

DEPARTMENT OF ENGLISH
SARDAR PATEL UNIVERSITY



SYLLABUS

UNDER

NEP 2020

- **ADVANCED PG DIPLOMA PROGRAMME IN ENGLISH STUDIES (DURATION: 1 YEAR, SEMESTERS:2, CREDITS:50)**
- **MULTIDISCIPLINARY COURSES**
(SEMESTER III AND IV, CREDITS: 5 EACH)
- **ADD ON-CERTIFICATE COURSES**
- **MULTIDISCIPLINARY RESEARCH/PH D. THEMES**



Department of English
Advanced PG Diploma Programme in English Studies

| Semester I | | | | | |
|-----------------|---|---|--------------|----------------|----------------------------|
| Course Type | | Title of the Course | Credits (25) | Theory (Hours) | Tutorial/Seminar/Practical |
| <i>Core</i> | 1 | History of English Literature (1550-1700) | 5 | 4 | 1 |
| | 2 | History of English Literature (1700-1832) | 5 | 4 | 1 |
| | 3 | Literary Criticism | 5 | 4 | 1 |
| <i>Elective</i> | 4 | Indian Writings in English | 5 | 4 | 1 |
| | 5 | Postcolonial Novel | 5 | 4 | 1 |





Department of English
Advanced PG Diploma Programme in English Studies
Semester I
Core Course 1

| | | | |
|-----------------------------|----|---------------------|---|
| Course Code | | Title of the Course | History of English Literature (1550-1700) |
| Total Credits of the Course | 05 | Hours per Week | 05 |

| | |
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| Course Objectives: | <ol style="list-style-type: none">1. To make the learners understand the literary history of England during the mentioned period.2. To carry out in depth study of major writers and important texts during the period.3. To familiarize the learners with sociohistorical and political aspects of England during the period. |
|--------------------|--|

| Course Content | | |
|----------------|--|----------------|
| Unit | Description | Weightage* (%) |
| 1. | Geoffrey Chaucer: <i>Troilus and Criseyde</i> . Trans. Nevill Coghill. (New Delhi: Penguin, 2004) | 25% |
| 2. | William Shakespeare: <i>Hamlet</i> (The Arden Shakespeare. Revised. Ed. Ann Thompson and Neil Taylor. London: Bloomsbury, 2017) | 25% |
| 3. | Christopher Marlowe: <i>Doctor Faustus</i> (in <i>Doctor Faustus and other Plays</i> . Oxford World Classics. Delhi: OUP, 2008.) | 25% |
| 4. | John Milton: <i>Paradise Lost</i> (Oxford World Classics. Delhi: OUP, 2004.) | 25% |

| | |
|-------------------------------|---|
| Teaching-Learning Methodology | Teaching and instruction will be learner-centric. Efforts will be made to maximise student-teacher interaction. Flipped Classroom, Tutorials, Assignments, Quizzes, Presentations (Team/Individual), Group Discussions, etc may be used through a blended-learning approach to enhance teaching-learning experiences. |
|-------------------------------|---|

| Evaluation Pattern | | |
|--------------------|--|-----------|
| Sr. No. | Details of the Evaluation | Weightage |
| 1. | Internal Written / Practical Examination (As per CBCS R.6.8.3) | 15% |





SARDAR PATEL UNIVERSITY
Vallabh Vidyanagar, Gujarat
(Reaccredited with 'A' Grade by NAAC (CGPA 3.25)
Syllabus with effect from the Academic Year 2021-2022

| | | |
|----|--|-----|
| 2. | Internal Continuous Assessment in the form of Practical, Viva-voce, Quizzes, Seminars, Assignments, Attendance (As per CBCS R.6.8.3) | 15% |
| 3. | University Examination | 70% |

Course Outcomes: Having completed this course, the learner will be able to

- | | |
|----|---|
| 1. | understand the literary history of England during the mentioned period. |
| 2. | carry out in depth study of major writers and important texts during the period. |
| 3. | become familiar with socio historical and political aspects of England during the period. |

Suggested References:

| Sr. No. | References |
|---------|---|
| 1. | Ford, Boris. <i>Pelican Guide to English Literature</i> , Vol.1 |
| 2. | Ford, Boris. <i>Pelican Guide to English Literature</i> , Vol.2 |
| 3. | Carter, Roland. <i>Routledge History of Literature in English</i> . |
| 4. | Bradley, A.C. <i>Shakespearean Tragedy</i> . |

On-line resources to be used if available as reference material

On-line Resources





Department of English
Advanced PG Diploma Programme in English Studies
Semester I
Core Course 2

| | | | |
|-----------------------------|----|---------------------|---|
| Course Code | | Title of the Course | History of English Literature (1700-1832) |
| Total Credits of the Course | 05 | Hours per Week | 05 |

| | |
|--------------------|---|
| Course Objectives: | <ol style="list-style-type: none">1. Students will develop complete understanding of the selected periods of English Literature2. Students will be acquainted with major characteristics of the different genres and sub-genres3. Students will be made familiar with representative works of the Age |
|--------------------|---|

| Course Content | | |
|----------------|---|----------------|
| Unit | Description | Weightage* (%) |
| 1. | Swift, Jonathan. <i>The Battle of the Books and Other Short Pieces</i> . Cassell and Company, 1901. | 25% |
| 2. | Pope, Alexander. <i>An Essay on Criticism: Edited with Introduction and Notes</i> . Cambridge University Press, 2014. Reprint. | 25% |
| 3. | Wordsworth, William and Coleridge, S.T. <i>Lyrical Ballads</i> . Penguin Classics, 2006 Prescribed Poems <ul style="list-style-type: none">• Tintern Abbey by William Wordsworth• Ode on Intimations of Immortality by William Wordsworth• Frost at Midnight by ST Coleridge• Dejection: An Ode by ST Coleridge Shelley, P.B. <i>Selected Poems and Prose</i> , Annotated Edition. Ed. by Jack Donovan and Cian Duffy, Penguin Classics, 2017. Prescribed Poems <ul style="list-style-type: none">• Ozymandias• Mont Blanc Keats, John. <i>Selected Poems</i> . Penguin Classics, 2007. Prescribed Poems <ul style="list-style-type: none">• Ode on a Grecian Urn• La Belle Dame Sans Merci | 25% |





| | | |
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| 4. | <p>Lamb, Charles. <i>Essays of Elia, and the Last Essays of Elia</i>. Hard Press Publishing, 2014.</p> <ul style="list-style-type: none"> • Dream Children; A Reverie • A Dissertation Upon Roast Pig • The Praise of Chimney-Sweepers <p>Hazlitt, William. <i>Table Talk: Essays on Man Manners</i>. CreateSpace Publication, 2014.</p> <ul style="list-style-type: none"> • On the Past and Future • On the Ignorance of the Learned • On the Indian Jugglers | 25% |
|----|---|-----|

