

Gondwana University, Gadchiroli

NEP-2020 P.G Program (From Session2024-2025)

FACULTY NAME- HUMANITIES (M.A. ENGLISH)

Sr.No	Name of Program	SEM	MAJOR (MANDATORY)	Elective (Any one)	Research Project
	M.A ENGLISH	SEM-III	04×3=12 credits	04 credits	04 credits
1)			Literary Criticism -I	Indian Literary Criticism -I	
2)			Indian writing in English -I	Structure of Modern English -I	
3)			English Drama	Linguistics-I	
4)				Indian literature in Translation-I	
5)				English Novels-I	
			MAJOR (MANDATORY)	Elective (Any one)	
	M.A ENGLISH	SEM-IV	04×3=12 credits	04 credits	04 credits
1)			Literary Criticism -II	Indian Literary Criticism -II	
2)			Indian writing in English -II	Structure of Modern English -II	
3)			Practical Criticism	Linguistics-II	
4)				Indian literature in Translation II	
5)				English Novels-II	

Gondwana University, Gadchiroli
M. A. English (Elective Course- 04credits)

Literary criticism - I & II

Objectives:

1. Gain a deep understanding of various literary theories and approaches to analyze and interpret English literature.
2. Enhance critical thinking skills to critically evaluate and analyze literary works.
3. Develop strong academic writing and research skills in the field of English literary criticism.
4. Acquire comprehensive knowledge of the historical and cultural contexts in which literary works are produced and interpreted.

Semester-III

Course Credit 04

Literary criticism -I

Unit I

Aristotle: Poetics

Unit II

William Wordsworth: The Preface to Lyrical Ballads

S. T. Coleridge: Biographia Literaria, Ch. 13,14

M. Arnold: Function of Criticism at the Present Time

Unit III

T. S. Eliot. Tradition and Individual Talent.

1. A. Richards: Four Kinds of Meaning

William Empson: Seven Types of Ambiguity.

Unit IV

J. C. Ransom: Criticism, Inc

Wimsatt & Beardsley: The Intentional Fallacy and The Affective Fallacy

R. S. Crane: The Concept of Plot and the Plot of Tom Jones'

Recommended Reading:

1. Arnold, Matthew (1888) *Essays in Criticism*.
2. Crane, R. S. (1957) *Critics and Criticism: Ancient and Modern*. Chicago: Chicago University Press.
3. Eliot, T. S. (1932) *Selected Essays*. London: Faber.
4. Empson, William (1961) *Seven Types of Ambiguity* Harmondsworth: Penguin.
5. Lodge, David (1977) *Twentieth Century Criticism: A Reader*, London and New York: Longman.
6. Parrinder, P. (1991) *Authors and Authority: English and American Criticism, 1750-1990*. Basingstoke: Macmillan.
7. Ransom, J. C. (1964) *The World's Body*. New York: Kennikat Press. (Includes the essay "Criticism, Inc.")
8. Richards, L. A. (1964) *Practical Criticism*. London: Routledge.
9. Rivkin and Ryan (2004) *Literary Theory: An Anthology*. Oxford: Blackwell.
10. Selden, R. (1988) *The Theory of Criticism from Plato to the Present: A Reader*. London and New York: Longman.
11. Selden, Widdowson and Brooker (2005) *A Reader's Guide to Contemporary Literary Theory*. Pearson.
12. Wimsatt, W. K. Jr. (1970) *The Verbal Icon: Studies in the Meaning of Poetry*. London: Methuen. (Includes essays on intentional and affective fallacies)

Gondwana University, Gadchiroli

M.A.Part II (English) (MAJOR) (under NEP)

Semester-III

Indian Writing in English – I

(w.e.f. 2024-25)

Objectives of the Course

Indian Writing in English has several objectives, primarily aiming to capture the diverse cultural tapestry of India while navigating the complexities of its social, political, and historical landscape. It seeks to provide a platform for voices previously marginalized or underrepresented, shedding light on various identities and experiences within the Indian subcontinent. Additionally, it aims to bridge the gap between Indian and Western cultures, fostering cross-cultural understanding and dialogue. Furthermore, Indian Writing in English endeavors to challenge stereotypes and misconceptions about India, offering nuanced perspectives that reflect the nation's multifaceted reality. Overall, it strives to contribute to the global literary canon while enriching the discourse on Indian identity and society.

Learning Outcomes

- Deeper understanding of Indian culture, traditions, and societal norms for readers worldwide, fostering cross-cultural empathy and appreciation.
- Enhancement of students' abilities to analyze literary texts, exploring themes, characters, and narrative techniques within the context of Indian literature.
- Encourage critical thinking by questioning assumptions; evaluating multiple viewpoints, and development of one's own informed interpretations.
- Offering insights into India's colonial history, post-colonial struggles, and contemporary socio-economic challenges, fostering historical awareness and contextual understanding among learners.
- Developing philosophical and psychological perspectives by prompting readers to reflect on issues of identity, belonging, and cultural heritage, encouraging introspection and self-discovery.

