



**KARNATAK UNIVERSITY, DHARWAD**

# **04 - Year B.A. (Hons.) Program**

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**SYLLABUS**

**Subject: English**

**[Effective from 2022-23]**

**DISCIPLINE SPECIFIC CORE COURSE (DSCC) and Open**

**Elective(OEC)**

**FOR SEM III & IV**

**AS PER N E P - 2020**

**Karnatak University, Dharwad**  
 Four Years under Graduate Program in English for B.A. (Hons.)  
 Effective from 2022-23

Sem	Type of Course	Theory/ Practical	Instruction hour per week	Total hours of Syllabus / Sem	Duration of Exam	Formative Assessment Marks	Summative Assessment Marks	Total Marks	Credits
III	DSCC 5	Theory	03 hrs	45	02 hrs	40	60	100	03
	DSCC 6	Theory	03 hrs	45	02 hrs	40	60	100	03
	OEC-3	Theory	03 hrs	45	02 hrs	40	60	100	03
IV	DSCC 7	Theory	03 hrs	45	02 hrs	40	60	100	03
	DSCC 8	Theory	03 hrs	45	02 hrs	40	60	100	03
	OEC-4	Theory	03 hrs	45	02 hrs	40	60	100	03
<b>Details of the other Semesters will be given later</b>									

**\* Student can opt digital fluency as SEC or the SEC of his/ her any one DSCC selected**

## **Title of the Programme BA (Hon) English**

### **PROGRAM SPECIFIC OUTCOMES (PSO):**

On completion of the 03/04 years Degree in Optional English, students will be:

1. Exposed to and demonstrate a broad knowledge of major and minor writers, texts and contexts and defining issues of canonical and non-canonical literature
2. Enriched by familiarity with other literatures and more importantly with Indian writers, their ethos and tradition of writing and discourse
3. Honing their skills of remembering, understanding, applying, analyzing, evaluating and creating literature
4. Able to write with clarity, creativity and persuasiveness
5. Developing and demonstrating their awareness of the significance of literature and literary forms and the debates of culture they generate as values
6. Equipped with advanced literary, linguistic skills
7. Able to develop Competency in the use of English from/for a variety of domains
8. Able to inculcate a spirit of inquiry and critical thinking
9. Be able to articulate thoughts and generate/understand multiple interpretations
10. Able to locate and contextualize texts across theoretical orientations and cultural spaces
11. Possessing Reading and writing skills catering to academic and other professional disciplines viz. print and electronic media, advertising, content writing etc.
12. Imbibing a multi-disciplinary approach in higher education and research
13. Skilled in multiple domains and careers
14. Adept in using English in the current technological climate
15. Having hands-on work experience

**The III semester BA (English) program has two DSCC courses (Course 5 & 6) for 06 credits: Each course has 03 credits. Both the courses are compulsory.**

## COURSE – 5

**TITLE - British Literature From Beginning to 1800  
(FROM CHAUCER TO THE AGE OF TRANSITION)**

**CODE: 013ENG011**

Course	Type of Course	Theory/ Practical	Credits	Instruction hours per week	Total No. of Lectures/Hour s /Semester	Durat ion of Exam	Formative Assessmen t Marks	Summat ive Assessm ent Marks	Total Mar ks
05	DSCC	Theory	03	03	42hrs	2hrs	40	60	100

### ***COURSE OUTCOME (CO)***

After completion of course, students will be able to:

- 1) Learn the important trends and movements in the British literature of the prescribed period
- 2) Identify and understand the canonical literature of England
- 3) Distinguish the poets, playwrights and novelists of different periods
- 4) Appreciate some representative texts of the prescribed period

