### III Semester

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**Legend:** L = Lectures; T/W = Tutorials/Workshops; P: S/TP = Practicum: Studied Seminar/Term Paper

### Semester-III

**PA03CENG01: Literary Form: Novel**
Credits: 4; Weighting: 100 marks; Continuous Evaluation: 30; Semester Examination: 70

**Learning Outcomes**
The learners are expected to

a. display familiarity with the novel as a major literary form.

b. attain a fuller understanding of the development of the novel across various cultures in different countries in the context of the representative texts.

c. show an in-depth understanding of the literary genre finding representation on the course.
d be aware of the issues related to the plot, structure, theme/s, characterisation, style etc of the representative works prescribed.

**Course Content**

Unit-1: Milan Kundera : *Immortality*
Unit-2: Albert Camus : *The Plague*
Unit-3: Gustav Flaubert : *Madame Bovary*
Unit-4: J M Coetzee : *Disgrace*

**PA03CENG02: Literary Theory**
Credits: 4; Weighting: 100 marks; Continuous Evaluation: 30; Semester Examination: 70

**Learning Outcomes**
The learners are expected to
a display familiarity with the main philosophical currents in literary theory.
b attain a fuller understanding of the development of the continuities and discontinuities from one –ism to another in the context of the representative texts.
c show an in-depth understanding of the essays prescribed for study in the context of the –ism.
d be familiar the way in which the theory can be applied to a given literary text.

Unit-1: (A) Structuralism: General Background and the Concept; and
(B) Ferdinand de Saussure: “Nature of the Linguistic Sign” in Course in General Linguistics, Chapter I, Part I.
Unit-2: (A) Poststructuralism: General Background and the Concept; and
(B) Roland Barthes: “From Work to Text”.
Unit-3: (A) Feminism: General Background and the Concept; and
(B) Simone de Beauvoir: “Myth and Reality” in *The Second Sex*, Chapter XI.
Unit-4: (A) Postcolonialism: General Background and the Concept; and

**PA03CENG03: Ancient Classical Literature**
Credits: 4; Weighting: 100 marks; Continuous Evaluation: 30; Semester Examination: 70

**Learning Outcomes**
The learners are expected to
a display familiarity with the main philosophical currents in literary theory.
b attain a fuller understanding of the development of the continuities and discontinuities from one –ism to another in the context of the representative texts.
c show an in-depth understanding of the essays prescribed for study in the context of the –ism.
d be familiar the way in which the theory can be applied to a given literary text.

Unit-1: Sophocles : *Antigone*
Unit-2: Aeschylus : *Agamemnon*
Unit-3: Virgil : *The Aeneid*
Unit-4: Aristophanes : *The Frogs*

**PA03EENG01: English Language Teaching in Higher Education**
Credits: 4; Weighting: 100 marks; Continuous Evaluation: 30; Semester Examination: 70

**Learning Outcomes**
The learners will be able to
a show an understand of the basic concepts in ELT with reference to the twin processes of teaching and learning as well as the socio-historical contexts of ELT in India and Gujarat;
b demonstrate their ability to examine independently the process of course designing, relying on needs analyses as well as the entire gamut of issues related to the management of ELT in India and Gujarat;
c display their ability to evaluate the efficacy of the methodology of teaching and learning and the suitability of materials and media inputs; and
d reveal their understanding of the testing of ESL, EFL, and ESP including English Literature.
e apply the concepts to the local contexts during seminar or workshop sessions besides working systematically on an individual Project based on descriptive or empirical research.

