

DWARAKA DOSS GOVERDHAN DOSS VAISHNAV COLLEGE

PROGRAMME OUTCOME FOR UNDERGRADUATE

At the end of the programme the student will be able :

PO1	To participate in various types of employment, development activities and public discourses particularly in response to the needs of the community one serves
PO2	To understand the need and have the competencies to support local, regional and national development
PO3	To develop critical and analytical thinking
PO4	To develop conceptual understanding , problem solving and application of skills
PO5	To provoke entrepreneurship among the students along with strong ethics and communication skills
PO6	To develop a questioning mind in diverse environments for better outcomes
PO7	To engage in lifelong learning and enduring proficient progress

Program Specific Outcomes

At the end of the program the student will be able

- To define and describe the diverse approaches to the study of literature/literatures, the multiple literary attributes and semantic features of the literary texts.
- To identify and explain the socio-political, economic and cultural backgrounds of the various periods in literary history
- To analyse differences and diversities, explore themes and identify forms and techniques employed in literary works.
- To apply critical thinking and reasoning in real life contexts and develop a clear perception of the purpose and meaning of life
- To effectively display their linguistic capabilities both spoken and written

Sem	Course			Cr.	Hrs./ Week	Marks		Total
	Part	Subject Code	Name			Int.	Ext.	
I	I		Tamil / other languages – I	3	6	40	60	100
	II		English – I	3	4	40	60	100
	III		Core – I – Classical Literature	4	6	40	60	100
			Core – II – Children's Literature	4	6	40	60	100
			Allied - I – Social History of England - I	5	4	40	60	100
			N.M.E I – Advertising and Public Relations	2	2	40	60	100
			Soft Skills	3	2	40	60	100
			Total	24	30			700
II	I		Tamil / other languages – II	3	6	40	60	100
	II		English – II	3	4	40	60	100
	III		Core – III – The Elizabethan Age	4	6	40	60	100
			Core – IV – The Augustan Age	4	6	40	60	100
			Allied - II – Social History of England - II	5	4	40	60	100
			N.M.E II – Communication : Broadcasting & Telecasting	2	2	40	60	100
	IV		Soft Skills	3	2	40	60	100
			Total	24	30			700
III	I		Tamil / other languages – III	3	6	40	60	100
	II		English – III	3	4	40	60	100
	III		Core – V - The Romantic Age	4	6	40	60	100
			Core – VI – The Victorian Age	4	6	40	60	100
			Allied III – History of English Literature & Literary Forms - I	5	6	40	60	100
			Soft Skills	3	2	40	60	100
			Total	22	30			600
IV	I		Tamil / other languages – IV	3	6	40	60	100
	II		English – IV	3	4	40	60	100
	III		Core – VII – The Modern Age	4	6	40	60	100
			Core – VIII – English Language and Linguistics	4	6	40	60	100
			Allied IV – History of English Literature & Literary Forms - II	5	4	40	60	100
			Soft Skills	3	2	40	60	100
	IV		Soft Skills	3	2	40	60	100

			Environmental Studies	2	2	40	60	100
			Total	24	30			700
V	III		Core – IX– English Language Teaching	4	6	40	60	100
			Core – X – Shakespeare	4	6	40	60	100
			Core – XI – American Literature	4	6	40	60	100
			Core – XII– Post Colonial Literature	4	6	40	60	100
			Elective I– Film Review/ Travel Writing	5	4	40	60	100
	IV		Value Education	2	2	40	60	100
			Total	23	30			600
VI	III		Core – XIII– Indian Writing in English	4	6	40	60	100
			Core – XIV – Women’s Studies	4	6	40	60	100
			Core – XV – Canadian Literature	4	6	40	60	100
			Elective II – Translation Studies/Popular Fiction	5	6	40	60	100
			Elective III – English for Career/ Journalism and Mass Communication	5	4	40	60	100
	IV		NSS/NCC/Rotract Club / Consumer Club	1	2	40	60	100
			Total	23	30			600
			Grand Total	140	180	--	--	3900

SEMESTER- I

ENGLISH LITERATURE

1. The English language is a member of the Indo-European family.

2. The English language is a member of the Indo-European family.

3. The English language is a member of the Indo-European family.

4. The English language is a member of the Indo-European family.

5. The English language is a member of the Indo-European family.

6. The English language is a member of the Indo-European family.

7. The English language is a member of the Indo-European family.

8. The English language is a member of the Indo-European family.

ENGLISH LITERATURE

SEMESTER- I

9. The English language is a member of the Indo-European family.

10. The English language is a member of the Indo-European family.

11. The English language is a member of the Indo-European family.

12. The English language is a member of the Indo-European family.

13. The English language is a member of the Indo-European family.

14. The English language is a member of the Indo-European family.

15. The English language is a member of the Indo-European family.

16. The English language is a member of the Indo-European family.

17. The English language is a member of the Indo-European family.

18. The English language is a member of the Indo-European family.

19. The English language is a member of the Indo-European family.

20. The English language is a member of the Indo-European family.

21. The English language is a member of the Indo-European family.

22. The English language is a member of the Indo-European family.

23. The English language is a member of the Indo-European family.

24. The English language is a member of the Indo-European family.

25. The English language is a member of the Indo-European family.

26. The English language is a member of the Indo-European family.

27. The English language is a member of the Indo-European family.

28. The English language is a member of the Indo-European family.

29. The English language is a member of the Indo-European family.

30. The English language is a member of the Indo-European family.

I YEAR –I SEMESTER CORE – I-CLASSICAL LITERATURE

Objectives

- To understand the mutual relationship between historical and cultural contexts
- To identify the concepts and the underlying universality of the themes
- To assist students in appreciating the salient features of classicism and the classics