<b>COURSE 5</b> <b>TITLE - British Literature From Beginning to 1800</b> <b>(FROM CHAUCER TO THE AGE OF</b> <b>TRANSITION)</b>	<b>Total Hrs: 45</b>
<b>UNIT I</b>  <b>HISTORY OF ENGLISH LITERATURE (UP TO 1800)</b>	<b>15hrs</b>
<b>UNIT III</b>  <b>REPRESENTATIVE TEXTS</b>	
<p>Sonnet (Any two)</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Sonnet 18 <i>Shall I Compare Thee to a Summer's Day</i> - William Shakespeare</li> <li><input type="checkbox"/> <i>On His Blindness</i> - John Milton</li> </ul> <p>Lyric (Any two)</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <i>Lover's Infiniteness</i> - John Donne</li> <li><input type="checkbox"/> <i>A Poison Tree</i> - William Blake</li> </ul> <p>Essay (Any two)</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <i>Of Love</i> - Francis Bacon</li> <li><input type="checkbox"/> <i>Man in Black</i> – Oliver Goldsmith</li> </ul> <p>Play (Any one from the prescribed period)</p> <p><i>Doctor Faustus</i> – Christopher Marlowe (Any edition)</p>	
The Social Context of Medieval English Literature, Renaissance, Elizabethan Poetry, Elizabethan Drama, Metaphysical Poetry, Restoration Drama, 18 <sup>th</sup> Century Prose, Development of Novel in 18 <sup>th</sup> Century, Neo-classical and Transitional Poetry	
<b>UNIT II</b>  <b>MAJOR AUTHORS AND WORKS</b>	<b>15hrs</b>
<p>Geoffrey Chaucer, Francis Bacon, William Shakespeare, Ben Jonson, John Milton, John Dryden, Alexander Pope, Dr. Samuel Johnson, Oliver Goldsmith, John Bunyan, Aphra Behn, Margaret Cavendish, Elizabeth Cary, Anne Finch, Amelia Lanyer, Fanny Burney, Elizabeth Carter etc.</p> <p><i>King Lear, As You Like It, Volpone, Paradise Lost, Absalom and Achitophel, Rape of the Lock, Pamela, Letters of Elizabeth Carter</i> etc.</p>	

**Teaching methodology/material**

**Note: Teachers could explore the web/online resources to access the various concepts and illustrative examples**

**Books recommended and Suggested Reading**

1. Andrew Sanders, *English Literature*, OUP, 2005
2. Edward Albert, *History of English Literature*, OUP, 2014
3. M. H. Abrams, *A Glossary of Literary Terms*, Cengage Publishers, New Delhi

**COURSE – 6**  
**INDIAN LITERATURE IN TRANSLATION**

**CODE: 013ENG012**

Course	Type of Course	Theory / Practical	Credits	Instruction hour per week	Total No. of Lectures/Hours / Semester	Duration of Exam	Formative Assessment Marks	Summative Assessment Marks	Total Marks
<b>06</b>	DSCC	Theory	03	03	42hrs	2hrs	40	60	100

**COURSE OUTCOME (CO):**

After completion of course, students will be able to:

- 1) Understand the meaning and methods of translation
- 2) Comprehend the scope of translation in the modern age
- 3) Have the knowledge of Indian writers and literature in general
- 4) Appreciate the translated text

<b>COURSE 6</b>	<b>Total Hrs: 45</b>
<b>TITLE - INDIAN LITERATURE IN TRANSLATION</b>	
<b>UNIT I</b> <b>INTRODUCTION TO TRANSLATION STUDIES</b>	<b>15hrs</b>
Introduction to Translation Studies in India References: <ul style="list-style-type: none"> <li>• <i>Translation as Discovery</i> - Sujit Mukherjee</li> <li>• <i>Indian Literature in English Translation</i> - G. N. Devy</li> </ul>	
<b>UNIT II</b> <b>REPRESENTATIVE TEXTS</b>	<b>15hrs</b>
Vachanas of Basavanna – No. 59 <i>Cripple me Father</i> , No. 820 The Rich... Vachanas of Akkamahadevi: No. 26 ‘Illusion’ and 199 ‘For hunger Kanakadasa: <i>Do Not Quarrel over Caste</i> (Translation by Dr. S. G. Vaidya) <i>Songs of Sheriff</i> : O Brothers, See this temple’s Glory (Translation by Dr. S. G. Vaidya)	
<b>UNIT-III</b> <b>REPRESENTATIVE TEXTS</b>	<b>15hrs</b>
<ul style="list-style-type: none"> <li>• <b>Novel:</b> <i>Chemmeen</i> - T. S. Pillai (any edition)</li> </ul>	
<b>Short Stories:</b> <ul style="list-style-type: none"> <li>• <b>The Silent Rattle</b> - Dr. Basu Bevinagidad</li> <li>• <b>The Weed</b> - Amrita Pritam</li> <li>• <b>A Tale of 1947</b> - Sadat Hasan Manto</li> </ul>	

