

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

**BACHELOR OF ARTS
(B.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 predominance 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 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.

The B.A. English programme is an attempt to incorporate classical literature as well as the latest trends in the modern English literary curricula.



4 PROGRAMME OBJECTIVES (POs)

- PO 1. 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.
- PO 2. 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.
- PO 3. 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 literature and literatures in translation.
- PO 4. 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.
- PO 5. 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.
- PO 6. 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.
- PO 7. 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.



5. PROGRAMME SPECIFIC OUTCOMES (PSOs)

Upon completion of the B.A. English program, the students would:

- PSO 1. Demonstrate a set of basic skills in the explication of literary practices and process with clarity.
- PSO 2. 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.
- PSO 3. Display an ability to read and understand various literary genres and stylistic variations and write critically.
- PSO 4. Cultivate the 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.
- PSO 5. 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.
- PSO 6. Display knowledge to cultivate a better understanding of values – both literary values that aid 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.
- PSO 7. Recognize employability options in English studies programmes 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.



6. PROGRAM HIGHLIGHTS

Course Level	UG							
Program	Bachelor of Arts							
Duration	3 years (6 semesters)							
Examination Type	Semester system (1-6 semesters)							
Intake	120							
Eligibility	12 th Standard							
Mapping between POs and PSOs		PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
	PO1							
	PO2							
	PO3							
	PO4							
	PO5							
	PO6							
	PO7							
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 Comprehensive Evaluation (CCE) Formative (50%)	Semester End Evaluation (SEE)- Summative (50%)
100%	[Internal Exam] (20%) + [1. Assignments 2. Project Work 3. Field Work 4. Quiz 5. Group discussion 6. Role Play 7. Seminar 8. Class Performance 9. Poster Presentation 10. Viva-Voice 11. Book Review or Article Review 12. Case Studies 13. Class Test 14. Report Writing 15. Any other as per the requirement of the subject] (Any Two) (Thread-01, Thread-02)] (10%+10%) + [Attendance] (10%)	Semester End Evaluation (SEE)- Summative Theory/ Practical Exams Whole Syllabus



8. CREDIT STRUCTURE

Credit Structure of B.A. (Honours/Honours with Research)

NCrF Credit Level	Semester	Major (Core)	Minor (Electives)	Multi/ Inter-disciplinary	AEC	SEC/ Internship	VAC/ IKS	RP/ OJT	Total Credit per Sem.	Qualification /Certificate
4.5 First Year	SEM-I	2*4=8	1*4=4	1*4=4	1*2=2	1*2=2 (SEC)	1*2=2 (IKS)	-	22	UG Certificate
	SEM- II	2*4=8	1*4=4	1*4=4	1*2=2	1*2=2 (SEC)	1*2=2 (VAC)	-	22	
1st Year Total Credits		16	8	8	4	4	4	-	44	
Exit 1: Award of UG certificate in Major course with 44 credits with additional 4 credits of Summer Internship in core specific NSQF defined course OR continue with Major and Minor course for next NCrF credit level										
5.0 Second Year	SEM-III	3*4=12	-	1*4=4	1*2=2	1*2=2 (SEC)	1*2=2 (IKS)	-	22	UG Diploma
	SEM- IV	3*4=12	1*4=4	-	1*2=2	1*2=2 (SEC)	1*2=2 (VAC)	-	22	
2nd Year Total Credits		40	12	12	8	8	8	-	88	
Exit 2: Award of UG Diploma in Major course with 88 credits with additional 4 credits of Summer Internship in core specific NSQF defined course OR continue with Major and Minor course for next NCrF credit level										
5.5 Third Year	SEM-V	3*4=12	2*4=8	-	-	1*4=4 (Internship)	-	-	22	UG Degree
	SEM- IV	3*4=12	1*4=4	-	1*2=2	1*2=2 (SEC)	-	-	22	
3rd Year Total Credits		64	24	12	10	14	8	-	132	
Award of UG Degree in Major course with 132 credits and Internship in core discipline OR continue with Major and Minor course for next NCrF credit level										