Outcomes

- The students will be able to
- Define classicism and identify the historical and cultural contexts of the classical age
- Identify the characteristics of the classics.
- Analyse the distinct style and classical features present in the works of Chaucer.
- Interpret and critically analyse Milton's *Paradise Lost* against the historical background.
- Examine the features of classicism as reflected in *Ramayana* by Rajagopalachari

Module I

Plato: Definition of Classicism

Module II

Greek Myths: An Introduction

1. Meda
2. Leda
3. Icarus
4. Orpheus

Module III

Chaucer : Prologue to the Canterbury tales

- i. The Knight
- ii. The Wife of Bath.
- iii. The Nun or Prioress

Module IV

Milton : *Paradise Lost*- Book IV (Lines 1-200)

Module V

Rajagopalachari: *Ramayana* (Chapters 1-5)

Suggested Reading

- Rajagopalachari,c. (1951). *Ramayana*, Mumbai, Bharathiya Vidya Bhavan.
- Kitto, H.P.F.(1939). *Kitto Greek Tragedy*, Canada, Atlantic Publisher.
- Jebb, Richard .c.(2003). *Primer Of Greek Literature*, India, Atlantic Publisher.
- Virgil.(2009). *The Aeneid*, Newyork, Simon and Schuster paperbacks.
- Milton, John.(2000). *Paradise Lost*, London, Penguin Classics.
- Purshouse, luke.(2006). *Plato's Republic*, London, Bloomsbury publishing plc.

**I YEAR – I SEMESTER
CORE – II – CHILDREN'S LITERATURE**

Objectives

- To acquaint students with the history of the Children's Literature.
- To introduce students to the various issues involved in Children's Literature.
- To familiarize them with different techniques and principles in didactic stories, traditional folk and fairy tales

Outcomes

- The students will be able to
- Explain the history of children's Literature and the importance and need for a study of Children's literature.
 - Analyze the poems and discuss the dominant themes.
 - Differentiate the writing styles and themes
 - Appreciate the human archetypes in the animal form
 - Evaluate and critically analyze the features of the children's fantasy novel

Module I

Introduction to Children's Literature – Peter Hunt
Definition and Perspectives

Module II

Edward Lear	: The Owl and the Pussy Cat
Maya Angelou	: Life Doesn't Frighten Me
T.S.Eliot	: Mystery Cat
Lewis Carroll	: The Walrus and the Carpenter

Module III

Sudha Murthy	: Grandma's Bag of Stories
Anne Frank	: Excerpts from The Diary of a Young Girl

Module IV

Rudyard Kipling	: The Jungle Book
-----------------	-------------------

Module V

Roald Dahl	: Charlie and the Chocolate Factory.
------------	--------------------------------------

Suggested Reading

Chatterjee, Rimi .B .(2009). *Reading Children*, Hyderabad, Orient Blackswan Publishers.

**I YEAR – I SEMESTER
ALLIED – I – SOCIAL HISTORY OF ENGLAND - I**

Objectives

- To enable the students gain background knowledge of the social history of England.
- To acquaint the students with the socio-economic & cultural life of English people from the early period to the eighteenth century.
- To evaluate the changes that occurred in the society and explain the same in the context of the various movements

Outcomes

- The students will be able to
- Explore the Early History of England and the Tudor England.
- Compare and contrast the changes during the Elizabethan Age, Renaissance period and the period of reformation.
- Define Puritanism and its influence in England and its people.
- Summarise the characteristics of the Age of Queen Anne.
- Analyse the aftermath of the American War of Independence and the French Revolution.

Module I

1. The Early History of England.
2. Tudor England

Module II

1. Elizabethan Age
2. The Renaissance
3. The Reformation

Module III

1. Puritanism
2. Restoration
3. Colonial Expansion

Module IV

1. The Age of Queen Anne
2. Coffee-house Life in London
3. The Agrarian Revolution
4. The Industrial Revolution

Module V

1. The Methodist Movement
2. The Humanitarian Movement
3. The War of American Independence
4. The French Revolution and its Impacts

Suggested Reading

Ashok Padmaja.(2011).*The Social History of England* ,Hyderabad, Orient Blackswan.

I YEAR – I SEMESTER NME - I- ADVERTISING AND PUBLIC RELATIONS

Objectives

- To enable the students analyze the principles of Advertising and relate them to the modern context.
- To help the students understand Public Relations- duties, responsibilities and significance.
- To familiarize the students with different styles of writing for the Media.

Outcomes

The students will be able to

- Enable students to appreciate the nature and scope of advertising.
- Translate ideas into campaigns create designs and layouts..
- Create headlines, slogans, logos, typography and trademarks.
- Comprehend the history of Public Relations and their significance today.
- Identify how to create brochures, pamphlets, handouts.

Module I

Definition, Nature & Scope of Advertising., Role of Advertising; Societal, Communication Marketing & Economic Functions of advertising based on target audience, geographic area, Media & Purpose, Advertising Agencies.

