

VANITA VISHRAM WOMEN'S UNIVERSITY

(Managed by: Vanita Vishram, Surat)

1st Women's University of Gujarat



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

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

DEPARTMENT OF ENGLISH

MASTER OF ARTS (M.A.) ENGLISH PROGRAMME

SYLLABUS

W.E.F 2024-25



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1 PREAMBLE – VVWU:

Vanita Vishram Women's University (VVWU) is the First-ever Women's University of Gujarat approved by the Government of Gujarat under the provisions of the Gujarat Private Universities Act, 2009. It is a University committed to achieve Women's Empowerment through Quality Education, Skill Development, and by providing employment opportunities to its girl students through its model curriculum, integration of technology in pedagogy and best-in-class infrastructure. The focus is on prioritizing practical component and experiential learning supported through academia-industry linkages, functional MoUs, skill development training, internships etc. It aims at providing opportunities to the girl students for holistic development and self-reliance.

VISION

Empowerment of women through quality education and skill development, so as to make them strong pillars of stability in the society.

MISSION

To provide Education & Professional Training to all women for their all-round development, so as to enable them to become economically independent and socially empowered citizens.



2 SALIENT FEATURES:

- Based on NEP-2020 & CBCS
- Interdisciplinary as well as multidisciplinary.
- Practical-oriented, skill-based & vocation-based.
- Based on experiential learning.
- Greater exposure to internship, hands-on training, project work, field work, presentation etc.
- Mode of teaching shall be Offline
- Qualified & Competent Faculty Members for effective teaching-learning
- Employment-Generating



3 INTRODUCTION OF THE PROGRAM:

The present crisis of humanities emanates from the pre-dominance of science and technology in particular because it contributes to human conditions and comfort in tangible terms and thereby changing the human condition with material inventions. The resultant utilitarian society likes to invest in science and technology because it takes care of provisions for life.

Literature, on the other hand, takes care of vision. But its impact is intangible and immeasurable in terms of quantity. Humanities or literary discourse brings about qualitative changes that remain immeasurable, but for its manifestation in human conduct that may be observed and experienced, but not quantified. However, what gets obviated in the process is that both of them i.e., science and technology and humanities are complementary, though those fascinated with tangible outcomes do tend to gloss over it.

The function of literature is to bring the questions of values—human and literary—in focus. Literariness is the ability of literature to attract attention to itself that it achieves through deviant use of language. As a system of knowledge, it aims at providing pleasure first and knowledge thereafter. Therein lies its value in being pleasant. Thereafter, the important thing is to know what literature is valued for. Literature is known for what it stands for its commitment. Literature celebrates life in all forms and stands for and with values of life by representing the weak, the poor, the exploited, the vulnerable and the voiceless. In a way, literary values are values of life, particularly human life.



Accordingly, English literary curricula have evolved over a period of time in India. From its Anglo-centric core, it moved to new literatures—Third World Literature, Commonwealth Literature, American, Canadian, Australian, African Literature, and New Literatures in English, and later to Indian Literature in English and Indian Literature in translation in the light of various critical and theoretical discourses like Postmodernism, Post-colonialism, Feminism, and Black Aesthetics/Dalit Aesthetics among others. Thus, it is necessary for English Studies to recognize and respect the differences and transcend binaries.

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



4 PROGRAMME OBJECTIVES (POs):

The programme aims at:

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



5 PROGRAM SPECIFIC OUTCOMES (PSOs):

Each Post-Graduate in English will be able to:

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

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

PSO 3. Enhance literary and critical thinking.