Fourth Year Case – 1 (Honours)										
6.0 Fourth Year	SEM- VII	3*4=12	1*4=4	-	-	-	-	1*6=6(OJT)	22	UG Honours Degree
	SEM- VIII	3*4=12	1*4=4	-	-	-	-	1*6=6(OJT)*	22	
4th Year Total Credits		88	32	12	10	14	8	12	176	
Award of UG Honours Degree in Major course with total 176 credits										
Fourth Year Case – 2 (Honours with Research)										
6.0 Fourth Year	SEM- VII	3*4=12	1*4=4	-	-	-	-	1*6=6(RP)	22	UG Honours with Research Degree
	SEM- VIII	3*4=12	1*4=4	-	-	-	-	1*6=6(RP)	22	
4th Year Total Credits		88	32	12	10	14	8	12	176	
Award of UG Honours with Research Degree in Major course with total 176 credits										



Sem.	Major (Core)	Minor (Elective)	Multi/Interdisciplinary	Ability Enhancement Course (AEC)	Skill Enhancement Course (SEC)/ Internship	Indian Knowledge System (IKS)/ Value Add Course (VAC)	RP/ OJT	Total
1	8	4	4	2	2 (SEC)	2 IKS	-	22
2	8	4	4	2	2 (SEC)	2 VAC	-	22
3	12	-	4	2	2 (SEC)	2 IKS	-	22
4	12	4	-	2	2 (SEC)	2 VAC	-	22
5	12	8	-	-	2 (SEC)	-	-	22
6	12	4	-	2	4 (Internship)	-	-	22
Total	64	24	12	10	14	8	0	132
7	12	4	-	-	-	-	6 (RP)	22
8	12	4	-	-	-	-	6 (RP)	22
Total	24	8	-	-	-	-	12	44
Grand Total	88	32	12	10	14	8	12	176

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SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

DEPARTMENT OF ENGLISH

**BACHELOR OF ARTS (B.A.)
ENGLISH PROGRAMME**

SEMESTER 1

SYLLABUS

AS PER NEP-2020

W.E.F 2023-24

**9. COURSE STRUCTURE – PAPER TITLES SEMESTER 1**

Sem.	Major (Core)	Minor (Elective)	Multi/ Interdisciplinary	Ability Enhancement Course (AEC)	Skill Enhancement Course (SEC)	Indian Knowledge System (IKS)	Dissertation	Total
	(8)	(4)	(4)	(2)	(2)	(2)		22
1	Literary Form: Poetry and Prose - I Literary Form: Drama-I		Language Through Literature	Functional English-I	Content Writing	Classical Literature in Sanskrit and Other Indian Languages		



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

Semester	Course Code	Course Category	Course Title	Offering Department	Teaching Scheme			Examination Scheme													Total Credit	
					Contact Hours			Total Credit	Credit	Theory / (Theory + Practical)					Practical					Total		
										CA		ESE			Credit	CA		ESE				
					Theory	Practical	Total	Max.	Passing	Max.	Passing	CA+ESE Passing	Max.	Passing		Max.	Passing	CA+ESE Passing	Total			
1	ENM201-1C	Major (Core)	Literary Form: Poetry and Prose - I	English	4	0	4	4	4	40	14	60	21	35	0	0	0	0	0	0	100	4
	ENM202-1C	Major (Core)	Literary Form: Drama-I	English	4	0	4	4	4	40	14	60	21	35	0	0	0	0	0	0	100	4
	ENE201-1C	Minor (Elective)	Literary Form: Poetry and Prose - I	English	4	0	4	4	4	40	14	60	21	35	0	0	0	0	0	0	100	4
	MDC201-1C	Multi/ Interdisciplinary	Language Through Literature	English	4	0	4	4	4	40	14	60	21	35	0	0	0	0	0	0	100	4
	AEC201-1C	AEC	Functional English-I	English	2	0	2	2	2	50	18	0	0	18	0	0	0	0	0	0	50	2
	SEC201-1C	SEC	Content Writing	English	2	0	2	2	2	50	18	0	0	18	0	0	0	0	0	0	50	2
	IKS201-1C	IKS	Classical Literature in Sanskrit and Other Indian Languages	English	2	0	2	2	2	50	18	0	0	18	0	0	0	0	0	0	50	2



11. SYLLABUS

VANITA VISHRAM WOMEN'S UNIVERSITY, SURAT

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

Department of English

B.A. English Programme

F.Y.B.A.