**Teaching methodology/material**

*Note: Teachers could explore the web/online resources to access the various concepts and illustrative examples*

**Books Recommended and Suggested Reading**

1. Sujit Mukharjee. *Translation as Discovery*

2. Sharma T. R. S. (Ed). *Ancient Indian Literature: An Anthology*, (Vols 2: Classical Sanskrit, Prakrit, Apabhramsa), New Delhi: Sahitya Akademi, 2000
3. Kumar, Sukrita Paul (Ed). *Cultural Diversity, Linguistic Plurality and Literary Traditions in India*. New Delhi: Macmillan, 2005
4. Dev, Anjana et al (Ed) *Indian Literature*. New Delhi: Pearson, 2000

# Karnatak University, Dharwad

## III Semester

### Open Elective Courses

Syllabus for BA/BSW/BTTM/BVA/B.Sc/B.Com/BBA English (OEC3)

(Under NEP-2020 Scheme)

From 2022-23 to 2024-25 for three years

Course 1: OEC-3		Course 2 : OEC -4	
Number of Theory Credits	Number of lecture hours/semester	Number of Theory Credits	Number of lecture hours/semester
3	42	3	42
Course Title: <b>OEC3: SPOKEN ENGLISH FOR GLOBAL COMMUNICATION</b>			
<b>CODE: 003ENG051</b>			
Total Contact Hours: 40 (3 hours per week)		Course Credits: 3	
Formative Assessment Marks: 40		Duration of ESA/Exam: 3 hours	
Syllabus Authors: BOS English		Summative Assessment Marks: 60	

Content of Course 3	42 Hrs
<b>Unit –1 Introduction to Phonetics</b>	15
<b>Chapter No. 1.</b> Speech Organs: Speech Mechanism – Classification of English Sounds, Description of English Vowels and Consonants, Consonant Clusters, IPA Symbols and Transcription (words, sentence and short paragraphs); Stress and Intonation - Their Patterns of Stress and Intonation in English Sentences and words (Transcription of short dialogues); Rules for Pronunciation	
<b>Chapter No. 3. Speaking Skills</b> , Formal and Informal Speeches Language Functions: Greetings, Making Requests, Persuading, Complaining, Apologizing, Asking for and Giving Permission, Instruction and Directions, Agreeing and Disagreeing, Seeking for/ Giving Advice and Inviting.	
<b>Unit – 2 Listening Skills</b>	15
<b>Chapter No.4.</b> Definition of Listening; Listening versus Hearing, Process of Listening, Problems the Students Face in Listening; Sub-skills of Listening What is Good Listening? Barriers to Listening Strategies of Listening Listening Activities: Listening to News Broadcast, Telecast and News Bulletins (Summative Assessment)	



<b>Unit – 3: Presentation Skills</b>	15
<b>Chapter No -5.</b> Definition, Meaning and Goals of Presentation	
Stating Purposes, Giving an Outline, Giving Preliminary Information and Starting with a Context, Emphasizing Important Points, Drawing Attention to Visuals, Making Recommendation, Keeping Audience Involved, Summarising and Concluding, Inviting Questions.	
Presentation in Practice - Making Welcome Speech, Introducing Guests to Audience, Making Farewell Speech, Proposing Vote of Thanks (Summative Assessment)	
Chapter 6: English used in Call Centres, BPO, KPO etc	

