



ವಿಶ್ವವಿದ್ಯಾನಿಲಯ ಕಾರ್ಯಸೌಧ
ಕ್ರಾಫರ್ಡ್ ಭವನ, ಮೈಸೂರು-570005

ದಿನಾಂಕ: 07-11-2023

ಸಂಖ್ಯೆ:ಎಸಿ.6/303/2022-23

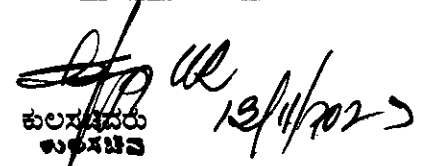
ಅಧಿಸೂಚನೆ

- ವಿಷಯ:- 2023-24 ನೇ ಶೈಕ್ಷಣಿಕ ಸಾಲಿನ ಎಂ.ಎ.ಇಂಗ್ಲೀಷ್ ಅಧ್ಯಯನದ ಪಠ್ಯಕ್ರಮವನ್ನು ಪರಿಷ್ಕರಿಸಿರುವ ಬಗ್ಗೆ.
ಉಲ್ಲೇಖ:- 1. ದಿನಾಂಕ: 06-02-2023 ಮತ್ತು 07-02-2023 ರಂದು ಜರುಗಿದ ಇಂಗ್ಲೀಷ್ ಅಧ್ಯಯನ ಮಂಡಳಿ ಸಭೆಯ ಶಿಫಾರಸ್ಸು.
2. ದಿನಾಂಕ: 15-03-2023 ರಂದು ಜರುಗಿದ ಕಲಾ ನಿಕಾಯ ಸಭೆಯ ಶಿಫಾರಸ್ಸು.
3. ದಿನಾಂಕ: 24-03-2023 ರಂದು ಜರುಗಿದ ಶಿಕ್ಷಣ ಮಂಡಳಿ ಸಭೆಯ ನಡವಳಿ.

ದಿನಾಂಕ: 06-02-2023 ಮತ್ತು 07-02-2023 ರಂದು ಜರುಗಿದ ಇಂಗ್ಲೀಷ್ ಅಧ್ಯಯನ ಮಂಡಳಿಯು ಎಂ.ಎ. ಇಂಗ್ಲೀಷ್ ಅಧ್ಯಯನ ವಿಷಯಕ್ಕೆ ಸಂಬಂಧಿಸಿದಂತೆ ಪಠ್ಯಕ್ರಮವನ್ನು ಪರಿಷ್ಕರಿಸಿ ಜಾರಿಗೊಳಿಸಲು ಶಿಫಾರಸ್ಸು ಮಾಡಿರುತ್ತಾರೆ.

ಉಲ್ಲೇಖಿತ 2 ಮತ್ತು 3 ರಲ್ಲಿ ದಿನಾಂಕ 15-03-2023 ಮತ್ತು 24-03-2023 ಗಳಂದು ಕ್ರಮವಾಗಿ ನಡೆದ ಕಲಾ ನಿಕಾಯ ಹಾಗೂ ವಿದ್ಯಾ ವಿಷಯಕ ಪರಿಷತ್ ಸಭೆಗಳಲ್ಲಿ ಮೇಲಿನ ಪ್ರಸ್ತಾವನೆಗಳನ್ನು ಅನುಮೋದಿಸಲಾಗಿದೆ. ಈ ಹಿನ್ನೆಲೆಯಲ್ಲಿ ಅಧಿಸೂಚನೆಯನ್ನು ಪ್ರಕಟಿಸಲಾಗಿದೆ.

ಇಂಗ್ಲೀಷ್ ಅಧ್ಯಯನ (ಸ್ನಾತಕೋತ್ತರ) ವಿಷಯದ ಪಠ್ಯಕ್ರಮಗಳನ್ನು www.uni-mysore.ac.in ನಿಂದ ಪಡೆಯಬಹುದಾಗಿದೆ.


ಕುಲಸಚಿವರು
ಉಪಸಚಿವರು
ಮೈಸೂರು ವಿಶ್ವವಿದ್ಯಾನಿಲಯ
ಮೈಸೂರು. 9

ಇವರಿಗೆ:

1. ವಿಶ್ವವಿದ್ಯಾನಿಲಯದ ಸಂಯೋಜನೆಗೊಳಪಟ್ಟ ಎಲ್ಲಾ ಕಾಲೇಜುಗಳ ಪ್ರಾಂಶುಪಾಲರುಗಳಿಗೆ- ಅಗತ್ಯ ಕ್ರಮಕ್ಕಾಗಿ
2. ಕುಲಸಚಿವರು (ಪರೀಕ್ಷಾಂಗ), ಮೈಸೂರು ವಿಶ್ವವಿದ್ಯಾನಿಲಯ, ಮೈಸೂರು.
3. ಅಧ್ಯಕ್ಷರು, ಇಂಗ್ಲೀಷ್ ಅಧ್ಯಯನ ಮಂಡಳಿ, ಮಾನಸಗಂಗೋತ್ರಿ, ಮೈಸೂರು.
4. ನಿರ್ದೇಶಕರು, ಕಾಲೇಜು ಅಭಿವೃದ್ಧಿ ಮಂಡಳಿ, ಮೌಲ್ಯಭವನ ಕಟ್ಟಡ, ಮಾನಸಗಂಗೋತ್ರಿ, ಮೈಸೂರು.
5. ನಿರ್ದೇಶಕರು, ಪಿ.ಎಂ.ಇ.ಬಿ., ಮಾನಸಗಂಗೋತ್ರಿ, ಮೈಸೂರು.
6. ನಿರ್ದೇಶಕರು, ಐ.ಸಿ.ಡಿ/ಐಕ್ಯೂಎಸಿ, ಮಾನಸಗಂಗೋತ್ರಿ, ಮೈಸೂರು- ಇವರಿಗೆ ಮೈಸೂರು ವಿಶ್ವವಿದ್ಯಾನಿಲಯದ ವೆಬ್‌ಸೈಟ್‌ನಲ್ಲಿ ಪ್ರಕಟಿಸಲು ಕೋರಲಾಗಿದೆ.
7. ಕುಲಪತಿಗಳು/ ವಿಶೇಷ ಅಧಿಕಾರಿಗಳು/ ಆಪ್ತ ಸಹಾಯಕರು/ ಕುಲಸಚಿವರು/ ಉಪಕುಲಸಚಿವರು/ ಸಹಾಯಕ ಕುಲಸಚಿವರು/ಅಧೀಕ್ಷಕರು, ಆಡಳಿತ ವಿಭಾಗ/ಸಾಮಾನ್ಯ/ಪಿಡಿಐ/ಪ್ರಾಧಿಕಾರ ಮತ್ತು ಪರೀಕ್ಷಾ ವಿಭಾಗ, ಪ್ರಾಧಿಕಾರ/ಪಿಡಿಐ, ಮೈಸೂರು ವಿಶ್ವವಿದ್ಯಾನಿಲಯ, ಮೈಸೂರು.
8. ಕಾರ್ಯನಿರ್ವಾಹಕರು, ಆಡಳಿತಶಾಖೆಯ, AC2(S)/ AC-3/ AC-7(a)/ AC-9, ಶೈಕ್ಷಣಿಕ ವಿಭಾಗ, ಮೈಸೂರು ವಿಶ್ವವಿದ್ಯಾನಿಲಯ, ಮೈಸೂರು.- ಈ ಸಂಬಂಧ ಮುಂದಿನ ಕ್ರಮವಹಿಸುವಂತೆ ತಿಳಿಸಲಾಗಿದೆ.
9. ರಕ್ಷಾ ಕಡತಕ್ಕೆ.