Course Content

M1 Introduction to ELT
1.1 Basic concepts in ELT: Teaching, Learning, Language Teaching, Language Learning, Language Testing, ESL, EFL, and ESP
1.2 Multilingual social context, language planning, and the role of English in contemporary India; the problems of teaching English in India and Gujarat, and their possible solutions
1.3 The difference between learning and acquisition; first language acquisition; and the concept of proficiency
1.4 Theories of learning: behaviourist, cognitivist, and humanistic; conditions and models of learning


M2 Course Designing and Management of ELT
2.1 Course designing: nature, scope, and methodology; types of courses in institutional settings: core, elective, and add-on
2.2 Linking goals, courses and curricula: developing a design for ideal curriculum; developing a learning-centred curriculum
2.3 The roles of teachers as managers: instructors, facilitators, advisors, guides, supervisors, controllers, leaders, team member, evaluators etc
2.4 Concepts: “Accountability”, “Total Quality Assurance and Management”, “Consultancy”, and Self-support” in funding

Essential reading: A majority of Chapters in Diamond (1998); and relevant handouts. Articles on the relevant subjects published from time to time in Journals and news magazines like University News and ELT Forum.

M3 Methodology, Materials and Media Inputs
3.1 Difference between ‘approach’, ‘method’, and ‘technique’; methodologies of teaching and learning; efficacy of various approaches and methods in vogue
3.2 Use of instructional techniques in ELT like lectures, lectures-cum-workshop, group discussions, seminars, tutorials etc and innovative variations in all these
3.3 Survey of materials used on ELT courses: primary, secondary, and supplementary materials; ready-to-use vs teacher-made materials; and appropriate corrective measures
3.4 Media inputs in ELT courses: use of traditional and modern media; use of multimedia to facilitate teaching and enhance learning

Essential reading: Chapters 7, 8, 12, 13, 14, and 18 in Jordan (1997) and relevant handouts.
M4 Language Testing

4.1 The concept of measurement in language testing; and characteristics of language tests; kinds, purpose and uses of language tests in English; the question of standardised vs teacher-made tests
4.2 Testing communicative language ability in English including literary competence: How, why and with what results?
4.3 Language test development: evolving appropriate methodology and framework for meaningful language testing; and hands-on experience in the designing of tests
4.4 Some persistent problems in language testing including ethical issues in the use of the outcome of tests


Prescribed Texts

Methodology
Teaching and instruction will involve the use of lecture-cum-work-shop mode the time. The focus in teaching and instruction will be learner-oriented and every effort will be made to maximise student-teacher interaction. Thus, learners will be expected to be partners in classroom explorations. Tutorials, quizzes, and assignments will be used for the purpose of evaluation and feedback on a continuous basis. Individual seminar presentations, project work, and peer teaching will form an integral part of the course requirement, and so will a lot of intelligent processing of texts and reading materials.

PA03EENG02: New Literatures in English
Credits: 4; Weighting: 100 marks; Continuous Evaluation: 30; Semester Examination: 70

Learning Outcomes
The learners are expected to
a display familiarity with the background developments in new literatures in English in the context of their development in the twentieth century.
b attain a fuller understanding of new literatures in English in the light of the works prescribed.
c develop an in-depth understanding of the essays, and other literary texts prescribed on the course.

Course Content
Unit-I: (A) The Concept of New Literatures
   (B) Colonialism and Neocolonialism; and
   (C) Multiculturalism
Unit-2: Selected Poems
(A) Kirpal Singh: “To a Visitor to Singapore”, “Change”
(B) Shirley Lim: “Words for Father”, “I Thought …”
(C) Faiz Ahmad Faiz: “Nowhere No Trace Can I Discover”, “My Guests”

Unit-3: Wole Soyinka: Strong Breed

Unit-4: Shankar Dayal Sharma: Selections from Eminent Indians
(A) Babasaheb Ambedkar
(B) Mualana Abul Kalam Azad
(C) K. M. Munshi
(D) Jawaharlal Nehru

PA03EENG03: English for Specific Academic Purposes
Credits: 4; Weighting: 100 marks; Continuous Evaluation: 30; Semester Examination: 70

English for Specific Academic Purposes (ESAP) is an attempt to prepare and train the students in English in Business, English for General Purposes, and English in Science and Technology etc since a majority of our students who qualify for lectureships in English end up taking teaching assignments in colleges of Arts, Commerce, Science etc. The course is aimed at raising the learners’ awareness by providing them with a theoretical framework based on current research in English for Specific Purposes for practical work on almost all the four modules.