Indian Writing in English – I
(w.e.f. 2024-25)
Semester III

Course Credit: 4

Course Contents

UNIT-I

Nissim Ezekiel

The Professor
The Patriot

Kamala Das

My Grandmother's House
The Dance of the Eunuchs

A.K. Ramanujan

Snakes
A River

UNIT-II

Arun Kolatkar (From anthology "Jejuri")

The Bus
The Priest's Son
Shrines

Meena Alexandar

Birthplace with Buried Stones
Fault lines

Dilip Chitre

The Dirty Landscape
The Father Returning Home

UNIT-III

Girish Karnad : Hayavadana
Badal Sircar : Evam Indrajit

UNIT-IV

Mulk Raj Anand : Untouchable

Book Recommended

- An Illustrated History of Indian Literature in English ed. Arvind Krishna Mehrotra (New Delhi: Orient Longman, 2003)
- Lyengar, K. R. Srinivas (1985). Indian writing in English, New Delhi: Sterling Publishers, P. 680.
- Bruce, King. Modern Indian Poetry in English. Delhi : OUP, 1987. Print.
- Dodiya, J. K. ed. Indian English Poetry: Critical Perspectives. New Delhi: Sarup and Sons, 2000. Print.
- Ezekiel, Nissim. Collected Poems. II ed. New Delhi: OUP, 2005. Print.
- Dwivedi, A. N. (1983) Kamala Das, and Her Poetry, New Delhi: Atlantic Publishers and distributors.
- Ramanujan, A. K. The Collected Poems of A.K. Ramanujan. Oxford University Press, 1995.
- Karnad, Girish. 1998 Hayavadana. Chennai: Oxford University Press.
- Sircar, Badal. Evam Indrajit. Oxford University Press, 2011. Print.
- Dasgupta Anjan, Badal Sircar's Evam Indrajit: Issues of Writing, Reading and Narrativity. An Absurdist Celebration of plotlessness, edited by Jaydeep Sarkar, New Delhi: Delta Publication, 2013
- Mulk Raj Anand, Untouchable, New Delhi: Orient Paperbacks, 1970.

Pattern of Question Paper

- Que. 1 (A): Short answer questions (2 out of 4) from Units I and II (16 Marks)
- (B) Short answer questions (2 out of 4) on Units III and IV (16 Marks)
- Que. 2: One Long answer question (out of 2) on Unit I (16 Marks)
- Que. 3: One Long answer question (out of 2) on Unit II (16 Marks)
- Que. 4: One Long answer question (out of 2) on Unit III (16 Marks)
- Que. 5: One Long answer question (out of 2) on Unit IV (16 Marks)

Internal Assessment

- 1) Oral Test 10 Marks
 - 2) Home Assignments 5 Marks
 - 3) Attendance in class room 5 Marks
- Total: 20 Marks

Gondwana University, Gadchiroli

M.A.Part II (English) (MAJOR) (under NEP)

Semester-III (w.e.f. 2024-25)

English Drama

Objectives of the Course

The English Drama course aims to provide students with a comprehensive understanding of the rich tradition of English-language theater. Its objectives include exploring the historical development of drama, from its origins to contemporary forms, and examining the diverse themes, styles, and techniques employed by playwrights. Additionally, the course seeks to develop students' critical analysis skills, enabling them to interpret and evaluate dramatic texts within their socio-cultural contexts. It aims to foster an appreciation for the role of theater in shaping and reflecting societal values, while also encouraging creativity and expression through practical engagement with performance and production aspects. Overall, the course endeavors to cultivate a deep appreciation for the artistry, complexity, and relevance of English drama.

Learning Outcomes

- Development of critical analysis of dramatic texts, including understanding themes, character development, plot structure, and symbolism, enhancing their proficiency in literary interpretation.
- Gaining an insight into how societal, cultural, and political contexts influence dramatic expression.
- Enabling students to appreciate the complexities of dramatic performance and production by actually enacting the roles of the select plays.
- Exploration of a diverse range of dramatic works leading to students' deeper understanding of cultural diversity, social issues, and historical contexts
- Enhancement of students' communicative and collaborative skills by preparing them for effective teamwork in theater-related performances and contexts.

Semester-III (w.e.f. 2024-25)

English Drama

Course Credit: 4

Course Contents

UNIT-I

John Webster : The Duchess of Malfi
Christopher Marlowe : Dr. Faustus

UNIT-II

Shakespeare : Hamlet
: As You Like It

UNIT-III

G.B. Shaw : Pygmalion
Oscar Wilde : The Importance of Being Earnest

UNIT-IV

Samuel Beckett : Waiting for Godot
Harold Pinter : The Birthday Party

References :

Datta, Kitty. 1986. Doctor Faustus. New Delhi: Oxford University Press.

Webster, John, The Duchess of Malfi, 1980, Macmillan Publishers, India Ltd.

Shakespeare, W. (2000). Hamlet. Ed. Philip Edwards. New Delhi: Cambridge University Press.

Brissenden, Alan. As You Like It. United Kingdom: Penguin Publishing Group, 1998.

Shaw, Bernard George. Pygmalion. Surjeet Publications, 2009.

Wilde, Oscar. The Importance of Being Earnest and Other Plays. London: Penguin Books, 2000. Print.

Beckett, Samuel. 2006. Waiting for Godot. London, England: Faber & Faber.

The Birthday Party. London: Methuen; 1984. Print

Naismith Bill. A faber critical guide: Harold pinter. London: Faber and Faber Limited; 2000. Print.

Pattern of Question Paper

Que. 1 (A): Short answer questions (2 out of 4) from Units I and II (16 Marks)

(B) Short answer questions (2 out of 4) on Units III and IV (16 Marks)

Que. 2: One Long answer question (out of 2) on Unit I (16 Marks)

Que. 3: One Long answer question (out of 2) on Unit II (16 Marks)

Que. 4: One Long answer question (out of 2) on Unit III (16 Marks)

Que. 5: One Long answer question (out of 2) on Unit IV (16 Marks)

Internal Assessment

1) Oral Test 10 Marks

2) Home Assignments 5 Marks

3) Attendance in class room 5 Marks

Total: 20 Mark

Gondwana University, Gadchiroli
M.A. (English) Semester-III & IV (Major)
Indian Classical Literary Criticism-I & II

Objectives of the Course

India has a rich and diversified literary tradition. This course is designed with the aim to....
To introduce some of the seminal texts of Indian classical literature to students.
To help them to relate the classical life and literary trends to the contemporary ones, thereby exploring the timeless significance of literary essence.
To provide them an access to India's classical critical thought through literature.
To discuss the importance and some of fundamental techniques in classical literature.