Module II

Conceptualization and Ideation, Translation of ideas into campaigns, Visualization, designing & Layout

Module III

Copy Writing – Types of headlines, body copy base lines, slogans, logos & trademarks. Typography, Writing styles, Scripting.

Module IV

Public Relations- definition- History of PR – Types of PR jobs – Activities of PR – Role of PR – Elements of PR – Scope of PR

Module V

Writing news releases for Public Relations – Brochures, Pamphlets – Letters – Handouts – Oral presentations

Suggested Reading

Lesly, Philip. (1925). *Handbook Of Public Relations And Communication*, New Delhi, Jaico Books.

**I YEAR – II SEMESTER
CORE – III – THE ELIZABETHAN AGE**

Objectives

- To understand the literary works as a reflection of the period.
- To familiarize the students with the various literary genres.
- To enrich the perspective of students on various aspects of life.

Outcomes

- The students will be able to
- Identify the characteristic features of Elizabethan Age.
- Categorise the major forms and present a picture of the Elizabethan period through the works of the poets.
- Examine the features of the genre drama as exemplified in Marlowe's Dr.Faustus.
- Inspect the dramatic changes as introduced by Ben Johnson.
- To analyse human behaviour as depicted in the works of Francis Bacon

Module I

Introduction

Elizabethan Theatre
Characteristic features of Elizabethan Age

Module II

Poetry

Edmund Spenser	Epithalamion (Lines 1-36)
Wyatt	Farewell, Love
Surrey	The Soot Season
William Shakespeare	Shall I Compare Thee

Module III

Drama Detailed

Christopher Marlowe	Dr. Faustus
---------------------	-------------

Module IV

Drama Non- Detailed

Ben Jonson	Volpone
------------	---------

Module V

Prose

Francis Bacon	Of Love, Of Books, Of Truth
---------------	-----------------------------

Suggested Reading

- Hudson, William Henry.(2008). *An Outline History Of English Literature*, India, Atlantic Publisher.
- Bacon, Fransis.(1627). *The New Atlantis*,UK
- Evans, Robert.C.(2010). *The Seventeenth-Century Literature*, London, Bloomsbury publishing plc.
- Bruce, Susan and steinberger, Rebecca.(2009). *The Renaissance Literature Handbook*, London, Bloomsbury publishing plc

**I YEAR –II SEMESTER
CORE – IV – THE AUGUSTAN AGE**

Objectives

- To enable the students understand the background of the literary works.
- To familiarize the students with salient features and works of the Augustan Age

Outcomes

The students will be able to

- To identify the background and characteristic features of Augustan Age.
- List the various characteristics of prose writing during Augustan Age.
- Critically analyze the poems of Alexander Pope, Donne and Dryden, study the same in their historical perspective.
- To comprehend the characteristic features of drama and the nuances of the theatre.
- Analyze the aspects of narrative styles and techniques.

Module I Introduction
Characteristic features of Augustan Age

Module II Prose
Jonathan Swift: Battle of books
1. Chapter 3- A Meditation upon a Broomstick
2. Chapter 8- The Puppet Show
Steele: Sir Roger and the Widow
Addison: Sir Roger at the Theatre

Module III Poem
Alexander Pope : Ode on Solitude
John Donne : A Valediction: Forbidding Mourning
John Dryden : A Song for St. Cecilia's Day

Module IV Drama

R. B. Sheridan : The School for Scandal

Module V Fiction
Daniel Defoe : Robinson Crusoe

Suggested Reading

- Hudson, William Henry.(2008). *An Outline History Of English Literature*, India, Atlantic Publisher
- Manuel.M.(1981). *The School for Scandal* ,New Delhi, Trinity Press.
- Defoe, Daniel.(1719). *Robinson Crusoe*,New Delhi, Replika Press.

**I YEAR – II SEMESTER
ALLIED – II – SOCIAL HISTORY OF ENGLAND - II**

Objectives

- To introduce students to a wide range of socio-economic developments in the history of England.
- To acquaint students with life of the English people from the early nineteenth century to the present time.
- To analyse the impact of World Wars I and II

Outcomes

The students will be able to

- Analyse the status of England and its development in the 19th century
- List the various Reform Bills and describe their effects in England
- Recall the Edwardian and Georgian eras and their influence in England
- Explain the life style of the people of England in the 1960's to 1980's
- Describe the origin and growth of political parties in England

Module I

England at the Beginning of the Nineteenth Century
Victorian Age

Module II

The Reform Bills
The Development of Transport and Communication
The Development of Education in the Victorian England

Module III

The Dawn of the Twentieth Century
The Two World Wars and Their Effects
The Cold War and Its Effects

Module IV

Life in the Sixties
Life in the Seventies
Life in the Eighties

Module V

Trade Unionism
The Origin and Growth of Political Parties in England
Contemporary Life in England

Suggested Reading

Ashok Padmaja.(2011).*The Social History of England* ,Hyderabad, Orient Blackswan.

I YEAR – II SEMESTER

N.M.E II – COMMUNICATION: BROADCASTING & TELECASTING

Objectives

- To enable students understand the importance of Communication and Broadcasting.
- To help students acquire the various skills relevant to Broadcasting.
- To assist students understand the different programmes that attract the audience in telecasting.

