

KUVEMPU UNIVERSITY
CURRICULUM FOR V & VI SEMESTERS (B A)

ENGLISH OPTIONAL (DISCIPLINE CORE SUBJECT)

CHAIRMAN

Dr. Nagya Naik B H
Professor, Kuvempu University, Shankaraghatta.

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Kuvempu University
Curriculum for B.A. English Optional (5&6 Semesters)

Name of the Degree /Program: III B.A.

Discipline Core Subject: English

Total Credits for the Subject:

12+12=24(for 5 &6 Semesters)

Starting year of implementation:

2023-24

Program Outcomes

By the end of the program the students will be able to:

1. Provide a comprehensive foundation in literary studies and linguistic competencies.
2. Introduce multiple areas of writings in English language and translations in English.
3. Connect liberal arts Humanities and Social Sciences through a multidimensional curriculum.
4. Develop the students' ability to read, process, think critically and independently.
5. Explore texts and contexts of writings and readings, from varied spaces.
6. Establish a multidisciplinary approach towards higher studies and research.
7. Develop in students an inclusive outlook and responsible citizenship, inculcate ethical thinking and a sense of social commitment.
8. Provide training to students in multiple areas of employment – conventional and new.
9. Train students in professional skills relevant to career opportunities.
10. Prepare students for the technologically advanced world, its challenges and opportunities.
11. To enable practical and experiential learning.

General Proposed Learning Outcomes for the Bachelor of Arts English Program

At the end of the BA program, the learners will be

1. Exposed to and demonstrate a broad knowledge of major and minor writers, texts and contexts and defining issues of canonical and non-canonical literature
2. Will be enriched by familiarity with other literatures and more importantly with Indian writers their ethos and tradition of writing and discourse
3. Would have honed their skills of remembering, understanding, applying, analyzing evaluation and creating literature
4. Would be able to write with clarity, creativity and persuasiveness.
5. Most importantly, learners would develop and demonstrate an awareness of the significance of literature and literary forms and the debates of culture they generate as values.
6. Be equipped with advanced literary, linguistic skills.
7. Competency in the use of English from/for a variety of domains.
8. Have a spirit of inquiry and critical thinking.
9. Be able to articulate thoughts and generate/understand multiple interpretations.
10. Locate and contextualize texts across theoretical orientations cultural spaces.
11. Possess Reading and writing skills catering to academic and other professional discipline viz. print and electronic media, advertising, content writing etc.
12. Imbibe a multi-disciplinary approach in higher education and research.
13. Be skilled in multiple domains and careers.
14. Become adept at use of English in the current technological climate.
15. Have hands-on work experience.

Curriculum Structure for V and VI Semester BA English (DSC)

A1 – Curriculum and Content Chart for V and VI Semester B.A. English Optional (DSC)

Semester	Title /Name of the course/Credits	Vocational	Assessment
V DSC – A9	Literary Criticism (4)		60 F+40 S
V DSC – A10	Subaltern Studies (4)		60 F+40 S
V DSC – A11	Life Narratives (4)		60 F+40 S
VI SEMESTER			
VI DSC – A12	Post-Colonial Studies (4)		60 F+40 S
VI DSC – A13	Introduction to the History of English Language (4)		60 F+40 S
VI DSC – A14	World Literature in English & in Translation (4)		60 F+40 S

Pedagogy for student engagement is predominantly lectures. However, other pedagogies enhancing better student engagement to be recommended for each course. The list includes active learning/ course projects/ problem or project-based learning/ case studies/self-study like seminar, term paper or MOOC. Every course needs to include assessment for higher order thinking skills (Applying/ Analyzing/ Evaluating/ Creating). However, this column may contain alternate assessment methods that help formative assessment (i.e. assessment for learning).

B. A.

English

**Semester V
Course – A9**

Title of the Course – Literary Criticism

Course	A9
Type of Course	DSC
Theory/ Practical	Theory
Credits	04
Instruction hours per week	04
Total No. of Lectures/Hours Semester	60
Duration of Exam	2 hours
Formative Assessment Marks	40
Summative Assessment Marks	60
Total Marks	100

Content of Course A9: Literary Criticism	60 Hrs
Unit - 1 Introduction to Criticism	20
What is criticism? Meaning, Definitions, Functions. Methods of Criticism -(Biographical, New critical, Cultural) Concepts/Schools: New Criticism, Structuralism, Post Structuralism, New Historicism, Popular Culture, Postmodernism.	
Unit – 2 Classical Criticism	12
From <i>Poetics</i> : Aristotle’s Concept of Tragedy • What is Tragedy? • Idea of Tragic Hero • Plot and Character • Catharsis-Peripeteia & Anagnorisis • Three Unities	
Unit – 3 Romantic Criticism	12
<input type="checkbox"/> S T Coleridge- Concept of Imagination/fancy (from <i>Literaria Biographia</i>) <input type="checkbox"/> William Wordsworth- Preface to the <i>Lyrical Ballads</i>	
Unit – 4 Modern Criticism/Essays	16