Learning Outcomes

At the end of the semester, students will...
.....be able to appreciate classical literature
.... be able to distinguish between the essential features of literature – that remain central to literary creation across time and space – and the non-essential ones – such as linguistic devices.
.....be able to get an introductory idea about importance and of the basics of theory and practice in classical literature.

Semester-III (Major)
Indian Classical Literary Criticism-I

Course Credit: 4

Course Contents

Unit I:

Bharat Muni: On Natya and Rasa: Aesthetics of Dramatic Experience

Unit II:

Bharathari: On Syntax and Meaning

Unit III:

Dandin: Sarga-Bandha: Epic Poetry

Abhinav Gupta: On Santarasa: Aesthetic Equipose

Unit IV:

Anandavardhana: Dhvani: Structure of Poetic Meaning

Books Recommended

1. G. N. Devy, Indian Literary Criticism (Orient Longman, 2002)
2. V.S. Seturaman, Indian Aesthetics: An Introduction (Macmillan, rpt. 2005)
3. P. V. Kane, History of Sanskrit Poetics.
4. E. V. Ramakrishnan Locating Indian Literature, Orient Black Swan Pvt. Ltd

Pattern of Question Paper

- | | |
|---|------------|
| Que. 1 (A): Short answer questions (2 out of 4) from Units I and II | (08 Marks) |
| (B) Short answer questions (2 out of 4) on Units III and IV | (08 Marks) |
| Que. 2: One Long answer question (out of 2) on Unit I | (16 Marks) |
| Que. 3: One Long answer question (out of 2) on Unit II | (16 Marks) |
| Que. 4: One Long answer question (out of 2) on Unit III | (16 Marks) |
| Que. 5: One Long answer question (out of 2) on Unit IV | (16 Marks) |

Internal Assessment

- | | |
|-----------------------------|----------|
| 1) Oral Test | 10 Marks |
| 2) Home Assignments | 5 Marks |
| 3) Attendance in class room | 5 Marks |
| Total: | 20 Marks |

Gondwana University, Gadchiroli
M.A.Part II (English) (MAJOR) (under NEP)
Semester-III (w.e.f. 2024-25)
Structure of Modern English

Objectives :

- To enhance language awareness by acquainting learners with the basic principles of the study of language.
- To equip with tools of observation description and explanation of language data : classification of consonants and vowels, morphological and lexical items.
- To enable learners to use language correctly appropriate and accurately.

Course Outcomes :

- Learners will use basic structures of language and enhance their proficiency.
- They will be able to differentiate among morphological, lexical and syntactic aspects of language.
- They will know varieties of language and improve their pronunciation.

Semester-III (w.e.f. 2024-25)

Structure of Modern English

Unit I

Language as a symbolic system; Features of language; difference between language and animal communication; Varieties of language; Ancestry of English and its place in the Indo-European family of languages

Unit II

English Grammar: basic sentence patterns; Word classes in English; noun and the noun phrase; verb and the verb phrase; prepositions and the prepositional phrase; coordination and subordination in English

Unit III

English Phonology: phonetics and phonology; Organs of speech and production of speech sounds; IPA and phonetic transcription; Standards of pronunciation, RP and GIE; Consonants and vowels of English (RP and GIE); syllable and word accent; accent and rhythm in connected speech; weak forms; intonation; assimilation and elision

Unit IV

English Morphology: words and lexical items; morphemes, allomorphs, free and bound morphemes; roots, stems and affixes, types of affixes; inflection and derivation; compound words, blends and phrasal words

Recommended Reading:

1. Balasubramanian, T. (1999) A Textbook of English Phonetics for Indian Students. Macmillan India Ltd.
2. Carstairs-McCarthy, Andrew (2002) An Introduction to English Morphology. Edinburgh: Edinburgh University Press.
3. Cowan, Ron (2008) The Teacher's Grammar of English. OUP.
4. MacMahon, April (2002) An Introduction to English Phonology. Edinburgh: Edinburgh University Press.
5. R. Quirk and S. Greenbaum (1973) A University Grammar of English-Longman.
6. Verma and Krishnaswamy (1994) Modern Linguistics: An Introduction. OUP.

Sem III Linguistics -I (Elective)

- **Unit I**

Origin of Linguistics; Saussure; synchronic and diachronic approaches to the study of language; Key branches of linguistics — Historical, Descriptive, Comparative. Interface of linguistics with other fields- Sociolinguistics, Psycholinguistics

- **Unit II**

Language as a symbolic system; Language as a system of communication;

- **Unit III**

Aspects of language: Phonology, Morphology, Syntax, Lexicology and Semantics.

- **Unit IV**

Language dynamics: Geographical and social varieties of language, Language variation and change. language death, politics of language

- **Recommended Reading:**

1. Akmajian, Demers, Farmer, Hamish (1995) Linguistics: An Introduction to Language and Communication. Delhi: Prentice-Hall India.
2. Fromkin, Rodman and Hyams (2013) An Introduction to Language. Heinle and Heinle Publishers.
3. Radford, Atkinson, Britain, Clahsen. Spencer (1999) Linguistics: An Introduction. Cambridge: CUP
4. Verma and Krishnaswamy (1994) Modern Linguistics: An Introduction. Delhi: OUP.