Semester I

COURSE CODE: ENM201-1C

MAJOR COURSE: LITERARY FORM: POETRY AND PROSE - I

Credit 4

Contact Hour per week 4

Outline of the Course

Course type	Theory
Level of the Course	200-299 Intermediate-level
Course Category	Discipline Specific Course (Major)
Purpose of Course	To introduce the students with various forms and techniques of poetry and prose to develop literary acquisition.
Course Objective	CO 1. To introduce students to the fundamental elements of poetry, including form, structure, rhyme, meter, and imagery. CO 2. Make students understand the growth and development of English Prose. CO 3. To develop critical reading skills that enable students to analyze and interpret poems and prose effectively.
Minimum weeks per Semester	15 (Including Class work, examination, preparation, holidays etc.)
Last Review / Revision	June 2023
Pre-requisite	Elementary knowledge of English Language.
Teaching Methodology	Class Room Teaching, Discussion and Assignment
Evaluation Method	50% Continuous Comprehensive Evaluation (CCE)- Formative 50% Semester End Evaluation (SEE)- Summative

**Course Content**

Unit No.	Particulars	% Weightage of Unit	Minimum Nos. of Hours
1	Introduction to Poetry <ul style="list-style-type: none">Poetry as a literary formTypes of Poetry – Lyric, Sonnet, Elegy	30	15
2	Introduction to Prose <ul style="list-style-type: none">Growth, Development and Characteristics of the Prose	30	15
3	Poetry <ul style="list-style-type: none"><i>Daffodils</i> by William Wordsworth<i>Shall I Compare thee to a Summer's Day?</i> (Sonnet 18) by William Shakespeare<i>Elegy Written in Country Church Yard</i> by Thomas Gray Prose <ul style="list-style-type: none"><i>Of Marriage and Single Life</i> by Francis Bacon<i>The Modest Proposal</i> by Jonathan Swift<i>Professions For Women</i> by Virginia Woolf	40	30

REFERENCES:

- Abrams, M. H., and Geoffrey Galt Harpham. *A Glossary of Literary Terms*. Cengage Learning, 2015.
- David Daiches, *A Critical History of English Literature (Volume I & II)*, Supernova Publishers, 2011.
- Edward Albert, *History of English Literature*, Oxford University Press, 2017.
- Prasad, B, *A Background to The Study of English Literature*, Generic, 2015.
- William Henry Hudson, *An Outline History of English Literature*, Rupa Publications, 2015.
- Daffodils* by William Wordsworth <https://www.poetryfoundation.org/poems/45521/i-wandered-lonely-as-a-cloud>
- Elegy Written in Country Church Yard* by Thomas Gray <https://www.poetryfoundation.org/poems/44299/elegy-written-in-a-country-churchyard>
- Abrams, M. H., and Geoffrey Galt Harpham. *A Glossary of Literary Terms*. Cengage Learning, 2015.
- Bacon, Francis, and George Herbert Clarke. *The Essays or Counsels Civil and Moral of Francis Bacon*. Macmillan, 1915.
- Compton-Rickett, *A History of English Literature*. UBS Publishers' Distributors Private Limited, 2009.



- David Daiches, *A Critical History of English Literature (Volume I & II)*, Supernova Publishers, 2011.
- Edward Albert, *History of English Literature*, Oxford University Press, 2017.

COURSE OUTCOMES

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

CO 1	Identify and analyze the formal and thematic elements of poems, such as rhyme, meter, imagery, and metaphor.
CO 2	Understand, analyze and appreciate various texts related to the form of English Prose.
CO 3	Communicate their ideas and interpretations of poetry and prose effectively through written assignments and class discussions.

COURSE OUTCOMES MAPPING

Unit No.	Unit Name	Course Outcomes		
		CO1	CO2	CO3
1	Introduction to Poetry			
2	Introduction to Prose			
3	Poetry & Prose			

COURSE ARTICULATION MATRIX

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
CO1							
CO2							
CO3							

**VANITA VISHRAM WOMEN'S UNIVERSITY, SURAT
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES****Department of English****B.A. English Programme****F.Y.B.A.****Semester I****COURSE CODE: ENM202-1C****MAJOR COURSE: LITERARY FORM: DRAMA-I****Credit 4****Contact Hour per week 4****Outline of the Course**