- | | |
|--|--|
| <ul style="list-style-type: none"><input type="checkbox"/> T S Eliot: Tradition and Individual Talent<input type="checkbox"/> Wolfgang Iser- Act of Reading | |
|--|--|

Suggested Reading

- Adams, Hazard. *Critical Theory Since Plato*. New York, Harcourt Brace Jovanovich, 1971.
- Abrams, M. H. *A Glossary of Literary Terms*. (8th Edition) New Delhi: Akash Press, 2007.
- Baldick, Chris. *The Oxford Dictionary of Literary Terms*. Oxford: Oxford University Press, 2001.
- Barry, Peter. *Beginning Theory: An Introduction to Literary and Cultural Theory*. New Delhi: Viva Books, 2008.
- Drabble, Margaret and Stringer, Jenny. *The Concise Oxford Companion to English Literature*. Oxford: Oxford University Press, 2007.
- Fowler, Roger. Ed. *A Dictionary of Modern Critical Terms*. Rev. ed. London: Routledge & Kegan Paul, 1987.
- Habib, M. A. R. *A History of Literary Criticism: From Plato to the Present*. London: Blackwell, 2005.
- Hall, Donald E. *Literary and Cultural Theory: From Basic Principles to Advanced Application*. Boston: Houghton, 2001.

Pedagogy: Lectures, Seminar, Role play, Group discussion

Formative Assessment	
Assessment Occasion/ type	Weightage in Marks
First Internal Test	10
Second Internal Test	10
Assignment	10
Seminar	10
Total	40

B. A. English Semester V Course - A10**Title of the Course: Subaltern Studies**

Content of the Course A11: Subaltern Studies	
Course	A10
Type of Course	DSC
Theory/ Practical	Theory
Credits	04
Instruction hours per week	04
Total No. of Lectures/Hours per Semester	60
Duration of Exam	2 hours
Formative Assessment Marks	40
Summative Assessment Marks	60
Total Marks	100

Content of Course A10: Subaltern Studies		60 Hrs
Unit –1: Introduction		15
<ul style="list-style-type: none"> ● Concept: Understanding Subaltern-subaltern history ● <i>Annihilation of Caste</i> – Dr. B.R. Ambedkar ● <i>On Some Aspects of Historiography of Colonial India</i> – Ranajit Guha 		
Unit – 2: Fiction		15
Mahasweta Devi- <i>Doulati</i>		
Unit – 3; Play/Short Stories		10
<ul style="list-style-type: none"> ● <i>Amasa-Devanuru</i> Mahadeva ● <i>Kakka-Vemula</i> Yelloiah (Excerpts) 		
Unit – 4; Prose/Narratives		20
<i>Ooru-Keri(Part-1)</i> -Siddalingaiah		

Suggested Reading

Guha, Ranajit (ed.). *A Subaltern Studies Reader*. Oxford University Press, Delhi, 2000.

Guha, Ranajit (ed.). *Subaltern Studies: Writings on South Asian History and Society*. OUP, New Delhi, 1982.

Cary Nelson and Lawrence Grasberg (eds.). *Marxism and the Interpretation of Culture*. University of Illinois Press, 1987.

Vinayak Chaturvedi (ed.). *Mapping Subaltern Studies and the Postcolonial*. Verso, London, 2000.

Chakrabarty, Dipesh. "Subaltern Studies in Retrospect and Reminiscence," *South Asia: Journal of South Asian Studies*, vol. 38, no. 1, 2015.

Chibber, Vivek. *Postcolonial Theory and the Specter of Capital*. Verso Books, 2014.

Guha, Ranajit., and Gayatri Chakravorty. Spivak. *Selected Subaltern Studies*. Oxford University Press, 1988.

Ludden, David E. *Reading Subaltern Studies: Critical History, Contested Meaning, and the Globalisation of South Asia*. Permanent Black, 2001.

Spivak, Gayatri Chakravorty. *Can the Subaltern Speak? Reflections on the History of an Idea*, 1988.

Spivak, Gayatri Chakravorty. *A Critique of Postcolonial Reason: Toward a History of the Vanishing Present*. Harvard UP, 1999.

