

ಸ್ಥಾಪನೆ : ೨೦೧೭

Centenary Celebrated Sharnbasveshwar Vidya Vardhak Sangha's

Estd. : 2017



ಶರಣಬಸವ  
**Sharnbasva**  
ಕಲಬುರಗಿ - ೫೮೫ ೧೦೩



ವಿಶ್ವವಿದ್ಯಾಲಯ  
**University**  
KALABURAGI - 585 103



A State Private University approved by Govt. of Karnataka vide Notification No. ED 144 URC 2016 dated 29-07-2017  
Recognised by UGC under Section 2f vide No. F.8-29/2017 (CPP-I/PU), dated 20-12-2017 & AICTE, CoA, PCI New Delhi

## DEPARTMENT OF STUDIES AND RESEARCH IN ENGLISH



### Choice Based Credit System (CBCS)

(Effective from the academic year 2023-24)

## Vision and Mission of DEPARTMENT OF STUDIES AND RESEARCH IN ENGLISH

### VISION OF FACULTY OF DEPARTMENT OF STUDIES AND RESEARCH IN ENGLISH

#### VISION OF FACULTY

- To help students understand and enjoy English language and literature.
- To build confidence in speaking, reading, and writing.
- To guide students to think clearly and express themselves well in the world.

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## **MISSION OF FACULTY**

The mission of the Department of English is to develop students' skills in reading, writing, speaking, and critical thinking through the study of English language and literature. The department aims to inspire a love for literature, encourage creative and analytical thinking, and promote an understanding of diverse cultures and perspectives. It strives to prepare students for academic success, effective communication, and responsible citizenship in a global society.

## **ABOUT DEPARMENT**

The Department of Studies and Research in English at Sharnbasva University, established in the year 2017, stands as a testament to the institution's commitment to providing high-quality education in the field of English literature and language. Operating under the umbrella of the Faculty of Languages (Co-Education), this department has rapidly evolved into a hub of academic excellence, offering a comprehensive Master of Arts (M.A) program in English that spans two years.

The initiation of postgraduate programs in 2017 marked a significant milestone for the university, as it took a progressive step towards meeting the growing demand for advanced studies in English. The M.A English course, with a duration of two years, is designed to provide students with a nuanced understanding of English literature, language, and critical theory. The program reflects a balanced mix of theoretical knowledge and practical skills, preparing students for diverse career paths in academia, research, and various professional domains.

The Department of Studies and Research in English has an initial intake of 60 students for its M.A program, fostering a dynamic and interactive learning environment. The modest class size ensures personalized attention and facilitates meaningful engagement between students and faculty, fostering a collaborative and intellectually stimulating atmosphere.

One of the key strengths of the department lies in its dedicated and highly qualified faculty members. Comprising nine professionals with diverse research specializations, the faculty brings a wealth of academic and research experience to the table. The team is committed to nurturing students not only as learners but also as critical thinkers, encouraging them to explore the multifaceted dimensions of English literature and language.

The faculty members contribute significantly to the academic landscape through their research endeavors, publishing scholarly articles, presenting papers at national and international conferences, and actively participating in the academic community. This commitment to research not only enhances the department's academic standing but also exposes students to the latest developments and debates within the field of English studies.

The curriculum of the M.A English program is designed to be comprehensive, encompassing a broad spectrum of topics ranging from classical literature to contemporary theories. Students engage in coursework that covers literary analysis, linguistic studies, and critical theory, providing them with a well-rounded education in English studies. The department also encourages students to undertake independent research projects, fostering a spirit of inquiry and intellectual curiosity.

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The holistic approach to education extends beyond the classroom, with the department organizing seminars, workshops, and guest lectures featuring eminent scholars and experts in the field. These events provide students with exposure to diverse perspectives, enabling them to broaden their intellectual horizons and stay abreast of current trends and debates.

In conclusion, the Department of Studies and Research in English at Sharnbasva University has emerged as a vibrant academic centre dedicated to nurturing the next generation of scholars and professionals in the field of English studies.

## **VISION OF DEPARTMENT**

The Department of English aims to transform the students into rational human beings with a curious and interactive bent of mind through literary, theoretical and linguistic teaching. The department also envisions the students' healthy and positive cultural growth for a better social, economic, political and cultural environment in the country. We believe in the multiethnic, multicultural, multi-religious texture of our country. Accordingly, we strive to shape and reshape the attitudes of the students compatible with these diversities in order to strengthen the democratic spirit of our country.

## **MISSION OF DEPARTMENT**

1. Educating students in the critical analysis of literature, language, and culture, fostering their communication skills, and nurturing their intellectual curiosity.
2. Advancing research and scholarship in the field of English studies, contributing to the academic discourse and the understanding of diverse literary traditions.
3. Promoting an inclusive and diverse learning environment that values and respects cultural and linguistic differences.
4. Engaging with the community through outreach, literary events, and initiatives that enhance the public's appreciation for literature and language.
5. Preparing our students for success in a variety of career paths, including education, publishing, journalism, communications, and more.

## **Programs/ Courses**

Sl. No.	Name of the Department	Intake
1	M.A in English	60

## **More Details**

### **PG – Post Graduation**

Course Name	M.A English (2 Years)
Level	PG

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## **PROGRAM EDUCATIONAL OBJECTIVES (PEO'S)**

PEO1	To help the students acquire a deeper knowledge of literature, language, literary theory and research methodology.
PEO2	To sensitize the students on issues like race, gender, religion, politics, economy and environment through nuanced study of literature.
PEO3	To help the students acquire creative and critical thinking and develop analytical tools of their own.
PEO4	To develop an advanced knowledge of English Language Teaching.
PEO5	To equip the students to face various eligibility and competitive examinations with confidence.
PEO6	To utilize the knowledge and skills gained in their advanced research as well as in their jobs.

## **PROGRAM OUTCOMES (PO'S)**

PO1	Demonstrate an advanced knowledge of the subject, including the knowledge of literary History genre criticism, literary theory, critical theory and research methodology.
PO2	Exhibit knowledge of journalism and mass communication and writing for media.
PO3	Use the communication skills and rhetorical skills while writing essays, articles, and project reports.
PO4	Respond to literature aesthetically and critically as in formed readers.
PO5	Appreciate and analyze gender relations and gender-oriented writing.
PO6	Evaluate and judge works available in translation.
PO7	Apply linguistic theories in the teaching of English, depending on the learner needs.

## **Programme Specific Objectives (PSOs)**

PSO1	To familiarise with the writers of English literature across different ages and continents, their theories, perspectives, models and methods.
PSO2	To be able to demonstrate competence in analysis and critically analyse scholarly work in the areas of English language teaching, literary research and translation.
PSO3	To enhance literary and critical thinking.
PSO4	Application of the knowledge of Literature, theories, research and skills in different fields of literary practice.

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PSO5	To develop the technical skills and ethical decisions appropriate for the holistic professional development in the field.
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## PhD

Course Name	PhD
Level	PhD
Course Information	18 Research scholars pursuing their research in the areas of Indian English literature, British Literature, American Literature.

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**Sharnbasva University, Kalaburagi**  
**Scheme of Teaching & Examination (w.e.f 2023 - 2024)**

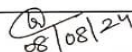
MA – English Semester: I

SL No.	Course Code	Course Title	Teaching & Learning (Hrs per week)		Practical/Project/Field Work	Examination				Credits
			Lecture	Discourse/ Self Study / Assignments		Duration (hrs)	CIE	SEE	Total	
1	23MAE11	British Literature-I	04	00	-	03	50	50	100	04
2	23MAE12	Literary Criticism	04	00	-	03	50	50	100	04
3	23MAE13	Poetry	04	00	-	03	50	50	100	04
4	23MAE14	Drama	04	00	-	03	50	50	100	04
5	23MAE15	English For Specific Purpose	04	00	-	03	50	50	100	04
		<b>Total</b>	20	00	-	15	250	250	500	20

(Signature)  
**CHAIRPERSON**  
 Dept. of Studies & Research in English  
 Sharnbasva University,  
 KALABURGI-585103

SHARNBASVA UNIVERSITY, KALABURAGI								
MA English		II Semester		Academic Year			SCHEME	
2023-25 Batch		Courses Opted by the Students		2023 - 24			2023	
Sl No.	Course Code	Course Title	Course offered by the following Dept.	Opted by the students of following Dept.	Theory / Practical	Marks		Credits
						CIE	SEE	
1	23MAE21	British Literature -II	M.A English	M.A English	Theory	50	50	4
2	23MAE22	Fiction and Non-Fiction	M.A English	M.A English	Theory	50	50	4
3	23MAE23	Indian English Literature	M.A English	M.A English	Theory	50	50	4
4	23MAE24	American Literature	M.A English	M.A English	Theory	50	50	4
5	23MAE25	Introduction to Phonetics and Linguistics	M.A English	M.A English	Theory	50	50	4
TOTAL						250	250	20

Signature with Date



Signature with Date

Name of Chairperson	Name of the DEAN
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CHAIRPERSON  
Dept. of Studies & Research in  
Sharnbasva University  
KALABURAGI-585111

SHARNBASVA UNIVERSITY, KALABURAGI							
M.A English 2023-25 Batch		III Semester Courses Opted by the Students	Academic Year 2024-25		SCHEME 2023		
Sl No.	Course Code	Course Title	Theory / Practical	Course offered by the following Dept.	Marks		Credits
					CIE	SEE	
1	23MAE31	World Literature	Theory	M.A English	50	50	4
2	23MAE32	Literary Theory and Literary Criticism	Theory	M.A English	50	50	4
3	23MAE33	Translation Studies and Philosophy	Theory	M.A English	50	50	4
4	23MAE34	Literary Research Methodology	Theory	M.A English	50	50	4
5	23MAE35	English Language Teaching and Utility	Theory	M.A English	50	50	4
TOTAL					250	250	20
Courses opted by the students of OTHER departments							
Sl No.	Course Code	Course Title	Th / Pr	Departments	CIE	SEE	Credits
1	NA	NA	NA	NA	NA	NA	NA

*[Signature]*  
Signature with Date

13/12/24

Signature with Date

Name of Chairperson: Smt Kaveri Kamshetty	Name of the DEAN: Dr. S. G. Dollegoudar
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Page 1 of 1



SHARNBASVA UNIVERSITY, KALABURAGI							
MA English		Academic Year		IV Semester		SCHEME	
2022-24 Batch		2023-24		Courses Opted by the Students		2022-24	
Sl No.	Course Code	Course Title	Course Type	Theory / Practical	Marks		Credits
					CIE	SEE	
1	22MAE41	Internship	Hard Core	Practical	150	50	12
2	22MAE42	Project Work/Creative Writing	Hard Core	Practical	50	50	8
TOTAL					200	100	20

*[Signature]*  
23/04/24  
Signature with Date

Signature with Date

Name of Chairperson <i>Smt. Kavai Kamshetty</i>	DEAN
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*[Signature]*  
Received  
23/4/2024

**CHAIRPERSON**  
Dept. of Studies & Research in English  
Sharnbasva University,  
KALABURAGI-585103

**Sharnbasva University, Kalaburagi**  
**Dept. of Studies and Research in English**  
**Syllabus (2023-2024)**

<b>Subject Code</b>	<b>23MAE11</b>	<b>CIE Marks</b>	<b>50</b>
<b>Number of Lecture Hours/Week</b>	<b>6</b>	<b>SEE Marks</b>	<b>50</b>
<b>Total Number of Lecture Hours</b>	<b>72hrs</b>	<b>Exam Hours</b>	<b>03</b>

**CREDITS – 04**

**Course Objectives:**

**Objectives:**

1. Analyze the selected British literary work(s) to uncover and examine themes, motifs, symbols, and other literary devices.
2. Identify key passages for analysis, explore the author's use of language and style, and evaluate the overall structure of the text.
3. Place the chosen literary work(s) in its historical context, providing insights into the socio-political, cultural, and economic factors that may have influenced the author and the text.
4. Investigate the intentions and motivations of the British author(s) behind the creation of the literary work(s).

Examine the development of characters in the selected British literature, considering their complexity, motivations, and relationships.

<b>Module -1</b>	<b>Hours</b>
<b>Beginning to Renaissance</b> [Old English Period – Anglo-Saxon Period, Greek and Latin influence Literature confined to sermons, hymns and anecdotes from the Bible. Middle English, formative stage, further influence of Greek, Latin and French the Epic Beowulf, the age of Chaucer, A Hundred Year War, The Black Death, 15 <sup>th</sup> century- a Black Period, Renaissance – Modern Outlook.]	15
<b>Module -2</b>	

<b>The Elizabethan Age to Puritan Age</b> Elizabethan Age, Golden Period, University Wits, William Shakespeare, Jacobean Period, Dramatic activities dominated literary scenario, puritan period, civil war, Milton's two epics, Theatres closed, Decline of standard.	15
<b>Module -3</b>	
<b>Restoration to Age of Pope</b> Restoration of Monarchy, Dryden, Pope, Neoclassicism, Satire and Didacticism, Popularity of prose form.	14
<b>Module -4</b>	
<b>Poetry</b> 1. <b>Edmund Spenser:</b> 1. Sonnet 34(Lyke as a Ship) 2. Sonnet 68 (Most Glorious Lord of Life) 2. <b>John Donne:</b> 1.The Flea, 2. Death, Be Not Proud 3. <b>George Herbert:</b> 1. The Collar 2. Pulley <b>Richard Lovelace :</b> 1. To Althea, from Prison 2. To Lucasta, Going Beyond The Seas.	14
<b>Module -5</b>	
<b>Novel</b> <b>Aphra Behn-</b> Oroonoko	

**Course Outcomes (COs):**

<b>Course Outcomes</b> 1. Identify and analyze key literary movements in British literature, such as Romanticism, Victorian, Modernism, or Postcolonialism. 2. Develop advanced skills in close reading and critical analysis of British literary texts. 3. Demonstrate the ability to analyze various literary forms, including poetry, prose, and drama. 4. Encourage creative expression through assignments that may include creative writing, adaptations, or performances inspired by British literary works. Enhance oral communication skills through class discussions, presentations, or group activities related to literary topics.
<b>Question Paper Pattern:</b> The question paper is set for 100 marks. Question paper consists of five modules. Each module carries 20 marks.
<b>References:</b> 1. The <i>Oxford English Dictionary</i> (provides meanings of words as they have evolved, with examples of

uses).

