



**Shri Vaishnav Vidyapeeth Vishwavidyalaya, Indore**  
**Shri Vaishnav Institute of Social Sciences, Humanities and Arts**  
**Choice Based Credit System (CBCS) in Light of NEP-2020**  
**M.A. English Literature**  
**Semester III (Batch 2022-24)**

COURSE CODE	CATEGORY	COURSE NAME	TEACHING & EVALUATION SCHEME								
			THEORY			PRACTICAL		L	T	P	CREDITS
			END SEM University Exam	Two Term Exam	Teachers Assessment*	END SEM University Exam	Teachers Assessment*				
MAENG301	CC	AMERICAN LITERATURE	60	20	20	-	-	3	0	0	3

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

\***Teacher's 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**

- **CE01** Identify key ideas, significant historical, cultural events, and characteristic perspectives or attitudes expressed in the literature of different periods.
- **CE02** Identify and discuss the themes and styles that characterize American Poetry.
- **CE03** learn the social and political forces shaping American culture and literature.
- **CE04** understand the emergence of an American identity through the works of writers from diverse cultures and backgrounds.
- **CE05** be taught works of literature using a variety of approaches.

**Course Outcomes (Cos): The students should be able to:**

- **CO1** Connect different texts with one another and the historical contexts in which they appear.
- **CO2** Demonstrate contextual analysis to interpret and evaluate in American poetry.
- **CO3** Demonstrate knowledge of major social and political thinkers.
- **CO4** analyze texts on emotional, intellectual, and aesthetic levels.
- **CO5** Apply appropriate theoretical lenses to critically and analytically read works of American literature

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**Paper I**  
**MAENG301**  
**American Literature**

**COURSE CONTENTS:**

**Unit I**

Background to 19<sup>th</sup> and 20<sup>th</sup> century America, American Literature- Beginning till date.

**UNIT II**

**Poetry**

Robert Frost: Birches

Maya Angelou: When Great Trees Fall

Wallace Stevens: Sunday Morning

**UNIT III**

**Prose**

Emerson: American Scholar

Henry David Thoreau: Walden

**UNIT IV**

**Drama**

Eugene O'Neil: Mourning Becomes Electra

Arthur Miller: Death of a Salesman

**UNIT V**

**Fiction**

F. Scott Fitzgerald: The Great Gatsby

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**SUGGESTED READINGS:**

- Pearce, Roy Harvey(1961). **The Continuity of American Poetry**. Princeton University Press: New Jersey
- Chase, Richard(1980). **The American Novel and Its Tradition**. London: Paperback
- Waggoner, Hyatt Howe (1982). **American Poets**. Princeton University Press: New Jersey
- Cox, James M., ed. **Robert Frost: A Collection of Critical Essays**, Spectrum Book
- Dahiya, Bhim S(1962). **The Hero in Hemingway**. London: Paperback
- Gassner, John, ed. O'Neill: (1964). **A Collection of Critical Essays**. Prentice-Hall
- Weales, Gerald. (1965)**Tennessee Williams**, Pamphlets on American Writers. Paperback
- Grey, Richard. (2012).**A History of American Literature**. London: Paperback.

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MAENG302	CC	Literary Theory and Criticism I	60	20	20	-	-	3	0	0	3	

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**Course educational Objectives (CEOs): The students will be able to**

- **CEO1** Familiarized with the origin of critical ideas in literature starting from Aristotle's *Poetics*, explaining the concepts of Plot, character, ideal tragic hero and the elements of tragedy
- **CEO2** Given an understanding on the concept of sublimity as explained by Longinus in his work *On the sublime* and how it is relevant in today's context
- **CEO3** Given a deep understanding on the literary analysis of Philip Sydney's *An Apology for Poesy* and John Dryden's *Essay on Dramatic Poesy*
- **CEO4** Apprised on the background and explanation of the literary texts of William Wordsworth's *Preface to Lyrical Ballads* and ST Coleridge's *Biographia Literaria* ( Ch XIII- XVII)
- **CEO5** Explained T S Eliot's *Traditional and Individual Talent* from a critical analysis standpoint