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

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



6 PROGRAM HIGHLIGHTS:

Course Level	PG					
Program	Master of Arts					
Duration	2 years (4 Semesters)					
Examination Type	Semester System (1-4 Semesters)					
Intake	30					
Eligibility	BA English					
Mapping between POs and PSOs		PSO1	PSO2	PSO3	PSO4	PSO5
	PO1					
	PO2					
	PO3					
	PO4					
	PO5					
Job Positions	Teacher, Professor, Language Trainer, Content Writer, Translator, Editor and Proofreader, PR Manager, Soft Skill Trainer, Freelancer, Voice Artist					



7 SCHEME OF ASSESSMENT:

Following is the scheme of assessment followed by the University –

Weightage (%)	Continuous Assessment (CA) (40%)	End Semester Examination (ESE) (60%)
100%	[Internal written Theory Exam] (20%) + [Assignments/Presentations/Viva/group discussion/Journal/ MCQ/QUIZ + Attendance] (20% - Any Three)	End Semester Examination (ESE) Theory/ Practical Exams Whole Syllabus



8 CREDIT STRUCTURE

Proposed PG Credit structure for PG -2024

According to Curriculum and Credit Framework for Postgraduate Programmes

Sem.	Discipline Specific Course	Discipline Specific Elective	Multi-Disciplinary	Ability Enhancement Course (AEC)	Skill Enhancement Course (SEC)	Value Added Courses (VAC)	Summer Internship/ Project/ Online Course	Dissertation	Total
1	24	0	0	0	0	0	0	0	24
2	24	0	0	0	0	0	0	0	24
3	16	0	0	0	0	0	8	0	24
4	12	0	0	0	0	0	0	12	24
Total	76	0	0	0	0	0	8	12	96
Grand Total	76	0	0	0	0	0	8	12	96

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SEMESTER 3

SYLLABUS

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9 COURSE STRUCTURE – PAPER TITLES SEMESTER III

Proposed Integrated (UP) Course structure for year – 2024									
Sem.	Discipline Specific Course	Discipline Specific Elective	Multi-Disciplinary	Ability Enhancement Course (AEC)	Skill Enhancement Course (SEC)	Value Added Courses (VAC)	Summer Internship/ Project/ Online Course	Dissertation	Total
	(16)						(8)		
3	Feminist Literature - I								24
	Diaspora Literature								
	English Language Teaching - I								
	Editing and Proofreading								
							Internship		



10 TEACHING AND EVALUATION SCHEME FOR MA ENGLISH ACADEMIC YEAR 2024-25

S e m e s t e r	Course Code	Course Category	Course Title	Offering Department	Teaching Scheme				Examination Scheme													Total Credit
					Contact Hours				Total Credit	Theory					Practical					Total		
										Cred it	CA		ESE			Cred it	CA		ESE			
					Theo ry	Practic al	Tot al	Ma x.	Passi ng		Ma x.	Passi ng	CA+E SE Passin g	Ma x.	Passi ng		Ma x.	Passi ng	CA+E SE Passin g			
3	EN21330	DSC	Feminist Literature - I	English	4	0	4	4	4	40	16	60	24	40	0	0	0	0	0	0	100	4
	EN21340	DSC	Diaspora Literature	English	4	0	4	4	4	40	16	60	24	40	0	0	0	0	0	0	100	4
	EN21350	DSC	English Language Teaching - I	English	4	0	4	4	4	40	16	60	24	40	0	0	0	0	0	0	100	4
	EN21360	DSC	Editing and Proofreading	English	0	4	4	4	0	0	0	0	0	0	4	40	16	60	24	40	100	4
	EN21370	Internship	Internship	English	0	8	8	8	0	0	0	0	0	0	8	40	16	60	24	40	100	8



11. SYLLABUS

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

Department of English
M. A. English Programme
Semester III

EN21330: FEMINIST LITERATURE - I

Credit 4

Contact Hour per week 4

Outline of the Course:

Course type	Theory
Level of the Course	600-699 Advanced Courses
Course Category	Major
Purpose of Course	To equip students with Theories of Feminism and Feminist Literature
Course Objective	CO 1. To familiarize students with foundational texts and key figures in feminist literature. CO 2. To explore the ways in which feminist literature reflects and critiques societal norms and structures. CO 3. To analyze the intersectionality of feminist discourse, considering how gender intersects with race, class, sexuality, and other factors. CO 4. To foster discussion and debate about contemporary issues within feminist literature and criticism.
Minimum weeks per Semester	15 weeks
Last Review / Revision	April
Prerequisite	Elementary knowledge of Women's Writing in Literature
Teaching Methodology	Class Room Teaching, Discussion and Assignment
Evaluation Method	40% Continuous Assessment (CA) 60% End Semester Examination (ESE)

**Course Content:**

Units	Particulars	% Weightage of Unit	Minimum Nos. of Hours
1	Introduction to Feminism <ul style="list-style-type: none">● Historical overview of Women's Writings● Western Feminism● Indian Feminism	25	10
2	Essay <ul style="list-style-type: none">● <i>A Room of One's Own</i> by Virginia Woolf● <i>Professions for Women</i> by Virginia Woolf	25	10
3	Drama <ul style="list-style-type: none">● <i>The Doll's House</i> by Henrik Ibsen	25	20
4	Novel <ul style="list-style-type: none">● <i>House of Cards</i> by Sudha Murthy	25	20
Reference			
<ul style="list-style-type: none">● Feminism and Contemporary Indian Women's Writing. Palgrave Macmillan, 2010th edition, 20 January 2010.● Ibsen, Henrik. <i>The Doll's House</i>. Maple Press Pvt Ltd, 1 August 2011.● Murthy, Sudha. <i>House of Cards</i>. Penguin India, 1st edition, 15 July 2013.● <i>The History of Doing: An Illustrated Account of Movements for Women's Rights and Feminism in India 1800-1990</i>. Kali for Women, 30 June 1993.● Woolf, Virginia. <i>A Room of One's Own</i>. Fingerprint! Publishing, latest edition, 1 November 2016.● Woolf, Virginia. <i>Professions for Women</i>. Fingerprint! Publishing, latest edition, 1 November 2016.			

Course Outcomes:

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

CO 1	Develop the ability to critically analyze literary texts from feminist perspectives, identifying and interpreting themes, representations, and narratives related to gender, power, agency, and oppression.
CO 2	Contextualize feminist literary texts within their historical, social, and cultural contexts.
CO 3	Explore how feminist literature serves as a site of empowerment, resistance, and representation for women and marginalized communities, promoting visibility, agency, and diverse narratives of gendered experience.

**Course Outcomes Mapping:**

Unit No.	Unit Name	Course Outcomes		
		CO1	CO2	CO3
1	Introduction to Feminism			
2	Essay			
3	Drama			
4	Novel			

Course Articulation Matrix:

	PSO1	PSO2	PSO3	PSO4	PSO5
CO1					
CO2					
CO3					

**VANITA VISHRAM WOMEN'S UNIVERSITY, SURAT**
SCHOOL OF HUMANITIES & SOCIAL SCIENCES**Department of English**
M. A. English Programme
Semester III**EN21340: DIASPORA LITERATURE****Credit 4****Contact Hour per week 4****Outline of the Course:**

Course type	Theory
Level of the Course	600-699 Advanced Courses
Course Category	Major
Purpose of Course	To equip individuals with the aims to explore the diverse narratives, identities, and cultural expressions of migrant communities, fostering understanding and appreciation of their experiences through literary works. It seeks to illuminate the complexities of displacement, identity formation, and transnational belonging within the global context.
Course Objective	CO 1. To enable students to comprehend the historical, economic and political backdrop of the Indian Diaspora. CO 2. To comprehend and demonstrate the differences between the different Indian Diasporas - colonial and postcolonial, indentured and voluntary, labor and professional. CO 3. To understand the movement of the diaspora towards transnationalism and globalization. CO 4. To understand the relationship of the diaspora towards globalization and transnationalism.
Minimum weeks per Semester	15 weeks
Last Review / Revision	April
Prerequisite	Elementary knowledge of World Literature
Teaching Methodology	Class Room Teaching, Discussion and Assignment
Evaluation Method	40% Continuous Assessment (CA) 60% End Semester Examination (ESE)