2. Spelling Dictionary (in addition to SpellCheck!)
3. *A Handbook to Literature* by C. Hugh Holman, et.al.
4. *A Manual for Writers of Term Papers, Theses and Dissertations* by Kate Turabian
5. *The Random House Handbook*, Frederick Crews

**Sharnbasva University, Kalaburagi**  
**Dept. of Studies and Research in English**  
**Syllabus (2023-2024)**

<b>Subject Code</b>	<b>23MAE12</b>	<b>CIE Marks</b>	<b>50</b>
<b>Number of Lecture Hours/Week</b>	<b>6</b>	<b>SEE Marks</b>	<b>50</b>
<b>Total Number of Lecture Hours</b>	<b>72hrs</b>	<b>Exam Hours</b>	<b>03</b>
<b>CREDITS – 04</b>			
<b>Course Objectives:</b>			
<ol style="list-style-type: none"> <li>1. To introduce literary criticism as a survey of western Literary Theory and criticism with an emphasis on the most prominent theorists, texts, schools and ideas.</li> <li>2. To provide a clear understanding of these ground breaking texts in the history of theory and criticism.</li> <li>3. To stress on the practical value of these seminal texts for understanding the historical attitudes toward literature.</li> <li>4. To train the students in connecting the ideological dots of literature and philosophy by reading some of these original works. To enhance their analytical skills</li> </ol>			

<b>Module -1</b>	<b>Hours</b>
a. Introduction to Criticism, functions of criticism, types of criticism, qualifications of a critic b. <b>Aristotle</b> – Poetics	14
<b>Module -2</b>	
a. <b>Cassius Longinus</b> – On the Sublime b. <b>Philip Sydney</b> – An Apology for Poetry	14
<b>Module -3</b>	

a. <b>John Dryden</b> – An Essay on Dramatic Poesy b. <b>P.B.Shelley</b> – A Defence of Poetry	15
<b>Module -4</b>	
a. <b>William Wordsworth</b> – Preface to Lyrical Ballads <b>T. S. Eliot</b> - Tradition and the Individual Talent	14
<b>Module -5</b>	
Practical Criticism: Critical appreciation of poems, prosody, scansion	15

**Course Outcomes (COs):**

1. Identify major ground breaking texts in the history of theory and criticism.
2. Analyze these texts in original and apply these concepts to contemporary literary texts.
3. Critically evaluate these prominent theorists, texts, schools and ideas.
4. Acquire research skills to explore and utilize relevant sources when developing literary techniques and analyses.
5. Gain a comprehensive understanding of different literary theories and their application to diverse works of literature.

Question Paper Pattern: The question paper is set for 100 marks.

Question paper consists of five modules.

Each module carries 20 marks.

**References:**

1. I. A. Richards. Principles of Literary Criticism
  2. John Locke: Concerning Human Understanding
  3. Jonathan Culler: Literary theory: A Very Short Introduction
  4. Habib M. A. R: A History of Literary Criticism and Theory: From Plato to the Present
  5. Murfin Ross and Supriya M. Ray: The Bedford Glossary of Critical and Literary Terms
  6. Vernon Hall. A Short History of Literary Criticism
- Enright D.J. and Chickera Ernst de (Ed) English Critical Texts.

**Sharnbasva University, Kalaburagi**  
**Dept. of Studies and Research in English**  
**Syllabus (2023-2024)**

<b>Subject Code</b>	<b>23MAE13</b>	<b>CIE Marks</b>	<b>50</b>
<b>Number of Lecture Hours/Week</b>	<b>6</b>	<b>SEE Marks</b>	<b>50</b>
<b>Total Number of Lecture Hours</b>	<b>72hrs</b>	<b>Exam Hours</b>	<b>03</b>
<b>CREDITS – 04</b>			
<b>Course Objectives:</b>			
<ol style="list-style-type: none"> <li>1. To familiarize the learners with different types of poetry</li> <li>2. To sensitize them to poetic language and poetic sensibility</li> <li>3. To make them aware of poetic devices and techniques</li> <li>4. To familiarize students with artistic and moral imagination and aesthetics</li> </ol> <p>Enhance the ability to conduct close readings of poems, dissecting language and structure to uncover nuanced meanings.</p>			

<b>Module -1</b>	<b>Hours</b>
<b>a. Introduction to Poetry, types of poetry, characteristics of poetry</b> <b>Geoffrey Chaucer – Prologue to ‘The Canterbury Tales’</b>	14

<b>Module II</b>	
a. <b>William Shakespeare</b> – 1. Sonnet No. 18 Shall I Compare Thee to a Summer's Day? 2. Sonnet No. 106 When in the Chronicle of Wasted Time  <b>John Milton</b> – Epic - Paradise Lost Book I & II	15
<b>Module III</b>	
a. <b>William Wordsworth</b> – 1. Lines Composed a Few Miles above Tintern Abbey 2. She Dwelt among the Untrodden Ways b. <b>Samuel Taylor Coleridge</b> – 1. Kubla Khan, Or, A Vision in a Dream: Fragment 2. Work without Hope c. <b>John Keats</b> – 1. Ode on a Grecian Urn 2. La Belle Dame sans Merci d. <b>P. B. Shelley</b> – 1. The Indian Serenade 2. To a Skylark	15
<b>Module IV</b>	
a. <b>Alfred Lord Tennyson</b> – 1. The Lady of Shalott 2. Crossing the Bar. b. <b>Robert Browning</b> – 1. The Last Ride Together 2. Epilogue c. <b>G.M. Hopkins</b> – 1. God's Grandeur 2. Thou art indeed just, Lord, if I contend d. <b>Christina Rossetti</b> – 1. Up-Hill 2. When I am Dead, my dearest	14
<b>Module V</b>	
a. <b>T. S. Eliot</b> – 1. The Waste Land b. <b>W. B. Yeats</b> – 1. The Wilde Swans at Coole 2. The Second Coming c. <b>Wilfred Owens</b> – 1. Insensibility 2. Strange Meeting d. <b>Robert Graves</b> – 1. A Slice of Wedding Cake 2. The Lost Love	

**Course Outcomes (COs):****Course Outcomes:**

1. A foundational level of fluency with the basis of poetry will have been achieved.
2. A basic understanding of strategies of poetic organization will have been laid down.
3. Students will get a sense that poetry is not only written text but also the spoken word and has oral as well as aural possibilities.
4. Cultivate an appreciation for the aesthetic qualities of poetry, fostering a nuanced understanding of the emotional and artistic impact of poetic expression.
5. Acquire proficiency in identifying and analyzing various literary devices.

**Question Paper Pattern: The question paper is set for 100 marks.**

**Question paper consists of five modules.**

**Each module carries 20 marks.**

**References:**

1. History of English Literature; Compton Rickett, Arthur Compton-Rickett, Jack, 1929



2. The Short Oxford History of English Literature, Andrew Sanders; Oxford (1 January 2005)
3. Geoffrey Chaucer, Legouis Emile, Dent, 1913.
4. The Oxford Anthology of English Poetry" - Edited by John Wain
5. "The Vintage Book of Contemporary World Poetry" - Edited by J.D. McClatchy

6.

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**Dept. of Studies and Research in English**  
**Syllabus (2023-2024)**

<b>Subject Code</b>	<b>23MAE14</b>	<b>CIE Marks</b>	<b>50</b>
<b>Number of Lecture Hours/Week</b>	<b>6</b>	<b>SEE Marks</b>	<b>50</b>
<b>Total Number of Lecture Hours</b>	<b>72hrs</b>	<b>Exam Hours</b>	<b>03</b>

**CREDITS – 04**

**Course Objectives:** This course will enable students

**Course Objectives:**

- 1) Identify and analyze various dramatic forms, including tragedy, comedy, farce, and melodrama.
- 2) Explore the historical development of drama and its evolution over different periods.
- 3) Understand the basic elements of dramatic structure, such as exposition, rising action, climax, falling action, and resolution.
- 4) Analyze the use of dialogue, monologue, soliloquy, and other literary devices in dramatic texts.
- 5) Develop the ability to critically analyze and interpret dramatic text.

<b>Module -1</b>	<b>Hours</b>
A.) Introduction to Drama and different types of drama  <b>Christopher Marlowe:</b> Edward II	15
<b>Module -2</b>	
<b>William Shakespeare:</b> The Merchant of Venice	14
<b>Module -3</b>	

A.) <b>John Dryden</b> : All For Love B) <b>John Webster</b> : Anything for a Quiet Life	14	
<b>Module -4</b>		
A.) <b>Oscar Wilde</b> : Importance of Being Earnest B) <b>G. B. Shaw</b> : Man and Superman	14	
<b>Module -5</b>		
A.) <b>Samuel Beckett</b> : Waiting for Godot B.) <b>John Osborne</b> : Look Back in Anger		15

**Course Outcomes (COs):**

1. Explore and apply techniques for creating multidimensional characters.
2. Understand the psychological aspects of character development.
3. Analyze and perform monologues from various dramatic works.
4. Engage in scene study, delving into the nuances of character interaction.
5. Analyze and understand the structure of different dramatic forms (e.g., one-act plays, tragedies, comedies).

**Question Paper Pattern:** The question paper is set for 100 marks.

Question paper consists of **five modules**.

Each **module** carries **20** marks.

**References:**

1. History of English Literature, 5<sup>th</sup> Edition. Edward Albert Oxford University Press London.
2. History of English Literature Vol. 1 by W.R. Goodman Doaba House, Delhi Reised Edition 1994.
3. A Short Oxford History of English Literature by Andrew Sanders Oxford Publication( Third Edition).
4. Brown, J.R. (1986), Discovering Shakespeare: A New Guide to the Plays, Macmillan.
5. Wilde Oscar, Importance of Being Earnest, Fingerprint! Publishing: Latest edition.

**Sharnbasva University, Kalaburagi**  
**Dept. of Studies and Research in English**  
**Syllabus (2023-2024)**

<b>Subject Code</b>	<b>23MAE15</b>	<b>CIE Marks</b>	<b>50</b>
<b>Number of Lecture Hours/Week</b>	<b>6</b>	<b>SEE Marks</b>	<b>50</b>
<b>Total Number of Lecture Hours</b>	<b>72hrs</b>	<b>Exam Hours</b>	<b>03</b>
<b>CREDITS – 04</b>			
<b>Course Objectives:</b>			
<ol style="list-style-type: none"> <li>1) Develop specialized vocabulary and language skills relevant to the specific field or industry.</li> <li>2) Enhance communication skills for professional contexts, such as meetings, presentations, and written reports. Foster cultural awareness and understanding within the context of the targeted professional field.</li> <li>3) Build confidence in expressing ideas and opinions within the professional context.</li> <li>4) Integrate technology-related language skills, emphasizing the use of industry-specific tools and software.</li> <li>5) Develop writing skills for various professional documents, such as emails, reports, and proposals.</li> </ol>			

<b>Module -1</b>	<b>Hours</b>
<ol style="list-style-type: none"> <li>1. Aspects of academic writing – Do's and Don'ts</li> <li>2. Essays and articles for journals</li> <li>3. Theses and dissertations</li> <li>4. Research proposals.</li> </ol> Literature review	15
<b>Module -2</b>	
<ol style="list-style-type: none"> <li>5. Aspects of academic writing – Do's and Don'ts</li> <li>6. Essays and articles for journals</li> </ol>	15

7. Theses and dissertations 8. Research proposals. Literature review	
<b>Module -3</b>	
1. Conventions of media writing 2. Reviews 3. Features 4. Columns Feature writing	14
<b>Module -4</b>	
1. Introduction to technical writing 2. Preparation of manuals / operational guidelines 3. Writing promotional material. 4. Medical and scientific papers Analysis and reports.	15
<b>Module -5</b>	
1. Content writing 2. Blog writing 3. Writing for social media 4. Writing for the web / Transcription 5. Translation	14

**Course Outcomes (COs):**

- 1) Master language skills essential for specific tasks or activities related to the professional context.
- 2) Enhance written and verbal communication skills by articulating literary analyses and interpretations clearly and persuasively.
- 3) Acquire proficiency in conducting literary research, including using scholarly sources and citing them properly.
- 4) Encourage creative expression through assignments that involve writing, reimagining, or adapting literary works.

Equip students with the language proficiency and confidence needed to succeed in their chosen profession or academic pursuits within the specified field.

**Question Paper Pattern: The question paper is set for 100 marks.**

**Question paper consists of five modules.**

**Each module carries 20 marks.**

**References.**

1. English for Specific Purposes\* by Tom Hutchinson and Alan Waters
2. ESP: A Teacher's Guide\* by Ron Howard and Paul Scott
3. Designing Language Courses: A Guide for Teachers\* by Kathleen Graves
4. English for Specific Purposes in Theory and Practice\* by Diane Belcher and Alan Hirvela
5. Needs Analysis for Language Course Design: A Holistic Approach to ESP\* by Ali R. El Keblawy:

**Sharnbasva University, Kalaburagi**  
**Dept. of Studies and Research in English**  
**Syllabus (2023-2024)**

<b>Subject Code</b>	<b>23MAE21</b>	<b>CIE Marks</b>	<b>50</b>
<b>Number of Lecture Hours/Week</b>	<b>6</b>	<b>SEE Marks</b>	<b>50</b>
<b>Total Number of Lecture Hours</b>	<b>72hrs</b>	<b>Exam Hours</b>	<b>03</b>

**CREDITS – 04**

**Course Objectives:**

1. Identify key passages for analysis, explore the author's use of language and style, and evaluate the overall structure of the text.
2. Research the time period in which the work was written, explore relevant historical events, and consider how these factors contribute to the understanding of the literature.
3. Explore the author's background, personal experiences, and other works to gain a deeper understanding of their thematic concerns and creative choices.
4. Evaluate the British literature from various critical perspectives, such as feminist, postcolonial, psychoanalytic, or others.
5. Identify similarities and differences, considering how such comparisons contribute to a deeper understanding of the chosen literature.