Pedagogy: Lectures, Seminar, Role play, Group discussion

Formative Assessment	
Assessment Occasion/ type	Weightage in Marks
First Internal Test	10
Second Internal Test	10
Assignment	10
Seminar	10
Total	40

BA English
Semester V
Course: A11
Title of the Course: Life Narratives

Course	A11
Type of Course	DSC
Theory/ Practical	Theory
Credits	04
Instruction hours per week	04
Total No. of Lectures/Hours Semester	60
Duration of Exam	2 hours
Formative Assessment Marks	40
Summative Assessment Marks	60
Total Marks	100

Content of Course A11 - Life Narratives	60 Hrs
Unit –1: Introduction to Life Narratives	15
<ul style="list-style-type: none"> • What are Life Narratives? – Genres of Life Writings • ‘Introduction’ from <i>The New Critical Idiom: Autobiography</i>-Linda Anderson 	
Unit – 2: Autobiography	22
<ul style="list-style-type: none"> • M K Gandhi- <i>My Experiment with Truth</i> (Excerpts: Chapters 1,2,8,15,&32) • Manoranjan Byapari- <i>Interrogating My Chandal Life</i> (Chapters 1,2 &3) • Kamala Das – <i>My Story</i> (Chapters-1, 2, 23,24, &25) 	
Unit – 3: Memoirs & Narratives	15
1. Mukhtar Mai- <i>In the Name of Honour</i>	
Unit – 4 Biography & Biopics	08
1. <i>BLACK</i> - Directed by Sanjay Leela Bansali (film text)	

Suggested Reading

Anderson, Linda. *Autobiography*. Routledge, London, 2011.

Anderson, Linda. *Women and Autobiography in the Twentieth Century: Remembered Futures*. Prentice hall, Harvester Wheatsheaf, London, 1997.

Andrews, William L, and Douglas Taylor. *Richard Wright's Black Boy (American Hunger): A Casebook*. Oxford University Press, New York, 2003.

Baggerman et al (eds.). *Controlling Time and Shaping the Self: Developments in Autobiographical Writing since the Sixteenth Century*. Brill, Leiden, 2011.

Lejeune, Philippe. *On Autobiography*. U of Minnesota P, Minneapolis, 1988.

Lionett, Françoise. *Autobiographical Voices: Race, Gender, Self-Portraiture*. Cornell UP, Ithaca, 1991.

Smith, Sidonie A. & Julia Watson, eds. *Reading Autobiography: A Guide for Interpreting Life Narratives*. U of Minnesota P, Minneapolis, 2001.

Weintraub, Karl J. *The Value of the Individual: Self and Circumstance in Autobiography*. Chicago UP, Chicago, 1982.

Pedagogy: Lectures, Seminar, Role play, Group discussion

Formative Assessment	
Assessment Occasion/ type	Weightage in Marks
First Internal Test	10
Second Internal Test	10
Assignment	10
Seminar	10
Total	40

B. A. English
Semester VI
Course – A12
Title of the Course: Postcolonial Studies

Course	A12
Type of Course	DSC
Theory/ Practical	Theory
Credits	04
Instruction hours per week	04
Total No. of Lectures/Hours Semester	60
Duration of Exam	2 Hours
Formative Assessment Marks	40
Summative Assessment Marks	60
Total Marks	100

Content of Course A12: Postcolonial Studies	60 Hrs
Unit – 1: Introduction to Postcolonial Studies	15
<ul style="list-style-type: none"> • Key concepts: Colonialism, Imperialism, Neo-colonialism, Orientalism, Postcolonialism, Postcolonial Literatures, Hybridity, Race 	
Unit – 2: Essays on Postcolonial Studies	15
<ul style="list-style-type: none"> • Ngugi Wa Thiango- The Universality of Local Knowledge • Bill Ashcroft, Gareth Griffiths and Helen Tiffin (eds)- 'Introduction' to <i>The Empire Writes Back</i> 	
Unit – 3: Postcolonial Texts	12
<ul style="list-style-type: none"> • Bama- <i>Just One Word</i> (Short Story) • Wole Soyinka- <i>Telephone Conversation</i> (Poem) • Vasudhendra-<i>Red Parrot</i>(Short Story) 	
Unit – 4 Fiction	08

- 1 Chinua Achebe- *Things Fall Apart*

Suggested Reading

Abrams M H, and Harpham. *A Glossary of Literary Terms*. Cengage Learning, New Delhi, 2014.

Barry, Peter. *Beginning theory: An introduction to literary and cultural theory*. MUP, Manchester, 2017.

Habib M A R. *A History of Literary Criticism: From Plato to the Present*. London: Blackwell, 2005

Loomba, Ania. *Colonialism/Postcolonialism*. Routledge, London, 2001

Trivedi, Harish & Meenakshi Mukherjee eds. *Interrogating Post colonialism: Theory, Text and Context*. OUP, New Delhi, 1996

Vincent B., et al., *The Norton Anthology of Theory and Criticism*, WW Norton and Company, London, 2018.