M A SYLLABUS (CBCS 2023-24)
ENGLISH
DEPARTMENT OF PG STUDIES IN ENGLISH
UNIVERSITY OF MYSORE

I SEMESTER

Paper –I – (HARD CORE-I) ENGLISH LITERATURE FROM CHAUCER TO MILTON
Code No 13603

Objectives

- To provide the students with a historical perspective of the age
- To familiarize the students with representative texts of the period

UNIT –I

1. Background – 14th Century – 1658
2. Renaissance, Reformation, Puritan Upsurge
3. Jacobean, Metaphysical School

UNIT – II

1. Chaucer: Prologue to the Canterbury Tales
2. John Milton: *Paradise Lost*: Book-IX
3. Book of Job

UNIT – III

1. Sidney: Sonnets I, V & VI (Astrophel and Stella)
2. Spenser: Prothalamion , Epithalamion
3. Surrey : 1. Love that Liveth and Reigneth in My Thought
2. Set me whereas the Sun doth parch the Green
4. Wyatt : 1. Who so list to hunt
2. They flee from me

UNIT – IV

1. John Donne: The Good Morrow, Death Be Not Proud, At the Round Earth's Imagined Corner, Sunne Rising, Resurrection
2. George Herbert: Virtue, Discipline
3. Andrew Marvell: To His Coy Mistress, Thoughts in a Garden
4. Henry Vaughan: The Retreat, Beyond the Veil

Suggested Reading:

1. David Daiches –*A Critical History of English Literature*- Four volumes
2. Boris Ford (Ed)- *Pelican Guide to English Literature*- Eight volumes
3. Herbert Grierson - *Metaphysical Poets*
4. Abrams M H et al. *The Norton Anthology of English Literature*. New York: W.W.Norton,2006
5. Al Poplaski : *English Literature in Context*

Paper –II – (HARD CORE-II) ELIZABETHAN AGE (Code no 13604)

Objectives

- To provide the students with an overview of the Elizabethan Age
- To introduce the students to the works of Shakespeare

UNIT –I

1. Background – Elizabethan Age,
2. Elizabethan theatre and audience
3. Shakespeare- Tragedy, Comedy

UNIT – II

1. Marlowe: *Dr. Faustus*
2. Ben Jonson: *Volpone*
3. John Webster: *The Duchess of Malfi*

UNIT – III

William Shakespeare:

1. *Macbeth*
2. *Twelfth Night*
3. *Coriolanus*

UNIT – IV

Shakespeare's Sonnets: 18,29,30,33,60,71,73,114,116

Suggested Reading:

1. A.C.Bradley – *Shakespearean Tragedy*
2. F R Leavis – *The Common Pursuit*
3. Wilson Knight – *The Wheel of Fire*
4. Stewart Justman – *Shakespeare: The Drama of Generations*
5. S. Vishwanathan – *Exploring Shakespeare*
6. Cleanth Brooks - *Understanding Drama*
7. Toropov.- *Shakespeare for Beginners*

**Paper –III – (HARD CORE-III) 17th and 18th CENTURY ENGLISH LITERATURE
Code no 13605**

Objectives

- To provide the students with an overview of Restoration Age
- To introduce the students to the texts of the period

UNIT –I

Background – Restoration, Neo-Classical, Augustan Satire, Comedy of Manners
Spectator Essays

UNIT – II

1. Dryden: *Absalom and Achitophel*
2. Alexander Pope: *The Rape of the Lock*
3. Bunyan: *Pilgrim's Progress Book-1*

UNIT – III

1. William Congreve: *The Way of the World*
2. Sheridan: *The School for Scandal*

UNIT – IV

1. Daniel Defoe: *Roxana: The Fortunate Mistress*
2. Jonathan Swift: *Gulliver's Travels – Book IV* (Voyage to the Land of Houyhnhnms)
3. Addison & Steele: Spectator Essays:
Addison: 1. Sir Roger at Church
 2. Sir Roger at Assizes
Steele: 1. The Gentleman of Steels
 2. The Spectator Club

Suggested Reading:

1. M.H.Abrams (Ed) *The Norton Anthology of English Literature*(Vol.1 & 2)
2. David Daiches – *A Critical History of English Literature* –Four volumes
3. Arnold Kettle- *The English Novel*- Two volumes
4. Ian Jack – *The Augustan Satire: Intention and Idiom in English poetry 1660-1750*
5. Pramod Nayyar (ed) – *English Poetry 1660-1780: An Anthology*

PAPER-IV (Hard Core – IV) - 19th CENTURY ENGLISH LITERATURE
Code No: 13609

Objectives:

- To familiarize students with artistic and moral imagination and aesthetics of 19th Century poetry and prose, and
- To inspire them to nurture and develop spiritual affinities with Nature and instil in them a sense of compassionate aesthetics that promotes social conscience.