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| Teaching-Learning Methodology | Teaching and instruction will be learner-centric. Efforts will be made to maximise student-teacher interaction. Flipped Classroom, Tutorials, Assignments, Quizzes, Presentations (Team/Individual), Group Discussions, etc may be used through a blended-learning approach to enhance teaching-learning experiences. |
|-------------------------------|---|

| Evaluation Pattern | | |
|--------------------|--|-----------|
| Sr. No. | Details of the Evaluation | Weightage |
| 1. | Internal Written / Practical Examination (As per CBCS R.6.8.3) | 15% |
| 2. | Internal Continuous Assessment in the form of Practical, Viva-voce, Quizzes, Seminars, Assignments, Attendance (As per CBCS R.6.8.3) | 15% |
| 3. | University Examination | 70% |

| Course Outcomes: Having completed this course, the learner will be able to | |
|--|--|
| 1. | demonstrate familiarity with historical, social, and cultural contexts of the selected periods of English Literary History |
| 2. | identify major characteristics of the different genres and sub-genres |
| 3. | know how different forms of literature develop in each age and how some forms are dominant in a particular Age |
| 4. | develop understanding of how a literary work can be better explored and interpreted through critical responses |
| 5. | Familiarize themselves with the various literary trends during Augustan and Romantic Era |





| Suggested References: | |
|-----------------------|--|
| Sr. No. | References |
| 1. | Prasad, B. A Background to the Study of English Literature. Revised Edition. Laxmi Publications, 2016. |
| 2. | Ferber, Michael. The Cambridge Introduction to British Romantic Poetry. Cambridge University Press, 2012. |
| 3. | English Romantic Poetry: An Anthology. Dover Thrift Edition. 1996. |
| 4. | Nayar, Pramod K. A Short History of English Literature. Cambridge University Press, 2009. |
| 5. | Jonathan and Wordsworth Jessica. The New Penguin Book of Romantic Poetry. Penguin Classics, Reprint Edition, 2006. |

| On-line resources to be used if available as reference material |
|--|
| On-line Resources |
| Dahiya, Bhim Singh. <i>Lecture on The Age of Pope</i> . Consortium for Educational Communication, New Delhi. https://www.youtube.com/watch?v=i2f1W1-bEbc . |
| Dahiya, Bhim Singh. <i>Lecture on The Younger Romantics</i> . Consortium for Educational Communication, New Delhi. https://www.youtube.com/watch?v=xEH9MXcVV5M&feature=youtu.be |
| Dahiya, Bhim Singh. <i>Lecture on The Elder Romantics</i> . Consortium for Educational Communication, New Delhi. https://www.youtube.com/watch?v=e3soDb-HC-c |
| Dahiya, Bhim Singh. <i>Lecture on The Romantic Prose</i> . Consortium for Educational Communication, New Delhi. https://www.youtube.com/watch?v=eLaH5MZbGB4 |
| Dahiya, Bhim Singh. <i>Lecture on The Romantic Criticism</i> . Consortium for Educational Communication, New Delhi. https://www.youtube.com/watch?v=7XEGOH5buak |
| British Library. Discovering Literature: Romantics & Victorians. https://www.bl.uk/romantics-and-victorians |





Kabilan, D. "A Study of Satirical Elements in Jonathan Swift's *The Battle of the Books*." *International Journal of English Literature and Social Sciences*, Vol-3, Issue,3, 2018, Web. <https://journals.indexcopernicus.com/api/file/viewByFileId/540499.pdf>

Mambrol, Nasrullah. *Analysis of Alexander Pope's An Essay on Criticism*. Published on July 8, 2020. Blog. <https://literariness.org/2020/07/08/analysis-of-alexander-popes-an-essay-on-criticism/>





Department of English
Advanced PG Diploma Programme in English Studies
Semester I
Core Course 3

| | | | |
|-----------------------------|----|---------------------|--------------------|
| Course Code | | Title of the Course | Literary Criticism |
| Total Credits of the Course | 05 | Hours per Week | 05 |

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|--------------------|---|
| Course Objectives: | <ol style="list-style-type: none">1. Students will get exposure in the field of literary criticism2. Students will be able to understand the critical concepts and ideas3. Students will be made aware about the leading critics and their contribution |
|--------------------|---|

| Course Content | | |
|----------------|---|----------------|
| Unit | Description | Weightage* (%) |
| 1. | <ul style="list-style-type: none">• Plato's Concept of Mimesis and Aristotle's Defence• Aristotle's <i>Poetics</i> Chapter No-XXVI | 25% |
| 2. | <ul style="list-style-type: none">• Wordsworth's Preface to Lyrical Ballads• Coleridge's <i>Biographia Literaria</i> (Chapters- IV, XIV, XVII) | 25% |
| 3. | <ul style="list-style-type: none">• "The Study of Poetry" by Matthew Arnold | 25% |
| 4. | <ul style="list-style-type: none">• "Tradition and the Individual Talent" by T.S. Eliot | 25% |

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|-------------------------------|---|
| Teaching-Learning Methodology | Teaching and instruction will be learner-centric. Efforts will be made to maximise student-teacher interaction. Flipped Classroom, Tutorials, Assignments, Quizzes, Presentations (Team/Individual), Group Discussions, etc may be used through a blended-learning approach to enhance teaching-learning experiences. |
|-------------------------------|---|

| Evaluation Pattern | | |
|--------------------|--|-----------|
| Sr. No. | Details of the Evaluation | Weightage |
| 1. | Internal Written / Practical Examination (As per CBCS R.6.8.3) | 15% |
| 2. | Internal Continuous Assessment in the form of Practical, Viva-voce, Quizzes, Seminars, Assignments, Attendance (As per CBCS R.6.8.3) | 15% |





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| 3. | University Examination | 70% |
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Course Outcomes: Having completed this course, the learner will be able to

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| 1. | know the critics who contributed significantly in the field of Literary Criticism. |
| 2. | develop the critical faculty/critical thinking ability |
| 3. | understand the contribution of the early critics and their criticism |
| 4. | know the role of criticism in evaluating/analysing/interpreting literature |
| 5. | develop an understanding of how a literary work can be better explored and interpreted through critical responses |

Suggested References:

| Sr. No. | References |
|---------|---|
| 1. | David, Daiches. <i>Critical Approaches to Literature</i> . Kessinger Publishing, 2010. |
| 2. | Habib, MAR. <i>History of Literary Criticism</i> . Wiley Blackwell, 2007. |
| 3. | Waugh, Patricia. <i>Literary Theory and Criticism: An Oxford Guide</i> . 1 st Ed. Oxford University Press, 2006. |
| 4. | Habib, M.A.R. <i>Literary Criticism: An Introduction- From Plato to Present</i> . Wiley-Blackwell, First Edition, 2011. |
| 5. | Nagarajan, M.S. <i>English Literary Criticism: An Introductory History</i> , Orient Blackswan, 1 st Edition, 2006. |

On-line resources to be used if available as reference material

On-line Resources

Barad, Dilip. Aristotle- *Plot is the Soul*. Web. <https://www.youtube.com/watch?v=K5lRgjdZ87s&feature=youtu.be>

PG Pathshala. *Aristotle's Poetics: An Analysis of Tragedy*. An MHRD Project (NME-ICT), Web. <https://youtu.be/SXcr4DDEw8Q>

CEC (Consortium for Educational Communication, New Delhi, India). Wordsworth as a Critic. Wordsworth as a Critic. Web. <https://youtu.be/neA3363AeFs>





CEC (Consortium for Educational Communication, New Delhi, India). Wordsworth as a Critic. Coleridge as a Critic. Web.<https://youtu.be/TqWbiaO8KJI>

PG Pathshala. *Matthew Arnold's 'The Study of Poetry'*. An MHRD Project (NME-ICT), Web.<https://youtu.be/nJOoPJG7Rts>

Masson, Scott. *T.S. Eliot's Tradition and the Individual Talent*. Web.
<https://youtu.be/bHB77gPhVyg>





Department of English
Advanced PG Diploma Programme in English Studies
Semester I
Elective Course 1

| | | | |
|-----------------------------|-----------|---------------------|----------------------------|
| Course Code | | Title of the Course | Indian Writings in English |
| Total Credits of the Course | 5 (3 + 2) | Hours per Week | 05 |