Course type	Theory
Level of the Course	200-299 Intermediate-level
Course Category	Discipline Specific Course (Major)
Purpose of Course	To introduce British drama through the reading of some specific literary texts, empowerment of the students to examine the themes and structures of Elizabethan drama and get acquainted with relevant literary terms.
Course Objective	CO 1. Develop an understanding and appreciation of the dramatic form as a literary genre. CO 2. Understand historical and cultural contexts: Students will explore the social, political, and cultural contexts in which dramatic works were produced. CO 3. Understanding how historical events and societal norms influence the themes and messages conveyed in plays.
Minimum weeks per Semester	15 (Including Class work, examination, preparation, holidays etc.)
Last Review / Revision	June 2023
Pre-requisite	Elementary knowledge of English Language.
Teaching Methodology	Class Room Teaching, Discussion and Assignment
Evaluation Method	50% Continuous Comprehensive Evaluation (CCE)- Formative 50% Semester End Evaluation (SEE)- Summative

Course Content



Unit No.	Particulars	% Weightage of Unit	Minimum Nos. of Hours
1	Introduction to Drama <ul style="list-style-type: none">● Origin and Development of Drama● Techniques of Drama	30	15
2	Types of Drama <ul style="list-style-type: none">● Tragedy● Comedy● Tragi-Comedy● Comedy of Manners● Comedy of Humour● Problem Play● Absurd Theatre● Epic Theatre	30	15
3	Drama <ul style="list-style-type: none">● <i>As You Like It</i> by William Shakespeare● <i>Arms and the man</i> by G.B. Shaw	40	30

REFERENCES:

- Bradbrook, M. C. *A History of Elizabethan Drama*, Cambridge University Press, 1981.
- Croft, Steven; Cross, Helen: *Literature, Criticism, and Style*; 2nd Ed. Oxford University Press, 2000.
- David Daiches, *A Critical History of English Literature (Volume I & II)*, Supernova Publishers, 2011.
- Dolan, *As You Like It*. New York, N.Y., Penguin Books, 2000.
- Ellis-Fermor, Una Mary. *The Jacobean Drama: An Interpretation*. Methuen, 1958.
- Ford, Boris. *The New Pelican Guide to English Literature Vols 2-4*. Penguin Books, 1982.
- Nicoll, Allardyce and Arthur Wilmurt. *World Drama from Aeschylus to Anouilh*. Harrap, 1976.
- Zwicker, Steven N. *The Cambridge Companion to English Literature, 1650-1740*. Cambridge University Press, 1998.
- G.B. Shaw, *Arms and The Man*. Maple Press, August 2013

**COURSE OUTCOMES**

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

CO 1	Analyze dramatic elements: Students will learn to identify and analyze various elements of drama, including plot, character, dialogue, setting, theme, and dramatic structure.
CO 2	Develop skills to interpret and critically evaluate plays, considering the artistic choices made by the playwright, the relevance of the work to its time period, and its enduring significance.
CO 3	Enhance reading and communication skills: Studying drama helps students improve their reading comprehension, interpretation, and analytical skills. It also enhances their ability to engage in thoughtful discussions and express their ideas effectively both orally and in writing.

COURSE OUTCOMES MAPPING

Unit No.	Unit Name	Course Outcomes		
		CO1	CO2	CO3
1	Introduction to Drama			
2	Forms and Types of Drama			
3	Drama			

COURSE ARTICULATION MATRIX

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
CO1							
CO2							
CO3							



VANITA VISHRAM WOMEN'S UNIVERSITY, SURAT
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

Department of English
B.A. English Programme
F.Y.B.A.
Semester I
COURSE CODE: ENE201-1C

MINOR COURSE (for other departments): LITERARY FORM: POETRY AND PROSE - I

Credit 4

Contact Hour per week 4

Outline of the Course

Course type	Theory
Level of the Course	200-299 Intermediate-level
Course Category	Elective (Minor)
Purpose of Course	To introduce the students with various forms and techniques of poetry and prose to develop literary acquisition.
Course Objective	CO 4. To introduce students to the fundamental elements of poetry, including form, structure, rhyme, meter, and imagery. CO 5. Make students understand the growth and development of English Prose. CO 6. To develop critical reading skills that enable students to analyze and interpret poems and prose effectively.
Minimum weeks per Semester	15 (Including Class work, examination, preparation, holidays etc.)
Last Review / Revision	June 2023
Pre-requisite	Elementary knowledge of English Language.
Teaching Methodology	Class Room Teaching, Discussion and Assignment
Evaluation Method	50% Continuous Comprehensive Evaluation (CCE)- Formative 50% Semester End Evaluation (SEE)- Summative