Unit I: Background

1. French Revolution;
2. The Romantic Movement in Literature with ref. to leading Romantic poets and Victorian Poets
3. Introduction to 19th Century Prose
4. Women Question

Unit II: Poetry

1. William Blake: Tyger, Ah! Sunflower
2. William Wordsworth: Tintern Abbey
3. S.T. Coleridge: Ancient Mariner
4. P. B Shelley: Ode to the West Wind
5. John Keats: Ode to Nightingale, Ode on a Grecian Urn
6. Robert Browning: Andrea del Sarto
7. Alfred Lord Tennyson: The Lotos-Eaters
8. Byron: She Walks in Beauty
9. Matthew Arnold: Dover Beach

Unit III: Fiction

1. Jane Austen: *Emma*
2. Emily Bronte: *Wuthering Heights*
3. Charles Dickens: *Great Expectations*
4. Thomas Hardy: *The Mayor of Casterbridge*

Unit V: Prose

1. John Ruskin: *Unto this Last* (Chs.1 and 2),
2. J.S.Mill: "On Liberty"

Books for Further Reading:

1. Russell Noyes (Ed.): *English Romantic Poetry and Prose*
2. Harold Bloom and Lionel Trilling: *Romantic Poetry and Prose*
3. M. Bowra: *The Romantic Imagination*
4. William D. Templeman and Charles F. Harrold: *English Prose of the Victorian Era*
5. Sandra M. Gilbert and Susan Gubar: *The Madwoman in the Attic: The Woman Writer and the Nineteenth-Century Literary Imagination*
6. Vijayshree Ed. *Victorian Poetry: An Anthology*

II SEMESTER

PAPER- I – (HARD CORE-I) THE MODERN AGE- Part I (Code No 13629)

Objectives

- To introduce the students to the social, political and cultural milieu of the age
- To familiarize the students with the representative texts of the period

Unit I: Background

Post World War Scenario, Twentieth Century Social Milieu, Twentieth Century Theatre, Twentieth Century Novel, Great Economic Depression, Stream of Consciousness, Postmodernism

Unit II

1. D H Lawrence: *Sons and Lovers*
2. E M Forster: *A Passage to India*
3. Joseph Conrad: *Heart of Darkness*

Unit III

1. Samuel Becket: *Waiting for Godot*
2. John Osborne: *Look Back in Anger*

Unit IV

1. Virginia Woolf: "On Modern Fiction"
2. George Lukacs: "The Meaning of Contemporary Realism"
(Chapters on Kafka and Modern Fiction)
3. Raymond Williams: "When was Modernity?"

Suggested Reading:

1. *Norton Anthology of English Literature*
2. Vasudevan: *Perspectives: Selection from Modern English Prose and Fiction*

Paper II (Hard Core-II) - LITERARY CRITICISM-I Code No: 13622

Objectives:

- To facilitate students with Aristotle's Poetics and basics of literary criticism and to read and understand the basics of literary/ critical theories
- To equip them to read relevant theories in depth in the III Sem. and prepare them for practical criticism.

Unit I

1. Origin, growth, and development of Literary Criticism
2. Various Posits and Literary Contexts
3. Principles of Literary and Practical Criticism

Unit II:

1. Aristotle: *Poetics*
2. Longinus: *On the Sublime*
3. Plato on Mimesis in *A Short History of English Literary Criticism* by Wimsatt & Brooks

Unit III:

1. Sidney : *Apologie for Poetry*
2. Samuel Johnson : *Preface to Shakespeare*
3. John Dryden: *On Dramatic Poesy*

Unit IV:

1. William Wordsworth : *Preface to Lyrical Ballads*
2. Samuel T Coleridge : *Biographia Literaria* Chapters 13,14,17
3. Mathew Arnold: *The Function of Criticism at the Present Time*

Books for Reference and Further Reading:

1. I.A. Richards. *Principles of Literary Criticism*
2. C.T. Indira *et al.* *English Literary Criticism*
3. M.S. Nagarajan. *English Literary Criticism and Theory*,
4. Vernon Hall. *A Short History of Literary Criticism*

PAPER- III- (HARD CORE-III) INDIAN WRITING IN ENGLISH-I (Code no 13623)

Objectives:

- To introduce the students to the social, political and cultural milieu of the age
- To familiarize the students with the representative texts of the period

Unit I

Anglicists and Orientalists Debates, *Macaulay's Minute*, Rajaram Mohan Roy's *Letter to Lord Amherst*, The Rise of the Indian English Novel, Novel as a Social Act.

Unit II: Poetry

1. Toru Dutt: Prahlad; Our Casuarina Tree
2. R.Tagore: Gitanjali: First five and last five poems
3. Sarojini Naidu: Coromandel Fishers, Indian Weavers

Unit III: Drama and Fiction

1. Girish Karnad: *Tughlak*
2. Mulk Raj Anand: *Untouchable*
3. Raja Rao: *Kanthapura*
4. R.K. Narayan: *The Vendor of Sweets*

Unit IV: Criticism

1. Hiriyanna: *Art Experience: Indian Aesthetics* (Chs. 1 and 2)
2. Ananda Coomaraswamy: "The Dance of Shiva"
3. Aurobindo: *The Poets of Dawn -1&2* (From Future Poetry)

Books/Texts for Reference and Further Reading:

1. K.R. Srinivasa Iyengar: *Indian Writing in English*
2. C.D. Narasimhaiah: "Towards an Understanding of the Species Called Indian Writing in English"
3. Meenakshi Mukherjee: *The Perishable Empire* Chapter on: "The Anxiety of Indianness"

III SEMESTER

PAPER- I – (HARD CORE-I) THE MODERN AGE- Part II (Code No 13650)

Objectives

- To introduce the students to the social, political and cultural milieu of the age
- To familiarize the students with the representative texts of the period.

UNIT – I: Background

World Wars – I & II, Imagism, Surrealism, Symbolism, Free Verse, Existentialism, Postmodernism

UNIT – II

1. G.M. Hopkins: 1. The Wreck of Deutschland
2. Windhover
2. W.B Yeats: 1. Sailing to Byzantium
2. Byzantium
3. Second Coming
4. Easter 1916
3. Thomas Hardy: 1. The Darkling Thrush
2. The Man He Killed
4. D H Lawrence: 1. Snake
2. Money Madness

UNIT – III

1. T.S. Eliot: The Wasteland
2. W H Auden: 1. In Memory of W. B. Yeats
2. Musee des Beaux Arts
3. Sylvia Plath: 1. The Arrival of the Bee Box
2. Lady Lazarus

UNIT – IV

1. Dylan Thomas: 1. After the Funeral
2. Fern Hill
2. Seamus Heaney: 1. Tollund Man
2. Digging
3. Philip Larkin: 1. Church Going
2. Next Please
4. Ted Hughes: 1. Thought Fox
2. Hawk Roosting

Suggested Reading:

1. F. R. Leavis - *New Bearings in English Poetry*
2. *Faber Book of Modern Verse*
3. *Norton Anthology of English Literature*

UNIT – I

Colonization and its aftermath, Tradition Vs Modernity: The Indian Context,
The Modern Indian Psyche

UNIT – II

1. Arundathi Roy: *God of Small Things*
2. Amitav Ghosh: *Calcutta Chromosome*
3. Jhumpa Lahiri: *Namesake*

UNIT – III: Autobiography

1. Tamsula Ao : *Once upon a Life: Burnt Curry and Bloody Rags : A Memoir*
2. Jawaharlal Nehru: *An Autobiography*

UNIT – IV

1. A K Ramanujan: “*Is there an Indian way of Thinking?*”
2. Meenakshi Mukherjee: “*The Anxiety of Indianness*”
3. Shashi Deshpande: “*Writing from the Margin*”

SUGGESTED READING:

1. K R Srinivasa Iyengar – *Indian Writing in English*
2. M. K Naik – *Critical Essays in Indian Writing in English*
3. Ramakrishnan E V- *Locating Indian Literature*
4. A K Mehrotra (ed) : *A Concise History of Indian Literature in English,*
5. Saleem Peeradina (ed); *Contemporary Indian Poetry in English*
6. Makarand Paranjape (ed): *Indian Poetry in English*
7. Girish Karnad : *Fire and Rain*

Objectives:

- To introduce the students to the social, political and cultural milieu of the age
- 2. To familiarize the students with the representative texts of the period

UNIT I

Philosophy and Aesthetics of Commonwealth Literature, Paradigm shifts from Commonwealth to New Literature, Colonialism and Postcolonialism

UNIT II- African Literature

1. Chinua Achebe : *Things Fall Apart*
2. Ngugi Wa Thiongo : *Homecoming Part-II*
 - (a) *The Writer and His Past*
 - (b) *The Writer in a Changing Society*
3. Wole Soyinka: *Death and the King's Horseman*
4. Denis Brutus: 1) *At the Funeral* 2) *If This Life is All That We Have*
5. David Diop: 1) *Africa* 2) *Vultures*
6. Gabriel Okara: 1) *Piano and Drums* 2) *The Call of the River Nun*

UNIT III: Canadian and Australian Literature

1. Margaret Atwood: *The Penelopiad*
2. Northrop Frye : "Conclusion" to *Literary History of Canada*
3. AJM Smith: *The Lonely Land*
4. E.J. Pratt: *The Dying Eagle*
5. Patrick White: *A Fringe of Leaves*
6. Judith Wright: *Preoccupations in Australian Poetry (Chapter 13 on A.D. Hope)*
7. Judith Wright: *Woman to Man*
8. A.D. Hope: *Australia*

UNIT- IV- Caribbean Literature

1. V S Naipaul : *The Mystic Masseur*
2. Wilson Harris : *Tradition and the West Indian Novel*
3. Derek Walcott: *Almond Trees, A Far Cry from Africa*
4. Braithwaite: *Starvation, Blues*

Books/Texts for Reference and Further Reading:

1. Anna Rutherford. *Commonwealth*
2. *Oxford Companion to Canadian Literature*
3. Macaulay. *A Map of Australian Verse*
4. Arnold. *Companion to Postcolonial Literature*
5. Helen Tiffin et al. *The Empire Writes Back*
6. *Oxford Companion to African Literature*

IV SEMESTER

PAPER- I- (HARD CORE-I) LITERARY CRITICISM-II Code No 13661

Objectives

- 1. To facilitate students who are already familiar with Aristotle's Poetics and basics of literary criticism (completed in the I Sem.) to read and understand the basics of the cross-disciplinary dimensions of modern/contemporary critical theories;
- 2. To equip them to read relevant theories in depth in the III Sem and prepare them for practical criticism.

Unit I

Russian Formalism, New Criticism, Psychoanalysis, Structuralism, Post- Structuralism, New-Historicism, Post-Colonialism, Phenomenology and certain other forms of Hermeneutics

Unit II

1. T.S. Eliot: *Tradition and Individual Talent*
2. F.R. Leavis: *Literature and Society*
3. Bakhtin: *Heteroglossia, Dialogism, Chronotypes and Carnavalesque*

Unit III:

1. C. Jung: '*Psychology and Literature*'
2. N. Frye: *Archetypes of Literature*
3. S. Greenblatt: "*Invisible Bullets*"
4. J. Derrida: '*Structure, Sign, and Play in the Discourse of Human Sciences*'

Unit IV:

1. Elaine Showalter: *Towards a Feminist Poetics*
2. Helene Cixous: *The Laugh of the Medusa*

Books for Reference and Further Reading:

Eagleton, Terry. *Theory – An Introduction*
Selden, Raman. *A Reader's Guide to Contemporary Literary Theory*
Belsey, Catherine. *Critical Practice*
Culler, Jonathan. *Structuralist Poetics: Structuralism, Linguistics and the Study of Literature*

PAPER- II – (HARD CORE-II) AMERICAN LITERATURE (Code No 13662)

Objectives

- To introduce the students to American Social, Political and Cultural temper
- To familiarize the students with the representative Poets and Prose Pieces of the period.

UNIT –I

American Renaissance, Journey as Metaphor, Westward Movement, Transcendentalism

UNIT – II

1. Thoreau: *Walden* (Chapters on Economy & Where I Lived and What I Lived For)
2. Henry James : *The Portrait of a Lady*
3. Emily Dickinson: 1. "There is Certain Slant of Light"
2. "The Soul Selects her Own Society"
3. " I Heard a Fly Buzz When I Died"
4. Wallace Stevens: 1. "Sunday Morning"
2. "Anecdote of The Jar"
5. Langston Hughes: 1. "Theme for English B"
2. "Harlem"
3. "Blues"
6. Robert Frost: 1. "Mending Wall"
2. "The Road Not Taken"

UNIT III: Fiction

1. Mark Twain: *Huckleberry Finn*
2. Toni Morrison: *Jazz*

UNIT – IV: Drama

1. Eugene O'Neill: *Mourning Becomes Electra*
2. Tennessee Williams: *The Glass Menagerie*
3. Edward Albee: *The Zoo Story*

Suggested Reading:

Norton Anthology of American Literature

Richard J Gray. *A History of American Literature*

The Cambridge History of American Literature. Vol 1 to 4

**PAPER- III – (HARD CORE-III) European Classics in Translation
Code No 13663**

Unit I

Introduction to Spanish, French, German and Russian Literatures of the 19th and 20th Century: a. Political, b. Cultural. c. Philosophical, d. Social with special reference to the authors in the syllabus

Unit II

Gustav Flaubert: *Madam Bovary*

Unit III

1. Kafka: *Metamorphosis*
2. Cervantes: *Don Quixote*

Unit IV

Dostoevsky: *Crime and Punishment*

Paper – IV (Hard Core) World Drama(code:13671)

Preamble:

Drama has been entertaining the audience since time immemorial. As a literary genre drama with its innovative use of the English Language and Social Concerns has drawn the world's attention to social, political, economic and individual aspects of civil societies. Representative dramas are written the entire world over will be taken up for study and discussed in detail.