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|--------------------|---|
| Course Objectives: | <ol style="list-style-type: none">1. Students recognize the major contributors writing in English from India and their contribution to Indian Writing in English2. Students synthesise the study material and create notes3. Students demonstrate an understanding of various attributes of Indian Writing in English4. Students interpret various critical aspects of literary works written in English in India5. Students discuss and appraise the intrinsic values and ethics of Indian culture and tradition |
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| Course Content | | |
|----------------|--|----------------|
| Unit | Description | Weightage* (%) |
| 1. | Karnad, Girish. (1964) <i>Tughlaq</i> . 2 nd Ed., OUP | 25% |
| 2. | Ao, Temsula. (2009). <i>Laburnum for My Head</i> . Penguin Books | 25% |
| 3. | Tharoor, Shashi. (1989). <i>The Great Indian Novel</i> . Penguin Books | 25% |
| 4. | Joshi, Arun. (1990) <i>The City and the River</i> , Orient Publication | 25% |

| | |
|-------------------------------|---|
| Teaching-Learning Methodology | Teaching and instruction will be learner-centric. Efforts will be made to maximise student-teacher interaction. Flipped Classroom, Tutorials, Assignments, Quizzes, Presentations (Team/Individual), Group Discussions, etc may be used through blended-learning approach to enhance teaching-learning experiences. |
|-------------------------------|---|





| Evaluation Pattern | | |
|--------------------|--|-----------|
| Sr.No. | Details of the Evaluation | Weightage |
| 1. | Internal Written / Practical Examination (As per CBCS R.6.8.3) | 15% |
| 2. | Internal Continuous Assessment in the form of Practical, Viva-voce, Quizzes, Seminars, Assignments, Attendance (As per CBCS R.6.8.3) | 15% |
| 3. | University Examination | 70% |

| Course Outcomes: Having completed this course, the learner will be able to | |
|--|--|
| 1. | outline the contribution of Indian writers writing in English |
| 2. | plan and generate notes based on their comprehension of the study material |
| 3. | discuss prominent features of Indian writing in English |
| 4. | assess the depiction of Indian life, cultures, and traditions in Indian writing in English |
| 5. | critique Indian writing in English with reference to various literary theories |

| Suggested References: | |
|---|---|
| Sr No | References |
| 1. | Naik MK, (2009) A History of Indian English Literature, New Delhi, India: Sahitya Akademi |
| 2. | Mehrotra AK (2017) An Illustrated History of Indian Literature in English, New Delhi, India: Permanent Black |
| 3. | Iyengar KR Srinivasa (1962) Indian Writing in English, Sterling, New Delhi, India: |
| 4. | Dhawan, R.K. (1991) Indian Women Novelists. Vol. 1. Set-II. New Delhi, India: Prestige Books |
| 5. | Dhawan, R.K. (1993) Indian Women Novelists. Vol. IV. Set:III. New Delhi, India: Prestige Books |
| 6. | Piciucco, P. P. (2018). A Companion to Indian Fiction in English (1st ed.). Atlantic Publishers and Distributors Pvt Ltd. |
| On-line resources to be used if available as reference material | |
| On-line Resources | |





Department of English
Advanced PG Diploma Programme in English Studies
Semester I
Elective Course 2

| | | | |
|-----------------------------|-----------|---------------------|--------------------|
| Course Code | _____ | Title of the Course | Postcolonial Novel |
| Total Credits of the Course | 05 (Five) | Hours per Week | Five Hours |

| | |
|--------------------|---|
| Course Objectives: | <ol style="list-style-type: none"> 1. To acquaint the students with the novels of postcolonial African, Indian and Middle Eastern societies having history of colonialism. 2. To make them familiar of the literary aspects of postcolonial novels. 3. To make them aware of how postcolonial novel intersects with socio-political realities in postcolonial societies. |
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| Course Content | | |
|----------------|---|----------------|
| Unit | Description | Weightage* (%) |
| 1. | Joseph Conrad: <i>Heart of Darkness</i> (New York: W. W. Norton & Company, 2006) | 25% |
| 2. | Salman Rushdie: <i>Midnight's Children</i> (London: Vintage Books, 2006) | 25% |
| 3. | Chunua Achebe: <i>Things Fall Apart</i> (New York: Knopf Doubleday Publishing Group, 1995) | 25% |
| 4. | Tayeb Salih: <i>Season of Migration to the North</i> (London: New York Review Books, 2009) | 25% |

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| Teaching-Learning Methodology | <ol style="list-style-type: none"> 1. Classroom Teaching 2. Use of Multi-media Tools 3. Use of Online / Internet Resources & Reference Materials |
|-------------------------------|---|

| Evaluation Pattern | | |
|--------------------|--|-----------|
| Sr. No. | Details of the Evaluation | Weightage |
| 1. | Internal Written / Practical Examination (As per CBCS R.6.8.3) | 15% |
| 2. | Internal Continuous Assessment in the form of Practical, Viva-voce, Quizzes, Seminars, Assignments, Attendance (As per CBCS R.6.8.3) | 15% |





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|----|------------------------|-----|
| 3. | University Examination | 70% |
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|--|--|
| Course Outcomes: Having completed this course, the learner will be able to | |
| 1. | understand the history of colonialism and its aftermath in the postcolonial societies. |
| 2. | interpret the literary and theoretical aspects of postcolonial literatures. |
| 3. | appreciate the interrelations between literature and socio-political realities. |

| | |
|-----------------------|--|
| Suggested References: | |
| Sr. No. | References |
| 1. | Frantz Fanon: <i>The Wretched of the Earth</i> , New York: Grove Press, 2004. |
| 2. | Ania Loomba, <i>Colonialism / Postcolonialism</i> , London and New York: Routledge, 2015. |
| 3. | Dennis Walder, <i>Post-colonial Literatures in English: History, Language, Theory</i> , Oxford: Blackwell Publishers Ltd., 2002. |
| 4. | Aijaz Ahmad, <i>In Theory: Classes, Nations, Literatures</i> , London: Verso, 1992. |
| 5. | Salman Rushdie, <i>Imaginary Homelands: Essays and Criticism 1981–1991</i> , London: Granta, 1991. |

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|---|
| On-line resources to be used, if available, as reference material |
| On-line Resources |
| Use of Online Journals and Periodicals |
| Use of Online Books |





Department of English
Advanced PG Diploma Programme in English Studies

| Semester II | | | | | |
|-----------------|---------------------|--|--------------|----------------|----------------------------|
| Course Type | Title of the Course | | Credits (25) | Theory (Hours) | Tutorial/Seminar/Practical |
| <i>Core</i> | 1 | History of English Literature (1832-1940) | 5 | 4 | 1 |
| | 2 | History of English Literature (1941-Present) | 5 | 4 | 1 |
| | 3 | Indian Literatures in English Translation | 5 | 4 | 1 |
| <i>Elective</i> | 4 | Linguistics and English Language Teaching | 5 | 4 | 1 |
| | 5 | Translation Studies | 5 | 4 | 1 |





Department of English
Advanced PG Diploma Programme in English Studies
Semester II
Core Course 1

| | | | |
|-----------------------------|----|---------------------|---|
| Course Code | | Title of the Course | History of English Literature (1832-1940) |
| Total Credits of the Course | 05 | Hours per Week | 05 |

| | |
|--------------------|--|
| Course Objectives: | <ol style="list-style-type: none">1. The students will get the socio-political, cultural and literary background of the period2. To make the students familiar with the new literary experiments in modern time3. To make the students acquainted with the representative texts of the Age |
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| Course Content | | |
|----------------|---|----------------|
| Unit | Description | Weightage* (%) |
| 1. | <i>Jane Eyre</i> by Charlotte Bronte (Penguin Classics) | 25% |
| 2. | <i>The Four Quartets</i> by T.S. Eliot (Selected Poems of T.S. Eliot) | 25% |
| 3. | <i>To The Light House</i> by Virginia Woolf (Penguin Classics) | 25% |
| 4. | <i>Dubliners</i> by James Joyce (Penguin Classics) | 25% |

| | |
|-------------------------------|---|
| Teaching-Learning Methodology | Teaching and instruction will be learner-centric. Efforts will be made to maximise student-teacher interaction. Flipped Classroom, Tutorials, Assignments, Quizzes, Presentations (Team/Individual), Group Discussions, etc may be used through a blended-learning approach to enhance teaching-learning experiences. |
|-------------------------------|---|

| Evaluation Pattern | | |
|--------------------|--|-----------|
| Sr. No. | Details of the Evaluation | Weightage |
| 1. | Internal Written / Practical Examination (As per CBCS R.6.8.3) | 15% |
| 2. | Internal Continuous Assessment in the form of Practical, Viva-voce, Quizzes, Seminars, Assignments, Attendance (As per CBCS R.6.8.3) | 15% |





| | | |
|--|---|-----|
| 3. | University Examination | 70% |
| Course Outcomes: Having completed this course, the learner will be able to | | |
| 1. | get the complete understanding of the Victorian and Modern Age in English Literature | |
| 2. | have the complete idea of the characteristic features of literature of the Age | |
| 3. | understand the experimentations in literature ushered in the twentieth century | |
| 4. | gain awareness of the significant changes challenging literary-cultural perspectives of the world | |
| 5. | know the major literary works of the selected periods | |