**Course Content**

Unit No.	Particulars	% Weightage of Unit	Minimum Nos. of Hours
1	Introduction to Poetry <ul style="list-style-type: none">Poetry as a literary formTypes of Poetry – Lyric, Sonnet, Elegy	30	15
2	Introduction to Prose <ul style="list-style-type: none">Growth, Development and Characteristics of the Prose	30	15
3	Poetry <ul style="list-style-type: none"><i>Daffodils</i> by William Wordsworth<i>Shall I Compare thee to a Summer's Day?</i> (Sonnet 18) by William Shakespeare<i>Elegy Written in Country Church Yard</i> by Thomas Gray Prose <ul style="list-style-type: none"><i>Of Marriage and Single Life</i> by Francis Bacon<i>The Modest Proposal</i> by Jonathan Swift<i>Professions For Women</i> by Virginia Woolf	40	30

REFERENCES:

- Abrams, M. H., and Geoffrey Galt Harpham. *A Glossary of Literary Terms*. Cengage Learning, 2015.
- David Daiches, *A Critical History of English Literature (Volume 1 & II)*, Supernova Publishers, 2011.
- Edward Albert, *History of English Literature*, Oxford University Press, 2017.
- Prasad, B, *A Background to The Study of English Literature*, Generic, 2015.
- William Henry Hudson, *An Outline History of English Literature*, Rupa Publications, 2015.
- Daffodils* by William Wordsworth <https://www.poetryfoundation.org/poems/45521/i-wandered-lonely-as-a-cloud>
- Elegy Written in Country Church Yard* by Thomas Gray <https://www.poetryfoundation.org/poems/44299/elegy-written-in-a-country-churchyard>
- Abrams, M. H., and Geoffrey Galt Harpham. *A Glossary of Literary Terms*. Cengage Learning, 2015.
- Bacon, Francis, and George Herbert Clarke. *The Essays or Counsels Civil and Moral of Francis Bacon*. Macmillan, 1915.
- Compton-Rickett, *A History of English Literature*. UBS Publishers' Distributors Private Limited, 2009.
- David Daiches, *A Critical History of English Literature (Volume 1 & II)*, Supernova Publishers, 2011.
- Edward Albert, *History of English Literature*, Oxford University Press, 2017.

**COURSE OUTCOMES**

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

CO 1	Identify and analyze the formal and thematic elements of poems, such as rhyme, meter, imagery, and metaphor.
CO 2	Understand, analyze and appreciate various texts related to the form of English Prose.
CO 3	Communicate their ideas and interpretations of poetry and prose effectively through written assignments and class discussions.

COURSE OUTCOMES MAPPING

Unit No.	Unit Name	Course Outcomes		
		CO1	CO2	CO3
1	Introduction to Poetry			
2	Introduction to Prose			
3	Poetry & Prose			

COURSE ARTICULATION MATRIX

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
CO1							
CO2							
CO3							

**VANITA VISHRAM WOMEN'S UNIVERSITY, SURAT
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES****Department of English****BA English Program****FY B.A.****Semester I****COURSE CODE: MDC201-1C****MULTI DISCIPLINARY (for other departments): LANGUAGE THROUGH
LITERATURE****Credit 4****Contact Hour per week 4****Outline of the Course:**

Course type	Theory
Level of the Course	200-299 Intermediate-level
Course Category	Multidisciplinary
Purpose of Course	To introduce the students with various forms and genres of prose and develop both language ability and literature acquisition
Course Objective	CO 1. To teach English by developing Language skills of undergraduate students. CO 2. To ensure that students gain an understanding of the basic features and structures of English language to enable them to communicate effectively and actively in most daily practical and social situations. CO 3. To enable students to develop interest in and appreciation of Literature. CO 4. To equip students with nuances of language that includes proficiency in grammar, its effective usage in everyday life.
Minimum weeks per Semester	15 (Including Class work, examination, preparation, holidays etc.)
Last Review / Revision	June 2023
Pre-requisite	Elementary knowledge of English Language.
Teaching Methodology	Class Room Teaching, Discussion and Assignment
Evaluation Method	50% Continuous Comprehensive Evaluation (CCE)- Formative 50% Semester End Evaluation (SEE)- Summative