Outcomes

- The students will be able to
- Analyse radio as a means of communication.
 - Identify the nuances of TV News writing and editing
 - Comprehend the ways of conducting interviews and talkshows.
 - Identify the methods involved in announcing commercials, sports and music commentary.
 - Analyse the performance skills and enrich their conversational skills and ad-lib announcing.

Module I

Radio as a Medium of Communication- Magnitudes of Radio and its communications. Radio News Writing, News Reading and Editing

Module II

TV News- Writing and Editing with truth. News Reading - Constituents of Reading - Practising with proper pronunciation and accent.

Module III

Interview and Talk Shows

Module IV

Sports & Music. Announcing Commercials. Giving Commentary (including running commentary), Compering. Announcing and Interviewing

Module V

Performance Skills

1. Achieving a conversational style
2. Ad-lib Announcing

Suggested Reading

Gandhi, VedPrakash. *Broadcasting and Development Communication Law, Policy and Action Plan*. Kanishka Publishers and Distributors. 2008.

Verma, M. K. *News Reporting and Edition*. Aph Publishing Corporation, 2009.

Saxena, Ambrish. *Fundamentals of Reporting and Editing*. Kanishka Publishers and Distributors, 2007.

SEMESTER- III

II YEAR – III SEMESTER CORE – V- THE ROMANTIC AGE

Objectives

- To understand the historical and cultural context of the literary works.
- To familiarise the students with the movements and the moments in the History of the period.
- To enable students identify and appreciate the distinct features of the Romantic Age.

Outcomes

- The students will be able to
- Recount historical and cultural contexts of the Romantic age, French and American Revolution.
- Describe the famous works of William Wordsworth, William Blake and their contemporaries.
- Examine the features of Romanticism and differentiate the features of the Augustan age.
- Interpret and significantly analyse the major prose works of the Romantic age
- Understand and analyse the beginning of the works of women writers especially Jane Austen.

Module I

Introduction on Romantic Age -“Romance” and “Romanticism” - Historical and political background - American Revolution - French Revolution- Industrial Revolution

ModuleII

William Blake	:The Chimney Sweeper (Songs of Innocence)
Robert Burns	: A Red, Red Rose
William Wordsworth	: Lines written a few miles above Tintern Abbey

Module III

Samuel Taylor Coleridge	:The Rime of the Ancient Mariner
John Keats	:Ode to a Nightingale
Percy Bysshe Shelley	:Ode to the West Wind

Module IV

Charles Lamb	: A Dissertation upon a Roast Pig
William Hazlitt	: On Going a Journey
Leigh Hunt	: Getting Up on Cold Mornings

Module V

Jane Austen	: Pride and Prejudice
-------------	-----------------------

Suggested Reading

Sachidhanandhan.v.(1979).*The Rime Of The Ancient Mariner*, kolkata,orientlongman private limited.

Sen,Dr.s.(1976). John keats *The Odes*, New Delhi, unique publishers.

Austen Jane.(1813).*Pride and Prejudice*, New Delhi, peacock Books.

Tytler,Sarah.(2013) *Jane Austen And Her Works*, London, Bloomsbury.

II YEAR – III SEMESTER
CORE – VI – THE VICTORIAN AGE

Objectives

- To familiarize students with the important features and significant contributions of the period
- To enable students identify and appreciate the distinct features of the Victorian Age

Outcomes

- The students will be able to
- Discuss the social and cultural changes that took place
- Analyse the various aspects of Victorian life ,the concerns and issues that were reflected in the selected poems
- Examine the characteristic features of prose writing of the period
- Identify the social consciousness as depicted in the works of Charles Dickens
- Interpret the aesthetic ideas of the Irish playwright Oscar Wilde in his select works.

Module I Back ground Study:

Introduction to the Victorian Age- Social Reforms- Agricultural and Industrial Revolutions

ModuleII: Poem

D.G.Rossetti	: The Blessed Damozel
Alfred Tennyson	: Ulysses
Mathew Arnold	: Dover Beach
Robert Browning	: My Last Duchess

Module III: Prose

Thomas De Quincey	: Confessions of English Opium Eaters
	a) The Pleasures of Opium
	b) The Pains of Opium

ModuleIV: Fiction

Charles Dickens	: A Tale of Two Cities
-----------------	------------------------

Module V: Drama

Oscar Wilde	: The Importance of Being Earnest
-------------	-----------------------------------

Suggested Reading

Warwick Alexandra and Willis Martin.(2008). *The Victorian Literature*, London, Bloomsbury publishing plc.

Miles, Rosie.(2013). *Victorian Poetry*, London, Bloomsbury publishing plc.

Sen,Dr.s.(1979).*Robert Browning selected poems* ,New Delhi, unique publishers.

Sen, Dr.S.(1984). *Alfred Tennyson Selected Poems*, New Delhi, unique publishers.

II YEAR – III SEMESTER

ALLIED III – HISTORY OF ENGLISH LITERATURE & LITERARY FORMS- I

Objectives

- To help students understand the evolution of the various genres pertaining to distinct periods in the History of Literature.
- To familiarise the students with the wide range of literary forms and enable them to classify, analyze, interpret and understand the same.
- To understand the nuances of the literary terms and forms.

