



# Shri Vaishnav Vidyapeeth Vishwavidyalaya, Indore

## M.A. ENGLISH LITERATURE

### III 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*
MAENG301	-	American Literature	4	0	0	4	60	20	20	-	-

**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:

- Deeply and critically read complex literary texts.
- Demonstrate familiarity with the social and political forces shaping American culture and literature during the time period
- Understand the differences and similarities between literary genres and identify the criteria specific to each category
- Understand texts on emotional, intellectual, and aesthetic levels.

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

- Connect different texts with one another and the historical contexts in which they appear;
- Demonstrate knowledge of major periods and trends in American literature.
- Understand and apply the basic literary/critical vocabulary in the discussion of texts.

#### Paper I MAENG-301 American Literature

#### COURSE CONTENTS

##### Unit-I

A General Background of American Literature from its Origin to the Contemporary fashion, Emily Dickinson: I Taste Liquor Never Brewed, Because I could not Stop for Death, Success is Counted Sweet.

##### UNIT - II

Emerson: American Scholar, Self reliance  
Henry David Thoreau: Civil Disobedience

##### UNIT III

Poetry Walt Whitman: When Lilacs last in the Dooryard Bloomed;  
Robert Frost: Stopping by Woods on a Snowy Evening, After Apple Picking, Birches  
Emily Dickinson: Because I Could not Stop for Death

Batch 2018-2020



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#### UNIT IV

Eugene O'Neil: Mourning Becomes Electra

#### UNIT V

Arthur Miller: Death of a Salesman

Ernest Hemingway: Farewell to Arms

#### 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	-	Literary Theory and Criticism I	4	0	0	4	60	20	20	-	-

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

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

- Comprehend literary theory and its applications.
- Offer framework for understanding the historical evolution of literature .
- Understand a range of approaches to the study of texts.

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

- Understand various implications of literary theories.
- Analyse the text more insightfully.

#### Paper II

MA-ENG-302

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

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#### UNIT-IV

William Wordsworth : Preface to Lyrical Ballads

Samuel Taylor Coleridge : Biographia Literaria (Ch XIII - XVII)

#### UNIT-V

Mathew Arnold : Study of Poetry

T. S 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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MAENG304	-	Creative Writing in English	4	0	0	4	60	20	20	-	-

**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:

- Understand the various aspects of creative writing.
- Know the representative English writers and their works.
- Attempt in practical creative writing.
- Strengthen the creative talents and writing skills.

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

- Identify different poetic forms.
- Analyze and appreciate poems and short stories.
- Write book and film reviews.
- Appreciate literary works.

### COURSE CONTENTS

#### UNIT – I

Introduction to Creative Writing, Mechanism of Writing, Blogs, Diary Entry, Writing on themes, Figurative use of Language, Editing Grammatical Errors

#### Unit- II

Writing Poetry: Poetry - introduction: Chief elements: theme, structure, imagery and symbols, rhythm – reference to major poetic forms [with representative/select examples] like Lyric, Sonnet, Ode, Ballad, Epic, Dramatic Monologue And Free Verse.

Practice sessions: Critical Appreciation Of The Given Poems - Emphasis On Theme, Structure, Style, Symbols, Images, Rhythm And Diction.

- William Blake - “The Lamb”

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- Emily Dickinson - "I Heard a Fly Buzz When I Died"
- Rabindranath Tagore - "Where the Mind is Without Fear"
- Kamala Das - "A Hot Noon in Malabar"

Poetry writing sessions: based on common/everyday themes in various forms – to initiate students in poetry writing

#### Unit –III

Creating Short Story: Introduction: Characteristic features of short stories in general – plot construction, characterization, narration, local colour, atmosphere and title.

Practice sessions :Short story appreciation: critical appreciation of the given stories and their authors - emphasis on theme, structure, style, images and dialogue.

