

**Awadhesh Pratap Singh University, Rewa (M.P.),**  
**Post Graduate Semester Wise Syllabus**  
**Session 2020-21**

**M.A. ENGLISH EXAMINATION SCHEME**

**Nomenclature of Paper**

**Distribution of Marks**

		Theory/External Assessment		Internal Assessment		Total Marks	Credit Point
		Max.	Min.	Max.	Min.		
<b>Semester – I</b>							
1	Drama	60	21	40	14	100	04
2	Fiction	60	21	40	14	100	04
3	Prose	60	21	40	14	100	04
4	Poetry (Generic Elective)	60	21	40	14	100	04
5	Comprehensive Viva-Voce					100	04
<b>Semester – II</b>							
1	Drama	60	21	40	14	100	04
2	Fiction	60	21	40	14	100	04
3	Prose	60	21	40	14	100	04
4	Poetry (Generic Elective)	60	21	40	14	100	04
5	Comprehensive Viva-Voce					100	04
<b>Semester – III</b>							
1	Critical Theory	60	21	40	14	100	04
2	English Language	60	21	40	14	100	04
3	Disciple Centric Elective- 1] American Literature 2] Commonwealth Literature	60	21	40	14	100	04
4	Indian Writings in English (Generic Elective)	60	21	40	14	100	04
5	Comprehensive Viva-Voce					100	04
<b>Semester – IV</b>							
1	Critical Theory	60	21	40	14	100	04
2	English Language	60	21	40	14	100	04
3	Disciple Centric Elective- 1] American Literature 2] Commonwealth Literature	60	21	40	14	100	04
4	Indian Writings in English (Generic Elective)	60	21	40	14	100	04
5	Comprehensive Viva-Voce					100	04

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**Grand Total - 2000**

**Objective:**

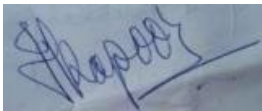
The growth of English language and literature over the centuries from a totally different state- more in the condition of a dialect in the earliest periods- to what it is in the present century should form the background knowledge of every student of English literature.

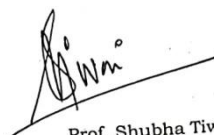
The objective of this course is to introduce the music and beauty of the English sounds and vocabulary of the earliest period in English literary history to the students to enable them to have a historical perspective of the developments over the centuries. The course also introduces the great masters of the early period such as Chaucer, Spenser, Donne, Milton, Marlowe and Shakespeare.

Introduction of poetic forms, and different movements evaluation of the impact of Romanticism and Victorianism on the development of English literature, with emphasis on development of literary form and literary modes of expression and an understanding of concepts of gender and women during these periods have been included

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The task of inculcating a comparative awareness in the minds of the participants to realize its cultural significance in the globe as well as in states like India is central to the goal of this course. Inculcation of good text in literature and human values is the aim of this course.



  
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## PROGRAMME OUTCOMES

PO #	PROGRAMME OUTCOMES
PO 1	<b>Critical Thinking:</b> Take informed actions after identifying the assumptions that frame our thinking and actions, check out the degree to which these assumptions are accurate and valid, and look at our ideas and decisions (intellectual, organizational, and personal) from different perspectives.
PO 2	<b>Effective Communication:</b> Speak, read, write and listen clearly in person and through electronic media in English and in one Indian language, and make meaning of the world by connecting people, ideas, books, media and technology.
PO 3	<b>Social Interaction:</b> Elicit views of others, mediate disagreements and help reach conclusions in group settings.
PO 4	<b>Effective Citizenship:</b> Demonstrate empathetic social concern and equity-centred national development, and the ability to act with an informed awareness of issues and participate in civic life through volunteering.
PO 5	<b>Ethics:</b> Recognize different value systems including your own, understand the moral dimensions of your decisions, and accept responsibility for them.
PO 6	<b>Environment and Sustainability:</b> Understand the issues of environmental contexts and sustainable development.
PO 7	<b>Self-directed and Life-long Learning:</b> Acquire the ability to engage in independent and life-long learning in the broadest context of sociotechnological changes.

## PROGRAMME SPECIFIC OUTCOMES (PSOs)

<b>PSO1</b>	Development of cognition and a healthy moral sense through incisive understanding of human motives and behaviors as gathered from in-depth study of literary texts and critical works.
<b>PSO2</b>	Ability to utilize the principles of Indian as well as western aesthetics, literary criticism and theory texts.
<b>PSO3</b>	Application of ICT in teaching and learning of English language and literature.
<b>PSO4</b>	Development of effective communicative skills in English and a literary and critical sense that would enable to them to think critically, write creatively, script effectively and edit texts successfully.
<b>PSO5</b>	Knowledge of various perspectives, literary movements and cultural trends in India and the world through literary and critical works in translation and its applicability for problem solving in personal, social and professional life.

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Class	-	M.A Previous
Subject	-	English Literature
Semester	-	I
Course	-	Drama
Paper	-	I
Marks	-	60 + 40 =100
	-	Theory + Internal Assessment

**Objective:-**

The objective is to explain the genre of drama to the student. As the foundation pillar of English literature, this paper talks about psychological nuances of English drama, Shakespearean drama and eras before and after it.

Unit-: 1. Annotations (Any two out of four given passages selecting least one from each unit). A Brief literary history of English Drama.

Unit 2. Non-English Drama: Sophocles: Oedipus Rex  
Kalidas: Abhigyan Shankuntalam. (English Translation, Sahitya Academy)

Unit-3 Shakespearean Tragedy: Hamlet  
Othello

Unit 4: Other Shakespearean Plays: As you Like It  
The Tempest

Unit- 5: Renaissance Drama: (Non-Shakespearean)  
Christopher Marlowe: Dr. Faustus  
John Webster: Duchess of Malfi

**Books Recommended:**

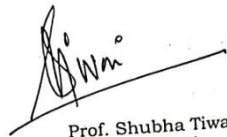
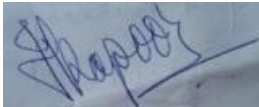
AC. Bradley	:	Shakespearean Tragedy.
H.B. Charlton	:	Shakespearean Comedy. Ram Vilas Sharma
	:	Shakespearean Tragedy. Allardyce Nicoll
	:	British Drama

**Note: - The internal assessment will be based on a term paper written by the student and then its presentation**

**Outcome:**

The Student will have an understanding of the origin of English drama and its deep psychological and literary value. The student will have a better understanding of life as such.