**Course Content:**

Units	Particulars	% Weight age of Unit	Minimum Nos. of Hours
1	Introduction to Diaspora Literature <ul style="list-style-type: none">• Definition and Types of Diaspora• Major Diaspora Communities & Popular Terms in Diaspora• Indian Diaspora Literature in English	25	10
2	Poetry (Any Three) <ul style="list-style-type: none">• "House of a Thousand Doors" by Meena Alexander• "The Journey" by Meena Alexander• "The Diaspora" by W. H. Auden• "Refugee Blues" by W. H. Auden• "Search for My Tongue" by Sujata Bhatt• "The Need to Recall the Journey" by Sujata Bhatt	25	20
3	Short Stories (Any Two) <ul style="list-style-type: none">• <i>Clothes</i> by Chitra Banerjee Divakaruni• <i>Silver Pavements, Golden Roofs</i> by Chitra Banerjee Divakaruni• <i>Swimming Lessons</i> by Rohinton Mistry• <i>When Mr. Pirzada Came to Dine</i> by Jhumpa Lahiri	25	20
4	Novel <ul style="list-style-type: none">• <i>The Namesake</i> by Jhumpa Lahiri	25	10

Reference

- Alexander, Meena. "House of a Thousand Doors." Three Continents Press Inc., U.S., 1 December 1987.
- Alexander, Meena. *The Journey*. Three Continents Press Inc., 1987.
- Auden, W. H. *The Diaspora*. Gale, Study Guides, 2018.
- Auden, W. H. "Refugee Blues." Gale, Study Guides, 26 March 2018.
- Bhatt, Sujata. "Search for my Tongue." Brunizem, 2008 edition
- Devikaruni, Chitra Banerjee. "Clothes." Anchor; First Paperback Edition, 1 May 1996.
- Divakaruni, Chitra Banerjee. *Silver Pavements, Golden Roofs*. Anchor, 1996.
- *In Diaspora: Theories, Histories, Texts*. Indialog Publications Pvt Ltd, 1 July 2003.
- Lahiri, Himadri, and Allen Hibbard, editors. *Diaspora Theory and Transnationalism*. Publisher Not Provided, 2019.
- Lahiri, Jhumpa. *The Namesake*. HarperCollins, 2007.
- Lahiri, Jhumpa. "When Mr. Pirzada Came to Dine." Fourth Estate, 2014
- Mistry, Rohinton. "Swimming Lessons." Vintage; Reprint edition, 11 February 1997.
- *The Literature of the Indian Diaspora: Theorizing the Diasporic Imaginary*. Routledge, 19 May 2014.

**Course Outcomes:**

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

CO 1	Define the various attributes of the Indian diaspora: historical, economic and political backdrop of the Indian Diaspora.
CO 2	Understand the psychological, social and political problems associated with Diaspora culture.
CO 3	Discover our own country from a different prism through the eyes of writers who have lived in a composite culture.

Course Outcomes Mapping:

Unit No.	Unit Name	Course Outcomes		
		CO1	CO2	CO3
1	Introduction to Diaspora Literature			
2	Poetry			
3	Short Stories			
4	Novel			

Course Articulation Matrix:

	PSO1	PSO2	PSO3	PSO4	PSO5
CO1					
CO2					
CO3					



VANITA VISHRAM WOMEN'S UNIVERSITY, SURAT
SCHOOL OF HUMANITIES & SOCIAL SCIENCES
Department of English
M. A. English Programme
Semester III

EN21350: ENGLISH LANGUAGE TEACHING - I

Credit 4

Contact Hour per week 4

Outline of the Course:

Course type	Theory
Level of the Course	600-699 Advanced Courses
Course Category	Major
Purpose of Course	To help students to understand Language Proficiency, Cultural Understanding, Critical Thinking and Analysis, Literary Appreciation and Interdisciplinary Connections.
Course Objective	CO 1. To introduce the approaches of English Language Learning (ELT). CO 2. To learn the principles and procedures of adapting ELT materials. CO 3. To practice different methods of using materials in the classroom. CO 4. To design, develop and administer various tests of ELT.
Minimum weeks per Semester	15 weeks
Last Review / Revision	April
Prerequisite	Elementary knowledge of English Language
Teaching Methodology	Class Room Teaching, Discussion and Assignment
Evaluation Method	40% Continuous Assessment (CA) 60% End Semester Examination (ESE)

**Course Content:**

Units	Particulars	% Weightage of Unit	Minimum Nos. of Hours
1	English Language Teaching: Principles & Concepts <ul style="list-style-type: none">● Language Learning Theories● Acquisition and Learning● Difference between L1 and L2	25	10
2	Communicative Language Teaching <ul style="list-style-type: none">● The concept of communicative competence● Designing communicative tasks● Language Games● Songs and Rhymes	25	20
3	English for Specific Purposes <ul style="list-style-type: none">● The concept and Features of ESP● General Purpose vs ESP● The concept of EAP	25	20
4	Computer Assisted Language Learning (CALL) <ul style="list-style-type: none">● Development of technology● Behaviorist CALL,● Communicative CALL● Integrative CALL● Constructivist CALL	25	10

Reference

- Aggarwal, J.C. *Landmarks in the History of Modern Indian Education*. Vikas Publishing House Pvt. Limited, New Delhi.
- Agnihotri, R.K., and A.L. Khanna. *Problematizing English in India*. Sage Publications, 1997.
- Chaudron, Craig. *Second Language Classrooms: Research on Teaching and Learning*. Cambridge University Press, 1988.
- Huda, Nurul. *Teaching English to Indian Pupils*. Commonwealth Publishers, New Delhi, 1992.
- Kachru, Braj B. *Indianization of English: The English Language in India*. Oxford University Press, 1983.
- Kachru, Braj B. *The Alchemy of English: The Spread, Function and Models of Non-Native English*. Oxford University Press, 1989.
- King, Ross D. *Nehru and the Language Politics of India*. Oxford University Press, 1998.
- Krishnamurti, Bhadriraju. *Language, Education and Society*. Sage Publications, 1998.
- Singh, Rajendra, editor. *Grammar, Language and Society: Contemporary Indian Contributions*. Sage Publications, 1997.
- Singh, R.P., editor. *Indian Education: In-depth Studies*. Commonwealth Publishers, New Delhi, 1993.
- Verma, M.K., editor. *Sociolinguistics, Language and Society*. Sage Publications, 1998.

**Course Outcomes:**

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

CO 1	Learn how to grade and evaluate materials.
CO 2	Develop skills-based materials and how to use them in class.
CO 3	Learn the principles and the approaches to materials development.

Course Outcomes Mapping:

Unit No.	Unit Name	Course Outcomes		
		CO1	CO2	CO3
1	Introduction to English Language Learning (ELT)			
2	Receptive Skills			
3	Productive Skills			
4	Methods and Approaches in ELT			

Course Articulation Matrix:

	PSO1	PSO2	PSO3	PSO4	PSO5
CO1					
CO2					
CO3					

**VANITA VISHRAM WOMEN'S UNIVERSITY, SURAT
SCHOOL OF HUMANITIES & SOCIAL SCIENCES****Department of English
M. A. English Programme
S.Y.M.A.
Semester III****EN21360: EDITING AND PROOFREADING****Credit 4****Contact Hour per week 4****Outline of the Course:**