**Course Content:**

Unit No.	Particulars	% Weightage of Unit	Minimum Nos. of Hours
1	Introduction <ul style="list-style-type: none">Understanding the relationship between language and literatureExploring the Language Skills: Vocabulary Skills: Content words and function words, antonyms and synonyms, idioms and phrases, words-formation devices Grammar Skills: Tenses, Error identification	30 %	10
2	Prose <ul style="list-style-type: none"><i>The Rocking Horse Winner</i> by D. H. Lawrence<i>Father's Help</i> by R. K. Narayan<i>The Ghost in the Garden</i> by Ruskin Bond	30 %	25
3	Poetry <ul style="list-style-type: none"><i>The Seven Ages of Man</i> by William Shakespeare<i>Break Break Break</i> by Alfred Tennyson<i>The Last of the Princes</i> by A. K. Ramanujan	40 %	25
REFERENCES:			
<ul style="list-style-type: none">Many Coloured Glass (Macmillan)			

COURSE OUTCOMES:

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

CO 1	Enhance their vocabulary and language comprehension through exposure to diverse and rich literary texts.
CO 2	Sharpen their ability as critical readers and writers.
CO 3	Demonstrate Language skills appropriate to advanced undergraduate level.

**COURSE OUTCOMES MAPPING:**

Unit No.	Unit Name	Course Outcomes		
		CO1	CO2	CO3
1	Introduction			
2	Prose			
3	Poetry			

COURSE ARTICULATION MATRIX:

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
CO1							
CO2							
CO3							

**VANITA VISHRAM WOMEN'S UNIVERSITY, SURAT
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES****Department of English
B.A. English Programme
F.Y.B.A.****Semester I****COURSE CODE: AEC201-1C****AEC COURSE: FUNCTIONAL ENGLISH-I****Credit 2****Contact Hour per week 2****Outline of the Course**

Course type	Theory
Level of the Course	200-299 Intermediate-level
Course Category	Ability Enhancement Course (AEC)
Purpose of Course	To equip individuals with the necessary language skills and confidence to communicate effectively in English, enabling them to succeed academically, professionally, and in various social settings
Course Objective	CO 1. Utilize their knowledge of functional English effectively for communicative purposes. CO 2. Learn language in authentic contexts. CO 3. Use English efficiently for routine. CO 4. Sharpen receptive skills for better comprehension by providing authentic resources. Make students understand how the development of these skills will lead to their holistic development.
Minimum weeks per Semester	15 (Including Class work, examination, preparation, holidays etc.)
Last Review / Revision	June 2023
Pre-requisite	Elementary knowledge of English Language.
Teaching Methodology	Class Room Teaching, Discussion and Assignment
Evaluation Method	50% Continuous Comprehensive Evaluation (CCE)- Formative 50% Semester End Evaluation (SEE)- Summative

**Course Content**

Unit No.	Title of the Unit	% Weightage of Unit	Minimum Nos. of Hours
1	Functional Grammar (Practical) <ul style="list-style-type: none">• Parts of Speech and Functions in sentence structure• Transitivity and its impact on sentence structure• The Theme-Rheme framework in English	34	10
2	Introduction to Receptive Skills <ul style="list-style-type: none">• Concept and Characteristics of Listening• Types of Listening• Barriers to listening• Introduction to the Reading Skills• Concept and Characteristics of Reading• Skimming Vs Scanning	33	10
3	Receptive Skills (Practical) <ul style="list-style-type: none">• Listening to the Conversation/ Debate/ Lectures/ Speeches/ Songs• Listening practice as per Cambridge IELTS Module Reading for Various Purposes (summarizing/ comprehending/ re-producing)	33	10

REFERENCES:

- "An Introduction to Functional Grammar" by M. A. K. Halliday and Christian M. I. M. Matthiessen
- "Functional English Grammar: An Introduction for Second Language Teachers" by Michael A. K. Halliday and Ruqaiya Hasan
- Gupta, S.C. English Grammar & Composition. Arihant Publication. 2022.
- Mitra, Barun K. Personality Development and Soft Skills. Oxford University Press, 2015.
- Wren and martin. English Grammar. MB publication, 2022.
- Ur, Penny. Teaching Listening Comprehension. Cambridge University Press
- Teaching Listening and Speaking : From Theory to Practice
<https://www.professorjackrichards.com/wp-content/uploads/teaching-listening-and-speaking-from-theory-to-practice.pdf>

**COURSE OUTCOMES**

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

CO 1	Enable themselves to comprehend ideas clearly and accurately with listening and reading skills.
CO 2	Gain confidence in an academic and professional context.
CO 3	Analyze and improve language skills. Prepare themselves better for placements and beyond.

COURSE OUTCOMES MAPPING

Unit No.	Unit Name	Course Outcomes		
		CO1	CO2	CO3
1	Functional Grammar (Practical)			
2	Introduction to Receptive Skills			
3	Receptive Skills (Practical)			

COURSE ARTICULATION MATRIX

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
CO1							
CO2							
CO3							

**VANITA VISHRAM WOMEN'S UNIVERSITY, SURAT
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES****Department of English****B.A. English Programme****F.Y.B.A.****Semester I****COURSE CODE: SEC201-1C****SEC COURSE: CONTENT WRITING****Credit 2****Contact Hour per week 2****Outline of the Course**

Course type	Theory
Level of the Course	200-299 Intermediate-level
Course Category	Skill Enhancement Course (SEC)
Purpose of Course	To introduce the students to content writing. To enable students to create a variety of content.
Course Objective	CO 1. Develop content writing skills in the English language. The course will cover digital writing and will focus on the principles of effective writing, including clarity, coherence, and concision. CO 2. Equip students to write for different purposes and audiences, and gain hands-on experience in writing and revising their own work. CO 3. Develop a portfolio of written pieces demonstrating their skills and mastery of effective content writing in English
Minimum weeks per Semester	15 (Including Class work, examination, preparation, holidays etc.)
Last Review / Revision	June 2023
Prerequisite	Elementary knowledge of English Language.
Teaching Methodology	Class Room Teaching, Discussion and Assignment
Evaluation Method	50% Continuous Comprehensive Evaluation (CCE)- Formative 50% Semester End Evaluation (SEE)- Summative

**Course Content**

Unit No.	Title of the Unit	% Weightage of Unit	Minimum Nos. of Hours
1	Introduction to Content Writing <ul style="list-style-type: none">Principles and Practices	30	8
2	Introduction to Digital Writing <ul style="list-style-type: none">Writing for digital platforms: social media, Blogging, and Websites	40	15
3	The Art of Editing <ul style="list-style-type: none">Revising and Polishing Your Writing	30	7

REFERENCES:

- Egri, Lajos. *The Art of Creative Writing*. Citadel Press, 1965.
- Halvorson, Kristina. Rach, Melissa. *Content Strategy for the Web*. Pearson Education. 2012.
- Handley, Ann. *Everybody Writes*. Wiley, 2022.
- Strunk, William. White, *The Elements of Style*. New York, Longman, 2000.
- Zinsser, William. *On Writing Well*. 30th ed., HarperCollins, 2006.
- "Writing Compelling Content" by Amber Roshay
- "Blog Writing" by Anthony James
- "All About Content Writing" by Sujeet Govindani
- "Content Writing for Beginners" by Frank Wood

COURSE OUTCOMES

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

CO 1	Identify the key principles of effective content writing in English.
CO 2	Write clear, concise, and coherent content for different purposes and audiences. Employ a variety of writing techniques and strategies to make their writing more engaging and effective.
CO 3	Revise and edit their writing to improve its quality and impact.