Objectives:

- To introduce and provide the students the scope and dimensions of World Drama and Theatre.
- To familiarize with representative drama over a period of time.

UNIT- I

Indian Classical Theatre, Greek Theatre, European Drama, Stage Setting, and Theatre Props.

UNIT – II

1. Kalidasa: *Shakuntala*
2. Shudraka: *Mrichakatika*

UNIT – III

1. Aeschylus: *Agamemnon*
2. Sophocles: *Oedipus Rex*

UNIT- IV

1. Luigi Pirandello: *Six Characters in Search of an Author*
2. Bertolt Brecht: *Mother Courage and Her Children*

UNIT – V

1. Arthur Miller: *Death of a Salesman*
2. W. B. Yeats: *Purgatory*

Suggested Reading:

1. Bharatha: *Natyashastra*
2. K. Krishnamurthy: *Indian Aesthetics*
3. H. D. F. Kitto: *The Greek Theatre*
4. Gassner: *American Drama and its Critics*

SOFT CORE

I. NOVEL AND THE METROPOLIS (Course Code: 13669)

Course Outcome

- Demonstrate proficiency in unique aspects related to the core concepts in literature of the metropolis.
- Have an in-depth understanding of various aspects in this subject and acquire mastery of course contents by utilising the popular literature sources.

Pedagogy

Class room teaching using power point presentation, Seminars, Interactive sessions and recent information and communications technology.

A personalized 'One on One' attention/interaction is a special feature of the Department wherein a small group of students clarify their doubts during tutorial classes.

Student seminar presentation is encouraged in each semester.

All teachers are given a batch of students for the tutorial, wherein the teacher will monitor their language, presentation and their knowledge on the subject

COURSE CONTENT

UNIT-I

Michael Ondaatje – *In the Skin of a Lion*

UNIT-II

Charles Dickens – *A Tale of Two Cities*

UNIT-III

Dominique Lapierre – *City of Joy*

UNIT-IV

Salman Rushdie – *Midnight's Children*

SOFT CORE

2. Travel Litterature (Course Code:13612)

Course outcome:

- Have an in-depth understanding of various aspects in this subject and acquire mastery of course contents by utilising the popular literature sources.

Pedagogy:

Class room teaching using power point presentation, Seminars, Interactive sessions and recent information and communications technology.

- ☐ • A personalized 'One on One' attention/interaction is a special feature of the Department wherein a small group of students clarify their doubts during tutorial classes.
- ☐ • Student seminar presentation is encouraged in each semester.

COURSE CONTENT

UNIT-I

Che Guevara: *Motorcycle Diaries*

UNIT-II

Salman Rushdie : *Jaguar Smile*

UNIT-III

Pico Iyer : *Cuba and the Night*

UNIT-IV

Catherine Lanigan/ Diane Thomas : *Romancing the Stone*

SOFT CORE

3. Feminism (Course Code:13606)

Course outcome

- Have an in-depth understanding of various aspects in this subject and acquire mastery of course contents by utilising the popular literature sources.

Pedagogy

- Class room teaching using power point presentation, Seminars, Interactive sessions and recent information and communications technology.
- A personalized 'One on One' attention/interaction is a special feature of the Department wherein a small group of students clarify their doubts during tutorial classes.
- Student seminar presentation is encouraged in each semester.

UNIT-I

Shoshona Felman: *Women and Madness: The Critical Phallacy*

UNIT-II

Elaine Showalter: *The Female Tradition*

UNIT-III

Luce Irigaray: *The Sex which is Not One*

UNIT-IV

Julia Kristeva: *Women's Time*

Suggested Reading

Toril Moi: *Sexual/Textual Politics: Feminist Literary Theory*

Mitchel Juliet (Ed): *What is Feminism*

Sally J Scholz: *Feminism: A Beginners Guide*

SOFT CORE

4. Dalit Literature Part-1 (Course Code:13602)

Objectives:

- To attune the student to understand and appreciate Dalit subaltern aesthetics in terms of the quest for identity, and
- To equip students to dismantle all hegemonic versions of aesthetics and promote a polyphonic reading of aesthetics which could usher in a fine sense of balance in terms of equality and fellowship.

Course outcome:

In the post-Independent India, Dalit Movement and Literature have emerged as a significant contribution to alternate subaltern aesthetics. Postcolonial subaltern studies have also enriched the Dalit articulations in varied ways. This paper focuses on select Dalit Autobiographies which could be read as part of Autobiography as a genre.

Pedagogy: Class room teaching using power point presentation, Seminars, Interactive sessions and recent information and communications technology.

- ☐ • A personalized 'One on One' attention/interaction is a special feature of the Department wherein a small group of students clarify their doubts during tutorial classes.
- ☐ • Student seminar presentation is encouraged in each semester.

COURSE CONTENT

I Short Fiction

Unit- I Objective Type

Unit- II Kannada:

- 1) Devanoora Mahadeva. "Those who sold Themselves"
- 2) Aravinda Malagatti. "Copper Coin and Well Water"

Unit -III

Punjabi:

Bhura Singh Kaler. "Severed Leaves"
Prem Gorkh. "Angel and Not Demon"

Unit- IV

Guajarati:

Dalpat Chauhan. "Measure for Measure"
Pathik Parmar. "Naked Feet"

Unit - V Poetry

I Kannada

Govindaiah. "In the Soil of Tears"

"A letter to Father Searching for Me"

Laxmipathi Kolar. "The Bat", Trans. M K Shankar

II Punjabi

Gurudas Aalam. "For Freedom" (From the Core of Untouchable's Heart)

"Treatment of Untouchables"

Manjit Quada. "A Song"

III Gujarathi

Bipin Gohel. "To the Fading Man I Sing"

"To a Poet at a Mushara"