### Suggested Reading:

1. Kenneth and Anderson and Tony Lynch. *Study Speaking*, OUP
2. Sethy J. Et. Al., *Practice Course in English Pronunciation*, Princeton Hall
3. Prasad P. *Communication Skills*
4. Balasubrahmanya. *A Course in Phonetics for Indian Students*, MacMillan
5. Jayashree Mohanraj, *Speak Well*, Black Swan

<b>Formative Assessment</b>	
<b>Assessment Occasion/ type</b>	<b>Weightage in Marks</b>
First Internal Test	10
Seminar/Webinar	10
Survey/Class Work/Report / Interview/Project	20
<b>Total</b>	40

**BA IV sem (Hon)**  
**THE COURSE BA (ENGLISH) IN IV SEMESTER HAS TWO COURSES (COURSE 7 & 8) FOR**  
**06 CREDITS: EACH COURSE HAS 03 CREDITS. BOTH THE COURSES ARE**  
**COMPULSORY.**

**COURSE -7**  
**TITLE - BRITISH LITERATURE (19<sup>TH</sup> AND 20<sup>TH</sup> CENTURY) (PART 2)**  
**CODE: 014ENG011**

Course	Type of Course	Theory / Practical	Credits	Instruction hour per week	Total No. of Lectures/Hours / Semester	Duration of Exam	Formative Assessment Marks	Summative Assessment Marks	Total Marks
<b>07</b>	DSCC	Theory	03	03	42 hrs	2hrs	40	60	100

**COURSE OUTCOME (CO)**

After completion of course, students will be able to:

- 1) Learn the important trends and movements in the British literature of prescribed period
- 2) Identify and understand canonical literature of England
- 3) Distinguish the poets, playwrights and novelists of different periods
- 4) Appreciate some representative texts of the prescribed period

<b>COURSE 7</b> <b>TITLE - BRITISH LITERATURE (19<sup>TH</sup> AND 20<sup>TH</sup> CENTURY) (PART 2)</b>	<b>Total Hrs: 45</b>
<b>UNIT- I</b>	<b>15 hrs</b>
Romantic Poetry, Victorian Poetry, Pre-Raphaelite Poetry, Oxford Movement, Victorian Novel, 19 <sup>th</sup> century Prose, Modern Poetry, War Poetry, Modern Novel, Modern Drama, Modern Prose.	
<b>UNIT-II</b> <b>REPRESENTATIVE WRITERS, WORKS, TRENDS (ANY 20)</b>	<b>15hrs</b>
William Wordsworth, Jane Austen, Charles Lamb, William Hazlitt, Walter Scott, Alfred Tennyson, Matthew Arnold, John Ruskin, Thomas Carlyle, Bronte Sisters, Thomas Hardy, George Eliot, Charles Dickens, T. S. Eliot, W.B. Yeats, G. B. Shaw, Virginia Woolf, D. H. Lawrence, H G Wells, Somerset Maugham, John Galsworthy <i>David Copperfield, The Mayor of Casterbridge, Unto This Last, Waiting for Godot, The Waste Land, Culture and Anarchy, Animal Farm</i>	
<b>UNIT-III</b> <b>REPRESENTATIVE TEXTS</b>	<b>15hrs</b>
<b>Poems:</b> John Keats : Ode on Gracian Urn Matthew Arnold : Dover Beach T S Eliot : Journey of the Magi W B Yeats : Second Coming <b>Four Essays:</b> D H Lawrence : Enslaved By Civilization A G Gardiner : On Letter Writing E V Lucas : On Finding Things Stephen Leacock : With the Photographer <b>Novel:</b> George Eliot : <i>Silas Marner</i>	

## ***Teaching methodology /material***

*Note: Teachers could explore the web/online resources to access the various concepts and illustrative examples*

### ***Books recommended and Suggested Reading***

1. Andrew Sanders, *English Literature*, OUP, 2005
2. Edward Albert, *History of English Literature*, OUP, 2014
3. M. H. Abrams, *A Glossary of Literary Terms*, Cengage Publishers, New Delhi.

