



Shri Vaishnav Vidyapeeth Vishwavidyalaya, Indore

M.A. ENGLISH LITERATURE

II Semester

COURSE CODE	CATEGORY	COURSE NAME	L	T	P	CREDITS	TEACHING & EVALUATION SCHEME				
							THEORY		PRACTICAL		
							END SEM University Exam	Two Term Exam	Teachers Assessment*	END SEM University Exam	Teachers Assessment*
MAENG201	-	History of English Literature II	4	0	0	4	60	20	20	-	-

Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; P – Practical; C - Credit;

*Teacher Assessment shall be based on following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

Course educational Objectives (CEOs):

The Students will be able to

- concentrate on- Studying literature involves the development of sophisticated reading skills and of an ability to place literary in their wider intellectual and historical contexts.
- analyze and judge the critical processes ,
- learn about literary form and technique, and
- study the development of the English language.

Course Outcomes (COs):

After completion of this course the students will be able to

- Display a working knowledge of literature of imagination and fantasy as distinct genres and contrast with works of science fiction and realistic fiction.
- Identify and describe distinct literary characteristics of fantasy and works of the imagination using literary, psychological, and cultural perspectives, as well as examples from myth, fairy tale, Gothic horror, magic realism, and other forms of imaginative writing.
- Analyze literature of the imagination and fantasy for their structure and meaning, using correct terminology.
- Effectively communicate ideas related to the genre of fantasy and literature of the imagination during class and group activities



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Paper I

MAENG201

History of English Literature II

COURSE CONTENTS

UNIT I

Augustan Period

Satires, Periodical and Prose essays, Graveyard Poets

The Age of Transition

Literary Characteristics, Poetry and prose of the Age of Transition

The Eighteenth Century Novel and drama, Eighteenth Century Criticism

UNIT II

The Romantic Age

English Romantic Poetry, with special reference to the works of William Wordsworth, S.T. Coleridge, Lord Byron, P.B. Shelley and John Keats. English Prose in the Romantic Age, with special reference to the works of William Wordsworth, S.T. Coleridge, P. B. Shelley, Charles Lamb and William Hazlitt.

English Novel in the Romantic Age, with special reference to the works of Sir Walter Scott and Jane Austen, English Drama.

UNIT III

The Victorian age

Growth of Victorian Literature, (Poetry, Prose, Drama, Novel) with special reference of major writers of the age. Pre-Raphaelite Poetry.

UNIT IV

Modern Age

The Twentieth and the Twenty- first century: Trends in Twentieth Century Literature with special reference to Georgian poetry, Imaginism and symbolism, Twentieth century Novels, Psychological Novels, Stream of Consciousness Novels.

UNIT V

Twentieth Century Drama

Problem Plays , Drama of Ideas, Theatre of Absurd, Expressionism, Epic Theatre , Poetic Drama
Growth of Post-Colonial Literature: Feminism, Post Modernism

Suggested Readings



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- J. Long, William. (2015). **History of English Literature**. New Delhi: AITBS Publishers& Distributors (Regd)
- Arvind Krishna Mehrotra. (2006).**An Illustrated History of Indian Literature in English**. New Delhi: Orient Longman
- Daiches, David.(2015) **The History of English Literature**,(volumes 1-4;for extensive background reading for all sections). Kolkata: Supernova Publishers



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MAENG202	-	Shakespearean Drama	4	0	0	4	60	20	20	-	-

Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; P – Practical; C - Credit;

***Teacher Assessment** shall be based on following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

Course Educational Objectives (CEOs):

The Students will be able to

- explore the relationship between the expressed purposes and the characteristics of different forms of dramatic literature (e.g., comedy, tragedy, drama, dramatic monologue)
- explain the way the interactions of the characters affect the plot ·
- determine characters' traits through what the characters say about themselves in narration, dialogue, dramatic monologue, and soliloquy ·
- compare works that express a universal theme and provide evidence to support the ideas expressed in each work ·
- recognize and understand the significance of various literary devices, including figurative language, imagery, allegory

Course Outcomes (COs):

After completion of this course the students will be able to

- Identify and describe the function of dialogue, soliloquies, asides, and character foils in dramatic literature ·
- Understand the way in which a work of dramatic literature is related to the themes and issues of its historical period
- write coherent and focused essays that convey a well-defined perspective and comprehension ·
- demonstrate awareness of the audience and purpose of the works of dramatic literature they study ·



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- progress through the stages of the writing process as needed during the course

Paper II

MAENG202

Shakespearean Drama

COURSE CONTENTS

UNIT I

Introduction to Drama, Functions of drama and its types – Comedy, Farce, Melodrama, Problem Play, Tragedy, Tragi- Comedy Shakespeare's Biographical Details, Shakespeare as a Dramatist and characteristics of Shakespearean drama.