<b>C01</b>	Learner will understand the tradition of English literature of 16th century.
<b>C02</b>	Learner will develop a clear understanding of Renaissance Humanism that provides the basis for the texts suggested
<b>C03</b>	Learner will engage with the major genres and forms of English literature and develop fundamental skills required for close reading and critical thinking of the texts and concepts
<b>C04</b>	Learner will appreciate and analyze the poems and plays in the larger socio-political and religious contexts of the time.
<b>C05</b>	Learner will learn about the Elizabethan drama



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**As Amended in the BOS meeting held on 21/09/2020**

Class	-	M.A. Previous
Subject	-	English Literature
Semester	-	I
Course	-	Fiction
Paper	-	II
Marks	-	60 + 40 =100
	-	Theory + Internal Assessment

**Objective:-**

The objective is to explain the beginning of early fiction. This paper talks about Indian and British fiction. It explore the genre of the fiction. We have tried to pickup interesting novels of different ages so as to lure the student into the world of words.

Unit- 1: Early Prose Narrative. A Brief literary history of English Fiction.  
Bana Bhatt: Kadambari Cervantes: Don Quixote

Unit-2 Picaresque Novel:  
Henry Fielding: Tom Jones Daniel Defoe: Robinson Crusoe

Unit-3 Historical Novel  
Walter Scott: Kenilworth  
W.M. Thackeray: Henry Esmond

Unit- 4 Fiction by Women:  
Jane Austen – Pride and Prejudice Charlotte Bronte: Jane Eyre

Unit-5 19<sup>th</sup> Century Realistic Novel  
Charles Dickens: Great Expectations Zola: Nana

**Book Recommended –**

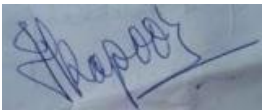
Walter Allen	: History of English Novel
David Daiches	: Critical Approaches to Literature
O.P. Budholia	: George Eliot: Art and Vision in Her Novels.
Austin Dobson	: Fielding
Ian Watt	: The Rise of the Novel

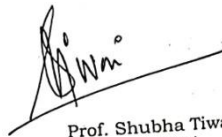
**Note: - The internal assessment will be based on a term paper written by the student and then its presentation**

**Outcome:-**

The students learn the evolution of novels as a genre and discuss its features. Students are asked to discuss early novel narrative techniques characterisation, plot and themes.

<b>CO1</b>	Learner will trace the early history of print culture in England and the emergence of genre fiction
<b>CO2</b>	The student will learn the evaluation of novels as a genre and discuss its features.
<b>CO3</b>	Students are asked to discuss early novel narrative techniques characterization, plot and themes.
<b>CO4</b>	Learner will link the changes in the English novels to changes brought about in similar settings
<b>CO5</b>	



  
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Class	-	M.A. Previous English Literature I
Subject	-	Prose III
Semester	-	60 + 40 = 100
Course	-	- Theory + Internal Assessment
Paper	-	
Marks	-	

**Objective:-**

It helps students yet acquainted with the richness of literature through representative works of biography, autobiography and essay. It also helps students to learn philosophical writing, political and social writing in prose.

Unit-1: Annotations (Any two out of four given passages selecting at least one from each unit).

Unit-2 **Biography and Autobiography:**  
Gandhi – My Experiments with Truth (Chapter-1 and 2) Kamala Das: My Story (Fourth Chapter)

Unit 3: **Political and Social Writings:**  
Plato: The Republic, Book II (First four chapters). Francis Bacon: of Truth, Of Studies, Of Revenge, of Love

Unit-4 **Philosophical Writings: J. Krishnamurti**  
1. Individual and Society  
2. Action and Idea.  
3. What is Self?  
4. What are We Seeking?

Unit-5 Bertrand Russell: True Success, William Hazlitt:  
1. The ignorance of the Learned  
2. The Indian Jugglers.

**Books Recommended**

Hugh Walker : The English Essay and Essayists.  
Benson : The Art of Essay Writing J. Krishnamurti : The First and the Last Freedom

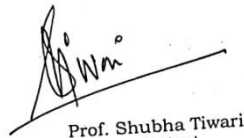
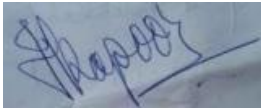
**Note: - The internal assessment will be based on a term paper written by the student and then its presentation**



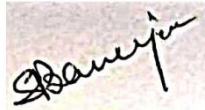
**Outcomes:-**

The students discuss the effect of essay writing and autobiography. This Paper gives the students an idea of logical flow of thought in literature through the genre of prose.

<b>CO1</b>	the outline of the prose through the respective age
<b>CO2</b>	Describe and differentiate the varieties of prose of major Indian and western writers
<b>CO3</b>	Determine the prose style in detail.
<b>CO4</b>	the students will learn the effect of essay writing an autobiography
<b>CO5</b>	the students will get an idea of logical flow of thought in literature through the genre of prose



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**As Amended in the BOS meeting held on 21/09/2020**

Class	-	M.A. Previous
Subject	-	English
Semester	-	I
Course	-	Poetry (GE)
Paper	-	IV
Marks	-	60 + 40 =100
-		Theory + Internal Assessment

**Objective:-**

The objective is to initiate the student into the realm of poetry. She should have knowledge and taste of basic genres of poetry. She should study excellent samples of all genres.

