



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 I (Batch 2025-27)

Semester I (Batch 2023-27)											
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*				
MAENG102	CC	English Poetry from Chaucer to Pope	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 able to

- CE01 Read and appreciate Chaucer as a poet and his contribution to English poetry.
- CE02 Develop ability for reading Shakespeare as a sonneteer.
- Understand the significance of didactic human values as mirrored in Thomas Gray's poems.
- CE03 Learn to identify the characteristics and uniqueness of Donne as a metaphysical poet .
- CE04 understand the basic historical, intellectual and literary context of Milton's poetry and thought
- CE05 understand a number of significant themes, literary interventions, and formal innovations in The Rape of the Lock.

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

- C01 identify the characteristics of poetry pertaining to the age of Chaucer reflecting the age and its importance.
- C02 Assess the themes and issues brought up in Shakespeare's sonnets.
- Imbibe the poetic texts and critically appreciate and analyze the new literary form of poetry i.e. Elegy and its features.
- C03 Appreciate and analyze independently the poetries of Donne.
- C04 Demonstrate knowledge of structure, and content in John Milton's poetry.
- C05 analyze the Pope's use of poetic methods as form, structure language and tone.

MAENG102
English Poetry from Chaucer to Pope

COURSE CONTENTS:

UNIT I

Geoffrey Chaucer: Prologue to Canterbury Tales and English Literature in the Fourteenth Century
 Edmund Spenser: Faerie Queene

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UNIT II

William Shakespeare: Sonnet 23, Sonnet 24, Sonnet 26, Sonnet 27

UNIT III

John Donne: Ecstasy, A Valediction: Forbidding Mourning, The Anniversary

UNIT IV

John Milton: Paradise Lost (Book I)

UNIT V

Alexander Pope: The Rape of the Lock

SUGGESTED READINGS:

- M, Butler. (1981). **Romantics, Rebels and Reactionaries: English Literature and its Background**. London: Oxford Press.
- Pakkar, S. D. (2012). **Literature and Environment: A Select Study of British, American and Indian Writings**. Germany: Lambert Academic Publishing.

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MAENG103	CC	Essay	60	20	20	-	-	3	0	0	3

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

- **CE01** Familiarized with the various ways in which prose writings have evolved down the ages.
- **CE02** Introducing the Renaissance essay with reference to Francis Bacon.
- **CE03** Understanding texts of R. L. Stevenson and Thomas Carlyle within specific socio-cultural and historical contexts.
- **CE04** Developing awareness of the genre of essay cultivated by Charles lamb and the philosophy through his works in Romantic Era.
- **CE05** Acquainted with the modern prose writers- William Hazlitt and Robert Lynd of the English literary tradition

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

- **CO1** Appreciate types and style of prose.
- **CO2** Learn the socio-political and economic conditions of the society with respect to Francis Bacon.
- **CO3** Demonstrate, comprehend and interpret literary works of R. L. Stevenson and Thomas Carlyle.
- **CO4** Critically analyse Charles lamb's essays and write precisely with brevity about them.
- **CO5** Differentiate the prose styles and appreciate prose of William Hazlitt and Robert Lynd

MAENG 103
Essay

COURSE CONTENTS:

Unit I

Types of Prose and Prose Style

Autobiography, Biography and Memoir

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MAENG103	CC	Essay	60	20	20	-	-	3	0	0	3

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Travelogue
 Periodical Essay
 Formal Essay
 Personal Essay

Unit II

Francis Bacon: Of Truth, Of Friendship, Of Love, Of Discourse

Unit III

R. L. Stevenson - An Apology for Idlers
 Thomas Carlyle – Hero as a Poet

Unit IV

Charles Lamb – Old and New School Master, Dream Children, Bachelor's Complaint


Unit V


William Hazlitt - My First Acquaintance with the Poets, Going on a Journey
 Robert Lynd - In Praise of Mistakes

SUGGESTED READINGS:

- Eliot, T. S (1921). **Poetry & Prose: The Chapbook**. London: Poetry Bookshop.
- Lamb, Charles. (1892) **The Wit and Wisdom of Charles Lamb**. New York, London: Putnam.
- Bacon, Francis. (1889) **Bacon's Essays**, ed. F.G. Selby. London: Macmillan & Co.
- Stevenson, Robert Louis. (1877) **"Crabbed Age and Youth". Crabbed Age and Youth and Other Essays**. Portland, Maine: Thomas B. Mosher.
- Wesley, McCann. (2015) **Robert Lynd Biography**. Dictionary of Literary Biography. Book Rags.