UNIT II

King Lear
The Tempest

UNIT III

Macbeth
Hamlet

UNIT IV

As You Like It
Twelfth Night

UNIT V

The Merchant of Venice
Cymbeline

Suggested Readings

- Tiffany Stern, (2004) **Making Shakespeare: The Pressures of Stage and Page**. New York: Routledge
- Andrew Gurr, (1992) **The Shakespearean Stage 1574-1642**, 3rd ed. England: Cambridge University Press



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- Alan C Dessen, (1995) **Recovering Shakespeare's Theatrical Vocabulary**. Cambridge: Cambridge University Press
- Frank Kermode, (2001) **Shakespeare's Language**. Canada : Farrar, Straus and Giroux
- Jonathan Bate, (1998) **The Genius of Shakespeare**. Canada: Oxford Press University.
- A.D. Nutall, (2008) **Shakespeare - The Thinker** London: Yale University Press
- S.L. Barber, (1959) **Shakespeare's Festive Comedy**. Princeton: Princeton University Press
- Derek Traversi, (1957) **Shakespeare: from Richard II to Henry V**. California: Stanford University Press
- E.A.J. Honigmann, (2002) **Shakespeare: seven tragedies revisited: the dramatist's manipulation of response**. New York: Macmillan



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MAENG203	-	The English Essay-II	4	0	0	4	60	20	20	-	-

Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; P – Practical; C - Credit;

***Teacher Assessment** shall be based on following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

Course Educational Objectives (CEOs):

The Students Will be Able to

- read critically and interpret literary works,
- develop the language ability

Course Outcomes (COs):

After completion of this course the students will be able to

- build mastery in developing and organising their thoughts and views alongside their content knowledge.
- improve ability to evaluate their own academic work.
- heighten their awareness of how they learn best.

Paper II

MAENG203

The English Essay- II

COURSE CONTENTS

UNIT I

Annotations from Units II to V (one from each unit) to be set, two to be attempted

UNIT II

Samuel Johnson: Letter To Lord Chesterfield

Gilbert Keith Chesterton: On Running After One's Hat



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UNIT III

Robert Louis Stevenson: An Apology For Idlers
Alfred George Gardiner: On Shaking Hands

UNIT-IV

Robert Lynd: A Disappointed Man
John Boynton Priestley: On Doing Nothing

UNIT V

Hilaire Bellock: On Spellings
Edward Verrall Lucas: Bores

Suggested Readings

- Hawkins, John, (1787) **Life of Samuel Johnson**, LL.D, London: J. Buckland
- Yung, Kai Kin (1984), **Samuel Johnson, 1709–84**, London: Herbert Press, ISBN 0-906969-45-X
- Chesterton G.K. **A Shilling for my Thoughts: Being a Selection from the Essays, Stories, and Other Writings of G. K. Chesterton** (London: Methuen, c1916), ed. by E. V. Lucas
- Stevenson, Robert Louis "**Crabbed Age and Youth**". **Crabbed Age and Youth and Other Essays**. Portland, Maine: Thomas B. Mosher. 1877
- Black, Clementina (1907). **Sweated Industry and the Minimum Wage**. London: Duckworth & Co. Retrieved 2011.
- Wesley McCann. "**Robert Lynd Biography**". **Dictionary of Literary Biography**. Book Rags 2015.
- Cook, Judith. "**Beginnings and Childhood**". **Priestley**. London: Bloomsbury. p. 5. ISBN 0-7475-3508-6. 1997.



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MAENG204	-	Indian Writings in English I	4	0	0	4	60	20	20	-	-

Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; P – Practical; C - Credit;

***Teacher Assessment** shall be based on following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

Course Educational Objectives (CEOs):

The students will be able

- introduce learners to the various phases of evolution in Indian Writing in English
- acquaint learners to the pluralistic dimensions of this literature
- help them understand the different genres of this literature
- sensitize them to the value system of this literature

Course Outcomes (COs):

After completion of this course the students will be able to

- get thorough knowledge of various phases , dimensions and genres of Indian Literature

Paper III

MAENG204

Indian Writings in English I

COURSE CONTENTS

UNIT I

History of Indian English Literature from 1857 till date: A Survey of Indian Writings in English

UNIT II

POETRY

Toru Dutt: “Our Casuarina Tree”

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Arun Kolatkar: “An Old Woman”