Pedagogy: Lectures, Seminar, Role play, Group discussion

Formative Assessment	
Assessment Occasion/ type	Weightage in Marks
First Internal Test	10
Second Internal Test	10
Assignment	10
Seminar	10
Total	40

**B. A. English
Semester VI
Course – A13**

**Title of the Course: Introduction to the History of
English Language**

Course	A13
Type of Course	DSC
Theory/ Practical	Theory
Credits	04
Instruction hours per week	04
Total No. of Lectures/Hours Semester	60
Duration of Exam	2 Hours
Formative Assessment Marks	40
Summative Assessment Marks	60
Total Marks	100

Content of Course A13: Introduction to the History of English Language	60 Hrs
Unit – 1: Origin and Development of the English Language	15
<ul style="list-style-type: none"> • Language Families: Indo-European Family of Languages English as part of Germanic Family • Landmarks in the development of the English Language 	
Unit – 2: Influences on English Language	15
<ul style="list-style-type: none"> • Latin Influence • Greek Influence • French Influence • Other Influences: Scandinavian, Indian, Arabic 	

Unit – 3: Makers of English Language	15
1. William Shakespeare 2. Bible Translators 3. John Milton, 4. John Dryden 5. William Wordsworth	
Unit – 4: Language Development	15
<ul style="list-style-type: none"> • Development of English as Language • Standard English, English as World Language • Varieties of English • Influence of Radio, Television, Cinema, Pop Culture and Social Media on English 	

Suggested Reading

Wrenn C. L. *The English Language*. Vikas Publishing, India, 2022.

Baugh A. C. *A History of English Language*. Routledge, India, 2012.

Emerson and Oliver Farrar. *An Outline History of the English Language*. MacMillan, New York, 1906.

Crystal David. *English as a Global Language*. Cambridge University Press, New York, 1997.

Pedagogy: Lectures, Seminar, Role play, Group discussion

Formative Assessment	
Assessment Occasion/ type	Weightage in Marks
First Internal Test	10
Second Internal Test	10
Assignment	10
Seminar	10
Total	40

**B. A. English
Semester VI
Course - A14**

Title of the Course: World Literature in English & in Translation

Course	A14
Type of Course	DSC
Theory/ Practical	Theory
Credits	04
Instruction hours per week	04
Total No. of Lectures/Hours Semester	60 Hours
Duration of Exam	2 Hours
Formative Assessment Marks	40
Summative Assessment Marks	60
Total	100

Content of Course A14: World Literature in English & in Translation	60 Hrs
Unit –1 Introduction to World Literature	15
<ul style="list-style-type: none"> • Concepts: World Literature, Modern Play, Heroism, Adventure, Ibsenism, Magical Realism, Realism, Cultural Conflicts, Tradition v/s Modernity. • Show Your Acquaintance with major works: <i>Vyasa-The Mahabharatha</i> <i>Fyodor Dostoevsky- Crime and Punishment,</i> <i>Gustave Flaubert- Madame Bovary,</i> <i>Jonathan Swift- Gulliver's Travels (4th Book),</i> <i>Shashi Deshpande- That Long Silence</i> <i>Prem Chand- Godan</i> 	
Unit – 2: Novel	15
<i>Earnest Hemingway- The Old Man and the Sea</i>	
Unit – 3: Short Stories	10
<i>Guy de Maupassant- The Diamond Necklace</i> <i>R K Narayan- An Astrologer's Day</i>	
Unit – 4; Play	20

Girish Karnard- <i>Tughaluq</i>	
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Suggested Reading

Richardson William Lee and Jesse M Owen. *Literature of the World: An Introductory Study*.

Sagwan Press, New York, 2018.

D'haen Theo. *The Routledge Concise History of World Literature*. Routledge, India, 2011. D'haen Theo, et al. *World Literature: A Reader*. Routledge, India, 2012

Das, Sisir Kumar and Sukanta Chaudhuri (eds.). *Selected Writings on Literature and Language: Rabindranath Tagore*. Das Gupta & Co. Pvt. Ltd., Kolkata, 2001.

D'haen Theo, et al., editors. *World Literature: A Reader*. Princeton University Press, Routledge, India, 2012.