Kisan Sosa. "The Last Man on Golgotha"

"Dousing the Fire in Heart"

Suggested Reading

D.R.Nagaraj *The Flaming Feet*

Eleanor Zelliot *From Untouchable to Dalit*

Mulk Raj Anand *Apology for Heroism*

Arjun Dangle *Poisoned Bread*

SOFT CORE

5. Adventure Novels (code:13630)

1. RL Stevenson – *Treasure Island*
2. Daniel Defoe – *Robinson Crusoe*
3. William Golding – *Lord of the Flies*
4. Jules Verne – *Around the World in Eighty Days*

SOFT CORE

6. Popular Culture and Censorship (Code:)

1. Niccolo Machiavelli – *The Prince*
2. Taslima Nasreen – *Shame*
3. D H Lawrence – *Lady Chatterley's Lover*
4. George Orwell – *1984*

SOFT CORE

7 .WOMENS WRITING FROM THE MARGINS (Code: 13645)

Course outcome

- Have an in-depth understanding of various aspects in this subject and acquire mastery of course contents by utilizing the popular literature sources.

Pedagogy

Class room teaching using power point presentation, Seminars, Interactive sessions and recent information and communications technology.

- • A personalized 'One on One' attention/interaction is a special feature of the Department wherein a small group of students clarify their doubts during tutorial classes.
- • Student seminar presentation is encouraged in each semester.

COURSE CONTENT

UNIT-I

Objective Type

UNIT-II

Vaidehi: *'Gulabi Talkies and Other Stories*

UNIT-III

Volga: *The Woman Unbound, Selected Short Stories*

UNIT-IV

Sarah Aboobacker: *Breaking Ties translated by Vanamala Vishwanatha*

SOFT CORE

8. NOVELS OF CHILDHOOD (Course Code: 13652)

Course outcome

- Have an in-depth understanding of various aspects in this subject and acquire mastery of course contents by utilizing the popular literature sources.

Pedagogy

Class room teaching using power point presentation, Seminars, Interactive sessions and recent information and communications technology.

- A personalized 'One on One' attention/interaction is a special feature of the Department wherein a small group of students clarify their doubts during tutorial classes.
- Student seminar presentation is encouraged in each semester.

COURSE CONTENT

UNIT-I

George Lamming: *In the Castle of My Skin*

UNIT-II

R K Narayan: *Swami and Friends*

UNIT-III

Margret Atwood: *The Cat's Eye*

UNIT-IV

Bapsi Sidwa: *Cracking India*

Suggested Reading

The West Indian Novel – *Kenneth Ramchand*

Indian Writing in English – *K R Srinivas Iyengar*

The Twice Born Fiction – *Meenakshi Mukherjee*

Survival – *Margaret Atwood*

Pleasures of Exile – *George Lamming*

SOFT CORE
9. FOLKLORE AND LITERATURE (Course Code:13646)

Course Outcome

- Demonstrate proficiency in unique aspects related to the core concepts in folklore and literature.
- Have an in-depth understanding of various aspects in this subject and acquire mastery of course contents by utilising the popular literature sources.

Pedagogy

Class room teaching using power point presentation, Seminars, Interactive sessions and recent information and communications technology.

- A personalized 'One on One' attention/interaction is a special feature of the Department wherein a small group of students clarify their doubts during tutorial classes.
- Student seminar presentation is encouraged in each semester.

All teachers are given a batch of students for the tutorial, wherein the teacher will monitor their language, presentation and their knowledge on the subject

COURSE CONTENT

UNIT-I

- A.K.Ramanujan: 1) *Who needs Folklore?*
2) *The Prince who married his own left half.*

UNIT -II

- William R Bascom – 1) *Four functions of folklore*
2) *Epic laws of folk-narrative Axel : oicik*

UNIT -III

- Archer Taylor : 1) *Folklore and the student of Literature*
2) Euner Jones: *Psycho analysis and Folklore*

UNIT- IV

- 1) Stith Thompson : *The star husband tale*
2) Girish Karnad : *Cheluvi*

Suggested Reading

1. Kaven Armstrong
A short History of Myth Perspective Bopoks, India 2005
2. A.K.Ramanujan
Collected Essays (Ed. VinayDhawadkar) New Delhi, OUP, 2004
3. Leach, Maria (Ed)
Standard Dictionary of Folklore, Myth and Legends Funk and Waynalis, New York 1972

SOFT CORE

10. CANADA AND THE WORLD (Course Code: 13665)

Course outcome

- Have an in-depth understanding of various aspects in this subject and acquire mastery of course contents by utilizing the popular literature sources.

Pedagogy

- Class room teaching using power point presentation, Seminars, Interactive sessions and recent information and communications technology.
- A personalized 'One on One' attention/interaction is a special feature of the Department wherein a small group of students clarify their doubts during tutorial classes.
- Student seminar presentation is encouraged in each semester.

COURSE CONTENT

UNIT-I

Fred Wah: *"Diamond Grill"*

UNIT-II

Janice Kulyk Keiffer: *"The Green Library"*

UNIT-III

Shani Motoo: *"Cereus Blooms at Night"*

UNIT-IV

W.D Valgardson: *"God is not a Fish Inspector"*

Suggested Reading

Marino Tuzi: *The Power of Allegiances: Identity, Culture and representational Strategies*

Desmond Morton: *A Short history of Canada*

SOFT CORE

11. MYTH AND DRAMA (Course Code: 13664)

Course outcome

- Have an in-depth understanding of various aspects in this subject and acquire mastery of course contents by utilising the popular literature sources.

Pedagogy

- Class room teaching using power point presentation, Seminars, Interactive sessions and recent information and communications technology.
- A personalized 'One on One' attention/interaction is a special feature of the Department wherein a small group of students clarify their doubts during tutorial classes.
- Student seminar presentation is encouraged in each semester.

COURSE CONTENT

UNIT-I

Levi Strauss : *Myth and Meaning*
William Bascom : *Folklore and Anthropology*

UNIT-II

Richard M Dorson : *The Eclipse of Solar Mythology*
E D Philips : *The Three Bears*

UNIT-III

A K Ramanujan : *300 Ramayanas*
Rayappa Pattar: *Sangya – Balya – Betrayal*

UNIT-IV

Girish Karnad : *The Fire and The Rain*
A K Ramanujan: *On Folk Mythologies and Folk Puranas*

Suggested Reading

Kaven Armstrong – *A Short History of Myth*

A K Ramanujan – *Collected Essays*

Leach Maria – *Standard Dictionary of Folklore, Myth and Legends*

SOFT CORE

12. NOBEL LAUREATES (Course Code:13647)

Course outcome

- Have an in-depth understanding of various aspects in this subject and acquire mastery of course contents by utilizing the popular literature sources.