**THE COURSE BA (ENGLISH) IN IV SEMESTER HAS TWO COURSES (COURSE 7 & 8) FOR 06 CREDITS: EACH COURSE HAS 03 CREDITS. BOTH THE COURSES ARE COMPULSORY**

**COURSE -8 GENDER STUDIES**

**CODE: 014ENG012**

Course	Type of Course	Theory / Practical	Credits	Instruction hour per week	Total No. of Lectures/ Hours / Semester	Duration of Exam	Formative Assessment Marks	Summative Assessment Marks	Total Marks
<b>08</b>	DSCC	Theory	03	03	42hrs	2hrs	40	60	100

**COURSE OUTCOME (CO)**

After completion of course, students will be able to:

1. Understand the concept of gender studies
2. Learn the basics of patriarchy, sex and gender and gynocentrism
3. Understand the significance of Gender as a discourse
4. Appreciate literature by women writers

<b>COURSE 8: GENDER STUDIES (PART 1)</b>	<b>Total Hrs: 45</b>
<b>UNIT-I INTRODUCTION TO GENDER STUDIES</b>	<b>15hrs</b>
Concepts and trends: Sex and Gender, Femininity, Body, Feminist Politics, Patriarchy, Masculinity, Discrimination, Gynocentrism, Dichotomy, Third Gender, Masculinity, Queer Studies etc.	
Any Two Essays <ul style="list-style-type: none"> <li>• Sexual Politics – (Chapter 1 Instances of Sexual Politics) Kate Millet</li> <li>• The Second Sex – (Only Introduction) Simone De Beauvoir</li> </ul>	
<b>UNIT-II REPRESENTATIVE WRITERS</b>	<b>15hrs</b>
<b>Any Four Short Stories of Representative Writers</b> <ul style="list-style-type: none"> <li>• <i>The Quilt</i> - Ismat Chughtai</li> <li>• <i>Open It</i> – Manto</li> <li>• <i>Listen Girl</i> : Krishna Sobti</li> <li>• <i>Bibi Haldar</i> : Jumpha Lahri</li> <li>• <i>A Cup of Tea</i> : Catherine Mansfield</li> </ul>	
<b>UNIT-III REPRESENTATIVE TEXTS</b>	<b>15hrs</b>
Poems: <ol style="list-style-type: none"> <li>1. Leelavati's Grief : Sarojini Naidu</li> <li>2. On Ageing: Maya Angeleou</li> <li>3. An Introduction : Kamala Das</li> <li>4. Torn Branches : Meena Alexander</li> </ol> Film as Text: <i>Mistress of the Spices</i> : Chitra Banarjee Devakaruni	

**Teaching methodology/material**

*Note: Teachers could explore the web/online resources to access the various concepts and illustrative examples*

***Books Recommended and Suggested Reading***

Butler, Judith. *Gender Trouble: Feminism and the Subversion of Identity*.  
Routledge, 1990. Connel, R. W. *Masculinities*. University of California Press,  
1995.

***GENERAL PATTERN OF THEORY QUESTION COURSE FOR DSCC***  
**(60 marks for semester end Examination with 2 hrs duration)**

***Part-A***

1. Question number 1-06 carries 2 marks each. Answer any 05 questions : 10 marks

***Part-B***

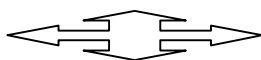
2. Question number 07- 11 carries 05Marks each. Answer any 04 questions : 20 marks

***Part-C***

3. Question number 12-15 carries 10 Marks each. Answer any 03 questions :  
30 marks (Minimum 1 question from each unit and 10 marks question may have sub  
questions for 7+3 or 6+4 or 5+5 if necessary)

***Total: 60 Marks***

**Note: Proportionate weight age shall be given to each unit based on number of hours prescribed.**



## PEDAGOGY

Teaching literature in classrooms develops the students' ability to appreciate and enjoy a wide range of literary or creative texts and other related cultural forms.

