



# 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	-	<b>History of English Literature II</b>	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

### Paper I

#### History of English Literature II

#### COURSE CONTENTS

Batch 2018-2020



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## M.A. ENGLISH LITERATURE

### II Semester

#### 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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### II Semester

- 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;forextensivebackground reading for all sections.kolkata: Supernova Publications



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							THEORY		PRACTICAL		
							END SEM University Exam	Two Term Exam	Teachers Assessment*	END SEM University Exam	Teachers Assessment*
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 ·
- progress through the stages of the writing process as needed during the course



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### II Semester

#### Paper II 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**
- Andrew Gurr, (1992) **The Shakespearean Stage 1574-1642**, 3rd ed.
- Alan C Dessen, (1995) **Recovering Shakespeare's Theatrical Vocabulary**
- Frank Kermode, (2001) **Shakespeare's Language**
- Jonathan Bate, (1998) **The Genius of Shakespeare**
- A.D. Nutall, (2008) **Shakespeare - The Thinker**
- S.L. Barber, (1959) **Shakespeare's Festive Comedy**



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**M.A. ENGLISH LITERATURE**

**II Semester**

- Derek Traversi, (1957) **Shakespeare: from Richard II to Henry V**
- E.A.J. Honigmann, (2002) **Shakespeare: seven tragedies revisited: the dramatist's manipulation of response. Newyork: Macmillan**



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MAENG203	-	The English Essays-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

#### 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



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### II Semester

Dr. Johnson: Letter to Lord Chesterfield

G.K.Chesterton: On Running after One's Hat

#### UNIT III

R.L.Stevenson: An Apology for Idlers

A.G.Gardiner: On Shaking Hands

#### UNIT-IV

Robert Lynd: A Disappointed Man

J.B.Priestley: On Doing Nothing

#### UNIT V

Hilaire Bellock: On Spellings

E.V. 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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## M.A. ENGLISH LITERATURE

### II Semester

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MAENG204	-	Indian Writing 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

The students will be able to

- introduce learners to the various phases of evolution in Indian Writing in English
- 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

#### COURSE CONTENTS

##### Paper III

##### Indian Writing in English I

#### 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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### II Semester

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.

### COURSE CONTENTS

#### Paper IV

#### Language and Linguistics II

#### 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.

#### UNIT II

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### II Semester

#### 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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							END SEM University Exam	Two Term Exam	Teachers Assessment*	END SEM University Exam	Teachers Assessment*
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	0	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
- To 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.