Pedagogy: Lectures, Seminar, Role play, Group discussion

Formative Assessment	
Assessment Occasion/ type	Weightage in Marks
First Internal Test	10
Second Internal Test	10
Assignment	10
Seminar	10
Total	40

BA, Linguistics
Program Structure for Vth and VIth Semester

Semester V									
Sl. No.	Course Code	Title of the Course	Category of Courses	Teaching Hours per Week (L+T+P)	SEE	CI E	Total Marks	Duration of Exam	Credits
13	BA.5.1	Contrastive Linguistics and Error Analysis	DSC	3+2+0	60	40	100	3	4
14	BA.5.2	Dialectology	DSC	3+2+0	60	40	100	3	4
15	BA.5.3	Lexicography	DSC	3+2+0	60	40	100	3	4
Sub –Total (E)					180	120	300		12

Semester VI									
Sl. No.	Course Code	Title of the Course	Category of Courses	Teaching Hours per Week (L+T+P)	SEE	CI E	Total Marks	Duration of Exam	Credits
16	BA.6.1	Language Planning and Policy in India	DSC	3+2+0	60	40	100	3	4
17	BA.6.2 Elective	Translation Studies	DSC	3+2+0	60	40	100	3	4
18	BA.6.3	Language Teaching Methods	DSC	3+2+0	60	40	100	3	4
Sub –Total (F)					180	120	300		12

BA., Linguistics
Program Structure for Vth Semester

5.1 Contrastive Linguistics and Error Analysis (DSC)

Main Objectives of this Course:

The chief aim of this course is to acquire knowledge of the basic concepts of modern methods and Important Principles of the Contrastive Linguistics and Error Analysis. And also, to know various kinds of Contrastive methods and types of error description in detail.

UNIT - 1: Introduction to Contrastive Linguistics: Definition-Nature and Scope of Contrastive Linguistics, Contrastive Linguistics and Bilingualism, Contrastive features of Two of more languages.

UNIT 2: Principles of Contrastive Linguistics: Theoretical Principles of contrastive linguistics, study of interference, comparing Phonological, Morphological, Syntactical and Lexical systems.

UNIT 3: Description of Errors: Introduction- types of errors creative construction process, causes for errors, inter-lingual and intra-lingual errors.

UNIT 4: Error analysis, L1 and L2 hypothesis, errors- as necessary conditions for language learning, errors-mistakes and lapses Goofing, inter language and target language comparison. systematic and a systematic Errors

Reference:

Allen And Corder	1974	Techniques in Applied Linguistics, Vol.3	Corder
	1967	The Significance of Learners Errors, Iral	Vol 5
Jack, C.Richards	1974	Error Analysis	
Jacquelyn, S.,	1974	An Error in Error Analysis, Language Learning	Vol 24
Lado, R.,	1957	Linguistics Across Culture	
Nayak, H. M.,	1967	Kannada-Literary and Colloquial	
Nickel, G.,	1974	Papers in Contrastive Analysis	
Pillai, K. T.,	1973	Contrastive Linguistics and Language Teaching	
Politzer , R. L.,	1972	Linguistics And Applied Linguistics Aims & Methods	
Stig Johan Son	1975	The Use of Error Analysis and Contrastive Analysis,	English Language Teaching Vol 29

Course Outcomes:

At the end of the course, the students will be able to

- 1.understand the Contrastive Linguistics and Bilingualism, Contrastive features of Two of more languages.
- 2.understand to Theoretical Principles of contrastive linguistics,
- 3.follow the procedures of Communication models and Society.
- 4.types of errors creative Construction process, causes for errors, interlingual and intralingual errors, error analysis.
- 5.know necessary conditions for language learning.

5.2. Dialectology (DSC)

Main Objectives of this Paper:

This Paper has been designed basically as an introduction to the study of Dialects. Language can be studied mainly from the point of view of Dialectology. The study of Dialects, which are varieties of a Language, used by groups, which are smaller, than the total Community of Speakers of the Language. This Study is useful for the present Education and in understanding the Social attitudes towards Languages.

Course Content

UNIT 1: Introduction Aims and objectives of Dialectology, Idiolect, Dialect, Focal Area, Relic Area, Mutual intelligibility, Common core, Isoglosses, Dialect Atlas, Overall pattern and, Dialect distance etc.,

UNIT 2: Social, Regional and Temporal Dialects, Different Approaches To Dialectology: Traditional and Structural, Synchronic and Diachronic and Comparative Dialectology

UNIT 3: A Brief Survey of the History of Dialectology, A brief sketch of Linguistic survey of Germany, New England, France, and other countries.

UNIT 4: A brief sketch of Linguistic survey of India. Dialects of Kannada.