Learning Outcomes
The learners are expected to
a provide evidence of understanding the characteristic features of ESP as well as the structure and content of English for General Academic Purposes and basic concepts in ESP;
b display their ability to grasp the need for English in Business Management and evaluate its use therein;
c show an understanding of the entire gamut of issues involved in the use of English in Science and Technology;
d reveal their ability to process intelligently the reading material provided to them from time to time as essential reading on each of the modules given below; and
e apply the concepts to the local contexts during seminar or workshop sessions besides working systematically on an individual Project based on descriptive or empirical research.

Course Content
The course content consists of the following Modules.

M1 English for Specific Academic Purposes
1.1 English for Specific Purposes with focus on English for Academic Purposes; basic concepts in ESP; and characteristics of ESP
1.2 Language and Communication: meaning of communication, barriers to effective communication, principles of effective communication; functions of everyday usage; participating in conversations in familiar situations, and on telephone
1.3 Listening to short lectures, descriptions, narrations, rapid talks, passages read aloud and/or dictated, and identify language functions; using synonyms and antonyms, one-word substitutes, idioms and typical phrasal verbs
1.4 Reading for information; for comprehension, critically; analytically; to discover the flow of ideas; note-taking and note-making; development of paragraphs; cohesion, coherence and style
M2 English in Business Management
2.1 Difference between General English and Business English; use of English in business communication; terminology used; use of abbreviations; and Business Jargon
2.2 Internal business communication: memoranda, and documentation of meetings; drafting of notices, agenda and minutes of a meeting; drafting of the resolutions passed in the meetings
2.3 The structure of a report in business management; writing individual and committee reports; the structure of market reports
2.4 The structure and content of business letters: sales, complaint, adjustment, collection, and insurance letters

M3 English in Science and Technology
3.1 Difference between General English and English in Science and Technology (EST); terminology used; and use of abbreviations
3.2 Writing elements: technical definitions, technical descriptions, summaries, graphs, instructions, comparisons and contrasts
3.3 Forms of technical communication: technical reports, forms, memos, and e-mail; business letters, presentations, résumés
3.4 Writing paragraphs, developing points/ideas; writing letters of formal and informal kind especially applications, invitations etc

M4 English in the Media and Advertising World
4.1 Difference between General English and English in the Media and the Advertising World; actual use of English; terminology used; and use of abbreviations
4.2 The structure and language of a media report in print, and in electronic format; the structure and language of an advertisement in print, and in electronic format
4.3 Familiarising oneself with various stylistic devices in a print media report including style; familiarising oneself with various stylistic devices in an advertisement
4.4 Tackling texts of media reports and advertisement for the purpose of negotiating meaning in them

Prescribed Texts

Methodology
Teaching and instruction will involve the use of lecture-cum-workshop mode the time. The focus in teaching and instruction will be learner-oriented and every effort will be made to maximise student-teacher interaction. Thus, learners will be expected to be partners in classroom explorations. Tutorials, quizzes, and assignment will be used for the purpose of evaluation and feedback on a continuous basis.

PA03EENG04: Feminist and Dalit Studies
Credits: 4; Weighting: 100 marks; Continuous Evaluation: 30; Semester Examination: 70
Teachers will take care to discuss feminist and Dalit studies in the context of the history of their evolution and growth. They will take care to discuss these in the context of the essays prescribed. Regularity of attendance will be required on the part of the learners.

Learning Outcomes
The learners are expected to
a  display familiarity with the background developments and historical contexts of feminist and Dalit studies.
b  attain a fuller understanding of the history of feminist and Dalit movement in the context of the representative texts.
c  be aware of the issues related to the feminist and Dalit movement in the light of the representative works prescribed in Units 3 and 4.