Suggested References:

| Sr No. | References |
|--------|--|
| 1. | Prasad, B. A Background to the Study of English Literature. Revised Edition. Laxmi Publications, 2016. |
| 2. | Nayar, Pramod K. A Short History of English Literature. Cambridge University Press, 2009. |
| 3. | Eliot, T.S. <i>Words in Time</i> . Ed. Edward LOBB, The Athlone Press, London, 1993. |
| 4. | Eyre, Jane. <i>Jane Eyre and Villette: A Case Book</i> . Ed. Miriam Allott. |
| 5. | Joyce, James. <i>A Collection of Critical Essays</i> . Ed. William M. Chace. Prentice Hall, 1974. |

On-line resources to be used if available as reference material

On-line Resources

Dahiya, Bhim Singh. *The Victorian Temper*. Consortium for Educational Communication, New Delhi. <https://youtu.be/JOSTsz8hfks>

Dahiya, Bhim Singh. *The Modernist Movement*. Consortium for Educational Communication, New Delhi. <https://youtu.be/8UVVQkHrsew>

Dahiya, Bhim Singh. *Modern Novel*. Consortium for Educational Communication, New Delhi. <https://youtu.be/8PcjeJ9eKUY>

Dahiya, Bhim Singh. *Modern Novel: Later Phase*. Consortium for Educational Communication, New Delhi. <https://youtu.be/f3VE81AXLJc>





Department of English
Advanced PG Diploma Programme in English Studies
Semester II
Core Course 2

| | | | |
|-----------------------------|-----------|---------------------|---|
| Course Code | _____ | Title of the Course | History of English Literature (1941 to the Present) |
| Total Credits of the Course | 05 (Five) | Hours per Week | Five Hours |

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|--------------------|---|
| Course Objectives: | <ol style="list-style-type: none"> 1. To acquaint the students with the representative literary texts of the era. 2. To familiarise them with major literary movements of the era. 3. To make them aware of how literature engages with and represent the socio-political issues of the era. |
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| Course Content | | |
|----------------|---|----------------|
| Unit | Description | Weightage* (%) |
| 1. | George Orwell: 1984 (Gurugram: Penguin Random House India, 2017) | 25% |
| 2. | Tom Stoppard: Rosencrantz and Guildenstern are Dead (New York: Grove/Atlantic Press, 1994 rpt.) | 25% |
| 3. | Seamus Heaney: Opened Ground: Selected Poems (1966–1996) (New York: Farrar, Straus and Giroux, 1988) Prescribed Poems: (1) 'Digging' (2) 'Churning Day' (3) 'The Diviner' (4) 'The Outlaw' (5) 'Relic of Memory' (6) 'Bogland' (7) 'Funeral Rites' (8) 'North' (9) 'Punishment' (10) 'Strange Fruit' | 25% |
| 4. | Kazuo Ishiguro: Never Let Me Go (London: Faber & Faber, 2010) | 25% |

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| Teaching-Learning Methodology | <ol style="list-style-type: none"> 1. Classroom Teaching 2. Use of Multi-media Tools 3. Use of Online / Internet Resources & Reference Materials |
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| Evaluation Pattern |
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SARDAR PATEL UNIVERSITY
Vallabh Vidyanagar, Gujarat
(Reaccredited with 'A' Grade by NAAC (CGPA 3.25))
Syllabus with effect from the Academic Year 2021-2022

| Sr. No. | Details of the Evaluation | Weightage |
|---------|--|-----------|
| 1. | Internal Written / Practical Examination (As per CBCS R.6.8.3) | 15% |
| 2. | Internal Continuous Assessment in the form of Practical, Viva-voce, Quizzes, Seminars, Assignments, Attendance (As per CBCS R.6.8.3) | 15% |
| 3. | University Examination | 70% |

Course Outcomes: Having completed this course, the learner will be able to

| | |
|----|---|
| 1. | develop the critical understanding of the representative literary texts of the era. |
| 2. | co-relate the interrelationship between the representative literary texts and respective major literary movements of the era. |
| 3. | appreciate the creative and critical potentials of literature to engage with and represent the socio-political issues of the era. |

Suggested References:

| Sr. No. | References |
|---------|---|
| 1. | Marshall Berman: <i>All That Is Solid Melts Into Air: The Experience of Modernity</i> , New York: Penguin Books, 1988. |
| 2. | Linda Hutcheon: <i>A Poetics of Postmodernism: History, Theory and Fiction</i> , New York and London: Routledge, 2004. |
| 3. | Peter Childs: <i>Modernism</i> , London and New York: Routledge, 2008. |
| 4. | Peter V. Zima: <i>Modern / Postmodern: Society, Philosophy, Literature</i> , London: Continuum, 2010. |
| 5. | David Harvey, <i>The Condition of Postmodernity: An Enquiry into the Origins of Cultural Change</i> , Oxford: Blackwell Publishers, 1992. |

On-line resources to be used, if available, as reference material

On-line Resources

Use of Online Journals and Periodicals

Use of Online Books





Department of English
Advanced PG Diploma Programme in English Studies
Semester II
Core Course 3

| | | | |
|-----------------------------|----|---------------------|---|
| Course Code | | Title of the Course | Indian Literatures in English Translation |
| Total Credits of the Course | 05 | Hours per Week | 05 |

| | |
|--------------------|---|
| Course Objectives: | <ol style="list-style-type: none">1. To make the learners study and examine different literatures in Indian regional languages.2. To make the student understand the literary history and sociopolitical features of its history evoked the selected texts.3. To examine the issues of translation in selected texts. |
|--------------------|---|

| Course Content | | |
|----------------|---|----------------|
| Unit | Description | Weightage* (%) |
| 1. | Dharamvir Bharati: <i>The Sun's Seventh Horse</i> . Trans. 'Ajneya'. Delhi: National Book Trust, 2001 [1952]. | 25% |
| 2. | Rajinder Singh Bedi: <i>I Take This Woman</i> . Trans. Khushwant Singh. New Delhi: Orient, 2007 [1961]. | 25% |
| 3. | Sharadchandra Chattopadhyay: <i>Parineeta</i> . Trans. Malobika Chaudhuri. Delhi: Penguin, 2005[1914]. | 25% |
| 4. | Vaikom Muhammad Basheer: <i>Childhood Friend</i> . Trans. R.E. Asher. Kerala: Mathrubhumi Books, 2015[1944]. | 25% |

| | |
|-------------------------------|---|
| Teaching-Learning Methodology | Teaching and instruction will be learner-centric. Efforts will be made to maximise student-teacher interaction. Flipped Classroom, Tutorials, Assignments, Quizzes, Presentations (Team/Individual), Group Discussions, etc may be used through a blended-learning approach to enhance teaching-learning experiences. |
|-------------------------------|---|

| Evaluation Pattern | | |
|--------------------|--|-----------|
| Sr. No. | Details of the Evaluation | Weightage |
| 1. | Internal Written / Practical Examination (As per CBCS R.6.8.3) | 15% |





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| | | |
|----|--|-----|
| 2. | Internal Continuous Assessment in the form of Practical, Viva-voce, Quizzes, Seminars, Assignments, Attendance (As per CBCS R.6.8.3) | 15% |
| 3. | University Examination | 70% |

Course Outcomes: Having completed this course, the learner will be able to

| | |
|----|---|
| 1. | study and examine different literatures in Indian regional languages. |
| 2. | understand the literary history and sociopolitical features of its history evoked the selected texts. |
| 3. | examine different issues of translation in selected texts. |