Unit- 1        Annotations (Any two out of four given passages. At least one to be selected, at least one from each unit). A brief literary history of English Poetry.

Unit- 2        **Epic Poetry:**  
John Milton: Paradise Lost Book IV Valmiki: Ramayan (Sunder Kand)

Unit- 3        **Narrative Poetry:**  
Geoffrey Chaucer: The Prolouge to the Canterbury Tales  
S. T. Coleridge: Dejection: An Ode

Unit- 4        **Renaissance Poetry:**  
William Shakespeare: Sonnets No. 23, 24, 26, 27, 31, 44  
John Donne: The Good Morrow, Love's Alchemie, The Canonization, The Anniversarie.

Unit- 5        **Satarical Poetry:**  
John Dryden: Absalom and Achitophel – Line 1 to Line 302 Alexander Pope: The Rape of Lock – (cantos 1 & 2)

**Books Recommended:-**

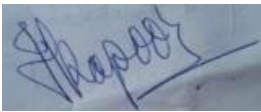
Emile Legouis	:	Chaucer
EMW Tillyard	:	Milton
Compton Rickett	:	History of English Literature
	:	David Daiches : History of English Literature

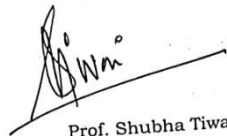
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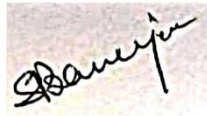
**Outcomes:**

The student will have an in depth idea of English poetry and its different genres. This course will work as a foundation for understanding of poetry and its nuances.

<b>CO1</b>	the students will learn the genre of poetry in a specific era.
<b>CO2</b>	the students will learn to identify the poetry of major writers.
<b>CO3</b>	Learn to define various elements of poetry such as diction, tone, form, genre
<b>CO4</b>	recognize and analyze poetic terms of different schools of poetry
<b>CO5</b>	Demonstrate poetry using poetic devices and metrical analysis.



  
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Class	-	M.A. Previous
Subject	-	English Literature
Semester	-	II
Course	-	Drama
Paper	-	I
Marks	-	60 + 40 =100
- Theory + Internal Assessment		

**Objective:-**

This paper talks about different genres of drama. Students explore modern English drama.

Unit- 1: **Annotations :**  
(Any two out of four given passages selecting at least one from each unit)

Unit-2: **Restoration Drama:**  
John Dryden: All For Love  
William Congreve: The Way of the World

Unit-3: **Victorian Drama & Modern Drama**  
G.B. Shaw: Man and Superman John Osborne – Look back in Anger

Unit 4 **Experimental Drama:**  
Henric Ibsen: A Doll's House Bertolt Brecht: Mother Courage

Unit 5 **Indian Drama**  
Girish Karnad: Tughlaq Mahesh Dattani: Final Solution

**Books Recommended:**

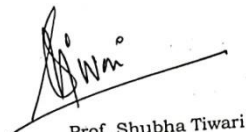
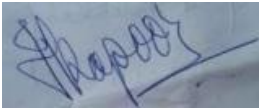
Frederick Lumley : Trends in 20th Century Drama.  
Allardyce Nicoll : British Drama  
Raymond Williams : Drama from Ibsen to Eliot  
O.P. Budholia Critical Essays on Indian English Literature

**Note: - The internal assessment will be based on a term paper written by the student and then its presentation**

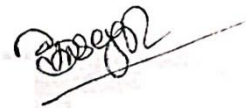
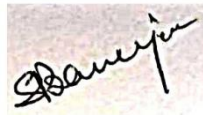
**Outcomes:-**

Students get to know non Shakespearean drama and compare Shakespearean style to other styles and methods.

<b>CO1</b>	Students will learn non Shakespearean drama and to compare Shakespearean drama with other forms
<b>CO2</b>	Students will learn restoration drama and its features
<b>CO3</b>	Students will learn Victorian drama and its features
<b>CO4</b>	Students will learn Experiential drama and its features
<b>CO5</b>	



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Class	-	M.A. Previous
Subject	-	English Literature
Semester	-	II
Course	-	Fiction
Paper	-	II
Marks	-	60 + 40 =100
- Theory + Internal Assessment		

**Objectives:-**

It introduces students to the texts that reflect a range of historical, cultural and aesthetic values. The course also reflects aspects of instruction, entertainment, society, class and gender as perceived in the nineteenth century England. It also included a novel by Prem Chand.

- Unit-1      **19th Century Fiction:**  
Gustav Flaubert: Madarne Bovary  
George Meredith: The Egoist
- Unit-2:      **Rural Novel:**  
Thomas Hardy: Tess of the Durbervilles  
Munshi Premchand: Godaan
- Unit-3      **Psychological Novel**  
Virginia Woolf: To the Light house  
D.H. Lawrence: Sons and Lovers
- Unit-4      **Naturalist Novel:**  
Joseph Conrad: Lord Jim.  
Earnest Hemingway: Old Man and the Sea
- Unit-5      **Post Naturalist Novel:**  
William Golding: Lord of the Flies.  
Saul Bellow: Herzog

**Books Recommended:-**

Sisir Chattopadhyaya:	The Technique of the Modern English Novel.
A.S. Collins:	English Literature of the 20 <sup>th</sup> Century
Arnold Kettle:	An Introduction to the English Novel.
David Daiches:	The Novel and the Modern World.
Dorothy Van Ghent:	The English Novel: Form and function

Ian Watt: The Rise of the Novel.  
 SisirChatterjee: Problems in Modern English Fiction.  
 Katherine Lever: The English and the Reader  
 Wilbur L. Cross: The English Novel  
 David Cecil: Early Victorian Novelists.  
 S.S. Narula: Galsworthy and the English Novel.

**Note: - The internal assessment will be based on a term paper written by the student and then its presentation.**

**Outcomes:-**

The outcome of the course is to initiate critical thinking on evaluation of various constructions of identity, such as age, class, religion and strata in society.