Reference

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|---|------|--|
| Agesthalingom, S.,
And Karunakaran, K., (Ed) | 1980 | Sociolinguistics and Dialectology |
| Allen & Anderwood | 1971 | Readings in American Dialectology |
| Arokianathan, S., (Ed) | 1980 | Dialectology |
| Bloomfield, L., | 1933 | Language |
| Francies, W.N., | 1983 | Dialectology: An Introduction |
| Giglioli, P.O., (Ed) | 1972 | Language and Social Context |
| Kurath, H., | 1939 | Hand Book Of Linguistic Geography Of
New England |
| | 1949 | World Geography of The Eastern United
States |
| Petyt, M.K., | 1980 | The Study Of Dialects An Introduction
Dialectology |
| Sebeok, (Ed.) | 1968 | Current Trends in Linguistics, Vol. IX |
| Sengupta, | 1958 | Field Study |
| Somasekaran Nair, B.,
(Ed. AI) | 1973 | Dialectology (Seminar Papers) |
| Trudgill, P., | | Dialectology |
| Weinrich, U., | 1953 | Languages in Contact |
| William, J.S., | 1972 | Field Linguistics |
| ಕುಳ್ಳಿ, ಜಿ. ಎಸ್., | 1973 | ಐತಿಹಾಸಿಕ ಭಾಷಾವಿಜ್ಞಾನ, ಸಿರಿಗನ್ನಡ ಪ್ರಕಾಶನ, ಧಾರವಾಡ |
| ಕೃಷ್ಣರಾವ್, ಕೆ.ಎಂ., | 1968 | ಕನ್ನಡ ಭಾಷಾ ಸ್ವರೂಪ, ಉಷಾಸಾಹಿತ್ಯ ಮಾಲೆ, ಮೈಸೂರು |
| ಕೆಂಪೇಗೌಡ, ಕೆ., | 1992 | ಸಾಮಾನ್ಯ ಭಾಷಾವಿಜ್ಞಾನ, ಭಾರತೀ ಪ್ರಕಾಶನ, ಮೈಸೂರು |
| ಚಿದಾನಂದಮೂರ್ತಿ, ಎಂ., | 1973 | ಭಾಷಾವಿಜ್ಞಾನದ ಮೂಲತತ್ವಗಳು, ಡಿ.ವಿ.ಕೆ.ಮೂರ್ತಿ, ಮೈಸೂರು |
| ಭಟ್, ಕೆ. ಪಿ., | 1972 | ಉಪಭಾಷೆ, ಪ್ರಸಾರಾಂಗ, ಬೆಂಗಳೂರು ವಿಶ್ವವಿದ್ಯಾಲಯ,
ಬೆಂಗಳೂರು |

ರಾಮಚಂದ್ರ, ಸಿ. ಎಸ್.,	1999	ಕನ್ನಡ ಭಾಷಾಲೋಚನ, ಮಾಂಗಿರಿ ಪ್ರಕಾಶನ, ಮೈಸೂರು
	2005	ಕನ್ನಡ ಭಾಷಾ ಆಲೋಚನಾ, ಸಾರಾ ಎಂಟರ್ ಪ್ರೈಸಸ್, ಮೈಸೂರು
	2004	ಚಾರಿತ್ರಿಕ ಭಾಷಾವಿಜ್ಞಾನ : ಮೂಲತತ್ವ ಹಾಗೂ ವಿಧಾನಗಳು, ಸಾರಾ ಎಂಟರ್ ಪ್ರೈಸಸ್, ಮೈಸೂರು
ಶಾಲಿನಿ ರಘುನಾಥ್,	1979	ಉಪಭಾಷೆ, ಪ್ರಸಾರಾಂಗ, ಮೈಸೂರು ವಿಶ್ವವಿದ್ಯಾನಿಲಯ, ಮೈಸೂರು
ಸಂಗಮೇಶ ಸವದತ್ತಿಮಠ	1976	ಕನ್ನಡ ಭಾಷಾವ್ಯಾಸಂಗ, ರೂಪರಶ್ಮಿ ಪ್ರಕಾಶನ, ಕಲ್ಬುರ್ಗಿ
	1976	ದ್ರಾವಿಡ ಭಾಷಾವ್ಯಾಸಂಗ, ರೂಪರಶ್ಮಿ ಪ್ರಕಾಶನ, ಕಲ್ಬುರ್ಗಿ
	1999	ಭಾಷಾಲೇಖ, ರೂಪರಶ್ಮಿ ಪ್ರಕಾಶನ, ಗುಲ್ಬರ್ಗ

Course Outcomes:

At the end of the course, the students will be able to

1. understand the fundamentals of Dialects.
2. to draw isoglosses and prepare dialect areas based on given data
3. familiarize themselves with approaches to dialectology.

5.3. Lexicography (DSC)

Main Objectives of this Paper:

The chief aim of the Present course is to equip the Students with the major Techniques and Methods of Lexicographical Analysis and Description. And also, to motivates them to understand the basic concepts of Lexicography in proper manner. Hence unique elementary concepts of Lexicography and an over view on the subject Lexicography are briefly mentioned in this course.

Course Content

UNIT-I: Lexicography as Applied linguistics- Lexicology and Lexicography- Nature of Lexicon in a Language Lexicon and Grammar- Morpheme, Word and Lexeme, item and System- Structure of Lexeme- Simple and compositive lexemes- Set Combinations- Collective, derivative, compounds, proverbs and idioms- Collocation and context- Dialectal, Sociolect and context

UNIT II : Form- Meaning Relationship: Polysemy, Homonymy, Synonymy, Antonymy, Hyponymy- Semantically related words- Semantic field- Functional Words Proper names

UNIT III : Types Of Dictionaries: Synchronic and Diachronic dictionary-Monolingual and Bilingual dictionary.