**Course Outcomes (Cos): The students should be able to**

- **CO1** Interpret and apply critical and theoretical approaches of Aristotle's *Poetics* to the reading and analysis of literary and cultural texts in multiple genres of drama, theatre and plays
- **CO2** Analyze and evaluate the different source of Sublime and will get a perspective on how true sublimity can be achieved in different speaking and writing skills
- **CO3** Identify, analyse, interpret and describe the critical ideas, values, and themes that appear in literary texts as explained by Sydney and Dryden and understand the way these ideas, values, and themes inform and impact culture and society, both now and in the past.
- **CO4** Analyze and evaluate the literary and imaginative perspectives of William Wordsworth's *Preface to Lyrical Ballads* and ST Coleridge's *Biographia Literaria* in the oral and verbal texts profusely.
- **CO5** Interpret and analyze T S Eliot's *Traditional and Individual Talent*, keeping in view of the structure of mind and development of personality, awareness of true historic sense and the correct idea of tradition.

**PAPER II**

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**MAENG302**

**Literary Theory and Criticism I**

**COURSE CONTENTS:**

**UNIT I**

Aristotle – Poetics (Butcher Edition)

**UNIT II**

Longinus – On the Sublime

**UNIT III**

Philip Sidney – An Apology for Poesy  
John Dryden - Essay on Dramatic Poesy

**UNIT IV**

William Wordsworth: Preface to Lyrical Ballads  
Samuel Taylor Coleridge: Biographia Literaria (Ch XIII - XVII)

**UNIT V**

Mathew Arnold: Study of Poetry  
Thomas Stearns Eliot: Function of Criticism

**SUGGESTED READINGS:**

- Blamires, Harry (2000). A History of Literary Criticism. India: Macmillan.
- Daiches, David (2003). Critical Approaches to Literature. New Delhi: Orient Longman.
- Habib, M.A.R. (2005). A History of Literary Criticism. USA: Blackwell.
- W. K., Jr. and Cleanth Brooks Wimsatt ((967). Literary Criticism: A Short History. UK: Vintage Books

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<b>MAENG 304</b>	<b>CC</b>	<b>Indian Classical Literature</b>	60	20	20	-	-	3	0	0	3

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**Course Educational Objectives (CEOs): The students will be able to**

- **CE01** Build an understanding about the world of the classics in literature.
- **CE02** Learn about the contribution of legends in Indian Classical literature.
- **CE03** Range their knowledge about Kalidasa contribution and his genius.
- **CE04** Familiarized with the aspects and point of views of Kautilya.
- **CE05** Understand the various aspects of Indian stories.

**Course Outcomes (COs): The students should be able to**

- **CO1** Apply the critical concept to read classical works.
- **CO2** Identify the contribution and importance of Natya & Rasa.
- **CO3** Analyze the art of plot, characterization, and thematic issues.
- **CO4** Develop an appropriate understanding about Arthshashtra.
- **CO5** Place and Assess their own culture and classics.

**Paper III**  
**MAENG304**  
**Indian Classical Literature**

**COURSE CONTENTS:**

**UNIT I**

Classics – literary classics – definition – critical concepts – the emergence of classics – a brief survey of the classics

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<b>MAENG 304</b>	<b>CC</b>	<b>Indian Classical Literature</b>	60	20	20	-	-	3	0	0	3

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### Unit II

On Natya and Rasa (From Bharatamuni's Natyasastra, written in the 3rd century in Sanskrit)