- Edgar Allan Poe - "The Oval Portrait"
- Chinua Achebe - "The Voter"
- Kushwanth Singh - "The Portrait of my Grandmother"

Short story writing sessions: based on topics/themes - to be given in the class - from everyday life and situations.

#### Unit –IV

Writing for Children: Varieties – themes – fantasy - language – imparting values and morals – illustrative examples.

#### Unit- V

Book and Film reviewing: Elements of book/film reviewing – pertinent questions that a good review must answer – aim/purpose of book and film reviews - sample book/film reviews from newspapers and magazines.

Practice sessions: Writing book and film reviews - of classics and recently published/released books/films.

#### Suggested Readings

- Abrams, M.H.(1968). A Glossary of Literary Terms. Seventh Edition.
- Bernays, Anne and Pamela Painter.(1991) What If: Writing Exercises for Fiction Writers. William Morrow. Paperback
- Carroll Lewis – Alice in Wonderland [Abridged version]
- C.S. Lewis - The Chronicles of Narnia: The Lion, the Witch and the Wardrobe.
- Prasad, B. A Background to the Study of English Literature. Macmillan



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MAENG305	-	Feminism and Gender Studies	4	0	0	4	60	20	20	-	-

**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:

- Identify and discuss key debates and developments in Feminism and Gender Theories.
- Use feminist and gender theories to understand and elucidate literary texts.
- Examine feminist and gender theories with a critical eye, both individually and in relation to each other.
- Develop and demonstrate critical thinking and writing skills through close reading and discussion.
- Write lucid, effective, and argumentative essays.

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

- Demonstrate the ability to conduct interdisciplinary feminist analysis.
- Examine and critique 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.
- Comprehend the impact of gender on individuals' historical and contemporary agency, and how the ability to express agency has shaped people's lives in various geographical settings.



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#### COURSE CONTENTS

##### Unit -I

##### Feminism

Feminist theories – Five waves of Feminism, Western & Eastern Feminism, Feminist Theories Of Embodiment, Postmodern Feminism, Psychoanalytic Feminism, Feminist Postcolonial Theory, Material/Materialist Feminism, Radical Feminism, Eco-Feminism, Feminist Visual Theory, Poststructuralist Feminist Literary Theory, Transnational Feminism.

##### 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

##### Unit –IV

##### Prose

Margaret Atwood – The Handmaid’s Tale

Dina Mehta - Brides Are Not For Burning

##### Unit –V

##### Fiction

Alice Walker – Color Purple

Chitra Benarjee – The Palace of Illusion

#### Suggested Readings –

- Bornstein Kate, (1994).Gender Outlaw: On Men, Women and the Rest of Us .Paperback.



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- 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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MAENG306	-	Basic Computer Applications	0	0	8	4	0	0	0	60	40

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\***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:

- earn basic word processing skills with Microsoft Word, such as text input and formatting, editing, cut, copy and paste, spell check, margin and tab controls, keyboard shortcuts, printing, as well as how to include some graphics such as pictures and charts.

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

- Develop an intuitive sense of how computers work and how they can be used to make academic work more efficient.

#### CONTENTS

1. Define page size and margins for a document.
2. Insert graphics (a picture for example) in a document.
3. Prepare resume in one A-4 size page.
4. Prepare a document with at least three fonts and four different font sizes. Include superscript and subscript.
5. Explain the use of spell check.
6. Prepare a power point presentation (three to five slides) to identify yourself.
7. Prepare a presentation to show infrastructure about your department/Institution.
8. Insert a slide in a slide show.
9. Change slide layout color and background.
10. Apply animation and slide transition.
11. Prepare a presentation to give information about top ten software companies (In India / world).
12. Open a work sheet, name it and save it.
13. Change the width of a column/ range of columns.
14. Enter text and change its size and font in a cell.
15. Delete/insert a row/ column in a worksheet.



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MAENG307	-	Comprehensive Viva Voce	0	0	0	4	0	0	0	100	0

**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 apply theoretical concepts in real life situations
- 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.