Pedagogy

- Class room teaching using power point presentation, Seminars, Interactivesessions and recent information and communications technology.
- A personalized 'One on One' attention/interaction is a special feature of theDepartment wherein a small group of students clarify their doubts during tutorial classes.
- Student seminar presentation is encouraged in each semester.

COURSE CONTENT

UNIT-I

Rabindranath Tagore: *Gora*

UNIT 2

Toni Morrison: *Tar Baby*

UNIT 3

Nadine Gordimer: *Bergher's Daughter*

UNIT 4

Saul Bellow: *Henderson the Rain King*

SOFT CORE

13. DALIT LITERATURE - PART II (AUTOBIOGRAPHIES) (CourseCode:13625)

Objectives:

- To attune the student to understand and appreciate Dalit subaltern aesthetics in terms of the quest for identity, and
- To equip students to dismantle all hegemonic versions of aesthetics and promote a polyphonic reading of aesthetics which could usher in a fine sense of balance in terms of equality and fellowship.

Course outcome:

In the post-Independent India, Dalit Movement and Literature have emerged as a significant contribution to alternate subaltern aesthetics. Postcolonial subaltern studies have also enriched the Dalit articulations in varied ways. This paper focuses on select Dalit Autobiographies which could be read as part of Autobiography as a genre.

Pedagogy: Class room teaching using power point presentation, Seminars, Interactive sessions and recent information and communications technology.

- A personalized 'One on One' attention/interaction is a special feature of the Department wherein a small group of students clarify their doubts during tutorial classes.
- Student seminar presentation is encouraged in each semester.
- The students are made to know the difference between a traditional autobiography and a dalit autobiography.

COURSE CONTENT

UNIT-I

Siddalingaiah: *Ooru-keri*

UNIT- II

Aravinda Malagatti: *Government Brahmana*

UNIT- III

Bama: *Karukku*

UNIT- IV

SharanKumar Limbale: *Akkramashi*

P Sivakami: *The Taming of Women*

Books for Further Reading

1. Arjun Dangle: *Poison Bread*
2. Sharankumar Limbale: *Towards an Aesthetics of Dalit Literature*
3. D.R.Nagaraj: *The Flaming Fleet*

SOFT CORE

14. CROSS CULTURAL WOMEN WRITERS (Code: 13611)

Course outcome

Have an in-depth understanding of various aspects in this subject and acquire mastery of course contents by utilising the popular literature sources.

Pedagogy

Class room teaching using power point presentation, Seminars, Interactive sessions and recent information and communications technology.

- A personalized 'One on One' attention/interaction is a special feature of the Department wherein a small group of students clarify their doubts during tutorial classes.
- Student seminar presentation is encouraged in each semester.

COURSE CONTENT

UNIT-I

Jean Rhys: *Wide Sargasso Sea*

UNIT-II

Anita Desai: *Cry, the Peacock*

UNIT-III

Margaret Atwood: *Edible Women*

UNIT-IV

Bharathi Mukherjee: *Jasmine*

Suggested Reading

Bruce King: *The West Indian Fiction*

M K Naik: *Critical Essays in Indian Writing in English*

Toril Moi: *Sexual/Textual Politics*

Simone de Beauvoir: *The Second Sex*

SOFT CORE

15. CARIBBEAN FICTION AND POETRY (Course Code: 13624)

Course Outcome

The purpose of this paper is to introduce students to Caribbean Literature as the most vital, complex and creative branch of Commonwealth literature. In the Caribbean, the lesser availability of the ancestral past often spurs a still more intensive quest for its recovery. The writers discussed in this paper share a language, a genre, an education, an empire and its collapse. Their most significant accomplishment lies in announcing their hybrid experience, in forging aesthetic forms that embody it. The focus is on the use of literary archetypes that interweave disparate genealogies, metaphors that echo discordant cultural perspectives and genres that conjoin the disciplinary and literary forms of the colonizer with the inherited oral traditions of the colonized. The critical paradigm of hybridity is central to the analysis of Caribbean literature.

Pedagogy

Class room teaching using power point presentation, Seminars, Interactive sessions and recent information and communications technology.

- A personalized 'One on One' attention/interaction is a special feature of the Department wherein a small group of students clarify their doubts during tutorial classes.
- Student seminar presentation is encouraged in each semester.
- All teachers are given a batch of students for the tutorial, wherein the teacher will monitor their language, presentation and their knowledge on the subject

COURSE CONTENT

UNIT-I

Introduction to Caribbean Literature

UNIT-II

Fiction

George Lamming : *Natives of My Person*

Earl Lovelace : *The Dragon Can't Dance*

UNIT- III

Poetry

Derek Walcott: Selections from *Castaway and Other Poems*

- | | | |
|---------------------|--------------|--------------------------|
| a) The Castaway | b) The Flock | c) Missing the Sea |
| d) The Almond Trees | e) Veranda | f) A Far Cry from Africa |
| g) Hawk | h) Mass Man | i) Adam's Song |
| j) Pardes, Pardes | | |

UNIT- IV

Poetry

Edward Kamau Braithwaite: Selections from *The Arrivants*

- | | | | |
|-----------------------|---------------|------------------|------------|
| a) Islands and Exiles | b) The Return | c) Path- Finders | d) Arrival |
| e) New World | e) Limbo | f) Rebellion | g) Prelude |
| h) Starvation | | | |

Suggested Reading

1. C.L.R. James. *The Black Jacobins*, Rpt Vintage Books, New York: Random House, 1963.
2. Harris, Wilson. *Tradition, The Writer and Society: Critical Essays*. London: New Beacon Publications, 1967.
3. Ramchand, Kenneth. *West Indian Novel and Its Background*. London: Faber and Faber, 1970; Heinemann, 1983.
4. Wa'Thiongo, Ngugi. *Homecoming*. London: Heinemann, 1972.
5. King, Bruce. *West Indian Literature*. London: Macmillan, 1968.
James, Louis. *The Island In-between*. London. OUP, 2007

SOFT CORE

16. NOVELS OF INDIAN DIASPORA (code No.13666)

Course Outcome

- Demonstrate proficiency in unique aspects related to the core concepts in literature of the Indian diaspora.
- Have an in-depth understanding of various aspects in this subject and acquire mastery of course contents by utilising the popular literature sources.