### Unit III

Kalidasa: Abhijnana Shakuntalam

### Unit IV

Kautilya: Arthshashtra

### Unit V

Selected Stories of Panchtantra

### SUGGESTED READINGS:

- Bryman, Allan and Bell Emma (2003). Business Research Methods. Noida: Oxford.
- Kalidasa Abhijnana Shakuntalam, tr. Chandra Rajan, in Kalidasa: The Loom of Time New Delhi: Penguin,
- Bharata, Natyashastra, tr. Manomohan Ghosh, vol. I, 2nd edn (Calcutta: Granthalaya, 1967) chap. 6: 'Sentiments', pp. 100-18.
- Iravati Karve, 'Draupadi', in Yuganta: The End of an Epoch (Hyderabad: Disha, 1991) pp. 79-105.
- J.A.B. Van Buitenen, 'Dharma and Moksa', in Roy W. Perrett, ed., Indian Philosophy, vol. V, Theory of Value: A Collection of Readings (New York: Garland, 2000) pp. 33-40.
- Vinay Dharwadkar, 'Orientalism and the Study of Indian Literature', in Orientalism and the Postcolonial Predicament: Perspectives on South Asia, ed. Carol A. Breckenridge and Peter van der Veer (New Delhi: OUP, 1994) pp. 158-95.

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MAENG305 1	DSE	Feminism and Gender Studies	60	20	20	-	-	3	0	0	3	

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Project/Participation in Class, given that no component shall exceed more than 10 marks.

**Course educational Objectives (CEOs): The students will be able to**

**CEO1** Acquainted with the different waves of feminism.

**CEO2** Familiarized the developments in Feminism and Gender Theories.

**CEO3** Explained to elucidate literary text according to feminist and gender theories

**CEO4** Updated with gender sensitization and other societal issues.

**CEO5** Acclimatize with the exploitation and subjugation through the female representation in the given texts.

**Course Outcomes (Cos): The students should be able to**

**CO1** Recognize the different waves of feminism.

**CO2** Identify and discuss developments in Feminism and Gender Theories.

**CO3** Use feminist and gender theories to understand and interpret the given literary texts.

**CO4** Develop and demonstrate critical thinking and changed perspectives in terms of Gender issues.

**CO5** Examine and analyse ideological assumptions underlying social institutions and systems of representation, including but not limited to assumptions regarding gender, race, class, nationality, disability, age, and sexual orientation.

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MAENG305 1	DSE	Feminism and Gender Studies	60	20	20	-	-	3	0	0	3	

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**Paper IV**  
**MAENG305 1**  
**Feminism and Gender Studies**

**COURSE CONTENTS:**

**Unit I**  
**Feminism**

Feminist theories – Five waves of Feminism, Western & Eastern Feminism, Liberal Feminism, Radical Feminism, Postmodern Feminism, Psychoanalytic Feminism, Feminist Postcolonial Theory, Eco-Feminism, Poststructuralist Feminist Literary Theory.

**Unit II**  
**Gender Theories**

The Queer theory, The Transgender theory, and The Gay theory

**Unit III**  
**Poetry**

Maya Angelou – Caged Bird  
Kamala Das – An Introduction

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#### Unit IV

##### Prose & Drama

Margaret Atwood – The Handmaid's Tale  
Dina Mehta - Brides Are Not for Burning

#### Unit V

##### Fiction

Alice Walker – Color Purple  
Chitra Banerjee – The Palace of Illusion

#### SUGGESTED READINGS:

- Bornstein Kate, (1994). *Gender Outlaw: On Men, Women and the Rest of Us*. Paperback.
- Greene Gayle and Coppélia Kahn (1993). *Changing Subjects: The Making of Feminist Literary Criticism*, London; New York : Routledge,
- Harris, Andrea L., (2000). *Other Sexes: Rewriting Difference from Woolf to Winterson*, State University of New York Press.
- Nanda Serena. (1999). *Gender Diversity: Cross cultural Variations*. London: Paperback
- Nestle Joan, GenderQueer (2002). *Voices From Beyond the Sexual Binary*. London: Paperback
- Plain Gill and Susan Sellers (2007). *A History of Feminist Literary Criticism*. New York: Cambridge University Press.
- Stryker Susan (2008). *Transgender History*. London: Paperback

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MAENG305 2	DSE	Cultural Studies	60	20	20	-	-	3	0	0	3	

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**Course educational Objectives (CEOs): The students will be able to**

**CEO1** Introduce to significant debates and theorists within Cultural Studies.

**CEO2** Engage with debates from their own immediate vantage point.

**CEO3** Familiarise to core methodologies of narrativizing the past and the present through a Cultural Studies approach.