Outcomes

- The students will be able to
- Evaluate the various poetic forms specific to the age and the writers of the period from Chaucer to Neo Classical Age
 - Identify the paradigm shift in the genre of poetry pertaining to the Romantic Age and the Pre – Raphaelite Age in the backdrop of the socio economic changes witnessed
 - Examine the shift in form, theme and style as exploited by the poets of the Modern Age
 - Analyse the various literary forms specific to the different genre and the significance of the same

Module I

- **English Poetry from Chaucer to Neo-classic**
Chaucer, Wyatt, Surrey, Philip Sidney, Spenser, Shakespeare, Metaphysical Poetry, Donne, Milton, Dryden, Pope

Module II

- **Romantic to Pre-Raphaelites**
Gray, Collins, Blake, Burns, Wordsworth, Coleridge, Keats, Shelley, Byron, Tennyson, Browning, Arnold, Pre-Raphaelites

Module III

- **Modern Poetry**
Hopkins, W.B. Yeats, T.S.Eliot, de la Mare, John Masefield, Owen, Sassoon, Auden, Spender, Philip Larkin, Ted Hughes.

Module IV

- **Literary Forms – Poetry**
Figures of Speech, Lyric, Sonnet, Ode, Ballad, Epic, Mock-epic, Elegy.

Module V

- **Literary Forms – Essay and Life Writing**
Essay and Its Types, Biography, Autobiography.

Suggested Reading

- Nayar K Pramod .(2013). *Studying Literature*, Hyderabad, Orient Blackswan Publishers.
- Rickett, Compton Aurthur .(2015). *A History Of English Literature*, New Delhi, UBSPD.
- Ashok, padmaja.(2015). *A Companion To Literary Forms*,Hydreabad,orientBlackswans private limited.
- Hudson, William Henry.(2008). *An Outline History Of English Literature*, India, Atlantic Publisher.
- Abrams ,M. H and Harpham , Geoffrey Galt.(2015). *A Glossary Of Literary Terms*, India, Cengage Learning.

II YEAR- IS SEMESTER- IV COURSE- VII- THE MODERN AGE

Objectives

- To identify the elements which shaped the modern age and the literary movements in the English Age.
- To study the influence of social and religious changes on the literature and values of the age.

Contents

Week 1-15 to 20 to 25

- History, the theories of the 18th and 19th century against the historical and political background.
- Characteristics of the modern age and expression of the modern age.
- To study literature of the period the socio-political and cultural context of the period.
- Study of John Donne's poetry and Donne's changing perspectives.
- To study the works of John Donne and his influence on the contemporary writers.

Objectives

WEEK CROSSING STUDY

To study the 18th and 19th century, historical and political background.

Characteristics of the modern age and expression of the modern age.

Contents

POETRY

To study the 18th and 19th century, historical and political background.

Characteristics of the modern age and expression of the modern age.

SEMESTER- IV

To study the 18th and 19th century, historical and political background.

Characteristics of the modern age and expression of the modern age.

Contents

POETRY

To study the 18th and 19th century, historical and political background.

Characteristics of the modern age and expression of the modern age.

Contents

FICTION

To study the 18th and 19th century, historical and political background.

Characteristics of the modern age and expression of the modern age.

References

1. The Penguin Guide to Poetry (1984), Modern / Literary Theory, London, Bloomsbury Publishing plc.

2. The Penguin Guide to Poetry (1984), Modern / Literary Theory, London, Bloomsbury Publishing plc.

3. The Penguin Guide to Poetry (1984), Modern / Literary Theory, London, Bloomsbury Publishing plc.

4. The Penguin Guide to Poetry (1984), Modern / Literary Theory, London, Bloomsbury Publishing plc.

5. The Penguin Guide to Poetry (1984), Modern / Literary Theory, London, Bloomsbury Publishing plc.

II YEAR – IV SEMESTER

CORE – VII – THE MODERN AGE

Objectives

- To enable the students comprehend the characteristics of the significant moments in the Modern Age.
- To help the students understand and appreciate the ethos, aesthetics and values of the modern age.

Outcomes

- The students will be able to
- Identify the features of the Modern period against the historical and political background.
- Analyse the poems and appreciate the techniques
- Review the prose that reflect the socio-economic and political concerns of the period.
- Examine the various features and themes, recognise the changing perspectives
- Explore the works of George Orwell and its significance in the contemporary context.

Module I BACKGROUND STUDY

Introduction to modern age: Historical and Political background.

Characteristic features and popular writers of modern poetry, prose, drama and fiction.

Module II POETRY

W.H.Auden *The Unknown Citizen*

Wilfred Owen *Strange Meeting*

W.B. Yeats *Easter 1916*

Module III PROSE

G. K. Chesterton On Running After One's Hat

A.G. Gardiner On the Rule of the Road

Aldous Huxley Selected Snobberies

Module IV DRAMA

John Osborne Look Back in Anger

Module V FICTION

George Orwell 1984

Suggested Reading

Rice, Philip and Waugh, Patricia.(1989). *Modern Literary Theory*, London, Bloomsbury publishing plc

Childs, Peter.(2011). *Modernist Literature*, London, Bloomsbury publishing plc.

Tew, Philip and Murray, Alex.(2009). *The Modernism Handbook*, London, Bloomsbury publishing plc.