Course Content
Unit-1: Valerie Bryson: (A) “Feminism and the Situation of Women Today”, and (B) “Feminist Theories Today” in Feminist Debates

Unit-2: Sharankumar Limbale: (A) “About Dalit Literature”, and (B) “Dalit Literature: Form and Purpose” in Towards an Aesthetic of Dalit Literature

Unit-3: Anita Desai: Cry, the Peacock

Unit-4: Omprakas Valmiki: Joothan: A Dalit’s Life

PA03SENG01: Literary and Critical Terms and Movements
Credits: 2; Weighting: 50 marks; Continuous Evaluation: 15; Semester Examination: 35

This being a self-study course, it will not be taught formally as a part of the time-table. Learners enrolled on the MA (English) programme are expected to follow it on their own on the basis of the reading material provided to them. Institutions may, at their discretion, allow them to have not more than four problem-solving sessions with their teachers if the need for it were to be felt. However, attainment on the course will be evaluated.

Learning Outcomes
The learners are expected to
a  develop an understanding of the literary and critical terms and movements.
b  show their familiarity with essential literary and critical terms movements in history of English literature, especially in terms of the points of similarity and difference.

Course Content
Unit-1: Alliteration, Plot, Epic Simile, Metaphor, Symbol, Irony
Unit-2: Renaissance, Aestheticism, Pre-Raphaelite Movement, Symbolist Movement, Imagism, Epic Theatre
Unit-3: Formalism, New Criticism, Psychological and Psychoanalytic Criticism, Archetypal Criticism, New Historicism, Marxist Criticism
Unit-4: Intentional Fallacy, Poetic License Connotation and Denotation, Dissociation of Sensibility, Objective Correlative, Sublime

PA03AENG01: Eminent Educational Thinkers
Credits: 2; Weighting: 50 marks; Continuous Evaluation: 15; Semester Examination: 35

Learning Outcomes
The learners are expected to
a  display familiarity with the philosophy of education of this thinkers.
b  attain a fuller understanding of the use of these philosophies to critique the philosophy of education reflected in education on offer today.

Course Content
Primary readings on Jean Jacques Rousseau (pp.9-31), John Dewey (pp.62-85), Mahatma Gandhi (pp.97-124), and Aurobindo Ghosh (pp.125-166) will be drawn from VR Taneja and S Taneja, *Educational Thinkers* (New Delhi: Atlantic Publishers & Distributors, New Delhi, 2006), and teachers will provide secondary reference material from other good books. This reading material will be given in advance to the students at the beginning of the III Semester.

PA03VENG01: Comprehensive Viva Voce
Credit: 1; Weighting: 50 marks; Continuous Evaluation: 15; Semester Examination: 35

There shall be a comprehensive viva-voce examination conducted both as a part of the continuous internal evaluation and the Semester university examination. The internal comprehensive viva-voce examination will be held by a panel of all the teachers in their respective institutions under the chairmanship of the senior-most teacher on the panel. The Semester comprehensive viva-voce examination will be lead by a panel consisting of all the conveners of courses and one or two eternal examiners on the panel of paper-setters/examiners in the university examination under the chairmanship of the senior-most teacher on the panel.
### IV Semester

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**Legend:** L = Lectures; T/W = Tutorials/Workshops; P: S/TP = Practicum: Studied Seminar/Term Paper

### Semester IV

**PA04CENG01: Post-War and Postmodern English Literature**

Credits: 4; Weighting: 100 marks; Continuous Evaluation: 30; Semester Examination: 70

**Learning Outcomes**

The learners are expected to

- **a** display familiarity with the post-war and postmodern English literature.
- **b** attain a fuller understanding of the post-war and postmodern English literature in the context of the representative texts.
- **c** show an in-depth understanding of the literary genres finding representation on the course.
- **d** be aware of the issues related to the plot, structure, theme/s, characterisation, style etc of the representative works prescribed.