**CEO4** Learn the cultural thoughts, theories of gender, literary expression, and experience to appreciate the texts.

**CEO5** Understanding of various cultural frames.

**Course Outcomes (Cos): The students should be able to**

**CO1** Apply Cultural Studies methods to reflect upon our own immediate contexts through assignments and class exercises.

**CO2** Understanding the core concepts like identity, representation, power, discourse, and gender.

**CO3** Critically analyze and discuss the cultural thoughts, theories of gender, literary expression, and experience to appreciate the texts.

**CO4** Integrate core concepts by placing them in the Indian context and build up a conceptual framework through the readings of essays, poetry, fiction, and drama.

**CO5** Acquire an understanding of various cultural frames and apply them in their life.

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**Paper IV**  
**MAENG305 2**  
**Cultural Studies**

**COURSE CONTENTS:**

**Unit I**

**Culture as a Concept**

the various meanings associated with the word 'culture' and explores ways of understanding the relationship between culture and society.

**Unit II**

**Introduction**

Raymond Williams: "Culture is Ordinary" The Everyday Life Reader.

S. Radhakrishnan: "Introduction" Theory in an Uneven World

**Unit III**

**Poetry**

Nissim Ezekiel: "Guru", "Night of the Scorpion" (From Collected Poems)

Kamla Suraiyya/ Das: "The Old Playhouse", "The Sunshine Cat" (The Old Playhouse and Other Poems)

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**Choice Based Credit System (CBCS) in Light of NEP-2020**  
**M.A. English Literature**  
**Semester III (Batch 2022-24)**

COURSE CODE	CATEGORY	COURSE NAME	TEACHING & EVALUATION SCHEME									
			THEORY			PRACTICAL			L	T	P	CREDITS
			END SEM University Exam	Two Term Exam	Teachers Assessment*	END SEM University Exam	Teachers Assessment*					
MAENG305 2	DSE	Cultural Studies	60	20	20	-	-	3	0	0	3	

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

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

#### Unit IV

##### Novel

Anita Desai: Fasting, Feasting

#### Unit V

##### Cinema

Gauri Shinde: English Vinglish

Deepa Mehta: Water

#### SUGGESTED READINGS:

- During, Simon (ed.). The Cultural Studies Reader. Routledge, 2007.
- Poduval, Satish (ed.). Re-figuring Culture: History, Theory, and the Aesthetic in Contemporary India. Sahitya Akademi, 2005.
- Radhakrishnan S. "Introduction". Theory in an Uneven World. Wiley, 2008
- Radhakrishnan, Ratheesh. Cultural Studies in India: A Preliminary Report on Institutionalisation. Higher Education Cell: Centre for the Study of Culture and Society, Bangalore 2008.
- Rutherford J. (ed). Identity: Community, Culture, Difference. Lawrence, 1990.
- Stuart Hall and Paul Du Gay (eds.). Questions of Cultural Identity. Sage Publication, 1996.
- Williams, Raymond. Keywords: A Vocabulary of Culture and Society. Fontana, 1983.

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			END SEM University Exam	Two Term Exam	Teachers Assessment*	END SEM University Exam	Teachers Assessment*				
<b>MAENG305 3</b>	<b>DSE</b>	<b>Dalit Literature</b>	60	20	20	-	-	3	0	0	3

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

\***Teacher Assessment** shall be based 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**

- **CE01** Understand the historical, political and cultural context in Dalit literature as a distinct domain of knowledge.
- **CE02** Familiarize with the Prose works of Dalit writers
- **CE03** Study Dalit Poetry as a genre of literature.
- **CE04** Know the varied forms of Dalit expressions through novel and drama
- **CE05** Acquaint with some of the important debates in Dalit literary criticism.