<b>Module -1</b>	<b>Hours</b>
<b>Age of Johnson and Romantic Age:</b> Neo-Classical Trend Contd, Popularity of Periodical Literature, Rise of Novel, The Four Wheels of Novel. Romanticism- a strong reaction against Neo-Classicism. The first generation of Romantic Poets- William Wordsworth, S.T. Coleridge, William Blake, Robert Southey The Second Generation of Romantic Poets- P.B. Shelley, John Keats, Lord Byron	15
<b>Module -2</b>	

<b>Victorian Age: A new trend-</b> Victorian compromise, the poetry of Alfred Tennyson, Robert Browning, Matthew Arnold, Pre-Raphaelite Movement, Oxford Movement, Popularity of Novel.	14
<b>Module -3</b>	
<b>Modern Period and Post-Modern Period</b> World War I and II, T.S Eliot, Imagism and Symbolism, War Poetry, Psychological novel, Stream of Consciousness Technique, Science Fiction, Detective Novel, revival of poetic drama, Absurd Drama, Modern theories of Criticism.	14
<b>Module -4</b>	
<b>Poetry:</b> <b>Matthew Arnold:</b> 1. Dover Beach 2. Self-Dependence <b>W H Davies:</b> 1. Leisure 2. Money <b>Rupert Brooke:</b> 1. The Soldier 2. Heaven <b>Ted Hughes:</b> 1. Hawk Roosting 2. The Thought-Fox	14
<b>Module -5</b>	
<b>Novel</b> <b>Virginia Woolf</b> -Mrs. Dalloway	15

**Course Outcomes (COs):**

<ol style="list-style-type: none"> <li>1. Encourage creative expression through assignments that may include creative writing, adaptations, or performances inspired by British literary works.</li> <li>2. Encourage self-reflection on personal growth as a reader, thinker, and writer throughout the course.</li> <li>3. Foster critical thinking skills by questioning assumptions, considering multiple perspectives, and engaging in class discussions.</li> <li>4. Identify and analyze key literary movements in British literature, such as Romanticism, Victorian, Modernism, or Postcolonialism.</li> <li>5. Recognize and discuss the influence of historical events on literary production.</li> </ol>
<b>Question Paper Pattern:</b> The question paper is set for 100 marks. Question paper consists of five modules. Each module carries 20 marks.
<b>References:</b> <ol style="list-style-type: none"> <li>1. <i>The Literary History of the United States</i> by Spiller, Johnson, et al (3volumes)</li> <li>2. <i>A Literary History of England</i> by Albert C. Baugh, et al (1 volume)</li> </ol>



3. *The Oxford History of English Literature* (14 volumes)
4. *A History of the English Language* by Albert C. Baugh
5. *The Norton Anthology of English Literature*, ed, M. H. Abrams, et al(excellent introductions to the various “periods” of literary history, aswell as to individual English writers).

**Sharnbasva University, Kalaburagi**  
**Dept. of Studies and Research in English**  
**Syllabus (2023-2024)**

<b>Subject Code</b>	<b>23MAE22</b>	<b>CIE Marks</b>	<b>50</b>
<b>Number of Lecture Hours/Week</b>	<b>6</b>	<b>SEE Marks</b>	<b>50</b>
<b>Total Number of Lecture Hours</b>	<b>72hrs</b>	<b>Exam Hours</b>	<b>03</b>

**CREDITS – 04**

**Course Objectives:**

1. Analyze key works of British literature in prose form, spanning various periods and genres.
2. Examine the historical and cultural contexts that influenced the development of British prose.
3. Develop critical reading skills to interpret complex narratives, themes, and literary techniques.
4. Explore the evolution of prose styles, from medieval to contemporary British literature.
5. Engage in discussions on the social, political, and philosophical implications embedded in the texts.

<b>Module -1</b>	<b>Hours</b>
Introduction to Fiction, Origin and growth, characteristics and types of Fiction	14
<b>Module -2</b>	
<b>Novel-Daniel Defoe:</b> The Adventures of Robinson Crusoe	15
<b>Module -3</b>	

<b>Novel- Doris Lessing: The Golden Notebook</b>	14
<b>Module -4</b>	
<b>a. Introduction to Non-Fiction</b> <b>b. Essays- Michel de Montaigne</b> – 1. The Vanity of Words 2. How We Cry and Laugh at the Same Time <b>c. Essays - Francis Bacon</b> - 1. Of Truth 2. Of Studies	15
<b>Module -5</b>	
<b>Essays</b> C.) <b>Geroge Orwell</b> -Politics and the English Language, Pleasure spots D.) <b>G. K. Chesterton</b> - Aesop’s Fables, The Lost Railway Station E.) <b>A.G, Gardiner</b> – In Defence of Ignorance, On Saying Please  <b>Bertrand Russell</b> - The Road to Happiness	14

**Course Outcomes (COs):**

- 1) **Literary Analysis Skills:** Students will develop the ability to analyze and interpret various forms of prose, including novels, short stories, and essays.
- 2) **Critical Thinking:** Enhance critical thinking skills through the examination of complex prose, encouraging students to evaluate themes, characters, and narrative structures.
- 3) **Effective Writing:** Improve writing skills by practicing clear and concise prose, emphasizing proper grammar, syntax, and style.
- 4) **Research Skills:** Introduce students to research methodologies for gathering information related to prose topics, enabling them to support their analyses with relevant evidence.
- 5) **Creativity and Expression:** Encourage students to express themselves creatively through the development of their own prose pieces, allowing for personal exploration of style and voice.

**Question Paper Pattern:** The question paper is set for 100 marks.

Question paper consists of **five modules**.

Each **module** carries **20** marks.

References:

- 1) A Critical History of English Literature, Volume I &II by David Daiches

- 2) Studies in Early English Literature by Emelyn W. Washburn
- 3) A History of English Literature by Emile Legouis and Louis Cazamian
- 4) Landmarks of English Literature by Henry James Nicoll
- 5) The New Oxford Book of English Prose by John Gross (Editor)
- 6) The Cambridge History of Early Medieval English Literature. Edited by Claire A Lees Mackery  
End in Herfordshire

**Sharnbasva University, Kalaburagi**  
**Dept. of Studies and Research in English**  
**Syllabus (2023-2024)**

<b>Course Code</b>	<b>23MAE23</b>	<b>CIE Marks</b>	<b>50</b>
<b>Number of Lecture Hours/Week</b>	<b>06</b>	<b>SEE Marks</b>	<b>50</b>
<b>Total Number of Lecture Hours</b>	<b>72</b>	<b>Exam Hours</b>	<b>03</b>

**CREDITS - 4**

**Course Objectives:**

1. To introduce students to major movements related to poetry in Indian English, works and poets through study of selected texts.
2. To create literary sensibility in students and expose them to artistic and innovative use of language by writers and to various worldviews.
3. To acquaint the students with the philosophy of Indian thinkers that is reflected directly or indirectly in some of the selected literature written in English.
4. To develop in the student the ability to interpret, analyze and evaluate works of fiction in the perspective of literary history and theory.
5. To acquaint the students with the major novelists in English Literature through a study of the novel's representative of the age and of the novelist.

<b>Module I</b>	<b>Teaching Hours</b>
<b>History of Indian English Literature from Beginning to till date.</b>	<b>15</b>
<b>Module II</b>	

<b>Poetry:</b> <b>1. Toru Dutt:</b> 1. Our Casuarina Tree 2. Laxman <b>2. Nissim Ezekiel:</b> 1. Night of the Scorpion 2. Poet, Lover and Birdwatcher <b>3. A.K Ramanujan:</b> 1. A River 2. Obituary <b>4. Arun Kolatkar:</b> 1. An Old Woman 2. The Bus	14
<b>Module III</b>	
<b>Prose:</b> <b>J. Krishnamurti :</b> 1. Individual and Society. 2. Action and Idea. 3. What is Self? 4. What are We Seeking? <b>Swami Vivekananda</b> -The Secret of Work <b>Short Stories</b> 1. <b>Bhabani Bhattacharya:</b> A Moment of Eternity 2. <b>K. A. Abbas:</b> Two Sparrows	15
<b>Module IV</b>	
<b>Drama:</b> <b>Vijay Tendulkar:</b> Silence! The Court is in Session <b>Mahesh Dattani:</b> Final Solutions	14
<b>Module V</b>	
<b>Novel:</b> <b>Khushawant Singh</b> -Train to Pakistan	14
<b>Course Outcomes:</b> 1) Students will get awareness of the essentials of poetry. 2) Students through exposure to literary texts would be developed. 3) Students will be able to understand the autobiography of Indian writers. 4) Students will get acquainted with the philosophy of Indian thinkers. 5) Students will Understand the perspective of literary history and realistic novel.	
<b>Question Paper Pattern: The question paper is set for 100 marks.</b> <b>Question paper consists of five modules.</b> <b>Each module carries 20 marks.</b>	
<b>References:</b> 1. A History of English Literature, W.R. Goodman Oxford university press London. 2. Naik. M.K: Dimensions of Indian English in Literature. New Delhi: Sterling, 1984.	

3. Prose in English Literature- N.K. Singh, I.A. Khan. Omega Publications London.
4. Chakravarthy Joya (ed): Indian writing in English: Perspectives. New Delhi: Atlantic, 2023
5. Singh Kushwanth, Train to Pakistan, penguin: 1<sup>st</sup> edition (1 January 2009); Penguin India.
6. Indian writing in English by K.R. Srinivas Iyengar Sterling Publishers, Rev. Updated- 1994.
7. History of Indian English Literature M.K. Naik Sahitya Akademi, New Delhi. 2005.
8. S. Ramaswamy and C.S Seturaman, eds. The English Critical Tradition, 2 Vols., Delhi: Macmillan., 1977.

**Sharnbasva University, Kalaburagi**  
**Dept. of Studies and Research in English**  
**Syllabus (2023-2024)**

<b>Subject Title: American Literature</b>			
<b>Course Code</b>	<b>23MAE24</b>	<b>CIE Marks</b>	<b>50</b>
<b>Number of Lectures Hours/</b>	<b>06</b>	<b>SEE Marks</b>	<b>50</b>
<b>Total Number of Lecture Hours</b>	<b>72</b>	<b>Exam Hour</b>	<b>03</b>
<b>Credits</b>	<b>4</b>		
<b>Course Objectives:</b> 1. Explore and comprehend the evolution of American literature from colonial times through the Modern Period, with a focus on key literary movements. 2. Analyze and appreciate the works of Walt Whitman, Emily Dickinson, Robert Frost, and Wallace Stevens, considering their unique styles and contributions to American poetry. 3. Study the plays of Eugene O'Neill and Tennessee Williams, exploring themes, characters, and the impact of these works on American drama. 4. Undertake an in-depth analysis of Mark Twain's "The Adventures of Huckleberry Finn," exploring its themes and historical context. 5. Explore the short stories of Ernest Hemingway and O' Henry, along with essays by H.D. Thoreau and Edgar Allan Poe, to understand different narrative forms and philosophical perspectives.			
<b>Module 1</b>			<b>Teaching Hours</b>
<b>A Brief History of American Literature:</b> Colonial and Early American Literature, Transcendentalism (1830-1860), Dark Romanticism, Civil War, Modern Period- Literary Movements.			15
<b>Module II</b>			
<b>Poetry</b> 1. <b>Walt Whitman:</b> Crossing Brooklyn Ferry, I Hear America Singing 2. <b>Emily Dickinson:</b> Tell all the Truth but tell it slant-, A Bird came down the Walk 3. <b>Robert Frost:</b> Mending Wall, After Apple Picking			14
<b>Module III</b>			
<b>Drama</b>			14



<b>1. Tennessee Williams: The Street Car Named Desire</b>	
<b>Module IV</b>	
<b>Novel</b> <b>Mark Twain: The Huckleberry Finn</b>	15
<b>Module V</b>	
<b>Short Stories:</b> 1. <b>Ernest Hemingway:</b> The Snow of Kilimanjaro, Soldier's Home 2. <b>O' Henry:</b> The Ransom of Redchief, The Gift of Magi <b>Essays:</b> 1. <b>H.D Thoreau</b> – Walden (Chapters on Economy and Where I Lived and What I Lived For)	14
<b>Course Outcomes</b> <ol style="list-style-type: none"> <li>1. Demonstrate an understanding of the historical and cultural contexts influencing American literary movements.</li> <li>2. Analyze and appreciate the distinctive styles of Walt Whitman, Emily Dickinson, Robert Frost in poetry.</li> <li>3. Appreciate the thematic depth and theatrical elements in the play of Tennessee Williams.</li> <li>4. Conduct a critical analysis of "The Adventures of Huckleberry Finn," demonstrating an understanding of its narrative complexity and historical relevance.</li> <li>5. Explore the diversity of narrative forms through short stories and essays, understanding the unique perspectives presented by Hemingway, O. Henry, Thoreau.</li> </ol>	
<b>Question Paper Pattern:</b> The question paper is set for 100 marks. <b>Question paper consists of five modules.</b> <b>Each module carries 20 marks.</b>	
<b>References:</b> <ol style="list-style-type: none"> <li>1. Baym, N. et al. (Eds.). (2013). The Norton Anthology of American Literature: Vol. A. (8th ed.). Norton.</li> <li>2. O'Neill, E. (1922). The Hairy Ape. Boni &amp; Liveright.</li> <li>3. Williams, T. (1947). A Streetcar Named Desire. New Directions.</li> <li>4. Twain, M. (1884). The Adventures of Huckleberry Finn. Charles L. Webster and Company.</li> <li>5. Hemingway, E. (1927). The Snows of Kilimanjaro.</li> <li>6. O. Henry. (1907). The Ransom of Red Chief, The Gift of the Magi.</li> <li>7. Thoreau, H. D. (1854). Walden. Ticknor and Fields.</li> <li>8. Poe, E. A. (1846). The Philosophy of Composition.</li> </ol>	