UNIT III

DRAMA

Mahesh Dattani: Final Solutions

Girish Karnad: Tughlaq

UNIT IV

FICTION

Shashi Deshpande : The Dark Holds No Terror

Anita Desai : Cry the Peacock

UNIT V

SHORT STORIES

R. K. Narayan: Crime and Punishment, The Doctor’s Word,

Suggested Readings

- Bharucha, Nilufer and Vilas Sarang (eds)(1994). **Indian English Fiction, 1980- 90: An Assessment**. Delhi: B R Publishers.
- Datta, Amresh(1994). **The Encyclopaedia of Indian Literature**. New Delhi: Sahitya Academy
- Deshpande G P (ed)(2004). **Modern Indian Drama: An Anthology**. New Delhi: Sahitya Academy
- De Souza, Eunice (ed). (2010) **.Early Indian poetry in English: An Anthology 1829-1947**. New Delhi: Oxford University Press.
- Dharwadker, Vinay and Ramanujan A. K. (2006). **The Oxford Anthology of Modern Indian Poetry**. New Delhi: Oxford University Press.
- Naik, M K. (1982). **A History of Indian English Literature**. Delhi: Sahitya Akademi.



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MAENG205	-	Language and Linguistics II	4	0	0	4	60	20	20	-	-

*Teacher Assessment shall be based on following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

Course Educational Objectives (CEOs):

The students will be able to

- give knowledge of linguistic principles and working of language.
- give knowledge of grammar in depth .
- give knowledge of Phonology, Morphology in detail .

Course Outcomes (COs):

After completion of this course the students will be able to

- understand and work with the basic concepts and methodologies of linguistic science
- discuss language issues in an informed way with both linguists and non-linguists.

Paper IV

MAENG205

Language and Linguistics II

COURSE CONTENTS

UNIT I

Phonology

Concept of phoneme: Phoneme, phone and allophone

Phoneme- Free Variation and Neutralization, Pattern congruity.

Syllable, Word Stress, Strong and Weak forms, Stress and Intonation.



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UNIT II

Morphology

Concept of Morpheme : Words and morphemes – Free morphemes and bound morphemes, Inflectional morpheme, Derivational morpheme, Word formation, Allomorphs.

UNIT III

Grammar

Verb Phrase: Finite & Non Finite Forms, Minimal and Non Minimal. Noun Phrase, Verb Phrase and Adjective Phrase and Prepositional Phrase, Article Features.

UNIT IV

Grammar

Predicate Pattern Analysis, Coordination: Sentential and Phrasal, Ambiguities.

UNIT V

Grammar

IC Analysis, Subordinate clause: Adjective clause, noun Clause and Adverbial clause

Suggested Readings

- Aronoff, M. 1976. **Word formation in generative grammar**. Cambridge. Mass: MIT Press.
- Ball, M.J. and Rahilly, J. (2000). **Phonetics: The Science of Speech**. London: Arnold.
- Bright, W. (ed.) (1992). **International Encyclopaedia of Linguistics**. New York: Oxford University Press.
- Crystal, D. (1980). **First Dictionary of Linguistics and Phonetics**. London: Andre Deutsch.
- Goldsmith, J (ed.) (1995). **The Handbook of Phonological Theory**. Cambridge: Blackwell.
- Halgeman, L. and Gueron, J. (1999). **English Grammar. A Generative perspective**. London: Routledge.



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MAENG206	-	Article Review	0	0	8	4	0	0	0	-	50

Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; P – Practical; C - Credit;

***Teacher Assessment** shall be based on following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

An Article Review is a critical, constructive evaluation of literature in a particular field through summary, classification, analysis, and comparison. If it is a scientific review article, it uses database searches to portray the research. An article review gives scholars or students the opportunity to analyze and evaluate the work of other experts in a given field.

- Summarization, classification, analysis, critiques, and comparison.
- The analysis, evaluation, and comparison require the use of theories, ideas, and research, relevant to the subject area of the article.
- The students will be able to introduce new information,



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							THEORY			PRACTICAL	
							END SEM University Exam	Two Term Exam	Teachers Assessment*	END SEM University Exam	Teachers Assessment*
MAENG207	-	Comprehensive Viva voce	0	0	8	4	0	0	0	100	-

Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; P – Practical; C - Credit;

***Teacher Assessment** shall be based on following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

Course educational Objectives (CEOs):

The students will be able to

- provide an opportunity for students to apply theoretical concepts in real life situations
- enable students to manage resources, work under deadlines, identify and carry out specific goal oriented tasks

Course Outcomes (COs):

The student should be able to

- acquire speaking skills and capabilities to demonstrate the subject knowledge.