**Course Outcomes (COs): The students will be able to**

- **CO1** Discuss on the emergence and importance of Dalit Literature in India
- **CO2** Examine the rise, growth and development of Dalit literature with its consequences on society.
- **CO3** Appreciate Dalit Poetry and its comparison with the other kinds of literature.
- **CO4** Create awareness of the torments faced by Dalit to non-Dalit.
- **CO5** Apprise the aesthetic side of the literary creations of Dalit writers.

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			THEORY			PRACTICAL		L	T	P	CREDITS
			END SEM University Exam	Two Term Exam	Teachers Assessment*	END SEM University Exam	Teachers Assessment*				
<b>MAENG305 3</b>	<b>DSE</b>	<b>Dalit Literature</b>	60	20	20	-	-	3	0	0	3

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

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

**Paper IV**  
**MAENG305 3**  
**Dalit Literature**

**COURSE CONTENTS:**

**UNIT I**

**History**

Emergence of Dalit Consciousness, Politics and Literary Expression: Historical Overview  
Dalit Literature: Origin, Development, Contexts, Influences, Concerns and Preoccupations.

**UNIT II**

**Prose**

Narendra Jadhav: Out Caste: A Memoir  
Sharankumar Limbale: Towards an Aesthetics of Dalit Literature

**UNIT III**

**Poetry**

Govindaiah: In the Soil of Tears, A Letter to Father Searching for Me  
Laxmipathi Kolar: The Bat, Trans. M K Shankar

**UNIT IV**

**Novel**

Sivakami - The Grip of Change (Novel)

**Drama**

K.A. Gunasekaran: Touch

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			THEORY			PRACTICAL		L	T	P	CREDITS
			END SEM University Exam	Two Term Exam	Teachers Assessment*	END SEM University Exam	Teachers Assessment*				
<b>MAENG305 3</b>	<b>DSE</b>	<b>Dalit Literature</b>	60	20	20	-	-	3	0	0	3

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

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

### UNIT V

#### Short Fiction

Dalpat Chauhan: Measure for Measure

Pathik Parmar: Naked Feet

#### SUGGESTED READING:

- Jain, R. S. (2007) *Dalit Autobiography* Ritu Prakashana, Ahmednagar.
- Prasad, Amar Nath and M. B. Gaijan (2007) *Dalit Literature: A Critical Explorations*. Sarup and Sons, New Delhi, 2007.
- Sarangi, Jaydeep and Champa Ghosal (2013) *Marginal Writings in English: Bengali and Other Regional Literature*, Authorspress, New Delhi.
- Limbale, Sharankumar. (2016) *Towards an Aesthetic of Dalit Literature* (Alok Mukherjee, Trans.). New Delhi: Orient Black Swan.
- Krishnaiah, B. (2011) *Dalit Movements and Literature*. New Delhi. Prestige Book International.
- Jadhav, Narendra (2003) *Out Caste: A Memoir*. New Delhi: Penguin, 2003.
- Gunasekaran, K.A. (2016) *Touch*. Translated from Tamil by Ravi Shankar. The Oxford India Anthology of Tamil Dalit Writing. Ed. by Ravi Kumar and Azhagarasan. New Delhi: OUP.

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			END SEM University Exam	Two Term Exam	Teachers Assessment*	END SEM University Exam	Teachers Assessment*					
<b>MAENG306</b>	<b>Project/Dissertation</b>	<b>Minor Research Project I</b>	0	0	0	60	40	0	0	8	4	

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.

### Major Research Project I

At the end of the semester they have to submit a minor research project in the subject in genre of their choice. The students should do the project under the supervision of faculty member.

#### Course Educational Objectives (CEOs): The students will be able to

- **CEO1** Be able to express in a clear, organized, and well-reasoned manner.
- **CEO2** Understand critically, analyse and evaluate the knowledge and understanding in relation to the agreed area of study.

#### Course Outcomes (COs): The students should be able to

- **CO1** Use the humanities methodologies to conduct research.
- **CO2** Utilize analytical and critical thinking when reviewing literature.
- **CO3** Evaluate the significance of humanities and interdisciplinary in the world.

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