VANITA VISHRAM WOMEN'S UNIVERSITY

(Managed by: Vanita Vishram, Surat)
1ˢᵗ Women's University of Gujarat

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

DEPARTMENT OF ENGLISH

MASTER OF ARTS (M.A.) ENGLISH PROGRAMME

SYLLABUS

W.E.F 2024-25

INDEX

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 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.

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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ENGLISH PROGRAMME

SEMESTER 4

SYLLABUS

W.E.F 2024-25

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
	(12)							(12)	
4	Feminist Literature - II								24
	Digital Humanities								
	English Language Teaching - II								
								Dissertation	

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

Semester	Course Code	Course Category	Course Title	Offering Department	Teaching Scheme				Examination Scheme													Total	Total Credit
					Contact Hours			Total Credit	Theory						Practical								
									Credit	CA		ESE		CA+ESE Passing	Credit	CA		ESE		CA+ESE Passing			
					Theory	Practical	Total			Max.	Passing	Max.	Passing			Max.	Passing	Max.	Passing				
4	EN21380	DSC	Feminist Literature - II	English	4	0	4	4	4	40	16	60	24	40	0	0	0	0	0	0	100	4
	EN21390	DSC	Digital Humanities	English	4	0	4	4	4	40	16	60	24	40	0	0	0	0	0	0	100	4
	EN21400	DSC	English Language Teaching - II	English	4	0	4	4	4	40	16	60	24	40	0	0	0	0	0	0	100	4
	EN21410	Dissertation	Dissertation	English	0	12	12	12	0	0	0	0	0	0	12	40	16	60	24	40	100	12

11. SYLLABUS

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

EN21380: FEMINIST LITERATURE - II

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 Theories of Feminism** • The Laugh of the Medusa by Hélène Cixous • A literature of their own by Elaine Showalter • Gender Performativity by Judith Butler • The personal is political by Carol Hanisch	25	10
2	**Poetry (Any Three)** • "Still I Rise" by Maya Angelou • "Phenomenal Woman" by Maya Angelou • "I Am Vertical" by Sylvia Plath • "The Applicant" by Sylvia Plath • "Aunt Jennifer's Tigers" by Adrienne Rich • "Snapshots of a Daughter-in-Law." by Adrienne Rich	25	10
3	**Drama** • *Mrs. Warren's Profession* by Bernard Shaw	25	20
4	**Novel** • The Palace of Illusions by Chitra Divakaruni	25	20

Reference

- Angelou, Maya. "And Still I Rise". Virago, 1st Ed. 1978, Reprinted 1999 (8th) edition, 8 May 1986.
- Angelou, Maya. "Phenomenal Woman." Gale Study Guides, 25 July 2017
- Butler, Judith. *Sexual Politics, Social Change and the Power of the Performative*. Routledge, 1st edition, 31 January 2008.
- Cixous, Hélène. "The Laugh of the Medusa." 1975.
- Divakaruni, Chitra. *The Palace of Illusions*. Anchor, Reprint edition, 10 February 2009.
- Hanisch, Carol. *Personal Is Political*. Createspace Independent Pub, 29 November 2014.
- Plath, Sylvia. "The Applicant." Gale Study Guides, 26 March 2018.
- Plath, Sylvia. *Crossing The Water*, 1971.
- Rich, Adrienne. "Aunt Jennifer's Tigers." Snapshots of a Daughter-in-Law, 1963.
- Rich, Adrienne. "Snapshots of a Daughter-in-Law." Snapshots of a Daughter-in-Law, 1963.
- Shaw, Bernard. *Mrs. Warren's Profession*. Watchmaker Publishing, 3 August 2010.
- Showalter, Elaine. *A Literature of Their Own*. Princeton University Press, Expanded, Subsequent edition, 9 March 1999.

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 Theories of Feminism	▨	▨	
2	Poetry	▨	▨	▨
3	Drama	▨	▨	▨
4	Novel	▨	▨	▨

Course Articulation Matrix:

	PSO1	PSO2	PSO3	PSO4	PSO5
CO1		▨	▨	▨	
CO2				▨	
CO3	▨	▨			▨

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Department of English
M. A. English Programme
Semester IV