**Sharnbasva University, Kalaburagi**  
**Dept. of Studies and Research in English**  
**Syllabus (2023-2024)**

<b>Course Code</b>	<b>23MAE25</b>	<b>CIE Marks</b>	<b>50</b>
<b>Number of Lecture Hours/Week</b>	<b>6</b>	<b>SEE Marks</b>	<b>50</b>
<b>Total Number of Lecture Hours</b>	<b>72</b>	<b>Exam Hours</b>	<b>3</b>
<b>Credits :4</b>			
<b>Course Objectives:</b> <ol style="list-style-type: none"> <li>1) Understanding the language's worldwide importance as a global medium for communication and cultural exchange.</li> <li>2) Exploring English's evolution from Germanic roots, incorporating influences from various historical periods.</li> <li>3) Familiarity with diverse language varieties, including Pidgins, Creoles, Dialects, Jargons, and Registers, and identifying their distinctive features.</li> <li>4) Examining unique linguistic traits in Indian English shaped by cultural influences and historical development.</li> <li>5) Understanding the organs of speech, vowel and consonant sounds, phonetic transcription, phonemes, morphemes, and exploring linguistic theories.</li> </ol>			
<b>Module I</b>			<b>Teaching Hours</b>
<b>Introduction &amp; Evolution of English</b> A. Introduction to English as a Global Language: The widespread use and global significance of the English language. B. Historical Evolution of English language: A brief overview of the historical development of the English language, including its roots in Germanic languages and subsequent influences			15

<b>Module II</b>	
<b>Varieties of English</b> A. Language varieties including Pidgins, Creoles, Dialects, Jargons, Registers, etc. B. Features of the language varieties C. Features of Indian English	14
<b>Module III</b>	
<b>Phonology</b> a. Organs of Speech, b. Description of Vowels, Diphthongs & Consonants c. Phonetic Transcription	14
<b>Module IV</b>	
<b>Linguistics</b> a. Phonemes, Morphemes and Allomorphs b. Types of Phonemes, Morphemes and Allomorphs c. Supra-segmental utility: Stress & Intonation	14
<b>Module V</b>	
<b>Principles of English Grammar</b> a. Parts of Speech: Open & Closed Systems & their functions b. Noun Phrase Structure c. Verb Phrase Structure d. Subordination and Co-ordination.	15
<b>Course Outcomes:</b>	
1. Describe key historical milestones in the evolution of English. 2. Identify the articulatory components involved in speech production. 3. Transcribe English sounds using phonetic symbols. 4. Discuss linguistic theories and their applications.	

5. Analyse the role of stress and intonation in communication.

**Question Paper Pattern: The question paper is set for 100 marks.**

**Question paper consists of five modules.**

**Each module carries 20 marks.**

**References:**

- 1) "English as a Global Language" by David Crystal – Cambridge University Press - 1997
- 2) "The English Language: A Historical Introduction" by Charles Barber – Cambridge University Press - 2012
- 3) "World Englishes: A Resource Book for Students" by Jennifer Jenkins – Routledge - 2014
- 4) "Varieties of English" by Peter Siemund - Cambridge University Press - 2013
- 5) "Indian English" by Kachru, Kachru, and Nelson - Cambridge University Press - 2008
- 6) "Phonetics: The Science of Speech" by Martin J. Ball and Orla Lowry - Routledge - 2014
- 7) "Phonetics for Indian Students" by T. Balasubramanian – Macmillan India Limited - 1981
- 8) "An Introduction to Language" by Victoria Fromkin, Robert Rodman, and Nina Hyams – Cengage Learning – 2010
- 9) "Intonation of Colloquial English" by J.D. O'Connor – Cambridge University Press - 2004
- 10) "A Student's Introduction to English Grammar" by Rodney Huddleston and Geoffrey K. Pullum – Cambridge University Press – 2011.

**Sharnbasva University, Kalaburagi**  
**Dept. of Studies and Research in English**  
**Syllabus (2023-2024)**

<b>Course Code</b>	<b>23MAE31</b>	<b>CIE Marks</b>	<b>50</b>
<b>Number of Lecture Hours/Week</b>	<b>06</b>	<b>SEE Marks</b>	<b>50</b>
<b>Total Number of Lecture Hours</b>	<b>72</b>	<b>Exam Hours</b>	<b>03</b>
<b>Credits</b>	<b>04</b>		
<b>Course Objectives:</b>			
1) Explore diverse literary traditions and genres from around the globe and analyse how cultural, historical, and social contexts influence literary works. 2) Encourage discussions on universal themes and human experiences across cultures. 3) Analyze and interpret diverse literary works from different cultures and time periods. Explore the historical and cultural contexts that shape world literature. 4) Engage in meaningful discussions about the interconnectedness of cultures through literature. 5) Cultivate a deep appreciation for the beauty and power of literature as a means of understanding and connecting with the global human experience.			
<b>Module I</b>			<b>Teaching Hours</b>
<b>Poetry</b> <b>Dr. S G Dollegoudar: An Epic-</b> The Scion of Mahadasoha [Part-1, Canto 1 & Canto 2 & Part 5 Canto 1 to 7 Canto]			15
<b>Module II</b>			
<b>Drama</b>			14

<b>Bertolt Brecht: Mother Courage and Her Children</b>	
<b>Module III</b>	
<b>Novel</b> <b>Chinua Achebe: Things Fall Apart</b>	15
<b>Module IV</b>	
<b>Short Stories</b> 1. <b>Nadine Gordimer:</b> 1. Once Upon a Time 2. The First Sense 2. <b>Gabriel Garcia Marquez:</b> 1. One of These Days 2. A Very Old Man with Enormous Wings'	14
<b>Module 5</b>	
<b>Autobiography</b> <b>Anne Frank: The Diary of a Young Girl</b>	14
<b>Course Outcomes:</b>	
1) Understand and appreciate diverse cultures through the study of literature from different regions. 2) Develop skills in critically analyzing literary texts, including identifying themes, literary devices, and cultural contexts. 3) Compare and contrast literary works from various time periods and cultures, highlighting similarities and differences. 4) Gain a global perspective on literature by studying works from different continents, emphasizing interconnectedness and shared human experiences. 5) Situate literary works within their historical context, exploring how societal changes influence literature.	
<b>Question Paper Pattern: The question paper is set for 100 marks.</b> <b>Question paper consists of five modules.</b> <b>Each module carries 20 marks.</b>	
<b>References:</b> <ol style="list-style-type: none"> <li>1. Mapping World Literature: International Canonization and Translation Literatures by Mads Rosendahl Thomsen Bloomsbury Publications, 2008.</li> <li>2. World Literature in Theory by David Damrosch Pub. Willey Black Well.</li> <li>3. World Literature: A Reader Eds. Theo D' Haen, Cesar Dominguez and Mads Rosendahl Thomsen.</li> </ol>	

4. The Pan – Asian Empire and world literature by Sowon S. Park University of Oxford in Comparative Literature and Culture, Vol 15, 2013.
5. Gabriel Garcia Marquez, the Noble Prize Acceptance Speech, in Gabriel Garcia Marquez: New Readings ed. Cambridge University press. 1987.

**Sharnbasva University, Kalaburagi**  
**Dept. of Studies and Research in English**  
**Syllabus (2023-2024)**

<b>Course Code</b>	<b>23MAE32</b>	<b>CIE Marks</b>	<b>50</b>
<b>Number of Lecture Hours/Week</b>	<b>06</b>	<b>SEE Marks</b>	<b>50</b>
<b>Total Number of Lecture Hours</b>	<b>72</b>	<b>Exam Hours</b>	<b>03</b>
<b>Credits</b>	<b>4</b>		

**Course Objectives:**

1. Develop a critical understanding of various literary theories, including New Criticism, Structuralism, Feminism, Marxism, Psychoanalytical Criticism, Post-Colonial Studies, Cultural Studies, Postmodernism, Reader Response Theory, and Eco Criticism.
2. Enable students to apply diverse literary theories in analyzing and interpreting literary texts across different genres.
3. Encourage interdisciplinary thinking by exploring the intersections of literature with linguistics, psychology, sociology, environmental studies, and other disciplines.
4. Foster critical thinking skills for the analysis of literature, emphasizing the ability to engage with and evaluate various theoretical frameworks.
5. Increase awareness of contemporary issues such as identity, power dynamics, cultural diversity, and environmental concerns through the application of relevant literary theories.

<b>Module I</b>	<b>Teaching Hours</b>
1) <b>New Criticism: Wimsatt and Beardsley</b> - Intentional Fallacy and Affective Fallacy 2) <b>Structuralism: Roman Jakobson</b> : Linguistics and Poetics	14
<b>Module II</b>	



1) <b>Feminism: Helen Cixous:</b> The Laugh of the Medusa 2) <b>Marxism: Raymond Williams:</b> Base and Super Structure	14
<b>Module III</b>	
1) <b>Psychoanalytical Criticism: Sigmund Freud:</b> The Unconscious 2) <b>Post-Colonial Studies: Homi Babha:</b> The Location of Culture (Introduction)	15
<b>Module IV</b>	
1) <b>Cultural Studies: Stuart Hall:</b> Cultural Identity and Diaspora 2) <b>Post Modernism: Terry Eagleton-</b> Capitalism, Modernism and Post-Modernism	15
<b>Module V</b>	
1) <b>Reader Response Theory: Wolfgang Iser:</b> The Reading Process: A Phenomenological Approach 2) <b>Eco Criticism: Cheryl Glotfelty-</b> Literary Studies in an Age of Environmental Crisis	14
<b>Course Outcomes:</b> <ol style="list-style-type: none"> <li>1) Develop proficiency in understanding and articulating the key principles of various literary theories.</li> <li>2) Apply literary theories effectively in the analysis and interpretation of diverse literary texts.</li> <li>3) Recognize and appreciate the interdisciplinary nature of literary studies by understanding connections with other fields of knowledge.</li> <li>4) Hone critical analysis skills to engage thoughtfully with literary texts from multiple theoretical perspectives.</li> <li>5) Gain insights into contemporary issues and challenges by exploring literature through the lenses of identity, power structures, cultural dynamics, and environmental concerns.</li> </ol>	
<b>Question Paper Pattern: The question paper is set for 100 marks.</b> <b>Question paper consists of five modules.</b> <b>Each module carries 20 marks.</b>	

**Sharnbasva University, Kalaburagi**  
**Dept. of Studies and Research in English**  
**Syllabus (2023-2024)**

<b>Course Code</b>	<b>23MAE33</b>	<b>CIE Marks</b>	<b>50</b>
<b>Number of Lecture Hours/Week</b>	<b>06</b>	<b>SEE Marks</b>	<b>50</b>
<b>Total Number of Lecture Hours</b>	<b>72</b>	<b>Exam Hours</b>	<b>03</b>
<b>Credits</b>	<b>04</b>		
<b>Course Objectives:</b>			
1) Understanding the theoretical foundations of translation and explore the fundamental questions and methods of philosophical inquiry. 2) Developing proficiency in analyzing source and target languages. Examine theories of morality and ethical decision-making. 3) Applying various translation techniques and strategies and study major philosophical movements and thinkers throughout history. 4) Engage in in-depth textual analysis of philosophical works, focusing on understanding the underlying philosophical concepts and translating them effectively. 5) Cultivate an awareness of cultural contexts embedded in philosophical texts, enabling students to navigate cultural nuances during translation.			
<b>Module I</b>			<b>Teaching Hours</b>
<b>Origin and Development of Translation in Global perspective: The Definition, Meaning and History of Translation, Dynamics of Translation.</b>			14
<b>Module II</b>			

<b>Poetry: Mahadasoha Sutras:</b> Judith Kroll & L Basavaraju : - Dr. Appaji's Dasoha Suthras [9 to 16]	14
<b>Module III</b>	
<b>Drama</b> <ol style="list-style-type: none"> <li><b>Badal Sircar:</b> Evam Indrajit</li> <li><b>Girish Karnad:</b> The Fire and the Rain</li> </ol>	14
<b>Module IV</b>	
<b>Novel: Mahasweta Devi:</b> Mother of 1084	15
<b>Module V</b>	
<b>Short Stories</b> <ol style="list-style-type: none"> <li><b>Munshi Premchand:</b> Kafan (The Shroud)</li> <li><b>Saadat Hasan:</b> Toba Tek Singh</li> </ol> <b>Essay</b> <ol style="list-style-type: none"> <li><b>Rabindranath Tagore:</b> 'Nationalism in India', (Delhi: Penguin Books, 2009) pp. 63-83.</li> <li><b>Namvar Singh:</b> 'Decolonizing the Indian Mind', Indian Literature Vol. 35 No. 5</li> </ol>	15
<b>Course Outcomes</b> <ol style="list-style-type: none"> <li>1) Demonstrate proficiency in translating texts across various genres and languages.</li> <li>2) Analyze cultural and linguistic nuances in the translation process.</li> <li>3) Develop effective research skills for translation projects Explore specialized areas within philosophy, such as metaphysics, epistemology, and ethics.</li> <li>4) Critically assess the impact of technology on translation practices.</li> <li>5) Understand ethical considerations in translation, such as issues related to accuracy and cultural sensitivity.</li> </ol>	
<b>Question Paper Pattern: The question paper is set for 100 marks.</b> <b>Question paper consists of five modules.</b> <b>Each module carries 20 marks.</b>	

**References:**

- 1) "Translation Studies" by Susan Bassnett
- 2) "Translation: An Advanced Resource Book" by Basil Hatim and Jeremy Munday
- 3) "The Translation Studies Reader" edited by Lawrence Venuti
- 4) "Translation and Conflict: A Narrative Account" by Mona Baker
- 5) "Translation and Gender: Translating in the 'Era of Feminism'" by Luise von Flotow
- 6) "Translation in Global News" by Esperança Bielsa and Christopher W. Hughes
- 7) Enquiry Concerning Human Understanding" by David Hume
- 8) "Groundwork of the Metaphysics of Morals" by Immanuel Kant.