Zima, Peter. V. (1999). *The Philosophy of Modern Literary Theory*, London, Bloomsbury publishing plc.

Cockin, Catherine and Morrison, Jacob.(2010). *The Post War British literature*, London, Bloomsbury publishing plc.

**II YEAR – IV SEMESTER
CORE - VIII – ENGLISH LANGUAGE AND LINGUISTICS**

Objectives

- To acquaint the students with the origin, growth and development of the English Language.
- To introduce the various aspects of ELT to the Learners.
- To enable students to understand the theory and practice in Language and Linguistics.

Outcomes

The students will be able to

- Primarily recognize and relate the origin of language to human intellectual development
- Apply the knowledge of linguistics and explore the methodologies related to word formation and grammar
- Make appropriate linguistic analysis in context of syntax, semantics and pragmatics
- Recognize the changes brought about by history and to interpret language
- Differentiate the variations in the use of language at regional and social levels.

Module I The Origin of Language

The divine source, Animal and Human Language, The sounds of Language, Phonetics, Consonants, Vowels, Diphthongs

Module II Word Formation

Etymology, Coinage, Morphology

Module III Grammar

Grammar, Syntax, Semantics, Pragmatics

Module IV Language History and Change

Indo-European, The History of English, Sound changes in different contexts, Syntactic changes, Semantic Changes

Module V Regional and Social Variations in Languages

Sociolinguistics, Speech Style, Register, Slang, The Standard Language, Accent & Dialect, Dialectology, Bilingualism, Language Planning, Language and Culture

Suggested Reading

- Harishankar , V. Barath and Krishnan , Mani and Shiva Shankar, Sumathi.(2013). *Words, Text And Meanings*, New Delhi, Oxford University Press.
- Yule, George.(2006), *Oxford Practice Grammar*, China ,Oxford University Press.
- Yule, George.(1998), *Explaining English Grammar*, China ,Oxford University.
- Lyons, John. (1981). *Language and Linguistics*, South Asia, Cambridge University Press.
- Manser,Martin.H.(2011). *Good Word Guide*, London, Bloomsbury.
- Hodson, Anna.(1995). *Improve Your Word Power*, London, Bloomsbury.

II YEAR – IV SEMESTER

ALLIED IV – HISTORY OF ENGLISH LITERATURE & LITERARY FORMS- II

Objectives

- To help students understand the evolution of the various genres pertaining to distinct periods in the History of Literature.
- To familiarise the students with the wide range of literary forms and enable them to classify, analyze, interpret and understand the same.
- To understand the nuances of the literary terms and forms.

Outcomes

The students will be able to

- Distinguish the various types of plays and appraise the works of the 17th century dramatists
- Analyse the works of 18th century dramatists
- Identify the famous English novelists and their contribution to literature, trace the evolution of genre
- Define the various literary forms and examine the way these are made use of by the writers

Module I

Early, Elizabethan & Seventeenth Century Dramatists

Miracles, Mysteries, Morality Plays and Interludes
University Wits, Shakespeare, Webster, Congreve,
Wycherley, Dryden

Module II

Eighteenth Century to Modern Dramatists

Goldsmith, Sheridan, Oscar Wilde
Shaw, Galsworthy, T.S. Eliot, Yeats, Synge,
Samuel Becket, Pinter, Osborne

Module III

English Novelists

Bunyan, Defoe, Richardson, Fielding, Smollett,
Sterne, Jane Austen, Bronte Sisters,
Walter Scott, Walpole, Dickens, Thackeray, George
Eliot Hardy, Arthur Conan Doyle, Agatha Christie,
Ian Fleming, H.G.Wells, Asimov, Huxley

Module IV

Literary Forms – Drama

Tragedy, Comedy, Tragic-comedy, Farce, Masque.

Module V

Literary Forms – Novels and Short Story

Novel and Its Various Types, Novella,
Short Story

Suggested Reading

- Rickett, Compton Aurthur .(2015). *A History Of English Literature*, New Delhi, UBSPD.
Ashok, padmaja.(2015). *A Companion To Literary Forms*,Hydreabad,orientBlackswans private limited.
Hudson, William Henry.(2008). *An Outline History Of English Literature*, India, Atlantic Publisher.
Abrams ,M. H and Harpham , Geoffrey Galt.(2015). *A Glossary Of Literary Terms*, India, Cengage Learning.

SEMESTER- V

III YEAR – V SEMESTER CORE – IX– ENGLISH LANGUAGE TEACHING

Objectives

- To familiarize them with different techniques in teaching - Grammar, vocabulary and the different genres,
- To identify issues in the teaching of the language
- To enable them understand and adopt appropriate methods in teaching English as a Second Language.