Suggested References:

| Sr. No. | References |
|---------|--|
| 1. | <i>Indian Literature: An Introduction</i> . University of Delhi. |
| 2. | Mehrotra, Arvind Krishna. <i>A History of Indian Literature in English</i> . 2003. |
| 3. | Mukherjee, Sujit. <i>A Dictionary of Indian Literature. Beginnings to 1850</i> . |
| 4. | Das, Sisir Kumar. <i>A History of Indian Literature</i> . 2005. |

On-line resources to be used if available as reference material

On-line Resources





Department of English
Advanced PG Diploma Programme in English Studies
Semester II
Elective Course 1

| | | | |
|-----------------------------|---------|---------------------|---|
| Course Code | | Title of the Course | Linguistics and English Language Teaching |
| Total Credits of the Course | 5 (3+2) | Hours per Week | Five Hours |

| | |
|--------------------|---|
| Course Objectives: | <ol style="list-style-type: none">1. Students discuss the nature of English language learning and its theoretical implications2. Students explain a variety of language learning methods and approaches3. Students practice ELT in their contexts of language learning4. Students demonstrate understanding integrating technology in teaching and learning English language |
|--------------------|---|

| Course Content | | |
|----------------|--|----------------|
| Unit | Description | Weightage* (%) |
| 1. | Basics of Linguistics <ul style="list-style-type: none">• Meaning, Study and Scope of Linguistics• Inter-disciplinarily of Linguistics: Sociolinguistics, Psycholinguistics, Stylistics Linguistics, Corpus Linguistics, Dialectology and Applied linguistics | 25% |
| 2. | ELT: A Historical Perspective <ul style="list-style-type: none">• Development of ELT at the World Level• Development of ELT in India and Recent Trends• Varieties of English | 25% |
| 3. | English Language Teaching: Methods and Approaches <ul style="list-style-type: none">• Methods of Teaching: From Grammar-Translation Method to Communicative Method• Approaches to Language Teaching: From Structural Approach to Constructivist Approach | 25% |
| 4. | English Language Teaching and Testing <ul style="list-style-type: none">• Techniques of Teaching: Use of ICT, Language through Literature, Use of Authentic Material, Gamification etc• Various Concepts in Testing and their types: Test, Assessment, Evaluation etc | 25% |





| | | |
|--|---|--|
| | <ul style="list-style-type: none"> Qualities and Formats of Testing, Assessment and Evaluation | |
|--|---|--|

| | |
|-------------------------------|---|
| Teaching-Learning Methodology | Teaching and instruction will be learner-centric. Efforts will be made to maximise student-teacher interaction. Flipped Classroom, Tutorials, Assignments, Quizzes, Presentations (Team/Individual), Group Discussions, etc may be used through a blended-learning approach to enhance teaching-learning experiences. |
|-------------------------------|---|

| Evaluation Pattern | | |
|--------------------|--|-----------|
| No. | Details of the Evaluation | Weightage |
| 1. | Internal Written / Practical Examination (As per CBCS R.6.8.3) | 15% |
| 2. | Internal Continuous Assessment in the form of Practical, Viva-voce, Quizzes, Seminars, Assignments, Attendance (As per CBCS R.6.8.3) | 15% |
| 3. | University Examination | 70% |

| Course Outcomes: Having completed this course, the learner will be able to | |
|--|---|
| 1. | demonstrate the understanding of various aspects of linguistics and English language teaching |
| 2. | discuss various aspects of language teaching |
| 3. | practice English language teaching and testing |
| 4. | apply the understanding of linguistics in teaching and research |

| Suggested References: | |
|-----------------------|--|
| No. | References |
| 1. | Agnihotri, R. K. & A. L. Khanna. Second Language Acquisition: Socio-cultural and Linguistic Aspects of English in India. New Delhi: Sage, 1994 |
| 2. | Agnihotri, R.K. and A.L. Khanna, (ed) Second Language Acquisition, Social and Linguistic Aspects of English in India. Sage publications, 1994 |
| 3. | Aitchison, Jean. Linguistics. Teach Yourself Series. Hodder and Stoughton, 1983 |
| 4. | Aitchison, Jean. The Articulate Mammal: An Introduction to Psycholinguistics. New York: Routledge, 2007. |
| 5. | Akmajian, A., R.A. Demers, A.K. Farmer & R.M. Harnish. Linguistics: An |





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|-----|---|
| | Introduction to Language and Communication. Cambridge: MIT Press. Indian Reprint, 1996. |
| 6. | Allen, H. B. & R. N. Campbell. Readings in Teaching English as a Second Language. McCaw, 1994 |
| 7. | Anderson, Catherine. Essentials of Linguistics. (OER) Open Textbook Library. |
| 8. | Bachman, Lyle F. Fundamental Considerations in Language Testing. OUP, 1990. |
| 9. | Bandopadhyay, Sumana. Indianization of English: Analysis of Linguistic Features in Selected Post- 1980 Indian English Fiction. Concept Publishing, 2010 |
| 10. | Barber, Charles. The English Language: A Historical Introduction. Cambridge: Cambridge University Press, 2000 |
| 11. | Baugh, A. C and Cable, T. A History of the English Language. London: Routledge |
| 12. | Bloch, B. and Trager, G. Outlines of Linguistic Analysis. New Delhi: Orient, 1972. |
| 13. | Brumfit, C. J. & R. A. Carter. Literature and Language Teaching. 1985. |
| 14. | Carter, R. & D. Nunan. The Cambridge Guide to Teaching English to Speakers of Other Languages. CUP, 2001 |
| 15. | Celce-Murcia, Marianne, and Sharon Hilles. Techniques and resources in teaching grammar. Oxford University Press, USA, 1988. |
| 16. | Crystal, David. Dictionary of Linguistics and Phonetics. Blackwell, 1980 rpt. 1995. |
| 17. | Crystal, David. English as a Global Language. Cambridge University Press, 2012. |
| 18. | Crystal, David. Introducing Linguistics. London: Penguin English, 1992. Fifth edition, 2002. |
| 19. | Crystal, David. The Cambridge Encyclopedia of Language. Cambridge University Press, 1987. |
| 20. | Fromkin, Victor, et al., ed. Linguistics: An Introduction to Linguistic Theory. Malden, Massachusetts: Blackwell, 2001. |
| 21. | Gupta, R.S. and K. S. Aggarwal (eds.) Studies in Indian Sociolinguistics. Creative Books, 1998. |
| 22. | Gupta, R.S. and Kapil Kapoor, (ed.) English in India: Issues and problems. Academic Foundation, 1991. |
| 23. | Harding, Keith & Alan Maley. English for Specific Purposes: Resource Book for Teachers Oxford UP, 2015. |
| 24. | Huchingson, Tom & Alan Waters. English for Specific Purpose: A Learner Centred |





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|-----|--|
| | Approach.CUP, 1987. |
| 25. | Hudson, R.H. Sociolinguistics. Cambridge: Cambridge University Press, 2003. |
| 26. | Kachru, Braj B. The Alchemy of English: The Spread, Functions, and Models of Non-Native Englishes. University of Illinois Press, 1990. |
| 27. | Kachru, Braj B. The Indianization of English: the English Language in India. Oxford University Press, 1983. |
| 28. | Krashen, S. Second Language Acquisition and Second Language teaching. Oxford: Pergamum.1982. |
| 29. | Krishnaswamy, N. & Burde, A. S. The Politics of Indians' English: Linguistic Colonialism and the Expanding English Empire. Oxford University Press, 1998 |
| 30. | Leech, G. N. A Linguistic Guide to English Poetry. London: Longman. 1969 |
| 31. | Leech, G. N. Principles of Pragmatics. London: Longman. 1983 |
| 32. | Leech, G. N. Style in Fiction. London: Longman. 1981 |
| 33. | Lyons. An Introduction to Theoretical Linguistics. 1968. Cambridge: Cambridge UP, 1995. |
| 34. | Mackay, Ray. A Basic Introduction to English Language Teaching, Oxford UP, 2015 |
| 35. | Maley, Alan, and Alan Duff. Drama techniques: A resource book of communication activities for language teachers. Ernst KlettSprachen, 2006. |
| 36. | Meyer, Charles. English Corpus Linguistics: An Introduction. Cambridge University Press, 2002. |
| 37. | Prabhu, N.S. Second Language Pedagogy. OUP, 1897. |
| 38. | Richards and Rogers, Approaches and Methods in Language Teaching, Cambridge Univ. Press. 2010 |
| 39. | Richards, Jack C. An Introduction to Error Analysis. Longman,1972. |
| 40. | Richards, Jack C., and Richards Schmidt. "Longman dictionary of applied linguistics and language teaching." Harlow, UK: Longman (2002). |
| 41. | Richards, Jack. Communicative Language Teaching Today. Cambridge: CUP. 2005. |
| 42. | Romaine, Suzanne. Language in Society: An Introduction to Sociolinguistics. OxfordUniversity Press, 2001.. |
| 43. | Showalter, E. Teaching literature. Wiley Blackwell. 2003 |
| 44. | Stern, H. H. Fundamental Concepts of Language Teaching. OUP,2002. |