**COURSE OUTCOMES MAPPING**

Unit No.	Unit Name	Course Outcomes		
		CO1	CO2	CO3
1	Introduction to Content Writing	■		
2	Introduction to Digital Writing		■	
3	The Art of Editing			■

COURSE ARTICULATION MATRIX

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
CO1				■	■		
CO2						■	
CO3						■	■

**VANITA VISHRAM WOMEN'S UNIVERSITY, SURAT
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**

**Department of English
B.A. English Programme
F.Y.B.A.
Semester I
COURSE CODE: IKS201-1**

**IKS COURSE: CLASSICAL LITERATURE IN SANSKRIT AND OTHER INDIAN
LANGUAGES****Credit 2****Contact Hour per week 2****Outline of the Course**

Course type	Theory
Level of the Course	200-299 Intermediate-level
Course Category	Indian Knowledge System Course (IKS)
Purpose of Course	The course aims to preserve and promote ancient Indian literature as an integral part of the country's cultural heritage.
Course Objective	CO 1. To promote the idea of Indian Aesthetics. CO 2. Students will become familiar with significant works of Indian ancient literature. CO 3. Students will learn to analyze Indian ancient texts from a literary perspective.
Minimum weeks per Semester	15 (Including Class work, examination, preparation, holidays etc.)
Last Review / Revision	June 2023
Pre-requisite	Elementary knowledge of Indian Language.
Teaching Methodology	Class Room Teaching, Discussion and Assignment
Evaluation Method	50% Continuous Comprehensive Evaluation (CCE)- Formative 50% Semester End Evaluation (SEE)- Summative

**Course Content**

Unit No.	Title of the Unit	% Weightage of Unit	Minimum Nos. of Hours
1	Introduction to Indian Classical literature <ul style="list-style-type: none">• Origin and development of Sanskrit Literature	20	5
2	Major Sanskrit Writers <ul style="list-style-type: none">• Valmiki• Vyasa• Kalidasa	40	10
3	Play <ul style="list-style-type: none">• Abhijnanashakuntalam by Kalidas	40	15

REFERENCES:

- Sheldon Pollock, A Rasa Reader: Classical Indian Aesthetics, Permanent Black, 2020.
- Priyadarshini Patnaik, Rasa in Aesthetics, D.K. Print World Ltd., 2013
- Kalidasa, Abhijñānaśākuntalam Edited by M.R. Kale, Publisher: Motilal Banarsidass, 11th Edition, 2010.
- Arthur W. Ryder, Kalidasa: His Life and Writings, Createspace Independent Publication, 2012.
- “Shakuntalam” by David Shulman in The Wisdom of Poems: Studies in Tamil, Telugu and Sanskrit, Oxford University Press, 2001
- Romila Thapar, Sakuntala: Texts, Readings, Histories, Columbia University Press, 2011.
- Natyashastra by Bharat Muni <https://pdffile.co.in/bharat-muni-natya-shastra/>
- Natyashastra https://www.researchgate.net/publication/357866665_Natyashastra_English

**COURSE OUTCOMES**

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

CO 1	Students will gain a comprehensive understanding of significant works of Indian classical literature especially Sanskrit Literature.
CO 2	Students will develop the ability to critically analyze classical texts, identifying key themes, literary techniques, and cultural contexts.
CO 3	Students will develop an appreciation for the artistic and aesthetic qualities of Indian classical literature.

COURSE OUTCOMES MAPPING

Unit No.	Unit Name	Course Outcomes		
		CO1	CO2	CO3
1	Introduction to Indian Classical literature			
2	Major Sanskrit Writers			
3	Play			

COURSE ARTICULATION MATRIX

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
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 the knowledge domain concerned.

12.4 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.

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 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.



13 KEYWORDS

1. Bachelor of Arts (B.A.) English Programme
2. Poetry - (Ode, Elegy, Sonnet)
3. Prose - (Essays, Short Stories)
4. British Drama
5. Functional English
6. Content Writing
7. Environmental Studies
8. Classical Literature in Sanskrit and other Indian languages
9. Poetry - (Epic, Dramatic Monologue)
10. Prose - (Novel)
11. Indian Drama
12. Media and Communication Skills
13. Communication Skills
14. Language through Literature
15. Yoga
16. Life Skills
17. British Literature: 16th & 17th Centuries
18. American Literature
19. Indian Literature - Pre-independent Era
20. Indian Education System
21. Children's and Young Adult Literature
22. Academic Writing and Composition
23. Soft Skills & Personality Development
24. British Literature: 18th & 19th Centuries
25. Indian Literature - Post-independent Era
26. Partition Literature
27. Holocaust Literature
28. British Literature: 20th Century to Present Day
29. Literary Theory and Criticism
30. Translation
31. English Language Teaching
32. Contemporary Literature in English
33. Employability Skills
34. Language & Technology