Gondwana University, Gadchiroli
M. A. English (Elective Course-4 credits)

Indian Literature in Translation - I & II

Objectives:

- To acquaint the learners with writing styles of different Indian writers.
- To acquaint them with the life and career of specific Indian writers.
- To study the genres and styles of writers in different ages.
- To study the myths and cultures of Indian countries.
- To enable learners to analyse, criticise, interpret and appreciate a literary work.

Semester-III

Course Credit 04

Indian Literature in Translation -I

Unit I

Kalidasa: Abhijnana Shakuntalam, (tr.) Chandt Rajan, in Kalidasa: The Loom of Time
New Delhi: Penguin, 1989).

Unit II

Ribhndranrth Trgore: Cirariali

Unit III

Premch.Dd: The Chess Players

Unit IV

Bhslachaodr. Nemaile: C ocoo n

Irmrt Chugtri: The Veil (A Chtglai Collection- Women Unlimited)

Recommended Readings:

1. A.K. Mekotra: The Concisc History of Indian Literature in English. Delhi: Permanent Black. 2008.
2. H.M. Williams: Indo-Anglian Litemture, 1800-1970: A Survey (1976)
3. P. France: The Oxford Guide to Literatue in English Translation (Oxford, 2000)
4. Kuhiwczak & Littau: Companion to Tra[slation Studies, Ori[e]t Black swan pvt. Ltd
5. E Grossman: Why Translation Matters, Orient Black swan pvt. Ltd
- 6, Gargesh & Goswami, Translation and Interpreting, Orient Blacks wan pvl. Ltd.
- ?. Premchand: Oxford Omoibus. Trans. David Rubin. Delhi: OUP, 2004.
8. Tagorc, Rabindraaath. Gitanjali. LondoD: Macmillan, 1965

M. A. II – English (Sem – III & IV) NEP 2020

English Novel (Elective Course)

Objectives:

- To study the classics of the European novels.
- To study the genres and their styles in different countries in different ages.
- To study the myths and cultures of different countries through novels.
- To acquaint the learners with the different styles of different writers in writing novels.
- To study the culture and social structures of different countries through novels.
- To study the classics of the third world novels.
- To study the culture and social structures of the third world countries through the novels.

English Novel - I

Sem III

Unit – I

Madame Bovary - Gustav Flaubert

Don Quixote – Cervantes

Unit – II

The Metamorphosis - Franz Kafka

War and Peace - Leo Tolstoy

Unit – III

Frankenstein - Mary Shelley

Tess of d'Urbervilles - Thomas Hardy

Unit – IV

The Old Man and the Sea - Ernest Hemingway

The Catcher in the Rye - J. D. Salinger

References:

Flaubert, Gustav. Madame Bovary. Fingerprint Publishing. 2016.

Cervantes. Don Quixote. Maple Press Pvt. Ltd. 2013.

Kafka, Franz. The Metamorphosis. Fingerprint Publishing. 2014.

Tolstoy, Leo. War and Peace. Fingerprint Publishing. 2015.

Shelley, Mery. Frankenstein. Penguin. 2018.

Hardy, Thomas. *Tess of d'Urbervilles*. Penguin Books. 2003.
Hemingway, Ernest. *The Old Man and the Sea*. RHUK. 1994.
Salinger, J. D. *The Catcher in the Rye*. Penguin. 2010.
Watt, Ian. *The Rise of the Novel*. Random House. 2011.
The Cambridge History of American Novel. CUP. 2011.

English Novel - II

Sem IV

Unit – I

Things Fall Apart - Chinua Achebe

Weep Not, Child – Ngugi wa Thiong’O

Unit – II

Disgrace - J. M. Coetzee

Voss - Patrick White

Unit - III

The White Tiger - Arvind Adiga

Tomb of sand - Geetanjali Shree

Unit – IV

Five Point Someone - Chetan Bhagat

One Hundred Years of Solitude - Gabriel Marquez

References:

Achebe, Chinua. *Things Fall Apart*. Penguin Classics. 2001.
Thiong’O, Ngugi wa. *Weep Not, Child*. Penguin Classics. 2012.
Coetzee, J. M. *Disgrace*. Vintage. 2000.
White, Patrick. *Voss*. Everyman. 2012.
Adiga, Arvind. *The White Tiger*. Harper Collins. 2009.

Shree, Geetanjali. Tomb of sand. Penguin. 2022.
Bhagat, Chetan. Five Point Someone. Rupa Publications. 2014.
Marquez, Gabriel. One Hundred Years of Solitude. Penguin India. 2007.
Naik, M. K. A History of Indian English Literature. Sahitya Akademi. 2007.
James, Trevor. English Literature from the Third World. Longman. 2008.
Ngugi, wa Mukoma. The rise of the African Novel. University of Michigan Press, 2018.
The Cambridge History of Australian Literature. CUP. 2009.
The Cambridge Companion to Australian Novel. CUP. 2023.

Pattern of Question Paper (for both the semesters)

Que. 1 (A): Short answer questions (2 out of 4) from Units I and II	(16 Marks)
(B) Short answer questions (2 out of 4) on Units III and IV	(16 Marks)
Que. 2: One Long answer question (out of 2) on Unit I	(16 Marks)
Que. 3: One Long answer question (out of 2) on Unit II	(16 Marks)
Que. 4: One Long answer question (out of 2) on Unit III	(16 Marks)
Que. 5: One Long answer question (out of 2) on Unit IV	(16 Marks)

Internal Assessment

1) Oral Test	10 Marks
2) Home Assignments	5 Marks
3) Attendance in class room	5 Marks
Total:	20 Marks

Semester-IV
Course Credit 04

Literary criticism - II

Unit I

Romil Jacobson: Linguistics and Poetics, The Metaphoric and Melonymic Poles.
Stanley Fish: Is There a Text in This Class?
Roland Barthes: The Death of the Author.