**Course Content**

- **Unit-1:** Jean Rhys : Wide Sargasoo Sea
- **Unit-2:** Julian Barnes : Flaubert’s Parrot
- **Unit-3:** Samuel Beckett : Waiting for Godot
Unit-4: Carol Ann Duffy : Selected Poems from The World’s Wife – “Medusa”, “Mrs. Lazarus”, “Penelope”, “Mrs. Icarus”, “Mrs. Sisyphus”, and “Mrs. Darwin”

PA04CENG02: Indian Literatures in English Translation
Credits: 4; Weighting: 100 marks; Continuous Evaluation: 30; Semester Examination: 70

Learning Outcomes
The learners are expected to
a. display familiarity with the Indian literatures in English translation.
b. attain a fuller understanding of the Indian literatures in English translation in the context of the representative texts.
c. show an in-depth understanding of the literary genres finding representation on the course.
d. be aware of the issues related to the plot, structure, theme/s, characterisation, style etc of the representative works prescribed.

Course Content
Unit-1: Kalidasa : Abhigyan Shakuntal
Unit-2: O Chandu Menon : Indulekha
Unit-3: Shrilal Shukla : Raag Darbari
Unit-4: Rabindranath Tagore : Geetanjali

PA04CENG03: Modern World Classics
Credits: 4; Weighting: 100 marks; Continuous Evaluation: 30; Semester Examination: 70

Learning Outcomes
The learners are expected to
a. display familiarity with modern world classics.
b. attain a fuller understanding of modern world classics in the context of the representative texts.
c. show an in-depth understanding of the literary genres finding representation on the course.
d. be aware of the issues related to the plot, structure, theme/s, characterisation, style etc of the representative works prescribed.

Course Content
Unit-1: Franz Kafka : The Castle
Unit-2: Stendhal : The Charter-house of Parma
Unit-3: Luigi Pirandello : One, No One, and a Hundred Thousand
Unit-4: Anton Chekov : Uncle Vanya

PA04IENG01: Cultural Studies
Credits: 4; Weighting: 100 marks; Continuous Evaluation: 30; Semester Examination: 70

Learning Outcomes
The learners are expected to
a. display familiarity with the concepts in culture and cultural studies.
b. attain a fuller understanding of culture and cultural studies in the context of the representative texts.
c. show an in-depth understanding of the topics/issues finding representation on the course.

Course Content
Unit-1: Culture and Cultural Studies
1. What is culture?
2. Issues and problems in the study of culture
3. Theorizing culture

Unit-2: Communication and Representation
1. Language, communication and representation
2. Language, representation, power and inequality
3. Art and representation

Unit-3: Culture, Power and Inequality
1. Theorizing about culture, power and inequality
2. Culture and the production and reproduction of inequality
3. Legitimizing inequality

Unit-4: Topographies of Culture: geography, power and representation
1. The power of place: locality, language and culture
2. Culture and national identity
3. Travelling cultures, diasporic cultures and global cultures

Prescribed Text

PA04IENG02: Philosophy and Literature
Credits: 4; Weighting: 100 marks; Continuous Evaluation: 30; Semester Examination: 70

Learning Outcomes
The learners are expected to
a display familiarity with the relation between philosophy and literature.
b attain a fuller understanding of the relation between philosophy and literature in the context of the representative texts.
c show an in-depth understanding of the topics/issues/essays finding representation on the course.

Course Content
Unit-1: Relationship between Philosophy and Literature

Unit-2: Realist Philosophy and Literature
Honoré de Balzac: Père Goriot
Unit-3: Existentialist Philosophy and Literature
Jean-Paul Sartre : *Nausea*

Unit-4: Moral Philosophy and Literature
(a) Mark Twain : *Adventures of Huckleberry Finn*

**PA04IENG03: Culture and Media**
Credits: 4; Weighting: 100 marks; Continuous Evaluation: 30; Semester Examination: 70

*Learning Outcomes*
The learners are expected to
a  display familiarity with the background of culture and media studies.
b  show a fuller understanding of culture and media studies in the context of the representative texts.
c  show an in-depth understanding of the topics/issues finding representation on the course.

*Course Content*
Unit-1: Key concepts and theories: media, culture, high/low culture, and popular culture mass culture.

Unit-2: Media in the global context: The development of cultural industries (case studies of cross-cultural consumption, McDonaldization, exoticization of the third world)

Unit-3: Print Culture: the emergence of the newspaper, print, capitalism and political identity. Calendar art and mass production of pictures and the middle class aesthetic, photography and film hoardings.