<b>CO1</b>	the students will evaluate various constructions of identity, age, class, religion and strata in society.
<b>CO2</b>	the students will learn about rural novels and its features
<b>CO3</b>	the students will learn about psychological novels and its features
<b>CO4</b>	the students will learn about naturalist novels and its features
<b>CO5</b>	the students will learn about post-naturalist novels and its features

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Class	-	M.A. Previous
Subject	-	English
Semester	-	II
Course	-	Prose
Paper	-	III
Marks	-	60 + 40 =100
-		Theory + Internal Assessment

**Objective:**

The objective is to develop the taste of the student in English prose and give excellent reading material.

- Unit- 1        Annotations (Any two out of four given passages. At least one to be selected at least one from each unit).
- Unit-2        Boswell: The Life of Dr. Johnson (From Every man's Edition of Boswell's Life of Dr. Johnson London: J.M. Dent 1958 Vol. I, Introductory PP 5-11.  
Addison : Choice of Hercules, Uses of the Spectators.
- Unit -3        Oliver Goldsmith: The Man in Black.  
Charles Lamb: New Year's Eve, A Bachelor's Complaint Against the Behaviour of Married People.
- Unit\_4        A.G. Gardiner: On the Rule of the Road, In Defence of Laziness. Robert Lynd: Back to the Desk; Forgetting; The Pleasures of Ignorance; I Tremble to Think
- Unit-5        G.K. Chesterton: On Running after One's Hat, Patriotism and Sport. Hilaire Belloc: On Books, On preserving English

**Books Recommended:-**

R.P. Tiwari (ed)	: A.G. Gardiner: Selected Essays.
Stuart Hodgson	: A.G. Gardiner
G.S. Fraser	: The Modern Writer and His World.

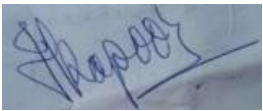
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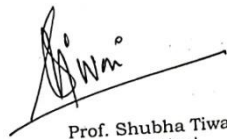


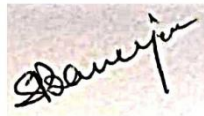
**Outcome:**

The Students will have a better understanding of English prose. She will feel the naturalness of English Prose.

<b>CO1</b>	the students will have a better understanding and feel naturalness of English prose
<b>CO2</b>	the students will be able to demonstrate different writing styles
<b>CO3</b>	the students will be able to compare different writing styles
<b>CO4</b>	the students will be able to trace developments in writing styles
<b>CO5</b>	



  
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Class	-	M.A Previous
Subject	-	English Literature
Semester	-	II
Course	-	Poetry (GE)
PaperMarks	-	IV
	-	60 + 40 =100
	-	Theory + Internal Assessment

### **Objective**

We expose learners to the changing trends in English poetry from pre-romantic to modern poetry. In this paper, we have poems that touch modern, symbolic, victorian, and romantic poetry.

#### **Unit – 1: Pre - Romantic Poetry:**

Thomas Gray: The Bard, The Progress of Poesy.

William Blake: On Another Sorrow, From "Auguries of Innocence", The Poison Tree

#### **Unit -2: Romantic Poetry:**

W. Wordsworth: Tintern Abbey ; Ode on Intimations of Immortality

P.B. Shelley: Adonais

John Keats: Ode on a Grecian Urn, Ode to Autumn.

#### **Unit-3 Victorian Poetry:**

Alfred Tennyson: The Lotus Eaters

Robert Browning: The Last Ride Together, My last Duchess Matthew

Arnold: The Scholar Gypsy

#### **Unit-4 Symbolist Poetry:**

T.S. Eliot: The Waste Land

W.B. Yeats: The Second Coming; Philip Larkin – Church Going

#### **Unit-5 Modern Poetry**

W.H. Auden: Strange Meeting, The Shield of Achilles.

Dylan Thomas: Fern Hill, A Refusal to Mourn the Death of a child.

**Books Recommended:**

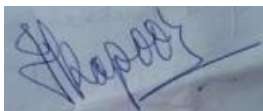
- Desmond King : Helle: Shelley- His Thought And Work, Macmillan, London
- Graham Hough : The Last Romantics
- Humphrey House : Coleridge
- C.M. Bowra : The Romantic Imagination

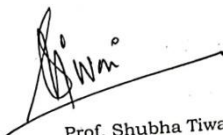
**Note: - The internal assessment will be based on a term paper written by the student and then its**

**presentationOutcomes:**

The students compare all genres of poetic form and discuss the glory of romantic poetry. They learn modern poetry andthey also discuss the themes of modern poetry. It develops the student’s sense of understanding literature and poetry.

<b>CO1</b>	The students compare all genres of poetic form and discuss the glory of romantic poetry, pre romantic an modern poetry.
<b>CO2</b>	They learn modern poetry and they also discuss the themes of pre romantic and romantic poetry.
<b>CO3</b>	the students will develop the sense of understanding of Victorian poetry
<b>C04</b>	the students will develop the sense of understanding of symbolist poetry
<b>CO5</b>	the students will develop the sense of understanding of modern poetry



  
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**Awadhesh Pratap Singh University, Rewa (M.P.),**  
**Post Graduate Semester Wise Syllabus**  
**Session 2020-21**  
**As Amended in the BOS meeting held on 21/09/2020**

Class	-	M.A.
Subject	-	English
Semester	-	III
Course	-	Critical Theory
Paper	-	I
Marks	-	60 + 40 =100
-		Theory + Internal Assessment

**Objective:-**

The course aims at facilitating basic knowledge in English critical tradition from the beginning. As such it begins with an introduction to classical literary theory.