Unit II

Ethel Sutherland: Feminist Criticism in Wilderness:
Gryati Chakravorty Spivak: Feminism and Critical Theory;
Juliet Mitchell: Femininity, Narrative and Psychoanalysis

Unit-III

Edward Said: Crisis in Orientalism.
Homi Bhabha: The Other Question: Difference, Discrimination and the Discourse of Colonialism.
Stuart Hall: Cultural Identity and Diaspora.

Unit IV

Sigmund Freud: Interpretation of Dreams.
Lionel Trilling: Freud and Literature.
Helene Cixous: Sorties

Recommended Reading:

1. Brydon, Diana (2000) Postcolonialism: Critical Concepts in literary and Cultural Studies. London: Routledge.
2. Culler, Jonathan (2002) Structuralist Poetics: Structuralism, Linguistics and the Study of Literature. London: Routledge.
3. Gandhi, Leela (1998) Postcolonial Theory: A Critical Introduction. Delhi: OUP
4. Lodge and Wood (1999) Modern Criticism and Theory: A Reader Harlow: Pearson.

Pattern of Question Paper

1. (A) One long answer question out of two to be answered in about 200 words based on Unit I. 10 Marks
(B) i) One short answer question out of two to be answered in about 100 words based on the first three prescribed poems (Unit I). 05 Marks
ii) One short answer question out of two to be answered in about 100 words based on the remaining three prescribed poems (Unit I). 05 Marks
2. Four short answer questions out of seven to be answered in about 100 words based on Unit II 20 Marks
3. (A) One long answer question out of two to be answered in about 200 words based on Unit III 10 Marks
(B) Two short answer questions out of four to be answered in about 100 words based on the prescribed portion from Unit III with internal choice 10 Marks

4. (A) Five out of Six questions on Unit IV.

5×2=10

Marks

(B) Five very short answer questions out of Eight on Unit III

5×2=10 Marks

Internal Assessment (Oral, Assignments, Attendance, Behaviour etc)

20 marks

Gondwana University, Gadchiroli
M.A.Part II (English) (MAJOR) (under NEP)
Semester-IV
Indian Writing in English – II
(w.e.f. 2024-25)

Objectives of the Course

Indian Writing in English has several objectives, primarily aiming to capture the diverse cultural tapestry of India while navigating the complexities of its social, political, and historical landscape. It seeks to provide a platform for voices previously marginalized or underrepresented, shedding light on various identities and experiences within the Indian subcontinent. Additionally, it aims to bridge the gap between Indian and Western cultures, fostering cross-cultural understanding and dialogue. Furthermore, Indian Writing in English endeavors to challenge stereotypes and misconceptions about India, offering nuanced perspectives that reflect the nation's multifaceted reality. Overall, it strives to contribute to the global literary canon while enriching the discourse on Indian identity and society.

Learning Outcomes

- Deeper understanding of Indian culture, traditions, and societal norms for readers worldwide, fostering cross-cultural empathy and appreciation.
- Enhancement of students' abilities to analyze literary texts, exploring themes, characters, and narrative techniques within the context of Indian literature.
- Encourage critical thinking by questioning assumptions; evaluating multiple viewpoints, and development of one's own informed interpretations.
- Offering insights into India's colonial history, post-colonial struggles, and contemporary socio-economic challenges, fostering historical awareness and contextual understanding among learners.
- Developing philosophical and psychological perspectives by prompting readers to reflect on issues of identity, belonging, and cultural heritage, encouraging introspection and self-discovery.

Semester-IV
Indian Writing in English – II

Course Credit: 4

Course Contents

Unit I

Rabindranath Tagore: Songs from Gitanjali (I; XI; XXXV, LXXIV)
Aurobindo: Savitri Canto I

Unit II:

Sarojini Naidu

A Love Song from the North
Autumn song
Coromandel Fishers

Jayant Mahapatra

Dawn at Puri
Lines Written in a British cemetery

Unit III

Mahesh Elkunchwar : Yuganta

Raja Rao : The Serpent and the Rope

Unit IV:

Arun Joshi : The Foreigner

Books Recommended :

1. Gitanjali. Embassy book, 2011.
2. Roy, B. K. (1977), *Rabindranath Tagore: The Man and His Poetry*, Folcroft Library Editions,
3. Sarojini Naidu, Selected Poems, ed. Dr.S.Sen.Unique Publisher.
4. Sarojini Naidu, by Makarand Paranjape. Rupa and Co. 2010
5. B.K. Das. The Poetry of Jayanta Mahapatra. New Delhi: Atlantic Publishers and Distributions, 2009
6. Bandyopadhyay, S. Collected Plays of Mahesh Elkunchwar. New Delhi: Oxford University Press, 2009
7. Rao, Raja. The Serpent and the Rope. Delhi: Hind Pocket Books, 1968.
8. Mathur, S.S. A Critical Study on The Serpent and the Rope. Delhi: Lakshmi Narain Agarwal Publishers, 1989
9. Arun Joshi, The Foreigner (Bombay: Asia Publishing House, 1968)
10. Arun Joshi : A Critical Study by S.K.Mittal, Omega Publication, 2011

Gondwana University, Gadchiroli

M.A. (English) Semester-IV

Semester-IV

Practical Criticism

Objectives of the Course

The objective of this course is to introduce the basic concepts of practical Criticism.

