) *A Stench of Kerosene* – Amrita Pritam (Originally Written in Punjabi)

### **Unit 3 Indian Writing in English Translation – Novel (Theory)**

*Mother of 1084* – Mahasweta Devi, Seagull Books, 2014

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

#### **Suggested Readings**

- Dhananjay Kapse (Editor), *Modern Indian Writing in English Translation: A Multilingual Anthology (Worldview Critical Editions)*, Worldview Publications, 2016.
- Dr Neha Agarwal & Dr Kanwar Pal Singh (Author), *Indian Writing in English Translation*, Notion Press, 2021.
- Dr. Jaydip Sarkar & Supriya Debnath (Editor), *Mahashweta Devi's 'Mother of 1084': Critical Readings and Re-readings*, Books Way, 2014.
- S. Sen, *Mahasweta Devi: Critical Perspectives*, Pencraft International, 2011.
- Dr. Jaysukh D. Hirpara, *Mahasweta Devi: Voice of the Subaltern*, Anu Books, 2016.
- Sanatan Bhowal, *The Subaltern Speaks: Truth and Ethics in Mahasweta Devi's Fiction on Tribals*, Orient Blackswan, 2018.

**SEMESTER 4**  
**CORE COURSE PAPER 10**  
**(COURSE CODE: EN11100)**

**BRITISH LITERATURE: 18<sup>th</sup> & 19<sup>th</sup> CENTURIES**

**Course Objectives**

The course aims to:

- to introduce the students to the British Literature of 18<sup>th</sup> & 19<sup>th</sup> 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 18<sup>th</sup> & 19<sup>th</sup> centuries.

**Course Outcomes**

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

- understand the tradition of English Literature of 18<sup>th</sup> & 19<sup>th</sup> centuries.
- develop a clear understanding of literary developments that led to Romanticism & Victorian Age.
- 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 historical contexts of the time.

**COURSE CONTENTS**

**Unit 1 Literary Tendencies of 18<sup>th</sup> & 19<sup>th</sup> Century English Literature (Theory)**

**Unit 2 British Poetry: 18<sup>th</sup> & 19<sup>th</sup> Centuries**

- a) *The Solitary Reaper* – William Wordsworth
- b) *Ode on a Grecian Urn* – John Keats
- c) *Ode to the West Wind* – P.B. Shelley
- d) *The Tiger* – William Blake
- e) *The Last Ride Together* – Robert Browning

**Unit 3 British Novel: 18<sup>th</sup> & 19<sup>th</sup> Centuries (Theory)**

*Frankenstein* – Mary Wollstonecraft Shelley, Maple Press, 2010.

**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.
- Mary Shelley (Author), Maya Joshi (Editor), *Frankenstein (Worldview Critical Editions)*, Worldview Publications, 2002.

**SEMESTER 4**  
**SKILL ENHANCEMENT COURSE**  
**(COURSE CODE: EN15020)**

**TRANSLATION STUDIES**

**Course Objectives**

The course aims to:

- make students understand the evolution of Translation in global perspective.
- expose students to some basic concepts related to Translation and Translation Studies.
- Introduce students to some of the major concepts in translation theory and focuses on their application to translation practice.
- provide students with a comprehensive overview of the discipline of translation studies.

**Course Outcomes**

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

- critically appreciate the process of translation.
- engage with various theoretical positions on translation.
- think about the politics of translation.
- Assess, compare, and review translations.
- translate literary and non-literary texts.

**COURSE CONTENTS**

**Unit 1** Introducing Translation: a brief history and significance of translation in a multi-linguistic and multi-cultural society like India. **(Theory)**

**Unit 2** Types/Modes of Translation: **(Theory & Practical)**

- a) Different Approaches to Translation: From Fidelity to Transcreation
- b) Functional/Communicative Translation
- c) Technical/Official Translation v/s Literary Translation
- d) Audio-visual Translation

**Unit 3** Translation of various kinds of short texts from short stories to news reports, poems and songs to advertisements, both print and audio-visual **(Practical)**



## **Suggested Readings**

- Lawrence Venuti, *Essays in the Translation Studies Reader*, London: Routledge, 2000.
- Andre Lefevere, *Translation/History/Culture: A Sourcebook*, London: Routledge, 1992.
- Harish Trivedi and Susan Bassnett, *Introduction to Postcolonial Translation: Theory and Practice* (London: Routledge, 1999)
- Avadhesh Kumar Singh, “Translation Studies in the 21st Century”, *Translation Today*, Vol. 8, Number 1, 2014, pp. 5-45. Susan Bassnett, *Translation Studies*, London: Routledge, 1998.

**SEMESTER 4**  
**GENERIC ELECTIVE COURSE PAPER 4**  
**(COURSE CODE: EN31040)**

**MEDIA AND COMMUNICATION SKILLS**

**Course Objective**

This is an introductory course in the role of media today – India and globally. It will equip students with the basic theories on various aspects of media and impart training in basic writing skills required in the profession.

**Course Outcomes**

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

- develop the professional ability to communicate information clearly and effectively in all kinds of environment and contexts.
- demonstrate practical skills of various types of media writing, reviews, reports, programmes and discussions.
- demonstrate their familiarity with the new media, its techniques, practices of social media and hypermedia.
- critically analyze the ways in which the media reflects, represents and influences the contemporary world.
- identify avenues for a career in print and electronic media.

**COURSE CONTENTS**

**Unit 1** Introduction to Mass Communication: **a)** What is Mass Communication? **b)** Forms of Mass Communication (**Theory**)

**Unit 2** Advertisement: **a)** Types of advertisements **b)** Advertising ethics **c)** How to create advertisements/storyboards (**Theory & Practical**)

**Unit 3** Media Writing: **a)** Scriptwriting for TV **b)** Writing News Reports and Editorials for Electronic Media (**Theory & Practical**)

**Suggested Readings**

- Kumar, Keval J. *Mass Communication in India*. Jaico Publications, 1994.
- Joseph, M.K. *Outline of Editing*. New Delhi: Anmol Publications, 2002.
- Kamath, M.V. *Professional Journalism*. New Delhi: Vikas Publishing House, 1980.
- Macquail, Denis. *Mass Communication*. New Delhi: Om Books, 2000.

- Saxena, Ambrish. *Fundamentals of Reporting and Editing*. New Delhi: Kanishka Publishers, 2007.
- Boyd, Andrew. *Broadcast Journalism: Techniques of Radio and Television News*. Burlington: Focal Press 6 edition, 2009.
- Carroll, Brian. *Writing for Digital Media*. Taylor & Francis, 2010.
- Cushion, Stephen. *Television Journalism*. Sage Publications, 2012.
- Feldman, Tony. *An Introduction to Digital Media*. Taylor & Francis, 2004.

## **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:

### **8.1 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.

### **8.2 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.

### **8.3 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.

### **8.4 Role-Playing**

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

### **8.5 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.

### **8.6 Study Tours**

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