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MAENG104	CC	Fiction	60	20	20	-	-	3	0	0	3

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

- **CEO1.** Identifying the historical, social, and cultural context behind Jane Austen's Pride and Prejudice and Nathaniel Hawthorne's The Scarlet Letter.
- **CEO2** Understanding the Novels of D. H. Lawrence and Joseph Conrad.
- **CEO3** Learning the transformation of protagonists in the novel of James Joyce's A Portrait of the Artist as Young Man and Edward Morgan Forster's A Passage to India.
- **CEO4** Recognizing the protagonist's quest for identity in V. S Naipaul's A House of Mr. Biswas and Shashi Deshpande's That Long Silence.
- **CEO5** Determining the protagonist's development and use of perspective in Jhumpa Lahiri's The Namesake and Arvind Adiga's The White Tiger

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

- **CO1** Interpret the themes and characterization of Pride and Prejudice and The Scarlet Letter.
- **CO2** Develop an analysis of texts 'sons and Lovers' and 'Heart of Darkness'.
- **CO3** Analyse how the changes took place in the life of protagonists in James Joyce's A Portrait of the Artist as Young Man and Edward Morgan Forster: A Passage to India.
- **CO4** Describe protagonist's search for own identity in V. S Naipaul's A House of Mr. Biswas and Shashi Deshpande's That Long Silence according to Indian context.
- **CO5** Classify the impact of popular culture on the individual in Jhumpa Lahiri's The Namesake and Arvind Adiga's The White Tiger

MAENG104
Fiction

COURSE CONTENTS:

UNIT I

Jane Austen: Pride and Prejudice

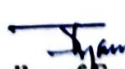
Nathaniel Hawthorne: The Scarlet Letter



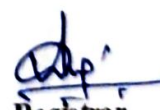
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MAENG104	CC	Fiction	60	20	20	-	-	3	0	0	3

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

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UNIT II

Joseph Conrad: Heart of Darkness

James Joyce: A Portrait of the Artist as Young Man

UNIT III

Edward Morgan Forster: A Passage to India

Virginia Woolf: Mrs. Dalloway

UNIT IV

V. S Naipaul: A House of Mr. Biswas

Shashi Deshpande: That Long Silence

UNIT V

Jhumpa Lahiri: The Namesake

Arvind Adiga: The White Tiger

SUGGESTED READINGS:

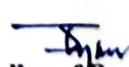
- Becket, Fiona. (2002) **The Complete Critical Guide to D.H. Lawrence**. London ; New York: Routledge.
- Bloom, Harold. (1987) **Jane Austen's Mansfield Park**. New York: Chelsea House Publishers.
- Daiches, David. (1960) **The Novel and the Modern World**. Chicago: University of Chicago Press.
- Joyce, James and Chester G. Anderson. (1977) **A Portrait of the Artist as a Young Man: Text, Criticism, and Notes**, USA: Penguin Books.
- Kettle, Arnold. (1976) **An Introduction to English Novel Vol 1& Vol 2**. United Kingdom: Hutchinson & Co.
- Mukhopadhyay, Partha Kumar. (2007) **Literary Spectrums: Recent Studies in English Literature**. New Delhi: Swarup & Sons.
- Nelson, Emmanuel S. (1992) **Reworking: The Literature of the Indian Diaspora**. New York: Greenwood Press.
- Watts, Cedric. (1977) **Conrad's Heart of Darkness: A Critical and Contextual Discussion**. Milano: Mursia International


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MAENG105	CC	Language and Linguistics I	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

- **CEO 1** To get familiar with uniqueness and functions of human language
- **CEO 2** To get knowledge of basic definition in linguistics such as Sign, Signifier, Signified
- **CEO 3** To understand the parts of the vocal tract and their roles in speech production
- **CEO 4** To develop an understanding of the minor and major branches of linguistics
- **CEO 5** To recognize various figures of speech to analyze any poetry

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

- **CO 1** Learn the properties of human language that makes it unique.
- **CO 2** Gain an understanding of some basic concepts in the field of Linguistics.
- **CO 3** Comprehend the phonetic symbols and to make phonetic transcriptions effectively.
- **CO4** Acquire basic knowledge of the sounds of English and their patterns (phonetics and phonology), English words (morphology), sentences (syntax) and meanings (semantics) and major branches of linguistics also
- **CO 5** Apply stylistic features of the poetry on the text.