Learning Outcomes

1. To use some important critical terms and terms related to prosody
2. To become aware the method of Practical criticism
3. To impart the technique of close reading of literary texts
4. To understand the various literary devices and figure of Speech
5. To be familiar with the tenets of practical criticism

Semester IV

Course Credit: 2

Course Contents

UNIT-I

1. Practical Criticism : Its Scope and Method
2. Figures of Speech-Simile, Metaphor, Personification, Paradox, Synecdoche, Metonymy, Transferred Epithet, Euphemism, Hyperbole, Alliteration, Litotes, Onomatopoeia, Oxymoron
3. Rhythm, Rhyme, Imagery, Diction, Prosody or Metre and Metrical Analysis

UNIT-II

1. Critical Appreciation of an unseen poem: A short poem will be set for appreciation. Five Questions will be asked on appreciation.
2. Critical Appreciation of an unseen prose Passage: A short Prose Passage will be set for appreciation. Five Questions will be asked on appreciation.
3. Stanza Forms- Heroic Couplet, Tercet, Terza Rima, Quatrain, Chaucerian Stanza or Rime Royal, Ottava Rima, Spenserian Stanza, The Balla Stanza

Book Recommended

1. Abrams, M. H. A Glossary of Literary Terms. (8th Edition) New Delhi: Akash Press, 2007.
2. Abrams, M. H. The Mirror and the Lamp: Romantic Theory and Critical Tradition. Oxford: OUP, 1971
3. Ashcroft, Bill et al. (ed.) The Post-Colonial Studies Reader. London: Routledge, 1995.
4. Baldick, Chris. The Oxford Dictionary of Literary Terms. Oxford: OUP, 2001.
5. Blackstone, Bernard. Practical English Prosody. Mumbai: Orient Longman, 1984.
6. Bodkin, Maud. Archetypal Patterns in Poetry. London: Oxford University Press, 1934
7. Daiches, David. Critical Approaches to Literature. London: Longman, 1984.
8. Drew, Elizabeth. Understanding Poetry. New York: Norton, 1959.
9. Dutton, Richard. Introduction to Literary Criticism. London: Longman, 1984.
10. Eagleton, Terry. Literary Theory. London: Basil Blackwell, 1983.
11. Enid, Hamer. The Metres of English Poetry. Booksway, 2014 .
12. Mundra .S.C. Practical Criticism, Student Store, 2004.

Pattern of Question Paper

- Q. 1. One Long Answer Question out of Two to be answered in about 150 words based on Unit I (10 Marks)
- Q. 2. Five Short Answer Questions on Critical Appreciation of Poem to be answered based on Unit II (10 Marks)

Or

Five Short Answer Questions on Critical Appreciation of Prose to be answered based on Unit II (10 Marks)

- Q. 3. Two Short Answer Questions out of Three to be answered in about 75 words based on Unit I (10 Marks)
- Q. 4. Two Short Answer Questions on Stanza Forms out of Three to be answered in about 75 words based on Unit II (10 Marks)

Internal Assessment (Oral, Assignments, Attendance, Behavior, etc.): 10 Marks

Semester-IV (Major)

Indian Classical Literary Criticism-IV

Objectives of the Course

India has a rich and diversified literary tradition. This course is designed with the aim to...
To introduce some of the seminal texts of Indian classical literature to students.
To help them to relate the classical life and literary trends to the contemporary ones, thereby exploring the timeless significance of literary essence.
To provide them an access to India's classical critical thought through literature.
To discuss the importance and some of fundamental techniques in classical literature.

Learning Outcomes

At the end of the semester, students will
....be able to appreciate classical literature.
.... be able to distinguish between the essential features of literature – that remain central to literary creation across time and space – and the non-essential ones – such as linguistic devices.
....be able to get an introductory idea about importance and of the basics of theory and practice classical literature.

Course Credit: 4

Course Contents

Unit I

Kalidasa:- Abhigyan Shakuntalam (English Translation by Sahitya Academy)

Unit II

Natyashastra:- Rasa Theory, The origin of Drama in Natyashastra
Anand Vardhan:- Dhvani Theory

Unit III

Valmiki: Ramayana (Sunderkand)
Bhagvad Gita as it is: Chapter 3 (The Eternal Duties of Human Beings/ Karma Yog)

Unit IV

Vishnu Sharma: Panchtantra (Book I) only first 5 stories
U. R. Ananthamurthy: Samskara

Books Recommended:

Bharata. *Natyashastra*, Tr. Manomohan Ghosh. Calcutta: Granthalaya, 1967. Print.

Devy, G. N. *Indian Literary Criticism: Theory and Interpretation*. Hyderabad: Orient Longman, 2002. Print.

Kalidasa: *The Loom of Time*. Tran. Chandra Rajan. New Delhi: Penguin, 1989. Print.

Kapoor, Kapil and Nalini M. Ratnam. *Literary Theory: Indian Conceptual Framework*. New Delhi: Affiliated East-West Press, 1998. Print.

Lal, B. K. *Contemporary Indian Philosophy*. New Delhi: Motilal Banarasidas, 1978. Print.

Prabhupada, A.C. Bhaktivedanta. *Bhagavad-Gita As It Is*. India: The Bhaktivedanta Book Trust, 2012 (38th Printing). Print.

Vasistha. *The Supreme Yoga: Yoga Vasistha*. New Delhi: Motilal Banarasidas, 2003. Print.

Upadhyaya, K. N. *Buddhism: Path to Nirvana*. Beas: Radha Soami Satsang, Beas, 2010. Print.