The five genres of literature that the students should be familiar with are Poetry, Drama, Prose, Non-fiction, and Media.

The aim should be to develop their capacity for critical thinking, creativity, self-expression, personal growth, empathy and cultural understanding, to visualize the impressions created by different literary pieces and to enhance their awareness of the relationship between literature and society.

**Poetry** is often considered the oldest form of literature. Before writing was invented, oral stories were commonly put into some sort of poetic form to make them easier to remember and recite. Poetry today is usually written down, but is still sometimes performed. Poems are heavy in imagery and metaphor, and are often made up of fragments and phrases rather than complete, grammatically correct sentences.

**Drama** is a unique tool to explore and express human feelings. Drama is an essential form of behaviour in all cultures; it is a fundamental human activity. Ancient Greeks were masters in writing and enacting drama on the stage. Any text meant to be performed rather than read can be considered. In layman's terms, dramas are usually called plays.

**Prose** is a form of language that exhibits a grammatical structure and a natural flow of speech, rather than a rhythmic structure as in traditional poetry. The common unit of prose is purely grammatical, such as a sentence or paragraph. The most typical varieties of prose are novels and short stories, while other types include letters, diaries, journals, and non-fiction.

**Non-fiction** includes histories, textbooks, travel books, newspapers, self-help books, and literary criticism. Most of what students practice writing in the classroom is the non-fiction essay, from factual to personal to persuasive. Non-fiction is often used to support and expand students' understanding of fiction texts.

**Media** plays a significant role in keeping the students updated about the various events around the world. Media includes television, radio, newspapers, internet, social media sites and various relevant sites and blogs. The main purpose of media is to disseminate the information and knowledge. This categorization was created to encompass the many new and important kinds of texts in our society today, such as movies and films, websites, commercials, billboards, and radio programs. Media literature can serve a wide variety of purposes—among other things it can educate, entertain, advertise, and/or persuade.

### *The pedagogy should aim at:*

- Broadening the students' horizons by giving them a knowledge of the classics of literature
- Improving their cultural awareness
- Enhancing their creativity and literary imagination and developing their appreciation of literature
- Defining the psychological stress and attitude of the mind
- Demarcating the historical truths of life
- Enjoying the philosophy of life

Assignment	10
Presentation – (Seminar/ Webinar)	10
Writing an Anthology (Group or Individual Activity) of Self Written Poems/Prose/Short Stories	10
<b>Total</b>	<b>40</b>

The formative assessment should involve the following activities to provide real life experience for the students where practical learning takes place.

- The students should be made to involve in participative learning/experiential learning/ collaborative learning for formative assessment.
- Designing, developing, and completing seminars should provide a platform for encouraging students' critical thinking and cross-disciplinary connections.
- An anthology is a collection of literary works. Anthology writing would train students in word-building, character development, creating plots and subplots.

***B. SUMMATIVE ASSESSMENT – 60 Marks***

## QUESTION PAPER PATTERN

Time: 2 hours 30 minutes

Max.Marks:60

Instruction: Answer all the questions

***GENERAL PATTERN OF THEORY QUESTION COURSE FOR DSCC***  
**(60 marks for semester end Examination with 2 hrs duration)**

***Part-A***

- I. Question number 1-06 carries 2 marks each. Answer any 05 questions : 10 marks

***Part-B***

- II. Question number 07- 11 carries 05Marks each. Answer any 04 questions : 20 marks

***Part-C***

- III. Question number 12-15 carries 10 Marks each. Answer any 03 questions :

30 marks(Minimum 1 question from each unit and 10 marks question may have sub questions for 7+3 or 6+4 or 5+5 if necessary)

**Note: Proportionate weight age shall be given to each unit based on number of hours prescribed.**