Unit – 1	Natyashastra – Rasa Theory, Aristotle-Poetics (Butcher's Translation)
Unit – 2	Longinus – On the Sublime, Philip Sydney – Apology for Poetry.
Unit – 3	John Dryden : An Essay on Dramatic Poesy, Dr. Johnson Preface to Shakespeare.
Unit – 4	Wordsworth – Preface to the Lyrical Ballads; Coleridge – Biographia Literaria, Ch. XIII & XIV.
Unit – 5	Mathew Arnold – Essays in Criticism (Second Series); T.S. Eliot – Tradition and Individual Talent

**Books Recommended : -**

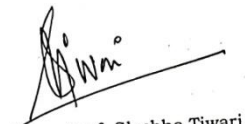
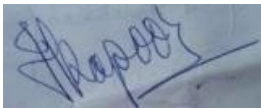
Kapil Kapoor	- Critical Theory
R.S. Pathak	- Literary Theory
Charusheel Singh	- Literary Theory, Linear Configurations
Butcher (tr.)	- Aristotle's Poetics
Scott James	- The Making of Literature
David Duiches	- Modern Criticism and Theory: A Reader (Long Man)
H. Adams and L. Searle (ed)	- Critical theory Since 1965 (Farida Stale University Press)
A.H. Giltert	- Literary Criticism Plato to Dryden
T. Egleton	- Literary Theory : An Introduction (Blackwell Oxford, 19 Awadhesh Pratap Singh University, Rewa (M.P.), Govt. of M.P.

**Note: - The internal assessment will be based on a term paper written by the student and then its presentation.**

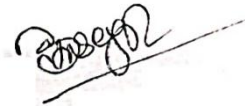
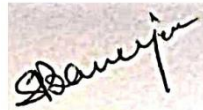
**Outcomes:-**

This course will equip the student to prepare himself / herself to lay the foundation for learning how to address the discursive and ideational aspects of literary texts. The study of critical theories will help the student in understanding literature and life better.

<b>CO1</b>	understand the historical and philosophical contexts that led to the development of literary criticism and its practice in different traditions and periods.
<b>CO2</b>	learners will be able to grasp a wide range of literary philosophers and critics whose works had informed and shaped the discourse of literary theory
<b>CO3</b>	learners will be able to apply various theoretical frameworks and concepts to literary and cultural texts
<b>CO4</b>	learners will be able to apply various theoretical frameworks and concepts to literary and cultural texts
<b>CO5</b>	learners will be able to evaluate and analyze strengths and limitations of critical/theoretical frameworks and arguments



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**Post Graduate Semester Wise Syllabus**  
**Session 2020-21**  
**As Amended in the BOS meeting held on 21/09/2020**

Class	-	M.A.
Subject	-	English Literature
Semester	-	III
Title of Subject of group paper	-	English Language
Paper	-	II
Max. Marks	-	60 + 40 =100
	-	Theory + Internal Assessment

**OBJECTIVE**

To enable the students to get an insight into the study of language and its socio-cultural variables.

**Particulars**

Unit – 1	Definition, Functions, Characteristics, Development of English Language
Unit – 2	Language Variations, Register, Style and Dialect, Approaches to the Study of Language Synchronic and Diachronic
Unit – 3	Definition of Phonetics and Phonology Difference between Phonetics and Phonology, Organs of Speech.
Unit – 4	Phonemes, Allophones, Phonetic, Symbols for Sound in RP.
Unit – 5	Basics of Transformational Generic Grammar: Nature and Characteristics.

**Suggested Readings:**

Verma and Krishnamurty: Modern Linguistics : An Introduction (O.U.P. 1989)

A.C. Gimson : An Introduction to the Pronunciation of English.

P.K. Bansal and J.B. Harrison : Spoken English for India.

Geoffrey Leech : A Linguistic Guide to English Poetry (Longman, London 1969)  
David Crystal : Linguistics  
(Penguin)

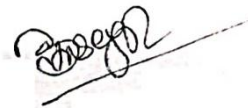
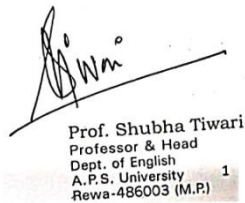
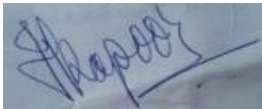
Geoffrey Leech and Jan Svartvik : A Communicative Grammar of English

**Note: - The internal assessment will be based on a term paper written by the student and then its presentation.**

**Outcomes:-**

In this paper students develop an understanding of the concepts, theories, and methodologies used in linguistics.

<b>CO1</b>	recognize/understand the structure and various parts of the language
<b>CO2</b>	understand the existence of language in the form of different dialects based on a set of established factors
<b>CO3</b>	identify the various functions a language performs and the roles assigned to it
<b>CO4</b>	understand that all languages behave alike and develop a tolerance for other languages
<b>CO5</b>	understand that making errors is a process of learning and not hesitate to use language for the fear of making errors



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**Session 2020-21**  
**As Amended in the BOS meeting held on 21/09/2020**

Class	-	M.A.
Subject	-	English Literature
Semester	-	III
Title of Subject of group paper	-	American Literature (Disciple Centric Elective)
Paper	-	III (1)
Max. Marks	-	60 + 40 =100
	-	Theory + Internal Assessment

**Objective:**

The present course is an introductory course that enables the students to understand the character, flavour and ethos of the American literature. A second aim is to initiate critical knowledge of the major literary innovations and cultural issues of the 19<sup>th</sup> and 20<sup>th</sup> century America.

**Particulars**

Unit – 1	Annotations: Six Passages selection at least two from Units II, III and IV each to be set, two to be attempted.
Unit – 2	Prose Emerson : American Scholar.
Unit – 3	Poetry Walt Whitman : O Captain, My Captain; Song of Myself; When Lilacs last in the Dooryard Bloomed, I Celebrate Myself. Robert Frost: After Apple Picking, Birches, The Road not taken.
Unit – 4	Drama: Arthur Miller – All my Sons Harlod Pinter : The Caretaker
Unit – 5	Fiction: Mark Twain: Huckleberry Finn.