UNIT IV: Restricted and Non-restricted Dictionary- Thasurus, Learners dictionary and Encyclopedia- Making of a Dictionary and collection of materials factors and variables

Reference

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- Jackson, Howard. 2002. *Lexicography: An Introduction*. London: Routledge.

Landau, S.I.	1989. <i>Dictionaries: The Art and Craft of Lexicography</i> . Cambridge, New York: Cambridge University Press.
Singh R.A.	1982. <i>An Introduction to Lexicology and Lexicography</i> . Mysore: Central Institute of Indian Languages.
Householder, Fred W & Sol Saporta	1967. <i>Problems in Lexicography</i> . Bloomington: (eds). Indiana University Press.
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Zgusta.L et al.	1971. <i>Manual of Lexicography</i> . The Hague: Mouton. Lin-C-304:
ವಿಲಿಯಂ ಮಾಡ್ಜ್, ಶ್ರೀಧರ್, ಎಸ್.ಎನ್.,	1999 ನಿಘಂಟು ವಿಜ್ಞಾನ 1993 ಕನ್ನಡ ರಚನೆ ಮತ್ತು ಬಳಕೆ

Course Outcomes:

At the end of the course, the students will be able to

1. understand lexicography
2. understand Form- Meaning Relationship
3. link the language data and usage contexts
4. know specialized dictionaries

BA., Linguistics
Program Structure for VIth Semester

6.1. Language Planning & Policy in India (DSC)

Main Objectives of This Paper:

The present Paper has been practically Designed to give introductory knowledge of Language Planning and policy in India, to Understand the basics, concepts of Language Planning, Dimensions and Process, Development and Use.

Course Content

UNIT 1: Introduction; An Introduction to language planning-language problems, Language Situations-Relationship between language and various sectors of the Society; education; administration; communication

UNIT-2: Dimensions and Processes of Language Planning: Three Major dimensions, policy formulation, codification and elaboration, Modernization, Standardization and Graphization

UNIT- 3: Types of language planning and a model for language planning. Language Policy: Parameters of Language Policy; constraints of language policy

UNIT-4: Language policy in India, language policy in North and South India, linguistic diversity and language policy.

References:

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- Eastman, C.M. 1983. *Language Planning: An Introduction*. San Francisco: Chandler & Sharp.
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- Krishnamurti, BH & A. Mukherji. (eds.). 1983. *Modernization of Indian Languages in News Media*. Hyderabad: Osmania University Press.

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Course Outcomes:

At the end of the course, the students will be able to

1. reveal and explore the important aspects of language planning
2. make aware students about processes of planning and Understand language attitudes
3. explain implicational facts and recent developments in Language planning
4. understand the parameters of Language Policy

6.2. Translation Studies (DSC)

Main Objectives of this Paper:

This paper mainly introduces the basics, Concepts, various theories, and Techniques of Translation and also to understand the different types of Translation, Issues of Translation, Kinds of Texts and Applicational Approaches of Translation.

Course Content

UNIT- 1: Translation and Types of Translations: A short history of Translation as an activity- Definition and Processes of translation, Source language, and Target language,

UNIT- II: Kinds of translation: intra-lingual, inter-lingual and inter-semiotic; Translation: written and spoken, full and partial, total and restricted, bound and unbound.

UNIT III: Issues of Translation: Equivalence, Loss and Gain, Problems and Facilities of translating Structural and Cultural uniformity, Lexical differences, Un-translatability- Linguistic, Stylistic and cultural

UNIT IV : Translation of different kinds of texts: Scientific, Technical, Legal, Administrative and Literacy- Translation of literacy texts, Problems of Lexical adjustments in translation, Metaphor and figures of speech

Reference

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- Ramakrishna, S. ed. 1997. *Translation and Multilingualism*. Delhi: Pencraft.
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| Newmark,P. | 1987. Approaches to Translation. Oxford:Pergamon Press. |
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Course Outcomes :

At the end of the course, the students will be able to

1. understand basics, Concepts, various theory and Techniques of Translation
2. understand the different types of Translation, Issues of Translation, Kinds of Texts and Applicational Approaches of Translation.
3. understand the Machine Translation and Its new approach.

6.3. Language Teaching Methods (DSC)

Main Objectives of this Course:

The chief aim of this course is to acquire knowledge of the basic concepts of modern methods and Important Principles on the First or Foreign Language Teaching. And also, to know various kinds of language Teaching Aids, Language Testing and Evaluation.