**Sharnbasva University, Kalaburagi**  
**Dept. of Studies and Research in English**  
**Syllabus (2023-2024)**

<b>Course Code</b>	<b>23MAE34</b>	<b>CIE Marks</b>	<b>50</b>
<b>Number of Lectures Hours/Week</b>	<b>06</b>	<b>SEE Marks</b>	<b>50</b>
<b>Total Number of Lecture Hours</b>	<b>72</b>	<b>Exam Hours</b>	<b>03</b>
<b>Credits</b>	<b>04</b>		
<b>Course Objectives:</b> <ol style="list-style-type: none"> <li>1. To introduce the learners to the concept of 'Research'</li> <li>2. To enable them to understand the stages of research</li> <li>3. To familiarize the learners to the procedures involved in research</li> <li>4. To introduce them to the conventions of research papers</li> <li>5. To familiarize them the techniques and conventions of research documentation</li> </ol>			
<b>Module I</b>			<b>Teaching Hours</b>
<b>Fundamentals of research</b> <ol style="list-style-type: none"> <li>1. Definition Meaning of research, Nature of research Purpose of research.</li> <li>2. Classification of research, fundamentals of research methods</li> <li>3. Broadening knowledge base in the specific research area,</li> <li>4. Bringing clarity and focus to the research problem,</li> <li>5. Writing a research report.</li> </ol>			15
<b>Module II</b>			
<b>Research in Language and Literature</b> <ol style="list-style-type: none"> <li>1. Methods in Language Research</li> </ol>			14

2. Trends and Approaches in Literary Research 3. Review of Literature	
<b>Module III</b>	
<b>Key Concepts: Components and Requirements</b> 1. Investigation, exploration, examination, analysis 2. Hypothesis and Problem Statement 3. Methods and Modes of Research 4. Data Analysis (Collection and Classification) 5. Reference Lists and Footnotes 6. Quotations and Citation 7. Bibliography / Appendix / Appendices	15
<b>Module IV</b>	
<b>Research: Tools, Language and Plagiarism</b> 1. Primary and Secondary Data 2. Research Language (Clarity, Correctness, Coherence) 3. Research Ethics	14
<b>Module V</b>	
<b>Process of Research</b> 1. Selection of Research Topic 2. Analysing data 3. Writing a research proposal 4. Problem identification 5. Chapterisation: sections and sub-sections of chapters 6. Findings and conclusion 7. Practical work: The students should be made to present a research proposal with a focus on bibliographies, hypothesis, objectives, rationale etc	14
<b>Course Outcomes</b>	
1) Develop advanced research skills, including the ability to navigate diverse literary sources, access academic databases, and employ effective search strategies.	

- 2) Cultivate the ability to critically evaluate literary texts, theories, and scholarly articles, assessing their relevance, credibility, and contribution to existing knowledge.
- 3) Attain proficiency in various research methodologies applicable to literary studies, including qualitative and quantitative approaches, archival research, and textual analysis.
- 4) Master the skills to conduct a comprehensive literature review, identifying gaps in existing research, synthesizing relevant studies, and constructing a solid theoretical framework.
- 5) Demonstrate a commitment to ethical research practices in literary studies, understanding issues related to plagiarism, proper citation, and the responsible use of information.

**Question Paper Pattern: The question paper is set for 100 marks.**

**Question paper consists of five modules.**

**Each module carries 20 marks.**

**References:**

1. Abdul Rahim, F. (2005), Thesis Writing: A Manual for Researchers (New Delhi: New Age International)
2. Gibaldi, Joseph. (2003) MLA Handbook for Research Papers, New York: MLA Association,
3. Mishra, D. S. (1989) A Grammar of Literary Research, New Delhi: Harman Publishing House
4. Kothari, C. R. (1985), Research Methodology: Methods and Techniques, Delhi: New Age International Ltd
5. Miller, R. H. (1995), Handbook of Literary Research, Methuen
6. Sinha, M. P. Research Methods in English

**Sharnbasva University, Kalaburagi**  
**Dept. of Studies and Research in English**  
**Syllabus (2023-2024)**

<b>Subject Title: English Language Teaching and Utility</b>			
<b>Course Code</b>	<b>23MAE35</b>	<b>CIE Marks</b>	<b>50</b>
<b>Number of Lecture Hours/Week</b>	<b>06</b>	<b>SEE Marks</b>	<b>50</b>
<b>Total Number of Lecture Hours</b>	<b>72</b>	<b>Exam Hours</b>	<b>03</b>
<b>Credits</b>	<b>4</b>		
<b>Course Objectives:</b> <ol style="list-style-type: none"> <li>1. Understand the fundamental features and functions of the English language.</li> <li>2. Develop proficiency in teaching the four language skills: Listening, Speaking, Reading, and Writing (LSRW).</li> <li>3. Understand effective strategies for teaching grammar, vocabulary, punctuation, and spelling.</li> <li>4. Explore Computer-Assisted Language Learning (CALL), Mobile-Assisted Language Learning (MALL), and Robotics-Assisted Language Learning (RALL) environments.</li> <li>5. Teach need-based writing, including formal letters, press reports, emails, and online content creation.</li> </ol>			
<b>Module 1-</b>			<b>Teaching Hours</b>
<b>Introduction to English Language Teaching</b> <ol style="list-style-type: none"> <li>1. Features and Functions of English Language</li> <li>2. Methods &amp; Approaches of Teaching English language</li> <li>3. English Language Utility: EFL, ESL scenarios with EAP, ESP and ECP variations</li> </ol>			15
<b>Module II</b>			



<b>Instruction of the Language Skills:</b> <ol style="list-style-type: none"> <li>Teaching of the Four Languages Skills (LSRW)</li> <li>Teaching Grammar, Vocabulary, Punctuation and Spelling</li> </ol>	14
<b>Module III</b>	
<b>Technology-Aided Language Learning</b> <ol style="list-style-type: none"> <li>CALL, MALL and RALL environments</li> <li>Merits, Demerits and Requisites of Online Teaching</li> <li>Utility of AI in all the stages of language instruction</li> </ol>	15
<b>Module IV</b>	
<b>Skills (Written Outputs)</b> <ol style="list-style-type: none"> <li>Need-based Writing: Formal Letters, Press Reports, E-mails, Online Content Creation</li> <li>Creative Writing: Essays, Articles, Speech writing, Advertisements</li> </ol>	14
<b>Module V</b>	
<b>Communication Skills (Oral Outputs)</b> <ol style="list-style-type: none"> <li>Presentation Skills: Seminars, Group Discussions, Debates</li> <li>Public Speaking: Speeches and Lectures</li> </ol>	14
<b>Course Outcomes</b>	
<ol style="list-style-type: none"> <li>Be able to describe the key features and functions of English.</li> <li>Gain insights into different teaching methodologies and approaches.</li> <li>Appreciate the diverse contexts in which English is used globally.</li> <li>Be able to design engaging language lessons that focus on LSRW skills.</li> <li>Demonstrate competence in explaining grammar rules and vocabulary usage.</li> <li>Recognize AI's potential impact on language education</li> </ol>	
<b>Question Paper Pattern: The question paper is set for 100 marks.</b> <b>Question paper consists of five modules.</b> <b>Each module carries 20 marks.</b>	
References: <ol style="list-style-type: none"> <li>Brown, H. D. (2007). <i>Principles of Language Learning and Teaching</i>. Pearson Education.</li> </ol>	

2. Richards, J. C., & Rodgers, T. S. (2014). *Approaches and Methods in Language Teaching*. Cambridge University Press.
3. Celce-Murcia, M., Brinton, D. M., & Snow, M. A. (2014). *Teaching English as a Second or Foreign Language*. National Geographic Learning.
4. Thornbury, S. (2006). *An A-Z of ELT*. Macmillan Education Outcomes:
5. Warschauer, M., & Healey, D. (1998). *Computers and Language Learning: An Overview*. *Language Teaching*, 31(02), 57-71.
6. Chapelle, C. A. (2001). *Computer Applications in Second Language Acquisition: Foundations for Teaching, Testing, and Research*. Cambridge University Press.
7. Raimes, A. (2004). *Keys for Writers*. Cengage Learning.
8. Swales, J. M., & Feak, C. B. (2012). *Academic Writing for Graduate Students: Essential Tasks and Skills*. University of Michigan Press.
9. Lucas, S. E. (2014). *The Art of Public Speaking*. McGraw-Hill Education.
10. Anderson, P. V. (2018). *Technical Communication: A Reader-Centered Approach*. Cengage Learning.

**Sharnbasva University, Kalaburagi**  
**Dept. of Studies and Research in English**  
**Syllabus (2023-2024)**

<b>Course Code:</b>	<b>23MAE35(I)</b>	<b>CIE Marks</b>	<b>50</b>
<b>Number of Lecture Hours/Week</b>	<b>06</b>	<b>SEE Marks</b>	<b>50</b>
<b>Total Number of Lecture Hours</b>	<b>72</b>	<b>Exam Hours</b>	<b>03</b>
<b>Credits</b>	<b>04</b>		

**Course Objectives:**

- 1) Develop a strong foundation in English grammar, including understanding parts of speech, tenses, and subject-verb agreement.
- 2) Expand vocabulary through the study of word formation, including prefixes, suffixes, synonyms, antonyms, and homonyms.
- 3) Enhance communication skills by incorporating idioms and phrases into sentences.
- 4) Develop effective professional writing skills for job applications and correspondence with government officials or private companies.
- 5) Cultivate creative writing abilities by producing guided stories, paragraphs, and essays based on provided hints and points.

<b>Module I</b>	<b>Teaching Hours</b>
Parts of Speech, Tenses, Subject-Verb agreement/Verb pattern	14
<b>Module II</b>	
Word formation -Prefix, suffix, Synonyms, Antonyms, Homonyms, Framing of question -WH question words, yes or no type	15
<b>Module III</b>	

Idioms and Phrases -use them in sentences of your own	14
<b>Module IV</b>	
Job Application, Application writing to Govt Official/Private Companies for various reasons	15
<b>Module V</b>	
Guided Story / Paragraph /Essay writing by providing hints points to develop/ expand	15
<b>Course Outcomes:</b> <ol style="list-style-type: none"> <li>1) Demonstrate proficiency in using correct grammar structures in written and spoken communication.</li> <li>2) Exhibit an expanded vocabulary by correctly using prefixes, suffixes, synonyms, antonyms, and homonyms.</li> <li>3) Effectively use idioms and phrases in context, enhancing overall language fluency and expressiveness.</li> <li>4) Develop competence in writing professional documents such as job applications and formal letters to government or private entities.</li> <li>5) Demonstrate creativity and coherence in writing stories, paragraphs, and essays, utilizing provided hints and points.</li> </ol>	
<b>Question Paper Pattern:</b> The question paper is set for 100 marks. Question paper consists of <b>five modules</b> . Each <b>module</b> carries <b>20</b> marks.	
<b>References:</b> <ol style="list-style-type: none"> <li>1) "English Grammar in Use" by Raymond Murphy</li> <li>2) "Word Power Made Easy" by Norman Lewis</li> <li>3) "Oxford Idioms Dictionary" by Judith Siefring</li> <li>4) "The Elements of Style" by William Strunk Jr. and E. B. White</li> <li>5) "On Writing: A Memoir of the Craft" by Stephen King</li> </ol>	

**Sharnbasva University, Kalaburagi**  
**Dept. of Studies and Research in English**  
**Syllabus (2023-2024)**

<b>Course Code</b>	<b>23MAE41</b>	<b>CIE Marks</b>	<b>150</b>
<b>Number of Lecture Hours/Week</b>	<b>-</b>	<b>Viva Voce</b>	<b>50</b>
<b>Total Number of Lecture Hours</b>	<b>-</b>		
<b>CREDITS – 12</b>			
<b>Course Objectives:</b> <ol style="list-style-type: none"> <li>1) To provide students with practical exposure and experience in the field of English studies.</li> <li>2) To enable students to apply theoretical knowledge gained in previous semesters to real-world scenarios.</li> <li>3) To develop essential professional skills and work ethics.</li> <li>4) To enhance students' communication and interpersonal skills within a professional setting.</li> </ol>			
<b>Module I</b>			
<b>Introduction to Internship</b>			
<b>Module II</b>			
<b>Workplace Environment and Expectations</b>			
<b>Module III</b>			
<b>Application of English Studies in Professional Settings</b>			
<b>Module IV</b>			
<b>Evaluation and Feedback</b>			

<b>Module V</b>	
<b>Culmination and Presentation</b>	
<b>Course Outcomes:</b>	
<ol style="list-style-type: none"><li>1) Gain practical experience and exposure in applying English studies in a professional setting.</li><li>2) Develop professional skills, including effective communication, teamwork, and problem-solving.</li><li>3) Enhance critical thinking and analytical skills through the application of literary and linguistic concepts in real-world scenarios.</li><li>4) Reflect on personal and professional growth through self-assessment and feedback.</li><li>5) Present internship experiences effectively, demonstrating the integration of theoretical knowledge into practical situations.</li></ol>	

**Sharnbasva University, Kalaburagi**  
**Dept. of Studies and Research in English**  
**Syllabus (2023-2024)**

<b>Course Code</b>	<b>23MAE42</b>	<b>CIE Marks</b>	<b>50</b>
<b>Number of Lecture Hours/Week</b>	<b>-</b>	<b>Viva Voce</b>	<b>50</b>
<b>Total Number of Lecture Hours</b>	<b>-</b>		
<b>CREDITS – 8</b>			
<b>Course Objectives:</b> <ol style="list-style-type: none"> <li>1. To provide students with an opportunity to apply their knowledge and skills in a substantial project.</li> <li>2. To foster creativity and critical thinking in the development and execution of the project.</li> <li>3. To enhance research, writing, and presentation skills through a comprehensive project.</li> <li>4. To encourage independent thinking and self-directed learning.</li> </ol>			
<b>Module I</b>			
<b>Introduction to Project Work</b>			
<b>Module II</b>			
<b>Planning and Execution</b>			
<b>Module III</b>			
<b>Literature Review and Theoretical Framework</b>			
<b>Module IV</b>			
<b>Data Collection and Analysis</b>			
<b>Module V</b>			