Pattern of Question Paper

Que. 1 (A): Short answer questions (2 out of 4) from Units I and II	(08 Marks)
(B) Short answer questions (2 out of 4) on Units III and IV	(08 Marks)
Que. 2: One Long answer question (out of 2) on Unit I	(16 Marks)
Que. 3: One Long answer question (out of 2) on Unit II	(16 Marks)
Que. 4: One Long answer question (out of 2) on Unit III	(16 Marks)
Que. 5: One Long answer question (out of 2) on Unit IV	(16 Marks)

Internal Assessment

1) Oral Test	10 Marks
2) Home Assignments	5 Marks
3) Attendance in class room	5 Marks
Total:	20 Marks

Gondwana University, Gadchiroli

M.A.Part II (English) (MAJOR) (under NEP)

Semester-IV (w.e.f. 2024-25)

Structure of Modern English

Objectives :

- To enhance language awareness by acquainting learners with the basic principles of the study of language.
- To equip with tools of observation description and explanation of language data : classification of consonants and vowels, morphological and lexical items.
- To enable learners to use language correctly appropriate and accurately.

Course Outcomes :

- Learners will use basic structures of language and enhance their proficiency.
- They will be able to differentiate among morphological, lexical and syntactic aspects of language.
- They will know varieties of language and improve their pronunciation.

Semester-IV (w.e.f. 2024-25)

Structure of Modern English

Unit I

Modern English in Global Contexts; English as a Lingua Franca; Language Policy and Planning; Sociolinguistic Perspectives on Modern English

Unit II

English Grammar : Word classes in English; noun and the noun phrase; verb and the verb phrase; Prepositions and the prepositional phrase; coordination and subordination in English. Adjective and Adjective phrase; Adverb and Adverb Phrase

Unit III

Phonetics : Consonants and vowels of English (RP and GIE); Syllable and word accent; accent and rhythm in connected speech; weak forms; intonation; assimilation and elision

Unit IV

English Morphology: words and lexical items; morphemes, allomorphs, free and bound morphemes; roots, stems and affixes, types of affixes; inflection and derivation; compound words, blends and phrasal words

Recommended Reading:

1. Balasubramaniam, T. (1999) A Textbook of English Phonetics for Indian Students. Macmillan India Ltd.
2. Carstairs-McCarthy, Andrew (2002) An Introduction to English Morphology. Edinburgh: Edinburgh University Press.
3. Cowan, Ron (2008) The Teacher's Grammar of English. OUP.
4. MacMahon, April (2002) An Introduction to English Phonology. Edinburgh: Edinburgh University Press.
5. Sinclair, J. 1990. Collins Cobuild English Grammar. New Delhi: Rupa and Co
6. Verma and Krishnaswamy (1994) Modern Linguistics: An Introduction. OUP.
7. Quirk R. 1972. On Conception of English Grammar in *The English Language and the Images of Matter*. London. Oxford University Press.
8. Quirk R. and S.Greenbaum (1973) A University Grammar of English-Longman.
9. Quirk R. et al. 1985 A Comprehensive Grammar of the English Language. London: Longman

Sem IV Linguistics -II (Elective)

- **Unit I**
Mediums of Language: Spoken and Written
Features and Examples
Functions of Language: General Functions: Communicative, Emotive, Directive and Phatic functions
Advanced Functions: Macro-functions and Micro-functions of Language (M. A. K. Halliday)

- **Unit- II**
Stylistics:
Definition, nature and scope
Stylistic Principles: foregrounding, deviation (graphical, thematic, linguistic), Parallelism, (phonological, morphological, grammatical) cohesion, coherence
Methods in stylistic analysis (stylistic studies)

- **Unit- III Sociolinguistics: Definition,**
Linguistic variation factors: Geographical region, social class, age, time, sex, profession, mother tongue interference
Language (speech) and social identity

- **Unit- IV: The Sapir-Whorf Hypothesis**
Language varieties: dialect, regional dialect, social dialect, idiolect, Register (theme, Medium and style of register) and diglossia
Speech communities and language contact: Pidgin, Creole, code-switching and code-mixing

- **Recommended reading:**
 1. Carstairs-McCarthy, Andrew (2002) An Introduction to English Morphology. Edinburgh: Edinburgh University Press.
 2. Cowan. Ron (2008) The Teacher's Grammar of English. DUP.
 3. MacMohan, April (2002) An Introduction to English Phonology Edinburgh: Edinburgh University Press.
 4. R. Quirk and S. Greenbaum (1973) H S University Grammar of English Longman.
 5. Verma and Krishnaswamy (1994) Modern Linguistics. An Introduction. OUP.

Semester-IV
Course Credit 04

Indian Literature in Translation- II

Unit I

Background

Concept of Sahitya; Indian Concept of Translation; Tradition-Modernity; progressive Writers Movement; Indian Dramatic Traditions;

Unit II

Bhisham Sahni: *Amas*

Tukaram : *Says Tuka*, tr. Dilip Chitre (Penguin).

Unit III

Mahasweta Devi: *Rudari*

Premchand : *Godan*, tr. P.L. Lal and Idi Roton, laico, 1957.

Unit IV

Vijay Tendulkar: *Silence! The Cow is in the Street*

Gopinath Mohanty : *Paraja*, tr. Bikram K. Das, O.U.P., 1977

Recommended Readings:

1 Devy, GN. A, *Amnesia: Tradition and Change in Indian Literary Criticism*, Bombay: Orient Longman, 1992.

2 -. Ed. *Indian Literary Criticism: Theory and Interpretation*, Hyderabad: Orient Longman, 2002.

Kapoor, Kapil. *Literary Theory: Indian Conceptual Framework*, New Delhi: West Press, 1998.

3 Lalbale, Sharankumar. *Towards an Aesthetics of Dalit Literature*. Hyderabad: Orient Longman, 2004

Mukherjee, Sujit. *A Dictionary of Indian Literature. Vol I (Beginnings to 1850)*. Hyderabad: Orient Longman, 1998.

4 -. *A Literary History of India*. Varanasi : Indian Institute of Advanced Study, '1975.