Course type	Practical
Level of the Course	600-699 Advanced Courses
Course Category	Major
Purpose of Course	To help students to understand rules of written language through knowing various rules of editing and proofreading.
Course Objective	CO 1. To teach the students about what exactly proofreading and editing entail. CO 2. To teach the students to learn the tools required for becoming an efficient proof-reader and/or editor. CO 3. To develop the eyes of students for finding errors in a given document. CO 4. To make students understand the importance of styles and consistency.
Minimum weeks per Semester	15 weeks
Last Review / Revision	April
Prerequisite	Elementary knowledge of English Language
Teaching Methodology	Class Room Teaching, Discussion and Assignment
Evaluation Method	40% Continuous Assessment (CA) 60% End Semester Examination (ESE)



Course Content:

Units	Particulars	% Weightage of Unit	Minimum Nos. of Hours
1	Introduction to Editing and Proofreading <ul style="list-style-type: none"> ● What is Editing? ● What is Proofreading? ● What is the difference between Editing and Proofreading? ● Editing of Creative Nature ● Editing of Substantive Nature ● Editing of Technical Nature 	25	10
2	Editing and Proofreading 1 <ul style="list-style-type: none"> ● Writing Sentences ● Avoiding Awkward Sentences ● Creating Sentence Variety ● Shaping Paragraphs ● Using Transitions ● Establishing a Writing Style 	25	20
3	Editing and Proofreading 2 <ul style="list-style-type: none"> ● Turning Passive Verbs into Active Verbs ● Making Sure Subjects and Verbs Agree ● Making Sure Nouns and Pronouns Agree ● Using Modifiers ● Checking Capitalization and Spelling ● Punctuating Sentences 	25	20
4	Editing and Proofreading 3 <ul style="list-style-type: none"> ● Using Commas ● Using Semicolons and Colons ● Using Apostrophes in Plurals and Possessive ● Using Quotation Marks ● Using Hyphens, Dashes, and Ellipses ● Checking for Commonly Confused Words and Clichés 	25	10
Reference			
<ul style="list-style-type: none"> ● Ashan R. Hampton, Gaurav Garg, <i>Grammar Essentials for Proofreading, Copyediting & Business Writing</i>, Lulu.com, 2020. ● Debra A. Smith & Helen R. Sutton, <i>Powerful Proofreading Skills: Tips, Techniques and Tactics</i>, 1994. ● Dr. Treat Preston, <i>The Art of Proofreading & Editing Your Manuscript: The Importance of Perfection</i>, CreateSpace Independent Pub, 2014. ● Seema Sharma, <i>Editing: Theory and Practice</i>, Anmol Publications, 2006. ● Smith, Brady. <i>Proofreading Revising Editing Skills Success</i>. Learning Express, 2017. 			

**Course Outcomes:**

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

CO 1	Use structural editing to maximize the effect of any document.
CO 2	Correct common grammar, punctuation and spelling errors.
CO 3	Check appropriate usages of words and expressions.

Course Outcomes Mapping:

Unit No.	Unit Name	Course Outcomes		
		CO1	CO2	CO3
1	Introduction to Editing and Proofreading			
2	Editing and Proofreading 1			
3	Editing and Proofreading 2			
4	Editing and Proofreading 3			

Course Articulation Matrix:

	PSO1	PSO2	PSO3	PSO4	PSO5
CO1					
CO2					
CO3					



12. TEACHING METHODOLOGY:

In order to achieve its objective of focused process-based learning and holistic development, the teacher/faculty may use a variety of knowledge delivery methods:

12.1 LECTURES

Lectures should be designed to provide the learners with interesting and fresh perspectives on the subject matter. Lectures should be interactive in a way that students work with their teachers to get new insights in the subject area, on which they can build their own bridges to higher learning.

12.2 DISCUSSIONS

Discussions are critical components of learning and can be used as a platform for students to be creative and critical with old and new ideas. Besides developing critiquing skills, arriving at consensus on various real-life issues and discussion groups lead to innovative problem-solving and ultimately to success.

12.3 CASE STUDIES

Real case studies, wherever possible, should be encouraged in order to challenge students to find creative solutions to complex problems of individual, community, society and various aspects of knowledge domain concerned.

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