<b>Documentation and Presentation</b>	
<b>Course Outcomes</b>	
<ol style="list-style-type: none"><li>1) Develop advanced research and project management skills.</li><li>2) Demonstrate creative and critical thinking in the planning and executing a substantial project.</li><li>3) Enhance written and oral communication skills through comprehensive project documentation and presentation.</li><li>4) Apply theoretical knowledge gained in previous semesters to a real-world project.</li><li>5) Cultivate independent thinking and self-directed learning.</li></ol>	



SHARNBASVA UNIVERSITY, KALABURAGI							
M.A. English		II Semester		Academic Year		SCHEME	
2024-25 Backlog		Courses Opted by the Students		2024-25		2024	
Sl No.	Course Code	Course Title	Theory / Practical	Course offered by the following Dept.	Marks		Credits
					CIE	SEE	
Sl No.	Course Code	Course Title	Theory / Practical	Course offered by the following Dept.	Marks		Credits
					CIE	SEE	
1	24MAE11	British Literature -I	Theory	M.A English	50	50	4
2	24MAE12	Literary Criticism	Theory	M.A English	50	50	4
3	24MAE13	Poetry	Theory	M.A English	50	50	4
4	24MAE14	Drama	Theory	M.A English	50	50	4
5	24MAE15	English for Professional Purpose	Theory	M.A English	50	50	4
TOTAL					250	250	20
Courses opted by the students of OTHER departmentns							
Sl No.	Course Code	Course Title	Th / Pr	Departments	CIE	SEE	Credits
1	NA	NA	NA	NA	NA	NA	NA
2							

Signature with Date  
 03/12/24

Signature with Date

Name of Chairperson: Smt. Kaveri Kamishetty

Name of the DEAN: Dr. S. G. Dollegoudar

SHARNBASVA UNIVERSITY  
 DEPT. OF STUDIES & RESEARCH IN ENGLISH  
 KALABURAGI - 586133

SHARNBASVA UNIVERSITY, KALABURAGI							
MA English		II Semester		Academic Year		SCHEME	
2024-26 Batch		Courses Opted by the Students		2024 - 25		2024	
Sl No.	Course Code	Course Title	Theory / Practical	Course offered by the following Dept.	Marks		Credits
					CIE	SEE	
Sl No.	Course Code	Course Title	Theory / Practical	Course offered by the following Dept.	Marks		Credits
					CIE	SEE	
1	24MAE21	British Literature -II	Theory	M.A English	50	50	4
2	24MAE22	Fiction and Non-Fiction	Theory	M.A English	50	50	4
3	24MAE23	Indian English Literature	Theory	M.A English	50	50	4
4	24MAE24	American Literature	Theory	M.A English	50	50	4
5	24MAE25	Introduction to Phonetics and Linguistics	Theory	M.A English	50	50	4
TOTAL					250	250	20
Courses opted by the students of OTHER departmentns							
Sl No.	Course Code	Course Title	Th / Pr	Departments	CIE	SEE	Credits
1	NA	NA	NA	NA	NA	NA	NA
2							



Signature with Date

Signature with Date

Name of Chairperson: Smt. Kaveri Kamshetty	Name of the DEAN: Dr. S. G. Dollegoudar
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CHAIRPERSON  
Dept. of Studies & Research in English  
Sharnbasva University  
KALABURAGI-585 103

**Sharnbasva University, Kalaburagi**  
**Dept. of Studies and Research in English**  
**Syllabus (2024-2025)**

<b>Course Code</b>	<b>24MAE11</b>	<b>CIE Marks</b>	<b>50</b>
<b>Number of Lecture Hours/Week</b>	<b>6</b>	<b>SEE Marks</b>	<b>50</b>
<b>Total Number of Lecture Hrs</b>	<b>72hrs</b>	<b>Exam Hours</b>	<b>03</b>
<b>Credits-4</b>			
<b>Objectives:</b> 1. Analyze the selected British literary work(s) to uncover and examine themes, motifs, symbols, and other literary devices. 2. Identify key passages for analysis, explore the author's use of language and style, and evaluate the overall structure of the text. 3. Place the chosen literary work(s) in its historical context, providing insights into the socio-political, cultural, and economic factors that may have influenced the author and the text.			

<p>4. Investigate the intentions and motivations of the British author(s) behind the creation of the literary work(s).</p> <p>5. Examine the development of characters in the selected British literature, considering their complexity, motivations, and relationships.</p>	
<b>Module I</b>	<b>Teaching Hours</b>
<b>Beginning to Renaissance</b> [Old English Period – Anglo-Saxon Period, Greek and Latin influence Literature confined to sermons, hymns and anecdotes from the Bible. Middle English, formative stage, further influence of Greek, Latin and French the Epic Beowulf, the age of Chaucer, A Hundred Year War, The Black Death, 15 <sup>th</sup> century- a Black Period, Renaissance – Modern Outlook.]	15
<b>Module II</b>	
<b>The Elizabethan Age to Puritan Age</b> Elizabethan Age, Golden Period, University Wits, William Shakespeare, Jacobean Period, Dramatic activities dominated literary scenario, puritan period, civil war, Milton's two epics, Theatres closed, Decline of standard.	15
<b>Module III</b>	
<b>Restoration to Age of Pope</b> Restoration of Monarchy, Dryden, Pope, Neoclassicism, Satire and Didacticism, Popularity of prose form.	14
<b>Module IV</b>	
<b>Poetry</b> <b>Edmund Spenser:</b> Amoretti LXXV: One Day I Wrote for her Name <b>Sir Philip Sydney:</b> Astrophil and Stella 39: Come Sleep! O Sleep, the certain knot of peace <b>John Donne:</b> 1. Holy Sonnets: Batter my heart, three-person'd God 2. Death, Be Not Proud <b>George Herbert:</b> 1. Discipline 2. Pulley <b>Richard Lovelace :</b> 1. To Althea, from Prison 2. To Lucasta, Going Beyond The Seas.	14
<b>Module V</b>	14

<b>Novel</b> <b>Jonathan Swift - Gulliver's Travels</b>		
<b>Course Outcomes</b> <ol style="list-style-type: none"> <li>1. Identify and analyze key literary movements in British literature, such as Romanticism, Victorian, Modernism, or Postcolonialism.</li> <li>2. Develop advanced skills in close reading and critical analysis of British literary texts.</li> <li>3. Demonstrate the ability to analyze various literary forms, including poetry, prose, and drama.</li> <li>4. Encourage creative expression through assignments that may include creative writing, adaptations, or performances inspired by British literary works.</li> <li>5. Enhance oral communication skills through class discussions, presentations, or group activities related to literary topics.</li> </ol>		
<b>Question Paper Pattern:</b> The question paper is set for 100 marks. Question paper consists of five modules. Each module carries 20 marks.		
References: <ol style="list-style-type: none"> <li>1.The Oxford English Dictionary (provides meanings of words as they have evolved, with examples of uses).</li> <li>2.Spelling Dictionary (in addition to SpellCheck!)</li> <li>3.A Handbook to Literature by C. Hugh Holman, et.al.</li> <li>4.A Manual for Writers of Term Papers, Theses and Dissertations by Kate Turabian</li> <li>5.The Random House Handbook, Frederick Crews</li> </ol>		

**Sharnbasva University, Kalaburagi**  
**Dept. of Studies and Research in English**  
**Syllabus (2024-2025)**

<b>Course Code</b>	<b>24MAE12</b>	<b>CIE Marks</b>	<b>50</b>
<b>Number of Lectures Hours/Week</b>	<b>6</b>	<b>SEE Marks</b>	<b>50</b>
<b>Total Number of Lecture Hours</b>	<b>72hrs</b>	<b>Exam Hours</b>	<b>03</b>
<b>CREDITS – 04</b>			
<b>Course Objectives:</b>			
<ol style="list-style-type: none"> <li>1. To introduce literary criticism as a survey of western Literary Theory and criticism with an emphasis on the most prominent theorists, texts, schools and ideas.</li> <li>2. To provide a clear understanding of these ground breaking texts in the history of theory and criticism.</li> <li>3. To stress on the practical value of these seminal texts for understanding the historical attitudes toward literature.</li> <li>4. To train the students in connecting the ideological dots of literature and philosophy by reading some of these original works.</li> <li>5. To enhance their analytical skills</li> </ol>			
<b>Module I</b>			<b>Teaching Hours</b>
c. Introduction to Criticism, functions of criticism, types of criticism, qualifications of a critic			14

d. <b>Aristotle</b> – Poetics	
<b>Module II</b>	
c. <b>Cassius Longinus</b> – On the Sublime d. <b>Philip Sydney</b> – An Apology for Poetry	14
<b>Module III</b>	
c. <b>John Dryden</b> – An Essay on Dramatic Poesy d. <b>P.B. Shelley</b> – A Defence of Poetry	15
<b>Module IV</b>	
b. <b>Matthew Arnold</b> – Culture and Anarchy (Chapter III & IV) c. <b>F.R. Leavis</b> - The Great Tradition	14
<b>Module V</b>	
<b>Practical Criticism:</b> Critical appreciation of poems, prosody, scansion	15
<b>Course Outcomes:</b> <ol style="list-style-type: none"> <li>Identify major ground breaking texts in the history of theory and criticism.</li> <li>Analyze these texts in original and apply these concepts to contemporary literary texts.</li> <li>Critically evaluate these prominent theorists, texts, schools and ideas.</li> <li>Acquire research skills to explore and utilize relevant sources when developing literary techniques and analyses.</li> <li>Gain a comprehensive understanding of different literary theories and their application to diverse works of literature.</li> </ol>	
<b>Question Paper Pattern: The question paper is set for 100 marks.</b> <b>Question paper consists of five modules.</b> <b>Each module carries 20 marks.</b>	
<ol style="list-style-type: none"> <li>References:</li> <li>I. A. Richards. Principles of Literary Criticism</li> <li>John Locke: Concerning Human Understanding</li> <li>Jonathan Culler: Literary theory: A Very Short Introduction</li> <li>Habib M. A. R: A History of Literary Criticism and Theory: From Plato to the Present</li> <li>Murfin Ross and Supriya M. Ray: The Bedford Glossary of Critical and Literary Terms</li> <li>Vernon Hall. A Short History of Literary Criticism</li> <li>Enright D.J. and Chickera Ernst de (Ed) English Critical Texts.</li> </ol>	

**Sharnbasva University, Kalaburagi**  
**Dept. of Studies and Research in English**  
**Syllabus (2024-2025)**

<b>Course Code</b>	<b>24MAE13</b>	<b>CIE Marks</b>	<b>50</b>
<b>Number of Lectures Hours/Week</b>	<b>06</b>	<b>SEE Marks</b>	<b>50</b>
<b>Total Number of Lecture Hours</b>	<b>72</b>	<b>Exam Hours</b>	<b>03</b>
<b>CREDITS – 04</b>			
<b>Course Objectives:</b>			
1. To familiarize the learners with different types of poetry 2. To sensitize them to poetic language and poetic sensibility 3. To make them aware of poetic devices and techniques 4. To familiarize students with artistic and moral imagination and aesthetics 5. Enhance the ability to conduct close readings of poems, dissecting language and structure to uncover nuanced meanings.			
<b>Module I</b>			<b>Teaching Hours</b>
<b>b. Introduction to Poetry, types of poetry, characteristics of poetry</b>			14



c. <b>Geoffrey Chaucer</b> – Prologue to ‘The Canterbury Tales’	
<b>Module II</b>	
b. <b>William Shakespeare</b> –1. Sonnet No. 18 Shall I Compare Thee to a Summer’s Day? c. <b>John Milton</b> – Epic - Paradise Lost Book I &II	15
<b>Module III</b>	
e. <b>William Wordsworth</b> – 1.Lines Composed a Few Miles above Tintern Abbey f. <b>Samuel Taylor Coleridge</b> – 1. Kubla Khan, Or,A Vision in a Dream: Fragment 2. Work without Hope g. <b>John Keats</b> – 1. Ode on a Grecian Urn h. <b>P. B. Shelley</b> – 1. The Indian Serenad 2. To a Skylark	15
<b>Module IV</b>	
a. <b>Alfred Lord Tennyson</b> – 1. The Lady of Shallot 2. Crossing the Bar. b. <b>Robert Browning</b> –1. The Last Ride Together c. <b>G.M.Hopkins</b> – 1. God’s Grandeur 2. Thou art indeed just, Lord, if I contend d. <b>Christina Rossetti</b> – 1. Up-Hill 2. When I am Dead, my dearest	14
<b>Module V</b>	
e. <b>T. S. Eliot</b> – 1. The Waste Land f. <b>W. B. Yeats</b> – 1. The Second Coming g. <b>Wilfred Owens</b> – 1. Insensibility 2. Strange Meeting h. <b>Robert Graves</b> –1. The Lost Love	14
<b>Course Outcomes:</b> 1.A foundational level of fluency with the basis of poetry will have been achieved. 2.A basic understanding of strategies of poetic organization will have been laid down. 3.Students will get a sense that poetry is not only written text but also the spoken word and has oral as well as aural possibilities. 4.Cultivate an appreciation for the aesthetic qualities of poetry, fostering a nuanced understanding of the emotional and artistic impact of poetic expression. 5. Acquire proficiency in identifying and analyzing various literary devices.	
<b>Question Paper Pattern: The question paper is set for 100 marks.</b>	

**Question paper consists of five modules.**  
**Each module carries 20 marks.**

**References:**

1. History of English Literature; Compton Rickett, Arthur Compton-Rickett, Jack, 1929
2. The Short Oxford History of English Literature, Andrew Sanders; Oxford (1 January 2005)
3. Geoffrey Chaucer, Legouis Emile, Dent, 1913.
4. The Oxford Anthology of English Poetry" - Edited by John Wain
5. "The Vintage Book of Contemporary World Poetry" - Edited by J.D. McClatchy