**Books Recommended:**

- 1] History of American Literature Goodman.
- 2] Walt Whitman by D. Dhawale.
- 3] Cycle of American Literature by Rober Spiller.

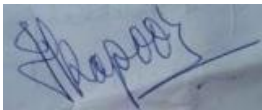
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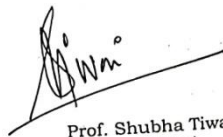


**Outcome:**

The student develops an understanding of American Literature.

<b>CO1</b>	critically engage with the complex nature of American society, given its journey from specific religious obligations and their literary transformations (such as Puritanism, Unitarianism, Transcendentalism, etc.) to the growth of anti- or non-Christian sensibilities
<b>CO2</b>	explore and understand the nature of the relationships of human beings to other human beings and other life forms in relation to representative literary texts in various genres
<b>CO3</b>	analyze the American mind from global and Indian perspectives and situate the American in the contemporary world
<b>CO4</b>	understand the depth and diversity of American literature, keeping in mind the history and culture of the United States of America
<b>CO5</b>	critically appreciate the diversity of American literature in the light of regional variations in climate, cultural traits, economic priorities



  
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**Session 2020-21**  
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Class	-	M.A.
Subject	-	English Literature
Semester	-	III
Title of Subject of group paper	-	Commonwealth Literature in English (Disciple Centric Elective)
Paper	-	III (2)
Max. Marks	-	60 + 40 =100
	-	Theory + Internal Assessment

**Objective:**

The objective is to make the students experience the diversity and richness of current English Literature.

**Particulars**

Unit – 1	Canadian Poetry Margaret Atwood : (1) This is a photograph of me. (2) Tricks with Mirrors.
Unit – 2	Canadian Fiction Margaratee Laurence : The Stone Angel
Unit – 3	British Novel Doris Lessing : The Grass is Singing
Unit – 4	Carribbean Novel George Lamming : In the Castle of my Skin.
Unit – 5	Australian Novel Patrick White : A Fringe of Leaves.

**Books Recommended:**

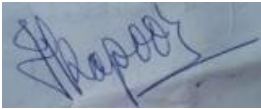
- 1] R.K. Dhawan ed. Commonwealth Literature in English.
- 2] All original works by the prescribed authors.

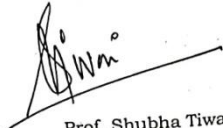
**Note: - The internal assessment will be based on a term paper written by the student and then its presentation.**

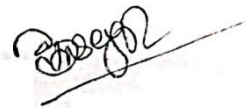
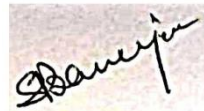
**Outcome:**

The student gets the taste of English literature being written in different countries.

<b>CO1</b>	explain the eco-socio-political-cultural context of the age that produced Indian classical literature from its early beginning till 1100 AD
<b>CO2</b>	To appreciate the pluralistic and inclusive nature of Indian classical literature and its attributes
<b>CO3</b>	historically situate the classical literature and diverse literary cultures from India, mainly from Sanskrit, but also Tamil, Prakrit and Pali by focusing on major texts in the principal genres
<b>CO4</b>	To trace the evolution of literary culture(s) in India in its/their contexts, issues of genres, themes and critical cultures
<b>CO5</b>	To understand, analyze and appreciate various texts with comparative perspectives



  
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**Session 2020-21**  
**As Amended in the BOS meeting held on 21/09/2020**

Class	-	M.A.
Subject	-	English Literature
Semester	-	III
Title of Subject of group paper	-	Indian Writing in English (Generic Elective)
Paper	-	IV
Max. Marks	-	60 + 40 =100
	-	Theory + Internal Assessment

**Objective:**

The aim of this paper is to make the learner aware of Indian sensibility in the representative works. **Particulars**

Unit – 1	Annotations : Six Passages selecting at least two from Unit II, III and IV will be given and two to be attempted.
Unit – 2	Sri Aurobindo : Savitri Book 1 conto I. R.N. Tagore : Geetanjali – poems 1 to 10 (Mc-Millan edition).
Unit – 3	APJ Abdul Kalam : Wings of Fire
Unit – 4	Tendulkar : Silence, The court is in session Mohan Rakesh : Halfway House, (Basu, K Dilip ed. New Delhi: Wordview Publication, 2006)
Unit – 5	M.R. Anand : Untouchable R.K. Narain: The English Teacher

**Books Recommended :**

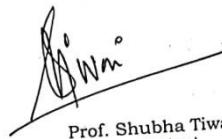
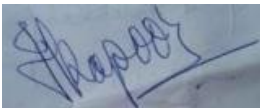
K.R.S. Lyengar.	- Indian Writings in English
Meenakshi	- Twice Born Fiction
A.N. Dwivedi	- Kamala Dass Thompson - Tagore
O.P. Budholia	- Anita Desai: Vision and Technique in her Novels. M.K. Maik (ed.)  - History of Indian English Literature

**Note: - The internal assessment will be based on a term paper written by the student and then its presentation.**

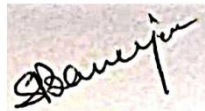
**Outcome:**

Students get to know the beauty and depth of modern Indian English literature.

<b>CO1</b>	Student will know the beauty and depth of modern Indian English literature
<b>CO2</b>	critically engage with Indian literary texts written in English in terms of colonialism/postcolonialism, regionalism, and nationalism
<b>CO3</b>	approach IWE from multiple positions based on historical and social locations
<b>CO4</b>	critically appreciate the creative use of the English language in different genres of IWE
<b>CO5</b>	appreciate and analyze the poems and plays in the larger socio-political and religious contexts of the time.



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**Post Graduate Semester Wise Syllabus**  
**Session 2020-21**  
**As Amended in the BOS meeting held on 21/09/2020**

Class	-	M.A.
Subject	-	English
Semester	-	IV
Course	-	Critical Theory
Paper	-	I
Marks	-	60 + 40 =100
-		Theory + Internal Assessment

**Objective**

This course provides students with grounding in some of the major theoretical methodologies in literary studies.