Unit-4: Indian Cinema: The conflict of traditional forms and modern technology, the nation- and the home - persistent themes in Hindi cinema, the post-90s Hindi cinema imagining the family and NRI cultures.

*Prescribed Texts/References*

**PA04IENG04: Literature and Myth**
Credits: 4; Weighting: 100 marks; Continuous Evaluation: 30; Semester Examination: 70

*Learning Outcomes*
The learners are expected to
a  display familiarity with the relationship between literature and myth.
b  show a fuller understanding of the relationship between literature and myth in the context of the representative texts.
c  show an in-depth understanding of the relevant topics/issues finding representation on the course.
d  be aware of the issues related to the plot, structure, theme/s, characterisation, style etc of the representative works prescribed.
Course Content
Unit-1: William G. Doty: (A) “Introduction” and (B) “Definitions and Classifications” in Myth: A Handbook


Unit-3: Karnad : Hayavadana

Unit-4: Irawati Karve : Yuganta: The End of an Epoch

PA04SENG01: Author Study: William Shakespeare
Credits: 2; Weighting: 50 marks; Continuous Evaluation: 15; Semester Examination: 35

This being a self-study course, it will not be taught formally as a part of the time-table. Learners enrolled on the MA (English) programme are expected to follow it on their own on the basis of the reading material provided to them. Institutions may, at their discretion, allow them to have not more than four problem-solving sessions with their teachers if the need for it were to be felt. However, attainment on the course will be evaluated.

Learning Outcomes
The learners are expected to
a demonstrate their familiarity with William Shakespeare as an extremely important playwright as he is the author prescribed for author study.
b show at least a reasonably adequate familiarity with the Shakespearean plays prescribed on the course.

Course Content
Unit-1: A Midsummer Night’s Dream
Unit-2: Macbeth
Unit-3: The Tempest
Unit-4: Richard II

PA04AENG01: Academic Skills
Credits: 2; Weighting: 50 marks; Continuous Evaluation: 15; Semester Examination: 35

Learning Outcomes
The learners are expected to
a display familiarity with the need to develop academic and other skills for professional development.
b show a fuller understanding of the use of academic and other skills in future professional work or further studies.
c demonstrate an in-depth understanding of how these can be put to good use for future professional development.

Course Content
Referencing Skills: Preparing lists of reference works and source materials; preparing a bibliography; using (i) dictionary, (ii) thesaurus, (iii) subject index in books; citing references by using footnote and endnote entries
**Study Skills:** Underlining and marginal glossing; summarising heard/printed information; summarising information about specific points; using visual aids; organising studies; improving reading efficiency; and taking and making notes.

**Social Skills:** coping with stress and anger; recognizing/understanding others’ point of view; problem solving; peer negotiation and resistance; conflict management; active listening and effective communication; acceptance and/or tolerance of diversity groups; and telephone skills.

**Time Management Skills:** Competency-building skills; identifying use of time, management of on-time task, identifying reasons for poor time management, and taking corrective action; overall time-planning; and learning where to go for information or guidance.

**Presentation Skills:** Determining the purpose of the presentation; analysing the occasion and the audience; selecting and narrowing the subject matter; gathering and selecting the material; outlining a presentation; focussing on dress, delivery etc; and taking/responding to questions.

**PA04VENG01 Comprehensive Viva**
Credit: 1; Weighting: 50 marks; Continuous Evaluation: 15; Semester Examination: 35

There shall be a comprehensive viva-voce examination conducted both as a part of the continuous internal evaluation and the Semester university examination. The internal comprehensive viva-voce examination will be held by a panel of all the teachers in their respective institutions under the chairmanship of the senior-most teacher on the panel. The Semester comprehensive viva-voce examination will be lead by a panel consisting of all the conveners of courses and one or two eternal examiners on the panel of paper-setters/examiners in the university examination under the chairmanship of the senior-most teacher on the panel.