Outcomes

- The students will be able to
- Outline the development of ELT in India
 - Identify the issues, explain and adopt the appropriate methods in ELT
 - Examine the teaching of English as second language
 - Identify different approaches and methods to teach grammar and the genres of poetry and prose
 - Classify various teachings aids and techniques used in English language Teaching

Module I

Teaching English in India – Beginning of ELT in India – Developments since 1960's – ELT in Tamilnadu

Module II

Issues involved in Teaching of English – Explanation of Curriculum, Syllabus, Course, Methods – GT Method –Direct Method – Communicative Method – Audio-lingual Method, approaches, Techniques

Module III

Teaching English as a second Language – Teaching of Language Skills - LSRW

Module IV

Teaching of Grammar – Approaches – Inductive and Deductive, Vocabulary, Teaching of Poetry and Prose

Module V

Teaching Aids – Technology in Teaching - CALL

Suggested Reading

- Scrovermer, Jim. *Learning Teaching: The Essential Guide to English Language Teaching*. Macmillan. 2011.
- Arora, Navita. *English Language Teaching: Approaches and Methodologies*. Tata McgrawHill Education, India, 2012.
- Raman, Meenakshi. *English Language Teaching*. Atlantic Publishers, 2012.
- Kumar, Ashok. *Swiftly Shifting Paradigms of English Language Teaching in India*. Authorspress, India, 2010.
- Ahmad, Jameel. *Media Technology and English Language Teaching*. APH Publishing Corporation, 2012.
- Sharma, Praveen. *Teaching of English Language*. Shipra Publications, 2008.

III YEAR – V SEMESTER CORE – X– SHAKESPEARE

Objectives

- To enable the students comprehend the characteristics of Shakespearean Plays – Comedy, Tragedy.
- To understand the elements, structure of Shakespearean plays.

Outcomes

- The students will be able to
- Analyse the works of Shakespeare, the Theatre and Audience during his life time
- Describe the sonnets and sonnet pattern of Shakespeare.
- Critically evaluate the play *Macbeth* and comprehend the human predicament.
- Discuss the elements of fantasy as depicted in *A Midsummer Night's Dream*
- Evaluate the last romances of Shakespeare

Module I

Introduction

Shakespeare's Age
Theatre and Audience
Tragedy
Comedy
Problem Plays
Last Romances

Module II

Sonnets

Sonnet 104
Sonnet 116
Sonnet 138

To me, fair friend, you never can be old
Let me not to the marriage of true minds
When my love swears that she is made of truth

Module III

Detailed Study

Macbeth

Module IV

Non Detailed Study

A Midsummer Night's Dream

Module V

Non Detailed Study

The Winter's Tale

Suggested Reading

- Davis, John. *Feminist Companion to Shakespeare*. Princeton University Press, 1996.
Adelman, J: *King Lear: Twentieth Century Interpretations*, Prentice Hall Inc, Englewood Cliffs, N.J., 1978.
Bradley, A.C.: *Shakespearean Tragedy*, London, Macmillan, 1905.
Brown, John Russell: *Shakespeare and His Comedies*, London, Methuen, 1957.
Charlton, H.B.: *Shakespearean Comedy*, London, Methuen, 1957.

III YEAR – V SEMESTER CORE – XI – AMERICAN LITERATURE

Objectives

- To enable students understand the dimensions of American Literature in the universal literary context.
- To help students study the representative works of American writers.
- To assist students understand the history of American Literature.

Outcomes

- The students will be able to
- Analyse and appreciate the history of American Literature
- Critically evaluate the poems of Frost, Emily Dickinson and Wallace Stevens
- Appraise the prose writings in America with specific reference to the works of Emerson and others
- Discuss the features of American Drama with the works of Arthur Miller and Tennessee Williams
- Evaluate the works of Scott Fitzgerald and identify it as a masterpiece.

Module I

Introduction

Introduction - History of American Literature in English - Remarkable Writers and their contributions.

Module II

Poetry

Robert Frost	–	After Apple Picking
		Blue Berries
Emily Dickinson	–	Death in the Opposite House
Wallace Stevens	–	Anecdote of the Jar
Walt Whitman	–	O Captain! My Captain

Module III Prose

Emerson	–	The American Scholar
---------	---	----------------------

Module IV Drama

Arthur Miller	–	Death of a Salesman
Tennessee Williams	–	The Street Car Named Desire

Module V Fiction

Scott Fitzgerald	–	<i>Great Gatsby</i> .
------------------	---	-----------------------

Suggested Reading

- Sen, Dr. S. (1982). *Robert Frost selected poems*, New Delhi, Unique publishers.
- Miller, Arthur. (1977). *Death Of A Salesman*, New Delhi, Unique publishers.
- High, P.B. *An Outline of American Literature*. ELT Publishers. 1986.
- Dutta, Nandana, (2016). *American Literature*, Hyderabad, Orient Blackswan private limited.
- Williams, Tennessee. (1984). *A Streetcar Named Desire*, New Delhi, Bloomsbury.

III YEAR – V SEMESTER CORE XII- POST COLONIAL LITERATURE

Objectives

- To assist students understand the history of Colonial and Post Colonial literature.
- To enable students understand the importance of Post Colonial Literature
- To help students identify predominant themes.