**Particulars**

Unit – 1	AnandVardhan : Dhvani Theory. F.R. Leavis : Literary Criticism and Philosophy
Unit – 2	I.A. Richards : Two Uses of Language. J.C. Ransom : Concept of Structure and Texture of Poetry.
Unit – 3	Ferdinand Saussure : Nature of Linguistic Sign J. Derrida : Structure, Sign and Play in the Discourse of Human Sciences.
Unit – 4	Edward Said : Crisis (The Scope of Orientalism)Gayatri Chakravorty Spivak: Can the Subaltern Speak.
Unit – 5	Virginia Woolf : A Room of one's own Elaine Showalter : Towards a Feminist Poetics

**Book Recommended:**

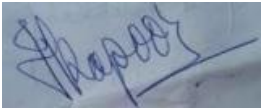
Kapil Kapoor	: Critical Theory.
R.S. Pathak	: Literary Theory.
Charusheel Singh	: Literary Theory, Linear Configuration.
Butcher (tr)	: Aristotle's Poetics.
Scott James	: The making of Literature.
David Daiches	: Critical Approaches to English Literature.
H.Adams and L. Searle (Ed.)	: Critical Theory since 1965 (Florida State University Press).
A.H. Gilbert	: Literary Criticism Plato to Dryden.
T. Eagleton	: Literary Theory : An Introduction (Black well, Oxford, 1983).

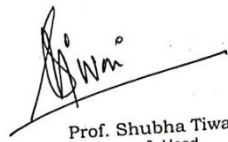
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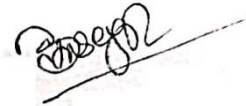
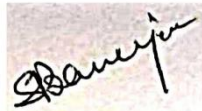
**Outcome**

Students read complex literary texts deeply and critically.

<b>C01</b>	Learner will have knowledge of Indian and western literary tradition
<b>C02</b>	Learner will have knowledge of critical theory
<b>C03</b>	Learner will have knowledge of literary critical philosophy
<b>C04</b>	Learner will be able to evaluate and analyze strengths and limitations of theories
<b>C05</b>	Learner will have knowledge of interpretive skills



  
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**Post Graduate Semester Wise Syllabus**  
**Session 2020-21**  
**As Amended in the BOS meeting held on 21/09/2020**

Class	-	M.A.
Subject	-	English Literature
Semester	-	IV
Title of Subject of group paper	-	English Language
Paper	-	II
Max. Marks	-	60 + 40 =100
	-	Theory + Internal Assessment

**Objective**

The objective is to enhance the learning and teaching skills of English of the students.

**Particulars**

Unit – 1	Morphology Morpheme, Allomorph, Word formation.
Unit – 2	Linguistic Analysis I.C. Analysis & Ambiguities.
Unit – 3	Phonology Sound sequences: Syllable, Word Stress, Strong and Weak forms, Stress and Intonation.
Unit – 4	Grammar Sentence types and their transformation relations : (a) Statement (b) Question, (c) Negative, (d) Passive, (e) Imperative.
Unit – 5	Grammar Word classes: Noun Phrase, Verb Phrase, Adjunct Phrase, Syntax Coordination, Subordination, Relative Clauses, Adverbials, Determiners, Article Features, Concord.

**Books Recommended:**

- 1] Verma and Krishnaswamy : Modern Linguistics : An Introduction (O.U.P. 1989)
- 2] A.C. Gimson : An Introduction to the pronunciation of English.
- 3] R.K. Bansal and J.B. Harrison : Spoken English for India.
- 4] Geoffrey Leech : A Linguistic Guide to English Poetry (Longman, London 1969)
- 5] David Crystal : Linguistics (Penguin)
- 6] Geoffrey Leech and Jan Svartvic : A Communicative Grammar of English.

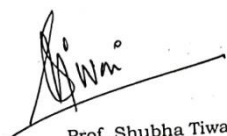
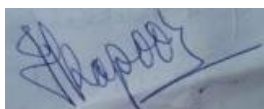
**Note: - The internal assessment will be based on a term paper written by the student and then its presentation.**



**Outcome:**

The students will learn English language in a scientific and systematic manner.

<b>C01</b>	Students will recognize/understand the structure and various parts of the language
<b>C02</b>	Students will understand the existence of language in the form of different dialects based on a set of established factor
<b>C03</b>	Students will identify the various functions a language performs and the roles assigned to it
<b>C04</b>	Students will understand that all languages behave alike and develop a tolerance for other languages
<b>C05</b>	Students will understand that making errors is a process of learning and not hesitate to use language for the fear of making errors



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Class	-	M.A.
Subject	-	English Literature
Semester	-	IV
Title of Subject of group paper	-	American Literature (Desciple Centric Elective)
Paper	-	III (1)
Max. Marks	-	60 + 40 =100
	-	Theory + Internal Assessment

**Objective:**

This Course aims to provide the learner an overall idea of what American Literature is and help the learner see the differences between major American writing.

**Particulars**

Unit – 1	Annotations: (Six Passages selection at least two from Unit II, III and IV each to be set, two to be attempted.)
Unit – 2	Prose R.W. Emerson : American Scholar H.D. Thoreau : Civil Disobedience
Unit – 3	Poetry Emily Dickinson : Because I could not stop for Death, I taste a Liquor Never Brewed, Light in Spring, This is my letter to the world. Sylvia Plath: Daddy, Lady Lizarus, The Bee Meeting.
Unit – 4	Drama: Tennessee Williams: The Glass Menageric. Eugene O'Neill : Mourning Becomes Electra.
Unit – 5	Fiction: Ernest Hemingway : For whom the Bell Tolls Steinbeck : of Mice and Men.