**Sharnbasva University, Kalaburagi**  
**Dept. of Studies and Research in English**  
**Syllabus (2024-2025)**

<b>Course Code</b>	<b>24MAE14</b>	<b>CIE Marks</b>	<b>50</b>
<b>Number of Lecture Hours/Week</b>	<b>06</b>	<b>SEE Marks</b>	<b>50</b>
<b>Total Number of Lecture Hours</b>	<b>72</b>	<b>Exam Hours</b>	<b>03</b>
<b>CREDITS – 4</b>			
<b>Course Objectives:</b> <ol style="list-style-type: none"> <li>6) Identify and analyze various dramatic forms, including tragedy, comedy, farce, and melodrama.</li> <li>7) Explore the historical development of drama and its evolution over different periods.</li> <li>8) Understand the basic elements of dramatic structure, such as exposition, rising action, climax, falling action, and resolution.</li> <li>9) Analyze the use of dialogue, monologue, soliloquy, and other literary devices in dramatic texts.</li> <li>10) Develop the ability to critically analyze and interpret dramatic text.</li> </ol>			
<b>Module I</b>			<b>Teaching Hours</b>
B.) Introduction to Drama and different types of drama			15

C.) <b>Christopher Marlowe:</b> Edward II	
<b>Module II</b>	
A.) <b>William Shakespeare:</b> The Merchant of Venice	14
<b>Module III</b>	
B.) <b>John Dryden:</b> All For Love C.) <b>John Webster:</b> Anything for a Quiet Life	14
<b>Module IV</b>	
A) <b>Oscar Wilde:</b> Lady Windermere's Fan B) <b>G. B. Shaw:</b> Saint Joan	14
<b>Module V</b>	
F.) <b>Samuel Beckett:</b> Waiting for Godot G.) <b>John Osborne:</b> Look Back in Anger	15
<b>Course Outcomes:</b> 1. Explore and apply techniques for creating multidimensional characters. 2. Understand the psychological aspects of character development. 3. Analyze and perform monologues from various dramatic works. 4. Engage in scene study, delving into the nuances of character interaction. 5. Analyze and understand the structure of different dramatic forms (e.g., one-act plays, tragedies, comedies).	
<b>Question Paper Pattern:</b> The question paper is set for 100 marks. Question paper consists of <b>five modules</b> . Each <b>module</b> carries <b>20</b> marks.	
<b>References:</b> 1. History of English Literature, 5 <sup>th</sup> Edition. Edward Albert Oxford University Press London. 2. History of English Literature Vol. 1 by W.R. Goodman Doaba House, Delhi Reised Edition 1994. 3. A Short Oxford History of English Literature by Andrew Sanders Oxford Publication (Third Edition). 4. Brown, J.R. (1986), Discovering Shakespeare: A New Guide to the Plays, Macmillan. 5. Wilde Oscar, Lady Windermere's Fan, Fingerprint! Publishing: Latest edition.	

**Sharnbasva University, Kalaburagi**  
**Dept. of Studies and Research in English**  
**Syllabus (2024-2025)**

<b>Course Code</b>	<b>24MAE15</b>	<b>CIE Marks</b>	<b>50</b>
<b>Number of Lecture Hours/Week</b>	<b>06</b>	<b>SEE Marks</b>	<b>50</b>
<b>Total Number of Lecture Hours</b>	<b>72</b>	<b>Exam Hours</b>	<b>03</b>
<b>CREDITS -4</b>			
<b>Course Objectives:</b>			
<ol style="list-style-type: none"> <li>1. Develop specialized vocabulary and language skills relevant to the specific field or industry.</li> <li>2. Enhance communication skills for professional contexts, such as meetings, presentations, and written reports. Foster cultural awareness and understanding within the context of the targeted professional field.</li> <li>3. Build confidence in expressing ideas and opinions within the professional context.</li> <li>4. Integrate technology-related language skills, emphasizing the use of industry-specific tools and software.</li> <li>5. Develop writing skills for various professional documents, such as emails, reports, and proposals.</li> </ol>			

<b>MODULE I: Academic Writing</b>	<b>Teaching Hours</b>
Academic Writing Conventions Research Proposal Development Literature Review Techniques Citation and Referencing Styles	15
<b>MODULE II: Creative Writing Techniques</b>	
Short Story Composition Script Writing Flash Fiction Poetry Writing Creative Writing Workshops	14
<b>MODULE III: Professional and Technical Writing</b>	
Technical Documentation Manual Preparation Scientific and Medical Writing Professional Communication Strategies	14
<b>MODULE IV: Digital and Media Writing</b>	
Content Writing Blog and Web Writing Social Media Communication Translation Techniques	15
<b>Oral Communication Skills</b>	
Oral Communication Techniques Public Speaking Presentation Skills Group Discussions and Debates	14

<b>Course Outcomes:</b> <ul style="list-style-type: none"><li>5) Master language skills essential for specific tasks or activities related to the professional context.</li><li>6) Enhance written and verbal communication skills by articulating literary analyses and interpretations clearly and persuasively.</li><li>7) Acquire proficiency in conducting literary research, including using scholarly sources and citing them properly.</li><li>8) Encourage creative expression through assignments that involve writing, reimagining, or adapting literary works.</li><li>9) Equip students with the language proficiency and confidence needed to succeed in their chosen profession or academic pursuits within the specified field.</li></ul>	
<b>Question Paper Pattern: The question paper is set for 100 marks.</b> <b>Question paper consists of five modules.</b> <b>Each module carries 20 marks.</b>	
<b>References.</b> <ul style="list-style-type: none"><li>1. English for Specific Purposes* by Tom Hutchinson and Alan Waters</li><li>2. ESP: A Teacher's Guide* by Ron Howard and Paul Scott</li><li>3. Designing Language Courses: A Guide for Teachers by Kathleen Graves</li><li>4. English for Specific Purposes in Theory and Practice by Diane Belcher and Alan Hirvela</li><li>5. Needs Analysis for Language Course Design: A Holistic Approach to ESP* by Ali R. El Keblawy:</li></ul>	

**Sharnbasva University, Kalaburagi**  
**Dept. of Studies and Research in English**  
**Syllabus (2024-2025)**

<b>Course Code</b>	<b>24MAE21</b>	<b>CIE Marks</b>	<b>50</b>
<b>Number of Lecture Hours/Week</b>	<b>06</b>	<b>SEE Marks</b>	<b>50</b>
<b>Total Number of Lecture Hours</b>	<b>72</b>	<b>Exam Hours</b>	<b>03</b>
<b>CREDITS-4</b>			
<b>Course Objectives:</b> <ol style="list-style-type: none"> <li>1. Identify key passages for analysis, explore the author's use of language and style, and evaluate the overall structure of the text.</li> <li>2. Research the time period in which the work was written, explore relevant historical events, and consider how these factors contribute to the understanding of the literature.</li> <li>3. Explore the author's background, personal experiences, and other works to gain a deeper understanding of their thematic concerns and creative choices.</li> <li>4. Evaluate the British literature from various critical perspectives, such as feminist, postcolonial, psychoanalytic, or others.</li> <li>5. Identify similarities and differences, considering how such comparisons contribute to a deeper understanding of the chosen literature.</li> </ol>			
<b>Module I</b>			<b>TeachingHours</b>
<b>Age of Johnson and Romantic Age:</b> Neo-Classical Trend Contd, Popularity of Periodical Literature, Rise of Novel, The Four Wheels of Novel. Romanticism- a strong reaction against Neo-Classicism. The first generation of Romantic Poets- William Wordsworth, S.T. Coleridge, William Blake, Robert Southey The Second Generation of Romantic Poets- P.B. Shelley, John Keats, Lord Byron			15
<b>Module II</b>			

<b>Victorian Age: A new trend-</b> Victorian Ccompromise, The poetry of Alfred Tennyson, Robert Browning and Matthew Arnold, Pre-Raphaelite Movement, Oxford Movement, Popularity of Novel.	14
<b>Module III</b>	
<b>Modern Period and Post-Modern Period</b> World War I and II, T.S Eliot, Imagism and Symbolism, War Poetry, Psychological novel, Stream of Consciousness Technique, Science Fiction, Detective Novel, Revival of poetic drama, Absurd Drama, Modern theories of Criticism.	14
<b>Module IV</b>	
<b>Poetry:</b> <b>Matthew Arnold:</b> 1. Dover Beach 2. Self-Dependence <b>W H Davies:</b> 1. Leisure 2. Money <b>Rupert Brooke:</b> 1. The Soldier 2. Heaven <b>Dylan Thomas:</b> 1.Do Not Go Gentle into That Good Night 2. Fern Hill	14
<b>Module V</b>	
<b>Novel : Thomas Hardy:</b> The Mayor of Casterbridge	15
<b>Course Outcomes:</b> <ol style="list-style-type: none"> <li>1. Encourage creative expression through assignments that may include creative writing, adaptations, or performances inspired by British literary works.</li> <li>2. Encourage self-reflection on personal growth as a reader, thinker, and writer throughout the course.</li> <li>3. Foster critical thinking skills by questioning assumptions, considering multiple perspectives, and engaging in class discussions.</li> <li>4. Identify and analyze key literary movements in British literature, such as Romanticism, Victorian, Modernism, or Postcolonialism.</li> <li>5. Recognize and discuss the influence of historical events on literary production.</li> </ol>	
<b>Question Paper Pattern:</b> The question paper is set for 100 marks. Question paper consists of five modules. Each module carries 20 marks.	
<b>References:</b> <ol style="list-style-type: none"> <li>1. <i>The Literary History of the United States</i> by Spiller, Johnson, et al (3volumes)</li> <li>2. <i>A Literary History of England</i> by Albert C. Baugh, et al (1 volume)</li> <li>3. <i>The Oxford History of English Literature</i> (14 volumes)</li> <li>4. <i>A History of the English Language</i> by Albert C. Baugh</li> <li>5. <i>The Norton Anthology of English Literature</i>, ed, M. H. Abrams, et al(excellent introductions to the various “periods” of literary history, aswell as to individual English writers).</li> </ol>	



**Sharnbasva University, Kalaburagi**  
**Dept. of Studies and Research in English**  
**Syllabus (2024-2025)**

<b>Subject Title: Fiction and Non- Fiction</b>			
<b>Course Code</b>	<b>24MAE22</b>	<b>CIE Marks</b>	<b>50</b>
<b>Number of Lecture Hours/Week</b>	<b>06</b>	<b>SEE Marks</b>	<b>50</b>
<b>Total Number of Lecture Hours</b>	<b>72</b>	<b>Exam Hours</b>	<b>03</b>
<b>Credits</b>	<b>4</b>		
<b>Course Objectives:</b>			
1. Analyze key works of British literature in prose form, spanning various periods and genres. 2. Examine the historical and cultural contexts that influenced the development of British prose. 3. Develop critical reading skills to interpret complex narratives, themes, and literary techniques. 4. Explore the evolution of prose styles, from medieval to contemporary British literature. 5. Engage in discussions on the social, political, and philosophical implications embedded in the texts.			
<b>Module 1</b>			Teaching Hours
<b>Introduction to Fiction - Origin and growth , characteristics and types of Fiction</b>			14
<b>Module II</b>			
<b>Novel- Daniel Defoe: The Adventures of Robinson Crusoe</b>			15
<b>Module III</b>			
<b>Novel- H.G.Wells:The Time Machine</b>			14
<b>Module IV</b>			
<b>c. Introduction to Non-Fiction</b>			15
<b>d. Essays- Michel de Montaigne – 1. The Vanity of Words</b>			

<p>Same Thing</p> <p>c. Essays - <b>Francis Bacon</b> -</p> <p>1. Of Truth</p> <p>2. Of Studies</p>	2. How We Cry and Laugh at the
<b>Module V</b>	
<p><b>Essays</b></p> <p>H.) <b>Gerorge Orwell</b> -Politics and the English Language, Pleasure Spots</p> <p>I.) <b>G. K. Chesterton</b> - Fiction as Food, The Lost Railway Station</p> <p>J.) <b>Bertrand Russell</b> - In Praise of Idleness,The Value of Philosophy</p>	14
<b>Course Outcomes:</b>	
<ol style="list-style-type: none"> <li>1. Literary Analysis Skills: Students will develop the ability to analyze and interpret various forms of prose, including novels, short stories, and essays.</li> <li>2. Critical Thinking: Enhance critical thinking skills through the examination of complex prose, encouraging students to evaluate themes, characters, and narrative structures.</li> <li>3. Effective Writing: Improve writing skills by practicing clear and concise prose, emphasizing proper grammar, syntax, and style.</li> <li>4. Research Skills: Introduce students to research methodologies for gathering information related to prose topics, enabling them to support their analyses with relevant evidence.</li> <li>5. Creativity and Expression: Encourage students to express themselves creatively through the development of their own prose pieces, allowing for personal exploration of style and voice.</li> </ol>	
<p><b>Question Paper Pattern:</b> The question paper is set for 100 marks.</p> <p>Question paper consists of <b>five modules</b>.</p> <p>Each <b>module</b> carries <b>20</b> marks.</p>	
<p><b>References:</b></p> <ol style="list-style-type: none"> <li>1) A Critical History of English Literature, Volume I &amp;II by David Daiches</li> <li>2) Studies in Early English Literature by Emelyn W. Washburn</li> <li>3) A History of English Literature by Emile Legouis and Louis Cazamian</li> <li>4) Landmarks of English Literature by Henry James Nicoll</li> <li>5) The New Oxford Book of English Prose by John Gross (Editor)</li> </ol>	

- 6) The Cambridge History of Early Medieval English Literature. Edited by Claire A Lees Mackery  
End in Herfordshire