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|-----|--|
| 45. | Stockwell, Peter. Sociolinguistics: A Resource Book for Students. Psychology Press, 2002 |
| 46. | Tickoo, M. L. Teaching and Learning English. New Delhi, Orient Longman Pvt. Limited, 2003 |
| 47. | Trudgill, P.. Sociolinguistics: An Introduction to Language and Society. Harmondsworth: Penguin, 2000. Slobin, D.I. Psycholinguistics. Glenview, IL Scott, Foresman and Company, 1974 |
| 48. | Trudgill, Peter and J. K. Chambers [1980]. Dialectology. Second edition. Cambridge University Press, 1998 |
| 49. | Visvanathan, Gauri. Masks of Conquest: Literary Study and British Rule in India. 1989. |
| 50. | Weir, C. J. Understanding and Developing Language Tests. 1993. |
| 51. | Widdowson, H. Language Purpose and Use. Oxford: OUP. 1990 |
| 52. | Widdowson, H. Stylistics and the Teaching of Literature. London: 50-57. 1975 |
| 53. | Yule, George. The Study of Language: An Introduction. Cambridge University Press, 2006 |

On-line resources to be used, if available, as reference material

On-line Resources: e-Pg Pathshala, Swayam, NPTEL Lectures, ARPIT, JSTOR, Project Muse etc





Department of English
Advanced PG Diploma Programme in English Studies
Semester II
Elective Course 2

| | | | |
|-----------------------------|---|---------------------|---------------------|
| Course Code | | Title of the Course | Translation Studies |
| Total Credits of the Course | 05 | Hours per Week | 05 |
| Course Objectives: | 1. To make the learners understand the significance of translation. 2. To acquaint the learners with history of translation and history of translation theory. 3. To engage the learners in the actual practice of translation. | | |

| Course Content | | |
|----------------|---|----------------|
| Unit | Description | Weightage* (%) |
| 1. | Translation Studies (a) Concept of translation (b) Types of translation (c) History of Translation Studies (d) History of Translation Theory (e) History of Translation in India | 25% |
| 2. | From Antiquity and the Renaissance to the 18 th and 19 th Century (1) Tower of Babel, The Hebrew Bible, Genesis II, 1-9, The Septuagint (2) Latin translations (3) Martin Luther (4) Estienne Dolet (5) John Dryden (6) Alexander Fraser Tytler (7) Friedrich Schleiermacher (8) Matthew Arnold | 25% |
| 3. | Modern and Contemporary Times (1) Walter Benjamin (2) Roman Jakobson (3) Eugene A. Nida (4) Vladimir Nabokov (5) George Steiner (6) Itamar Even-Zohar (7) Lawrence Venuti (8) Susan Bassnett | 25% |





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| | | |
|----|---|-----|
| 4. | Indian Perspectives on Translation and Translation Practice (1) A. K. Ramanujan (2) G. N. Devy (3) Sujit Mukherjee (4) Harish Trivedi | 25% |
|----|---|-----|

| | |
|-------------------------------|---|
| Teaching-Learning Methodology | Teaching and instruction will be learner-centric. Efforts will be made to maximise student-teacher interaction. Flipped Classroom, Tutorials, Assignments, Quizzes, Presentations (Team/Individual), Group Discussions, etc may be used through a blended-learning approach to enhance teaching-learning experiences. |
|-------------------------------|---|

| Evaluation Pattern | | |
|--------------------|--|-----------|
| Sr. No. | Details of the Evaluation | Weightage |
| 1. | Internal Written / Practical Examination (As per CBCS R.6.8.3) | 15% |
| 2. | Internal Continuous Assessment in the form of Practical, Viva-voce, Quizzes, Seminars, Assignments, Attendance (As per CBCS R.6.8.3) | 15% |
| 3. | University Examination | 70% |

| | |
|--|---|
| Course Outcomes: Having completed this course, the learner will be able to | |
| 1. | understand the significance of translation. |
| 2. | acquaint with history of translation and history of translation theory. |
| 3. | engage in the actual practice of translation. |

| Suggested References: | |
|-----------------------|---|
| Sr. No. | References |
| 1. | Daniel Weissbort, and AstradurEysteinnsson. <i>Translation: Theory and Practice: A Historical Reader</i> (2006) |
| 2. | Susan Bassnett. <i>Translation Studies</i> (2013) |
| 3. | G. N. Devy. In <i>Another Tongue: Essays on Indian English Literature</i> (1993). |
| 4. | Rita Kothari. <i>Translating India</i> (2014) |





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On-line resources to be used if available as reference material

On-line Resources





Department of English
Multidisciplinary Courses

| Semester III and IV | | | | | |
|---------------------|---|------------------------------|---------|----------------|----------------------------|
| Sem. | | Title of the Course | Credits | Theory (Hours) | Tutorial/Seminar/Practical |
| III | 1 | Film Appreciation | 5 | 4 | 1 |
| IV | 1 | English for Academic Studies | 5 | 4 | 1 |





Department of English
M. A. Semester III
Multidisciplinary Elective Course

| | | | |
|-----------------------------|--------------|---------------------|-------------------|
| Course Code | PA03EENG53 | Title of the Course | Film Appreciation |
| Total Credits of the Course | 05 (Five) | Hours per Week | Five Hours |
| Eligibility Criterion | Any graduate | | |

| | |
|--------------------|---|
| Course Objectives: | <ol style="list-style-type: none">1. To develop an appreciation of film as an art form and the way it reflects society.2. To learn how the study of films can inculcate an understanding of one's own culture as well as other foreign cultures.3. To learn relevant information about important genres, films, filmmakers, film styles and film movements. |
|--------------------|---|

| Course Content | | |
|----------------|--|----------------|
| Unit | Description | Weightage* (%) |
| 1. | Intorduction: (i) Early Western/Eurpoean Film History and Technological Innovations in Cinema, Films of Lumiere Brothers (ii) Early Indian Film History and Contribution of Dada Saheb Phalke and Ardeshar Irani | 25% |
| 2. | Survey of European Film Movements and Representative Films: (i) German Expressionism: <i>Nosferatu</i> (1922) (ii) Soviet Montage: <i>Battleship Potemkin</i> (1925) (iii) Italian Neo-Realism: <i>Bicycle Thieves</i> (1948) (iv) French New Wave Cinema: <i>Breathless</i> (1960) | 25% |
| 3. | Survey of Indian Film Movements and Representative Films: (i) Social Realism: <i>Dharti ke Lal</i> (1946) (ii) Bengali Cinema: <i>Pather Panchali</i> (1955) (iii) Parellel Cinema: <i>Ankur</i> (1974) (iv) Anti-establishment/Angry Young Man: <i>Deewar</i> (1975) | 25% |
| 4. | Film Analysis: (i) <i>Rashomon</i> (1950) (ii) <i>A Short Film About Love</i> (1988) (iii) <i>Schindler's List</i> (1993) (iv) <i>Bhav-ni Bhavai</i> (1980) | 25% |