EN21390: DIGITAL HUMANITIES

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 introduce students to Digital Humanities and its current usages.
Course Objective	CO 1. To provide an overview of the principles, methods, and tools used in digital humanities research and its applications within the field of English literature. CO 2. To develop skills in using digital tools and techniques for text analysis, including text mining, topic modeling, and sentiment analysis, to explore literary texts in new and innovative ways. CO 3. To introduce techniques for visualizing literary data, such as timelines, network graphs, and word clouds, to facilitate the interpretation and presentation of literary information and trends. CO 4. To explore the creation, curation, and management of digital archives and collections related to English literature, including issues of preservation, metadata standards, and accessibility.
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 the Digital Humanities** ● Development of Digital Humanities ● Beginnings of the intersection of humanities with computing ● Present state of Digital Humanities ● Digital Humanities in India	25	15
2	**Digital Humanities** ● Meaning and Nature ● Definitions ● Features and principles ● Methods and procedures ● Twitter	25	15
3	**Digital Humanities in Use** ● Text-Mining ● Documentation ● Curation ● Data Design ● Data Visualisation ● Gaming	25	15
4	**Tools of Digital Humanities** ● To document data: PDF creators, video and podcasting tools and social media ● For Storage systems: Shared drive, Blogs, Dropbox, Websites ● Data analysis software: simple data analysis using spreadsheets	25	15

Reference

● *A Companion to Digital Humanities*, Eds. Schreibman, Siemens, and Unsworth, Blackwell, 2004.
● Adolphs, Svenja and Dawn Knight, editors. *The Routledge Handbook of English Language and Digital Humanities*. Delhi: Routledge, 2020.
● Berry, David M., and Anders Fagerjord. *Digital humanities: Knowledge and critique in a digital age*. John Wiley & Sons, 2017.
● *Digital History: A Guide to Gathering, Preserving, and Presenting the Past on the Web*, Dan Cohen and Roy Rosenzweig, University of Pennsylvania Press, 2005.
● Karla, Maya Doddd & Nidhi. *Exploring Digital Humanities in India Pedagogies, Practices, and Institutional Possibilities*. Delhi: Routledge India, 2020.
● Sabharwal, Arjun. *Digital curation in the digital humanities: Preserving and promoting archival and special collections*. Chandos Publishing, 2015.
● Schnapp, Jeffrey. *Digital Humanities*. Cambridge: MIT Press, 2021.

Course Outcomes:

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

CO 1	Demonstrate an understanding of the fundamental principles, theories, and methodologies underlying digital humanities.
CO 2	Gain proficiency in using a variety of digital tools and techniques for text analysis, data visualization, text encoding, digital edition creation, and other digital humanities.
CO 3	Develop the ability to critically evaluate digital humanities projects, methodologies, and research findings within the context of English literary studies, considering issues of validity, reliability, bias, and interpretation.

Course Outcomes Mapping:

Unit No.	Unit Name	Course Outcomes		
		CO1	CO2	CO3
1	Introduction to the Digital Humanities			
2	Digital Humanities			
3	Digital Humanities in Use			
4	Tools of Digital Humanities			

Course Articulation Matrix:

	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	▓				▓
CO2			▓	▓	▓
CO3		▓	▓		▓

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Semester IV

EN21400: ENGLISH LANGUAGE TEACHING - II

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	**Introduction to English Language Learning (ELT)** ● English in India ● Changes in ELT pedagogy in India ● Terms: ICT, Competence, Fossilization, Generalization, Interference vs. Facilitation, Deductive vs. Inductive learning, collocation, Connotation vs. Denotation	25	10
2	**Approaches and Methods in ELT** ● Introduction ● Grammar-Translation Method (GTM-1850s) ● Direct Method (DM-1890s) ● Audio-Lingual Method (ALM-1960s) ● Audio-Visual Method (AVM-1970s) ● Communicative Approach (CA-1970s) ● Task-Based Approach (TBA-1980s)	25	10
3	**Language Skills LSRW** **Listening Skills:** ● Listening for Various Purposes **Speaking Skills** ● Speaking in an Academic Context ● Difference between speech and writing **Reading Skills:** ● Reading Strategies: Cognitive and Metacognitive ● Types of reading: Skimming, Scanning, Intensive, Reading aloud, Silent reading **Writing Skills** ● Types and functions of Writing	25	20
4	**ICT in ELT** ● Use of ICT and its recent development in ELT ● Lesson planning with the help of ICT ● Digital tools for language practice ● ICT and Materials production	25	20

Reference

● Geetha Nagaraj, *English Language Teaching*, Orient Blackswan, 2021.
● Hemant Patel, *English Language Teaching (Approaches, Methods & Techniques)*, Paradise Publishers, 2014.
● Jack C. Richards & Theodore S. Rodgers, *Approaches and Methods in Language Teaching*, Cambridge English, 2016.
● Mohit K. Ray, *English Language Teaching: Recent Approaches*, Atlantic Publishers, 2021.
● Penny Ur, *A Course in English Language Teaching*, CUP, 2013.
● Saini Ashok, *Information & Communication Technology In Elt: Prospects And Perspective*, Lap Lambert Academic Publishing, 2012

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	Approaches and Methods in ELT	▓	▓	▓
3	Language Skills LSRW		▓	
4	ICT in ELT		▓	

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 them 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: Ranissance 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