MAENG105
Language and Linguistics I


COURSE CONTENTS:

UNIT I

What is language? What is Linguistics? Human language and its difference with animal communication. Speech and writing as two manifestations of language, characteristic features of Human language duality of patterning (Patterns of sound and patterns of morphemes and words), Creativity, Displacement (difference between context bound animal communication and Context Free Human Language). Redundancy, culture preserving and culture transmitting Features.


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MAENG105	CC	Language and Linguistics I	60	20	20	-	-	3	0	0	3

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UNIT II

Language varieties: Dialect, Idiolect Register, Style, Accent & Diglossia. Pidgin and Creole. Competence and Performance. Langue and Parole. Code Switching and Code Mixing. Synchronic, Diachronic approaches to the study of language. Sign, signifier, signified and semiology, syntagmatic and paradigmatic relations

UNIT III

Linguistics: Levels of Linguistics analysis - phonological, lexical, syntactic, and semantic. Linguistics: application and related disciplines.

UNIT IV

Phonetics: Articulatory Phonetics, Auditory Phonetics, Acoustic phonetics. The Organs of speech. Place of Articulation, Manner of Articulation, Vowels and Consonant sounds and their Phonetic transcriptions.


UNIT V

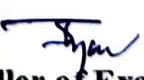
Stylistics: Nature and scope; Figures of speech; Imagery, Foregrounding Deviation Onomatopoeia, Alliteration, Assonance, Simile, Metaphor, The Irrational in Poetry, Oxymoron, Paradox, Ambiguity, Pun, Metonymy, Synecdoche, Climax etc.

Suggested Readings:

- Catford, J.C. (1988). **A Practical Introduction to Phonetics**. Oxford: Oxford University Press.
- De Saussure, Ferdinand (1966). **Course in general linguistics**. New York: McGraw Hill
- Fasold, R. & J. Connor-Linton (2006). **An introduction to language and linguistics**. Cambridge: Cambridge University Press.
- Fronkin, Victoria ed (2000). **Linguistics: An introduction to linguistic theory**. Malden, MA: Blackwell
- Mesthrie, Rajend and Rakesh M Bhatt (2008). **World Englishes: The Study of New Linguistic Varieties**. Cambridge: Cambridge University Press.


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MAENG106	SEC	Review Article	0	0	0	-	50	-	0	6	3

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A Review Article 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 critically analyze and evaluate the work of other experts in a given field.

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

- **CEO1** instructed to go through different research papers and articles for developing critical thinking.
- **CEO2** able to analyse and compare different literary texts.

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

- **CO1** Demonstrate the ability for critical thinking and close reading of literary texts from the larger perspectives of culture, society, history and gender.
- **CO2** analyse, evaluate, and compare different perspectives with respect to narratology.


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MAENG107	-	Comprehensive Viva Voce	0	0	0	50	0	0	0	0	3

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

- **CE01** Apply theoretical concepts of literary text and compare it with real life situations.
- **CE02** Manage resources, work under deadlines, identify and carry out specific goal-oriented tasks.

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

- **CO1** Acquire speaking skills and capabilities to demonstrate the subject knowledge.
- **CO2** demonstrate their learning and understanding of the courses studied in the mentioned semester.

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MAENG108	SEC	Seminar	0	0	0	0	50	0	0	6	3

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

- CEO1 Understand the basic concepts of literature and communicate the same through effective presentation skills.

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

- CO1 Demonstrate critical and analytical skills of the select text/topic assigned by teacher.

There will be continuous evaluation of the students based on work assigned and regular submissions and presentations. The students need to complete the work in the stipulated time.

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