| | |
|-------------------------------|---|
| Teaching-Learning Methodology | 1. Classroom Teaching 2. Use of Multi-media Tools 3. Use of Online / Internet Resources & Reference Materials |
|-------------------------------|---|

| Evaluation Pattern | | |
|--------------------|--|-----------|
| Sr. No. | Details of the Evaluation | Weightage |
| 1. | Internal Written / Practical Examination (As per CBCS R.6.8.3) | 15% |
| 2. | Internal Continuous Assessment in the form of Practical, Viva-voce, Quizzes, Seminars, Assignments, Attendance (As per CBCS R.6.8.3) | 15% |
| 3. | University Examination | 70% |

| | |
|--|--|
| Course Outcomes: Having completed this course, the learner will be able to | |
| 1. | understand and describe the aesthetic as well as the political value of film viewing/appreciation. |
| 2. | develop the nuanced appreciation of the films with reference to their genre, film-making style, theme, political ideology etc. |
| 3. | use relevant film terminology and write critical analysis of films. |

| | |
|---------------------|---|
| Admission Criteria: | |
| 1. | Since this course is of interdisciplinary in its nature and scope, any students pursuing PG in any discipline at Sardar Patel University and having a passionate interest in movie-viewing experience and film analysis is eligible for admission to this course. |
| 2. | Since the medium of instruction as well as of examination is English, it is inevitable that students enrolling for this course MUST have more-than-average proficiency in English language. |

| Suggested References: | |
|-----------------------|--|
| Sr. No. | References |
| 1. | Rudolf Arnheim: <i>Film as Art</i> , Berkeley: University of California Press, 1957. |





| | |
|----|---|
| 2. | David Bordwell, Kristin Thompson, Jeff Smith: <i>Film Art: An Introduction</i> , New York: McGraw-Hill, 2019. |
| 3. | Timothy Corrigan: <i>A Short Guide to Writing About Film</i> , Essex: Pearson, 2015. |
| 4. | James Monaco: <i>How to Read a Film: Movies, Media, and Beyond</i> , Oxford: Oxford University Press, 2009. |
| 5. | Vijay Mishra: <i>Bollywood Cinema Temples of Desire</i> , New York and London: Routledge, 2002. |

On-line resources to be used, if available, as reference material

On-line Resources

Use of Online Journals and Periodicals

Use of Online Books





Department of English
M. A. Semester IV
Multidisciplinary Elective Course

| | | | |
|-----------------------------|-------------------|-----------------------|------------------------------|
| Course Code | PA04EENG53 | Title of the Course | English for Academic Studies |
| Total Credits of the Course | 5 (3+2) | Hours per Week | Five Hours |
| Type | Multidisciplinary | Eligibility Criterion | Any Graduate |

| | |
|--------------------|--|
| Course Objectives: | <ol style="list-style-type: none">1. Students discuss the understanding between academic and non-academic writing2. Students get familiar with various types of academic writings3. Students explain formats and traits of various types of academic writings in English4. Students practice various types of academic writings in English5. Students demonstrate understanding of nuances of academic writings in English |
|--------------------|--|

| Course Content | | |
|----------------|---|----------------|
| Unit | Description | Weightage* (%) |
| 1. | <p>Language Competence</p> <ul style="list-style-type: none">• Core Grammar: Nouns, Articles, Prepositional Phrases, Tenses Subject Verb Agreement, Modal Verbs, Difference Between Spoken And Written Language• Sentence structure: Kinds Of Sentences-Statements, Interrogatives, Question Tags Passive Constructions, Reported Speech; Use of Conditionals, Compound And Complex Sentences• Stylistic Elements of Academic Writing• Cohesion, Coherence, Use of Connectives, Sequencing, Academic Reading: Reading to Write – Focusing on The Gist, Idiom, Rhetoric, Style and Genre Specific Features in Different Texts; Intensive and Critical Reading | 25% |
| 2. | <p>Note Making</p> <ul style="list-style-type: none">• Meaning and Importance of Note Making in Academic Writings• Types of Notes• Preparing Notes <p>Paragraph Writing</p> <ul style="list-style-type: none">• Meaning and Importance of Paragraph in Academic Writings | 25% |





| | | |
|----|--|-----|
| | <ul style="list-style-type: none"> • Structure of a Paragraph • Types of Paragraph • Writing Paragraphs <p>Summary Writing</p> <ul style="list-style-type: none"> • Meaning and Importance of Summary in Academic Writings • Purposes and Process of Summary Writing • Dos and Don'ts of Summary Writing • Writing Summaries <p>Paraphrasing</p> <ul style="list-style-type: none"> • Meaning and Importance of Paraphrasing in Academic Writings • Purposes and Process of Paraphrasing • Dos and Don'ts of Paraphrasing Writing • Writing Paraphrases | |
| 3. | <p>Basics of Academic Writing</p> <ul style="list-style-type: none"> • Common Types of Academic Writing • Format of Various Types of Academic Writing • Components of Academic Writing • Exploring and Citing Resources | 25% |
| 4. | <p>Application</p> <ul style="list-style-type: none"> • Preparing a Research Project Proposal • Presentation of the Proposal | 25% |

| | |
|-------------------------------|---|
| Teaching-Learning Methodology | Teaching and instruction will be learner-centric. Efforts will be made to maximise student-teacher interaction. Flipped Classroom, Tutorials, Assignments, Quizzes, Presentations (Team/Individual), Group Discussions, etc may be used through a blended-learning approach to enhance teaching-learning experiences. |
|-------------------------------|---|

| Evaluation Pattern | | |
|--------------------|--|-----------|
| No. | Details of the Evaluation | Weightage |
| 1. | Internal Written / Practical Examination (As per CBCS R.6.8.3) | 15% |
| 2. | Internal Continuous Assessment in the form of Practical, Viva-voce, Quizzes, Seminars, Assignments, Attendance (As per CBCS R.6.8.3) | 15% |
| 3. | University Examination | 70% |





Course Outcomes: Having completed this course, the learner will be able to

- | | |
|----|--|
| 1. | demonstrate the skills required for academic writings in English |
| 2. | discuss various traits of English for academic purposes |
| 3. | Practice academic English in various forms |

Suggested References:

| No. | References |
|-----|---|
| 1. | Academic Writing for Graduate Students: Essential Tasks and Skills (Michigan Series In English For Academic & Professional Purposes) by John M. Swales, Christine B. Feak, The University of Michigan Press |
| 3. | Academic Writing by Ajay Semalty, BS Publications |
| 4. | Effective Academic Writing 3 SB 2E (Effective Academic Writing Second Edition) by Rhonda Liss, Jason Davis, Oxford |
| 5. | Academic Writing for Graduate Students: Essential Tasks and Skills (Michigan Series In English For Academic & Professional Purposes) by John M. Swales (Author), Christine B. Feak, Michigan Series |
| 6. | The Handbook of Academic Writing: A Fresh Approach, Rowena Murray, Sarah Moore |
| 7. | English for Writing Research Papers by Adrian Wallwork, Springer |

On-line resources to be used, if available, as reference material

On-line Resources: e-Pg Pathshala, Swayam, NPTEL Lectures, ARPIT, JSTOR, Project Muse etc

<https://wac.colostate.edu/books/writingspaces1/irvin--what-is-academic-writing.pdf>





Department of English
Certificate Courses

| Sr. No | Title of the Course | Credits | Theory (Hours) | Tutorial/Seminar/Practical |
|--------|---|---------|----------------|----------------------------|
| 1 | Certificate Course in Critical and Cultural Theory | 5 | 4 | 1 |
| 2 | Certificate Course in English for Competitive Examinations (Class I and II) | 5 | 4 | 1 |