UNIT1: Language Teaching: Language learning, second language learning and language teaching; Psychology of language learning. Purpose of language teaching. Qualifications of language teacher. language teaching methods

UNIT2: Language Teaching Methods: Grammar Translation method, Direct method, Bilingual method, Substitution method, Audio lingual and Audio-Visual method, Bilingual method, Linguistic Method, Communicative method, programmed instruction method etc., Scope and Limitations.

UNIT3: Principles of Language Teaching: Theoretical Principles of Language teaching. Teaching vocabulary, Pronunciation, speaking, reading and writing. Language Testing

UNIT4: Methods of testing- Formal and informal tests, Language Teaching Aids- Audio-Visual and Audio Lingual, Language laboratory, programmed instructions.

Reference:

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| Allen And | 1974 | Techniques In Applied Linguistics, Vol.3 |

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Brown, H.D.,	1981	Principles Of Language Learning /Teaching
Brumfit, C.,	1984	Communicative Methodology In Language Teaching
Corder	1967	The Significance Of Learners Errors, Iral Vol. 5
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Jack, C.Richards	1974	Error Analysis
Jacquelyn, S.,	1974	An Error In Error Analysis, Language Learning Vol 24
Klein, W.,	1986	Second Language Acquisition
Krashen, S.,	1981	Second Language Acquisition And Second Language Learning
Lado Robert	1964	Language Teaching A Scientific Approach
	1969	Language Testing
	1957	Linguistics Across Culture
Mackey ,W.F.,	1965	Language Teaching Analysis
Narasimha Rao ,	1980	Evaluation In Language Education
K. V. V. L.,		
Nickel ,G .,	1974	Papers In Contrastive Analysis
Pillai, K. T.,	1973	Contrastive Linguistics And Language Teaching
Politzer , R. L.,	1972	Linguistics And Applied Linguistics Aims & Methods
Ramachandra,C.S.,	1999	Studies In Kannada Linguistics
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Thirumalai, M.S.	1978	Learning Theories And Linguistics
Wilkins ,D. A.,	1972	Linguistics in Language Teaching
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ಕೆಂಪೇಗೌಡ, ಕೆ.,	1992	ಸಾಮಾನ್ಯ ಭಾಷಾವಿಜ್ಞಾನ, ಭಾರತೀ ಪ್ರಕಾಶನ, ಮೈಸೂರು
ಚಿದಾನಂದಮೂರ್ತಿ, ಎಂ.,	1973	ಭಾಷಾವಿಜ್ಞಾನದ ಮೂಲತತ್ವಗಳು, ಡಿ.ವಿ.ಕೆ.ಮೂರ್ತಿ, ಮೈಸೂರು
ನಾಗರಾಜಯ್ಯ ಹಂಪ	1966	ಭಾಷಾವಿಜ್ಞಾನ, ಡಿ.ವಿ.ಕೆ. ಮೂರ್ತಿ, ಮೈಸೂರು
ರಾಜೇಶ್ವರಿ ಮಹೇಶ್ವರಯ್ಯ	1987	ಆಧುನಿಕ ವರ್ಣನಾತ್ಮಕ ಭಾಷಾವಿಜ್ಞಾನ, ಸಮಾಜ ಪುಸ್ತಕಾಲಯ, ಧಾರವಾಡ
ರಾಮಚಂದ್ರ, ಸಿ. ಎಸ್.,	1999	ಕನ್ನಡ ಭಾಷಾಲೋಚನ, ಮಾಂಗಿರಿ ಪ್ರಕಾಶನ, ಮೈಸೂರು
ವೀರಭದ್ರಪ್ಪ, ಎಂ.,	1972	ದ್ವಿತೀಯ ಭಾಷಾ ಬೋಧನೆ, ಪ್ರಸಾರಾಂಗ, ಮೈಸೂರು ವಿಶ್ವವಿದ್ಯಾನಿಲಯ, ಮೈಸೂರು
ಸಂಗಮೇಶ ಸವದತ್ತಿಮಠ	1999	ಭಾಷಾಲೋಚನ, ರೂಪರಶ್ಮಿ ಪ್ರಕಾಶನ, ಗುಲ್ಬರ್ಗ
ಸೋಮಶೇಖರಗೌಡ	2000	ಭಾಷೆ ರಚನೆ ಮತ್ತು ಬಳಕೆ, ತಳುಕಿನ ವೆಂಕಣ್ಣಯ್ಯ ಸ್ಮಾರಕ ಗ್ರಂಥಮಾಲೆ, ಮೈಸೂರು

Course Outcomes:

At the end of the course, the students will be able to

- 1.understand the basic concepts of language Teaching methods
- 2.know the important Principles of Language Teaching method. And
- 3.know various kinds of language Teaching Aids, Language Testing and Evaluation