5 -. *Translation as Discovery*. 1981. Hyderabad: Orient Longman, '1994.

6 Lal. *Translation as Recovery*. New Delhi: Penguin, 2004.

7 Panikkar, Aryappa. *Indian Natology*. New Delhi; Indira Gandhi Centre for the Arts, 2003

8 Radhakrishnan, S. *The Hindu View of Life*. 1926. New Delhi: Harper Collins, 2014.

9 Rege, Sharmila. *Writing Caste, Writing Gender: Reading Dalit Women's Testimonies*. New Delhi: Zubaan, 2006.

10 Satchidanandan, K, Ed. Signaturesj Ona Hundred Indian Poets. R€v ed. New Delhi:
National
Book Trust, 2003.

Vatsyayan, SH. A Sense of Time: An Explorotion of Time in Theory Experience ond Art.
New Delhi:
ouP, 1981.

Pattern of Question Paper

- 1.(A) One long answer question out of two to be answered in about 200 words based on
Unit I. 10 Marks
- (B) i) One short answer question out of two to be answered in about 100 words based on the
first three prescribed poems (Unit I). . 05 Marks
- ii) One short answer question out of two to be answered in about 100 words based on the
remaining three prescribed poems (Unit I). 05 Marks
2. Four short answer questions out of seven to be answered in about 100 words based on
Unit II 20 Marks
- 3 .(A) One long answer question out of two to be answered in about 200 words based on
Unit III 10 Marks
- (B) Two short answer questions out of four to be answered in about 100 words based on
the prescribed portion from Unit III with internal choice 10 Marks
4. (A) Five out of Six questions on Unit IV. 5×2=10
Marks
- (B) Five very short answer questions out of Eight on Unit III 5×2=10 Marks
- Internal Assessment (Oral, Assignments, Attendance, Behaviour etc)** 20 marks

M. A. II – English (Sem – III & IV) NEP 2020

English Novel (Elective Course)

Objectives:

- To study the classics of the European novels.
- To study the genres and their styles in different countries in different ages.
- To study the myths and cultures of different countries through novels.
- To acquaint the learners with the different styles of different writers in writing novels.
- To study the culture and social structures of different countries through novels.
- To study the classics of the third world novels.
- To study the culture and social structures of the third world countries through the novels.

English Novel - I

Sem III

Unit – I

Madame Bovary - Gustav Flaubert

Don Quixote – Cervantes

Unit – II

The Metamorphosis - Franz Kafka

War and Peace - Leo Tolstoy

Unit – III

Frankenstein - Mary Shelley

Tess of d'Urbervilles - Thomas Hardy

Unit – IV

The Old Man and the Sea - Ernest Hemingway

The Catcher in the Rye - J. D. Salinger

References:

Flaubert, Gustav. Madame Bovary. Fingerprint Publishing. 2016.

Cervantes. Don Quixote. Maple Press Pvt. Ltd. 2013.

Kafka, Franz. The Metamorphosis. Fingerprint Publishing. 2014.

Tolstoy, Leo. War and Peace. Fingerprint Publishing. 2015.

Shelley, Mery. Frankenstein. Penguin. 2018.

Hardy, Thomas. *Tess of d'Urbervilles*. Penguin Books. 2003.
Hemingway, Ernest. *The Old Man and the Sea*. RHUK. 1994.
Salinger, J. D. *The Catcher in the Rye*. Penguin. 2010.
Watt, Ian. *The Rise of the Novel*. Random House. 2011.
The Cambridge History of American Novel. CUP. 2011.

English Novel - II

Sem IV

Unit – I

Things Fall Apart - Chinua Achebe

Weep Not, Child – Ngugi wa Thiong’O

Unit – II

Disgrace - J. M. Coetzee

Voss - Patrick White

Unit - III

The White Tiger - Arvind Adiga

Tomb of sand - Geetanjali Shree

Unit – IV

Five Point Someone - Chetan Bhagat

One Hundred Years of Solitude - Gabriel Marquez

References:

Achebe, Chinua. *Things Fall Apart*. Penguin Classics. 2001.
Thiong’O, Ngugi wa. *Weep Not, Child*. Penguin Classics. 2012.
Coetzee, J. M. *Disgrace*. Vintage. 2000.
White, Patrick. *Voss*. Everyman. 2012.
Adiga, Arvind. *The White Tiger*. Harper Collins. 2009.

Shree, Geetanjali. Tomb of sand. Penguin. 2022.
Bhagat, Chetan. Five Point Someone. Rupa Publications. 2014.
Marquez, Gabriel. One Hundred Years of Solitude. Penguin India. 2007.
Naik, M. K. A History of Indian English Literature. Sahitya Akademi. 2007.
James, Trevor. English Literature from the Third World. Longman. 2008.
Ngugi, wa Mukoma. The rise of the African Novel. University of Michigan Press, 2018.
The Cambridge History of Australian Literature. CUP. 2009.
The Cambridge Companion to Australian Novel. CUP. 2023.

Pattern of Question Paper (for both the semesters)

Que. 1 (A): Short answer questions (2 out of 4) from Units I and II	(16 Marks)
(B) Short answer questions (2 out of 4) on Units III and IV	(16 Marks)
Que. 2: One Long answer question (out of 2) on Unit I	(16 Marks)
Que. 3: One Long answer question (out of 2) on Unit II	(16 Marks)
Que. 4: One Long answer question (out of 2) on Unit III	(16 Marks)
Que. 5: One Long answer question (out of 2) on Unit IV	(16 Marks)

Internal Assessment

1) Oral Test	10 Marks
2) Home Assignments	5 Marks
3) Attendance in class room	5 Marks
Total:	20 Marks