Department of English
Add-on Certificate Course

| | | | |
|-----------------------------|--|---------------------|------------------------------|
| Course Code | | Title of the Course | Critical and Cultural Theory |
| Total Credits of the Course | 03 | Hours | 30 |
| Eligibility Criterion | Subjects in Humanities and Sciences: English, Gujarati, Hindi, Sociology, Philosophy, Economics, Psychology, History | | |

| | |
|--------------------|---|
| Course Objectives: | <ol style="list-style-type: none"> 1. The learners will understand the role, the significance and the history of critical and cultural theory. 2. The learners will understand the basic concepts, movements, major theorists and theoretical developments. 3. The learners will be able to use these theoretical ideas as tools for their research framework. |
|--------------------|---|

| Course Content | | |
|----------------|---|----------------|
| Unit | Description | Weightage* (%) |
| 1. | Introduction to Critical and Cultural Theory and Its History | 25% |
| 2. | Key Concepts in Critical and Cultural Theory alienation, aporia, base and superstructure, biopolitics, commodity fetishism, communicative action, contrapuntal reading, culture industry, death of the author, decolonization, dialectical materialism, dialogism, difference, discourse, epistemology, essentialism, everyday life, gaze, grandnarrative, hegemony, historical materialism, humanism, hybridity, hyperreality, imagined community, interpellation, intertextuality, late capitalism, linguistic turn, liminality, liquid modernity, logocentrism, magic realism, masculinity, metafiction, modernity, narratology, nativism, national allegory, nationalism, neocolonialism, organic intellectual, Orientalism, Other, paradigm, patriarchy, performativity, phallogentrism, political unconscious, power, problematization, readerly and writerly, reification, relativism, representation, repression, revisionism, risk society, socialist realism, society of the spectacle, strategic essentialism, simulacrum, subaltern, synchronic and diachronic, Third Space, Third wave feminism, Third World, unconscious, Zeitgeist | 25% |





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| 3. | <p>Key Thinkers/Theorists: An Overview</p> <p>Louis Althusser, Roland Barthes, Jean Baudrillard, Simone de Beauvoir, Judith Butler, Jacques Derrida, Michel Foucault, Antonio Gramsci, Stephen Greenblatt, Jürgen Habermas, Fredric Jameson, Jacques Lacan, Georg Lukacs, Jean Francois Lyotard, Edward Said, Frantz Fanon, Gayatri C. Spivak, Ferdinand de Saussure, Slavoj Žižek, Gilles Deleuze and Pierre Félix Guattari</p> | 25% |
| 4. | <p>Key Theories/Movements: An Overview</p> <p>Existentialism, Ecocriticism, Ecofeminism, Feminism, Marxism, New Criticism, New Historicism, Phenomenology, Positivism, Postcolonialism, Posthumanism, Postmodernism, Poststructuralism, Psychoanalysis, Queer Theory, Reception Theory, Russian Formalism, Structuralism, Yale School of Deconstruction, Cultural Studies</p> | 25% |

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| Teaching-Learning Methodology | Teaching and instruction will be learner-centric. Efforts will be made to maximise student-teacher interaction. Flipped Classroom, Tutorials, Assignments, Quizzes, Presentations (Team/Individual), Group Discussions, etc may be used through a blended-learning approach to enhance teaching-learning experiences. |
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| Evaluation Pattern | | |
|--------------------|--|-----------|
| Sr. No. | Details of the Evaluation | Weightage |
| 1. | Internal Written / Practical Examination (As per CBCS R.6.8.3) | 15% |
| 2. | Internal Continuous Assessment in the form of Practical, Viva-voce, Quizzes, Seminars, Assignments, Attendance (As per CBCS R.6.8.3) | 15% |
| 3. | University Examination | 70% |

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| Course Outcomes: Having completed this course, the learner will be able to | |
| 1. | The learners will understand the role, significance and history of critical and cultural theory. |
| 2. | The learners will understand the basic concepts, movements, major theorists and theoretical developments. |





Suggested References:

| Sr. No. | References |
|---------|---|
| 1. | Buchanan, Ian. <i>A Dictionary of Critical Theory</i> . Oxford: OUP, 2018[2010]. |
| 2. | <i>Sim, Stuart and Borin Van Loon. Introducing Critical Theory: A Graphic Guide</i> . London: Icon Books, 2012. |
| 3. | Rush, Fred. <i>The Cambridge Companion to Critical Theory</i> . Cambridge: Cambridge UP, 2004. |
| 4. | Lane, Richard J. <i>Fifty Key Literary Theorists</i> . New York: Routledge, 2006. |
| 5. | Routledge Critical Thinkers Series. London: Routledge |

On-line resources to be used if available as reference material

On-line Resources





Department of English
Add-on Certificate Course

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|-----------------------------|--------------|---------------------|---|
| Course Code | | Title of the Course | English for Competitive Examinations (Class I & II) |
| Total Credits of the Course | 02 | Hours | 30 |
| Eligibility Criterion | Any graduate | | |

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| Course Objectives: | <ol style="list-style-type: none">1. Students demonstrate familiarity with the skills required to clear competitive exams2. Students get familiar with various types of topics covered in various competitive exams3. Students practice various questions and be aware about the format and qualities of effective responses4. Students demonstrate understanding of strategies and trick to clear such exams |
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| Course Content | | |
|----------------|---|----------------|
| Unit | Description | Weightage* (%) |
| 1. | Grammar and Vocabulary <ul style="list-style-type: none">• Articles, Parts of Speech, Tenses, Concord, Modal Auxiliaries, question tags, types of sentences, Active-Passive, Narration, Degree of Comparison,• Prefix-suffixes, Synonyms & Antonyms, Idioms & Phrases, Proverbs, One word substitution, Homophones and Homonyms | 20% |
| 2. | Writing I <ul style="list-style-type: none">• Paragraph Writing• Essay Writing• Précis Writing | 20% |
| 3. | Writing II <ul style="list-style-type: none">• Letter Writing• Email Writing• Report Writing• Press Release | 40% |
| 4. | Translation <ul style="list-style-type: none">• Concept and Nature of Translation• Types of Translation• Techniques and Methods of Translation• Practice in Translation | 20% |





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| Teaching-Learning Methodology | Teaching and instruction will be learner-centric. Efforts will be made to maximise student-teacher interaction. Flipped Classroom, Tutorials, Assignments, Quizzes, Presentations (Team/Individual), Group Discussions, etc may be used through a blended-learning approach to enhance teaching-learning experiences. |
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| Evaluation Pattern | | |
|--------------------|---|-----------|
| No. | Details of the Evaluation | Weightage |
| 1. | University Examination | 50% |
| 2. | Continuous Assessment in the form of Practice Assignments | 50% |

| Course Outcomes: Having completed this course, the learner will be able to | |
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| 1. | use various structures and vocabulary in context |
| 2. | write the letters, reports and press releases. |
| 3. | Translate various passages from English to Gujarati and Gujarati to English |

| Suggested References: | |
|-----------------------|---|
| No. | References |
| 1. | A Handbook for Letter Writing by SC Gupta, Arihant Publication |
| 2. | Descriptive English, SP Bakshi, Arihant Publication |
| 3. | English for Competitive Examinations. Wren and Martin, S Chand Publishing |
| 4. | Practical English Grammar, Thomson and Martinet, Oxford |
| 5. | Practical English Grammar Exercises 1, Thomson and Martinet, Oxford |
| 6. | Practical English Grammar Exercises 2, Thomson and Martinet, Oxford |

| Use of E-Resources |
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| The content will be delivered in blended mode. As and when required on-line resources will be used to enhance teaching-learning experiences. |



Department of English
Sardar Patel University, Vallabh Vidyanagar

Multi-Disciplinary Themes for Research

English Literature

- Literature and Film Studies
- Literature and Media Studies
- Literature and Environment
- Literature and Management
- Literature and Indian Knowledge System
- Literature and Science
- Literature and Education
- Literature and Psychology
- Digital Humanities

English Language Teaching

- AI and Language Teaching
- Pedagogical Approaches in Classroom Practices in Different Courses/Disciplines
- Human Development Pattern and Language Learning
- Enhancing Perception towards Self and Life
- Digital Pedagogy and Teaching-Learning Practices
- Efficacy and Impact Analysis of e-Academic Initiatives by the Government