**Sharnbasva University, Kalaburagi**  
**Dept. of Studies and Research in English**  
**Syllabus (2024-2025)**

<b>Subject Title: Indian English Literature</b>			
<b>Course Code</b>	<b>24MAE23</b>	<b>CIE Marks</b>	<b>50</b>
<b>Number of Lecture Hours/Week</b>	<b>06</b>	<b>SEE Marks</b>	<b>50</b>
<b>Total Number of Lecture Hours</b>	<b>72</b>	<b>Exam Hours</b>	<b>03</b>
<b>CREDITS - 4</b>			
<b>Course Objectives:</b> <ol style="list-style-type: none"> <li>6. To introduce students to major movements related to poetry in Indian English, works and poets through study of selected texts.</li> <li>7. To create literary sensibility in students and expose them to artistic and innovative use of language by writers and to various worldviews.</li> <li>8. To acquaint the students with the philosophy of Indian thinkers that is reflected directly or indirectly in some of the selected literature written in English.</li> <li>9. To develop in the student the ability to interpret, analyze and evaluate works of fiction in the perspective of literary history and theory.</li> <li>10. To acquaint the students with the major novelists in English Literature through a study of the novel's representative of the age and of the novelist.</li> </ol>			
<b>Module I</b>			<b>Teaching Hours</b>

<b>History of Indian English Literature from Beginning to till date.</b>	15
<b>Module II</b>	
<b>Poetry:</b> <b>2. Toru Dutt:</b> 1. Our Casuarina Tree 2. Laxman <b>2. Nissim Ezekiel:</b> 1. Night of the Scorpion 2. Poet, Lover and Birdwatcher <b>3. Arun Kolatkar:</b> 1. An Old Woman 2. The Bus	14
<b>Module III</b>	
<b>Prose:</b> <b>J. Krishnamurti :</b> 1. Individual and Society. 2. What are We Seeking? <b>A.K Ramanujan:</b> 1. Is There an Indian Way of Thinking? An Informal Essay 2. Three Hundred Ramayanas: Five Examples and Three Thoughts on Translation  <b>Short Stories</b> <b>3. Bhabani Bhattacharya:</b> A Moment of Eternity <b>4. K. A. Abbas:</b> Two Sparrows	15
<b>Module IV</b>	
<b>Drama:</b> <b>Mahesh Dattani:</b> Final Solutions	14
<b>Module V</b>	
<b>Novel:</b> <b>Amitav Ghosh :</b> The Shadow Lines	14
<b>1. Course Outcomes:</b> 2. Students will get awareness of the essentials of poetry. 3. Students through exposure to literary texts would be developed. 4. Students will be able to understand the autobiography of Indian writers. 5. Students will get acquainted with the philosophy of Indian thinkers. 6. Students will Understand the perspective of literary history and realistic novel.	

**Question Paper Pattern: The question paper is set for 100 marks.**

**Question paper consists of five modules.**

**Each module carries 20 marks.**

**References:**

1. A History of English Literature, W.R. Goodman Oxford university press London.
2. Naik. M.K: Dimensions of Indian English in Literature. New Delhi: Sterling, 1984.
3. Prose in English Literature- N.K. Singh, I.A. Khan. Omega Publications London.
4. Chakravarthy Joya (ed): Indian writing in English: Perspectives. New Delhi: Atlantic, 2023
5. Singh Kushwanth, Train to Pakistan, penguin: 1<sup>st</sup> edition (1 January 2009); Penguin India.
6. Indian writing in English by K.R. Srinivas Iyengar Sterling Publishers, Rev. Updated- 1994.
7. History of Indian English Literature M.K. Naik Sahitya Akademi, New Delhi. 2005.
8. S. Ramaswamy and C.S Seturaman, eds. The English Critical Tradition, 2 Vols., Delhi: Macmillan., 1977.

**Sharnbasva University, Kalaburagi**  
**Dept. of Studies and Research in English**  
**Syllabus (2024-2025)**

<b>Course Code</b>	<b>24MAE24</b>	<b>CIE Marks</b>	<b>50</b>
<b>Number of Lectures Hours/</b>	<b>06</b>	<b>SEE Marks</b>	<b>50</b>
<b>Total Number of Lecture Hours</b>	<b>72</b>	<b>Exam Hour</b>	<b>03</b>
<b>Credits</b>	<b>4</b>		
<b>Course Objectives:</b> 1. Explore and comprehend the evolution of American literature from colonial times through the Modern Period, with a focus on key literary movements. 2. Analyze and appreciate the works of Walt Whitman, Emily Dickinson, Robert Frost, and Wallace Stevens, considering their unique styles and contributions to American poetry. 3. Study the plays of Eugene O'Neill and Tennessee Williams, exploring themes, characters, and the impact of these works on American drama. 4. Undertake an in-depth analysis of Mark Twain's "The Adventures of Huckleberry Finn," exploring its themes and historical context. 5. Explore the short stories of Ernest Hemingway and O' Henry, along with essays by H.D. Thoreau and Edgar Allan Poe, to understand different narrative forms and philosophical perspectives.			
<b>Module 1</b>			Teaching Hours
<b>A Brief History of American Literature:</b> Colonial Period and Early American Literature, Transcendentalism (1830-1860), Dark Romanticism, Civil War, Modern Period- Literary Movements.			15
<b>Module II</b>			
<b>Poetry</b>			14

<p>4. <b>Walt Whitman:</b> 1. Crossing Brooklyn Ferry 2. I Hear America Singing</p> <p>5. <b>Emily Dickinson:</b> 1. Tell all the Truth but tell it slant 2. A Bird came down the Walk</p> <p>6. <b>Langston Hughes:</b> 1. I, Too 2. The Negro Speaks of Rivers</p>	
<b>Module III</b>	
<p><b>Drama</b></p> <p>2. <b>Tennessee Williams:</b> The Street Car Named Desire</p>	14
<b>Module IV</b>	
<p><b>Novel: F. Scott Fitzgerald:</b> The Great Gatsby</p>	15
<b>Module V</b>	
<p><b>Short Stories:</b> 1. <b>Ernest Hemingway:</b> The Snows of Kilimanjaro, Soldier's Home</p> <p>2. <b>O' Henry:</b> The Ransom of Red Chief, The Gift of the Magi</p> <p><b>Essays:</b> 1. <b>H.D Thoreau</b> – Walden (Chapters - "Economy" and "Where I Lived and What I Lived For")</p>	14
<p><b>Course Outcomes</b></p> <p>1. Demonstrate an understanding of the historical and cultural contexts influencing American literary movements.</p> <p>2. Analyze and appreciate the distinctive styles of Walt Whitman, Emily Dickinson, Robert Frost in poetry.</p> <p>3. Appreciate the thematic depth and theatrical elements in the play of Tennessee Williams.</p> <p>4. Conduct a critical analysis of "The Adventures of Huckleberry Finn," demonstrating an understanding of its narrative complexity and historical relevance.</p> <p>5. Explore the diversity of narrative forms through short stories and essays, understanding the unique perspectives presented by Hemingway, O. Henry, Thoreau.</p>	
<p><b>Question Paper Pattern:</b> The question paper is set for 100 marks.</p> <p>Question paper consists of <b>five modules</b>.</p> <p>Each <b>module</b> carries <b>20</b> marks.</p>	

**Sharnbasva University, Kalaburagi**  
**Dept. of Studies and Research in English**  
**Syllabus (2024-2025)**

<b>Subject Title: Introduction to Phonetics and Linguistics</b>			
<b>Course Code</b>	<b>24MAE25</b>	<b>CIE Marks</b>	<b>50</b>
<b>Number of Lecture Hours/Week</b>	<b>6</b>	<b>SEE Marks</b>	<b>50</b>
<b>Total Number of Lecture Hours</b>	<b>72</b>	<b>Exam Hours</b>	<b>3</b>
<b>Credits :4</b>			
<b>Course Objectives:</b> <ol style="list-style-type: none"> <li>1) Understanding the language's worldwide importance as a global medium for communication and cultural exchange.</li> <li>2) Exploring English's evolution from Germanic roots, incorporating influences from various historical periods.</li> <li>3) Familiarity with diverse language varieties, including Pidgins, Creoles, Dialects, Jargons, and Registers, and identifying their distinctive features.</li> <li>4) Examining unique linguistic traits in Indian English shaped by cultural influences and historical development.</li> <li>5) Understanding the organs of speech, vowel and consonant sounds, phonetic transcription, phonemes, morphemes, and exploring linguistic theories.</li> </ol>			
<b>Module I</b>			<b>Teaching Hours</b>



<b>Introduction &amp; Evolution of English</b> A. Introduction to English as a Global Language: The widespread use and global significance of the English language. B. Historical Evolution of English language: A brief overview of the historical development of the English language, including its roots in Germanic languages and subsequent influences	15
<b>Module II</b>	
<b>Varieties of English</b> A. Language varieties including Pidgins, Creoles, Dialects, Jargons, Registers, etc. B. Features of the language varieties C. Features of Indian English	14
<b>Module III</b>	
<b>Phonology</b> a. Organs of Speech, b. Description of Vowels, Diphthongs & Consonants c. Phonetic Transcription	14
<b>Module IV</b>	
<b>Linguistics</b> a. Phonemes, Morphemes and Allomorphs b. Types of Phonemes, Morphemes and Allomorphs c. Supra-segmental utility: Stress & Intonation	14
<b>Module V</b>	
<b>Principles of English Grammar</b> a. Parts of Speech: Open & Closed Systems & their functions b. Noun Phrase Structure c. Verb Phrase Structure d. Subordination and Co-ordination.	15
<b>Course Outcomes:</b>	
1. Describe key historical milestones in the evolution of English.	

2. Identify the articulatory components involved in speech production.
3. Transcribe English sounds using phonetic symbols.
4. Discuss linguistic theories and their applications.
5. Analyse the role of stress and intonation in communication.

**Question Paper Pattern: The question paper is set for 100 marks.**

**Question paper consists of five modules.**

**Each module carries 20 marks.**

**References:**

- 1) "English as a Global Language" by David Crystal – Cambridge University Press - 1997
- 2) "The English Language: A Historical Introduction" by Charles Barber – Cambridge University Press - 2012
- 3) "World Englishes: A Resource Book for Students" by Jennifer Jenkins – Routledge - 2014
- 4) "Varieties of English" by Peter Siemund - Cambridge University Press - 2013
- 5) "Indian English" by Kachru, Kachru, and Nelson - Cambridge University Press - 2008
- 6) "Phonetics: The Science of Speech" by Martin J. Ball and Orla Lowry - Routledge - 2014
- 7) "Phonetics for Indian Students" by T Balasubramanian – Macmillan India Limited - 1981
- 8) "An Introduction to Language" by Victoria Fromkin, Robert Rodman, and Nina Hyams – Cengage Learning – 2010
- 9) "Intonation of Colloquial English" by J.D. O'Connor – Cambridge University Press - 2004
- 10) "A Student's Introduction to English Grammar" by Rodney Huddleston and Geoffrey K. Pullum – Cambridge University Press – 2011.

**Sharnbasva University, Kalaburagi**  
**Dept. of Studies and Research in English**  
**Syllabus (2024-2025)**

<b>Course Code</b>	<b>24MAE25-(I)</b>	<b>CIE Marks</b>	<b>50</b>
<b>Number of Lecture Hours/Week</b>	<b>06</b>	<b>SEE Marks</b>	<b>50</b>
<b>Total Number of Lecture Hours</b>	<b>72</b>	<b>Exam Hours</b>	<b>03</b>
<b>Credits -4</b>			
<b>Course Objectives:</b> <ol style="list-style-type: none"> <li>1) Develop proficiency in various forms of media writing, including news articles, features, and scripts.</li> <li>2) Understand the principles of journalistic ethics and responsible media communication.</li> <li>3) Develop proficiency in using digital tools for editing, formatting, and publishing media content.</li> <li>4) Understand the importance of accuracy, credibility, and fact-checking in media writing, emphasizing responsible journalism and communication.</li> <li>5) Cultivate a sense of responsibility and ethical decision-making when confronted with ethical dilemmas in media writing.</li> </ol>			
<b>Module I</b>			<b>Teaching Hours</b>
<b>Introduction to Media Writing:</b> Definition and Scope of Media Writing Importance of Effective Communication: Adapting Language for Media			14

<b>Module II</b>	
<b>Skills in Communication</b> 1) Linguistics Skills 2) LSRW Skills	15
<b>Module III</b>	
<b>Writing Skills</b> 1) Discourse of Writing 2) Mechanics of Writing 3) Note Making and Note Taking .	14
<b>Module IV</b>	
<b>Presentation Skills</b> 1) Overcoming Stage Fear 2) Impromptu and Extempore 3) Body Language, Gestures and Postures, Voice Modulation, Stress, and Intonation 4) News Presentation- Radio 5) News Presentation- TV. 6) Live Programs: Infotainment Programs, and Radio Jockey and Reality Shows	15
<b>Module V</b>	
<b>New Media Technologies</b> 1) Blog and Vlogging and YouTube 2) Convergence of Media Technologies and their Publications	14
<b>Course Outcomes:</b> 1) Develop the ability to critically analyse various forms of media, including print, digital, and audiovisual, to understand underlying messages, biases, and cultural influences. 2) Acquire a comprehensive understanding of media literacy, including the ability to evaluate sources, discern between credible and unreliable information, and navigate ethical considerations in media writing. 3) Acquire proficiency in digital media tools and platforms, understanding their multimedia elements into written work on contemporary media writing. 4) Develop a professional approach to media writing, adhering to industry standards, deadlines, and ethical guidelines. 5) Preparing students for potential careers in media and journalism. Media elements into written work.	
<b>Question Paper Pattern:</b> The question paper is set for 100 marks.	

Question paper consists of <b>five modules</b> . Each <b>module</b> carries <b>20</b> marks.	
<b>References:</b> <ol style="list-style-type: none"><li>1. Raman, Usha. <i>Writing for the Media</i>. OUP, 2009.</li><li>2. Ryan, Michael and James W Tankard. <i>Writing for Print and Digital Media</i>. McGraw-Hill, 2005.</li><li>3. Allen, Victoria, Karl Davis et al. <i>Cambridge Technical Level 3 Digital Media</i>. Hodder, 2016.</li><li>4. Hayward, Susan. <i>Cinema studies: The Key Concepts</i>. Routledge, 1996</li></ol>	