**Books Recommended:**

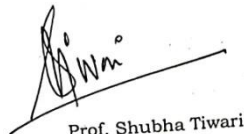
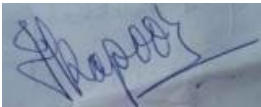
- 1] History of American Literature Goodman.
- 2] Cycle of American Literature by Robert Spiller.

**Note: - The internal assessment will be based on a term paper written by the student and then its presentation.**


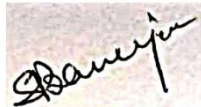
**Outcome:**

The learners will develop a taste for American prose writings, major essays and will also enjoy typical American Poetry. The learners will be motivated to read American Fiction.

<b>C01</b>	Learners will understand the depth and diversity of American literature, keeping in mind the history and culture of the United States of America from the colonial period to the present (17th century to 21st century)
<b>C02</b>	Learners will know about social-cultural-ecological-political contexts may, for example, include the idea of democracy, Millennial Narratives, the Myth of Success, the American dream
<b>C03</b>	Learners will critically appreciate the diversity of American literature in the light of regional variations in climate, cultural traits, economic priorities
<b>C04</b>	Learners will explore and understand the nature of the relationships of human beings to other human beings and other life forms in relation to representative literary texts in various genres
<b>C05</b>	Learners will analyze the American mind from global and Indian perspectives and situate the American in the contemporary world



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Rewa-486003 (M.P.) 1



**Awadhesh Pratap Singh University, Rewa (M.P.),**  
**Post Graduate Semester Wise Syllabus**  
**Session 2020-21**  
**As Amended in the BOS meeting held on 21/09/2020**

Class	-	M.A.
Subject	-	English Literature
Semester	-	IV
Title of Subject of group paper	-	Commonwealth Literature in English (Disciple Centric Elective)
Paper	-	III (2)
Max. Marks	-	60 + 40 =100
	-	Theory + Internal Assessment

**Objective:**

The aim of this paper is to make students know and experience the literature from commonwealth countries.

**Particulars**

Unit – 1	Canadian Poetry Michael Ondaatje : (1) The Cinnamon Pecker. : (2) To a Sad Daughter.
Unit – 2	Canadian Fiction Margaret Atwood : Surfacing
Unit – 3	The African Novel Nadime Gordimer : July's People Chinua Achebe : Arrow of God.
Unit – 4	Australian and Caribbean Novel V.S. Naipaul : A House of Mr. Biswas. Elizabeth Jolley : My Father's Moon.
Unit – 5	Canadian Drama Sharan Pollock : Walsh Draw Heydon Taylor : Alternatives

**Books Recommended:**


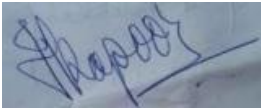
- 1] R.K. Dhawaned. Commonwealth Literature in English.
- 2] All original works by the prescribed authors.

**Note: - The internal assessment will be based on a term paper written by the student and then its presentation.**

## Outcome

Students read and understand the basics of Commonwealth Literature.

<b>CO1</b>	explain the eco-socio-political-cultural context of the age that produced Indian classical literature from its early beginning till 1100 AD
<b>CO2</b>	To appreciate the pluralistic and inclusive nature of Indian classical literature and its attributes
<b>CO3</b>	historically situate the classical literature and diverse literary cultures from India, mainly from Sanskrit, but also Tamil, Prakrit and Pali by focusing on major texts in the principal genres
<b>CO4</b>	To trace the evolution of literary culture(s) in India in its/their contexts, issues of genres, themes and critical cultures
<b>CO5</b>	To understand, analyze and appreciate various texts with comparative perspectives



Prof. Shubha Tiwari  
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Class	-	M.A.
Subject	-	English Literature
Semester	-	IV
Title of Subject of group paper	-	Indian Writing in English (Generic Elective)
Paper	-	IV
Max. Marks	-	60 + 40 =100
	-	Theory + Internal Assessment

**Objective:**

The aim of this course is to give basic knowledge about Indian English literature and Indian Literature in translation.

**Particulars**

Unit – 1	Annotations: Six Passages selection at least two from Unit II, III and IV will be given and two to be attempted.
Unit – 2	(1) Vishnu Sharma : Panchatantra (Book) (2) MunshiPremchand : The Shroud (Kafan)
Unit – 3	(1) Sarojini Naidu (All poems of each poet in V.K. Gokak ed. (2) Kamala Das (Golden Treasure of Indo – Anglian Poetry- Sahitya Academy)
Unit – 4	(1) M.R. Anand : Untouchable (2) R.K. Narayan : The English Teacher
Unit – 5	(1) AmitavGhosh : The Shadow Lines (2) ShashiDeshpande : That Long Silence

**Books Recommended:**

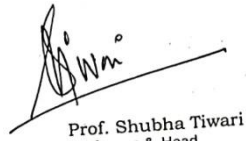
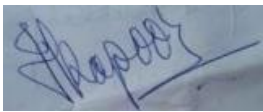
- 1] K.R.S. Iyengar : Indian Writings in English
- 2] M.K. Naik : History of Indian English Literature.
- 3] M.K. Naik (ed) : Perspectives on Indian Drama in English
- 4] Meenakshi Mukharjee : Twice Born Fiction.
- 5] Thompson : Tagore.
- 6] O.P. Budholia : Anita Desai: Vision and Techniques in her Novels.

**Note: - The internal assessment will be based on a term paper written by the student and then its presentation.**

## Outcome

The students will know the essence of Indian writing in English and will also get the taste of Indian Literature in translation.

<b>C01</b>	Learners will appreciate the historical trajectory of various genres of IWE from colonial times till the present
<b>C02</b>	Learners will critically engage with Indian literary texts written in English in terms of colonialism/postcolonialism, regionalism, and nationalism
<b>C03</b>	Learners will critically appreciate the creative use of the English language in IWE
<b>C04</b>	Learners will approach IWE from multiple positions based on historical and social locations
<b>C05</b>	Learners will know the essence of Indian writing in English an also get the taste of Indian literature in translation



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