Pedagogy

- Class room teaching using power point presentation, Seminars, Interactive sessions and recent information and communications technology.
- A personalized 'One on One' attention/interaction is a special feature of the Department wherein a small group of students clarify their doubts during tutorial classes.
- Student seminar presentation is encouraged in each semester.
- All teachers are given a batch of students for the tutorial, wherein the teacher will monitor their language, presentation and their knowledge on the subject

COURSE CONTENT

UNIT-I

Jhumpa Lahiri – *The Namesake*

UNIT-II

Amitav Ghosh – *Shadow Lines*

UNIT-III

Bharti Mukherjee – *Jasmine*

UNIT-IV

Rohinton Mistry – *A Fine Balance*

SOFT CORE

17. English Essayists (2018-19 onwards) (13608)

Preamble:

The English Essay has not only been prolific but also educative and amusing the readers since time immemorial. As a literary genre the essay form with its short and terse observation has drawn the reader's attention to social, political, and individual aspects of civil societies. Essays from the second half of Nineteenth century to the middle of Twentieth Century will be taken up for study and discussed in later.

Course Outcome

1. To introduce the students to the origin , development and various form of essays in English Literature.
2. To enthuse the students to explore and examine the various issues related to all walks of life, narrative styles and the distinctive preoccupation and features of each essayist taken up for study.

COURSE CONTENT

UNIT-I

1. Introduction to the genre: Origin, Development and Growth of the essay Form. Types of Essays, Style, Themes & Relevance of the Essay.
2. Thomas De Quencey (1785-1859) *On the Knocking at the Gate in Macbeth*

UNIT-2

3. Robert Louis Stevenson (1850-1894) *Walking Tours*
4. E.V.Lucas (1868-1938) *A Funeral*
5. James Agate(1877-1947) *Likes and Dislikes*

UNIT-3

6. Hillarie Belloc (1870-) *A Conversation with a Cat*
7. G.K.Chesterton(1874-1936) *A Piece of Chalk*
8. Robert Lynd (1879-1949) *The Pleasure of Ignorance*

UNIT-4

9. J.B.Priestly (1894) *On Doing Nothing*
10. Aldous Huxley (1894-1963) *Tragedy and the Whole Truth*
11. Arthur Clutton Brock (1906-1950) *The Defects of English Prose*

Suggested Reading:

1. *Penguin book of English Essay*
2. M.H.Abrams: *A glossary of Literary terms*

SOFT CORE

17. Indian Novels in English: 2000 & After (2018-19 onwards)(13648)

Preamble:

The Indian Novel in English has been amusing the readers since time immemorial. As a literary genre the Indian English Novel With its innovative use of the English Language and Social concerns has drawn the World's attention to social, political, economic and individual aspects of civil societies. Novels written after 2000 will be taken up for study and discussed in detail.

Course Outcome

1. To introduce and provide to the students the scope and dimensions of Indian Writing in English after the dawn of the New Millennium.
2. To familiarize with representative texts of the period after 2000.

COURSE CONTENT

UNIT-I

Globalization and Change, Culture Vs Modernity: The Indian Context, The Modern Indian Psyche.
The Themes, Narrative Strategies and Major Preoccupation Of Indian Novels of the Period.
Literature Survey of the Novels Written in English from 2000-2010

UNIT-II

Jaishree Misra: *Rani*

Shashi Deshpande: *In the Country of Deceit*

UNIT-III

Kushwanth Singh: *The End of India*

UNIT-IV

Aravind Adiga: *The White Tiger*

Suggested Reading:

1. K R Srinivas Iyengar – *Indian Writing in English*
2. M K Naik – *Critical Essays in Indian Writing in English*
3. Sunil Khilnani- *The Idea of India*
4. Priyamvada Gopal – *The Indian English Novel: Nation, History & Narration*
5. A S Dasan- *The Rains and the Roots*
6. Ramakrishna E V- *Locating Indian Literature*
7. P P Ravindran – *Texts, Histories, Geographies*
8. G N Devy Reader – *Orient Blackswan Publishers*
9. Neenakshi Mukerjee – *Perishable Empire*

OPEN ELECTIVE

COURSE-VI: SECOND SEMESTER – MODERN ENGLISH – STRUCTURE AND USAGE-I(13632)

Course outcome

- Demonstrate adequate skills in listening/speaking/writing effectively and performing all kinds of critical thinking and analysis.
- Effectively communicate the knowledge and skills acquired to others through written and oral methods.

Pedagogy: Class room teaching using power point presentation, Seminars, Interactive sessions and recent information and communications technology.

- A personalized 'One on One' attention/interaction is a special feature of the Department wherein a small group of students clarify their doubts during tutorial classes.
- Student seminar presentation is encouraged in each semester.
- The students are made to know the difference between a traditional autobiography and a Dalit autobiography.

COURSE CONTENT

UNIT-I

Basic Oral Communication

- A. Articulation of words
- B. Asking and Answering techniques/Conversational skill.
- C. Greetings/Invitations/Suggestions Apologies/Social and plans

UNIT-II

Grammar

- A. Word building
- B. Verbs/Tenses/subject verb agreement
- C. Adjectives/adverbs/Prepositions conjunctions
- D. Direct/Indirect speech (Reported speech)
- E. Active and Passive voice

UNIT-III

Speaking skills

- A. Introducing one to Author/Introducing Oneself to the group
- B. Presentation of ideas
- C. Interviews
- D. Group Discussions

UNIT-IV

Reading skills

- A. Skimming/Scanning
- B. Loud Reading/Silent Reading, Practice
- C. Reading techniques Note making Reading Comprehension

OPEN ELECTIVE
THIRD SEMESTER - MODERN ENGLISH – STRUCTURE AND USAGE –II (13653)

UNIT-I

WRITING SKILLS – I

- A. Sentence formation through substitution tables/Principles of generative grammar
- B. Paraphrasing
- C. Letter Writing
- D. Social Letters/ Business Letters/ Letters to the Press

UNIT-II

WRITING SKILLS – II

- A. The topic of effective writing
- B. Applying for a course
- C. Punctuating a sentence
- D. The right use of a definite article

UNIT- III

WRITING SKILLS - III

- A. Generating ideas through pre-writing
- B. Narration, disruption, argument and exposition
- C. Why is English irregular or awkward?

Reference: *Write it Right: A handbook for students* by John Peek and Martin Layle WY: Palgrave Macmillan 2005