Outcomes

- The students will be able to
- Identify the predominant themes of postcolonial literature
 - Consider the prose works in the select literary texts recognise the cultural significance.
 - Analyse how identity, gender, race and class are represented and problematized in the select poems
 - Interpret the ideas of the post colonialism through the works of Vijay Tendulkar.
 - Demonstrate the perceptive of the relationship between the colonised nations with Britain through the select short stories

Module I Introduction

Introducing Post-Colonial literatures – (British Colonization, Nationalism, Post-Colonialism) Invader and settler colonies, Englishes, Commonwealth Literature, New Literatures

Module II Prose

- Nirad C Chaudhuri - Indian Crowds
Thomas King - Godzilla Vs Post Colonialism

Module III Poetry

- Allen Curnow - House and Land (New Zealand)
Wole Soyinka - Telephone Conversation (Africa)
Dereck Walcott - Far Cry from Africa (Caribbean)
Kenneth Slessor - Beach burial (Australia)
KishwarNaheed - I am Not that Woman (Pakistan)

Module IV Drama

- Vijay Tendulkar - Silence! The Court is in Session

Module V Short Stories

- Nadine Gordimer - Six Feet of the Country (South Africa)
Henry Lawson - The Drover's Wife (Australia)
Chitra Banerjee Divakruni - The Ultrasound (India)

Suggested Reading

- Tendulkar, Vijay.(1990). *Five Plays*, New Delhi, Oxford University Press.
Lawson, Henry.(1892). *The Drovers Wife*, USA, The Bulletin.
Said, Edward .W.(1993). *Culture Imperialism*, New Delhi, Vintage Books.
Chaudhuri, Nirad C.(2017). *Autobiography of an unknown Indian*, Mumbai, Jaico.
Zahar, Renate.(2010). *Frantz Fanon Colonialism And Alienation*, New Delhi, Aakar.
Mcloed, John.(2012). *Beginning Postcolonialism*, New Delhi, Viva Books.

III YEAR – V SEMESTER ELECTIVE I – FILM REVIEW

Objectives

- To develop the ability to generate and develop ideas for film and other media
- To enable students to gain experience, in visual effects and technical features like editing
- To understand and consider film as a medium of change, creating awareness, sensitizing people and developing empathy.

Outcomes

- The students will be able to
- Understand film techniques such as scripting, cinematography, sound editing, acting.
 - Comprehend the need for film studies as a tool to enhance one's understanding of culture
 - Examine the problem of identity, practice inclusivity and develop a humane outlook towards life
 - Appreciate the inter relatedness of the texts and their effective depiction on the screen and its impact.
 - Recognise the contribution made by the film industry to the society.

Module I

Understanding Key Concepts in Film Appreciation

Module II

Mahesh Dattani	Dance Like a Man
----------------	------------------

Module III

Vishal Bharadwaj	Omkaara
------------------	---------

Module IV

Robert Zemeckis	Forest Gump
-----------------	-------------

Module V

Apply concepts; critically evaluate a film of one's choice

Suggested Reading:

Jenith Sekar	Screen: A Handbook on Film Appreciation
Jim Piper	The Film Appreciation Book: The Film Course You Always Wanted to
Take	

III YEAR – V SEMESTER ELECTIVE I — TRAVEL WRITING

Objectives

- To introduce the concept of travel writing, its origin and history
- To familiarize the students on the various aspects of travel writing
- To enable them develop curiosity and learn about the places and get an insight into the history and culture of the people.

Outcomes

The students will be able to

- Define travel writing and explore the historically significant places.
- Examine the characteristics of the travelogues and personal writing.
- Analyse the distinct style of their personal account of explorations and tales of epic quest.
- Explore the features of travel genres, its form, lexical and grammatical choices.
- Identify their inquisitive spirit and love of adventure and develop an understanding of the environment.

Module I

Understanding Key features of Travelogue

Module II

William Dalrymple

Nine Lives

Module III

Elizabeth Gilbert

Eat, Pray, Love

Module IV

Amitav Ghosh

Dancing in Cambodia and at Large in Burma

Module V

Create a travel blog on itineraries / Provide general tips and guidelines

Suggested Reading

Robert Clarke Cambridge Companion to Post Colonial Travel Writing
Sarayu Srivatsa Under Something of a Cloud Selected Travel Writing

SEMESTER- VI

III YEAR – VI SEMESTER
CORE – XIII – INDIAN WRITING IN ENGLISH

Objectives

- To expose students to a wide range of Indian Writing in English.
- To help students understand “Indianness” through representative works.
- To acquaint students with writing from the early period to the present.

Outcomes

The students will be able to

- Analyse the theme of Indianness and the contributions made by the great writers to the history of Indian Writing in English.
- Inspect the poems with appropriate cultural diversities and identities that existed in India.
- Evaluate the mythological perceptions handled by GirishKarnad
- Discuss the ideas of Kiran Desai related to Indian literature
- Comprehend the wide range of themes that prevailed in the Indian society through an analysis of the short stories

Module I

Introduction

Introduction - History of Indian Writing in English Literature - Remarkable Writers and their contributions.

Module II

Poetry

- | | | |
|----------------|---|----------------------|
| Toru Dutt | - | Our Casuarina Tree |
| A.K.Ramanujan | - | A River |
| Nissim Ezekiel | - | Background, Casually |

Module III

Drama

- | | | |
|--------------|---|-------------|
| GirishKarnad | - | Nagamandala |
|--------------|---|-------------|

Module IV

Fiction

- | | | |
|--------------|---|-------------------------|
| Kiran Desai. | - | The Inheritance of Loss |
|--------------|---|-------------------------|

Module V

Short Story

- | | | |
|----------------|---|----------------------|
| R. K Narayan | - | An Astrologer's Day |
| Mulk Raj Anand | - | A Pair of Mustachios |
| K.A Abbas | - | The Sparrows |

Suggested Reading

- King, Bruce .(2014). *Rewriting India*, New Delhi, Oxford University Press.
- King,Bruce.(2001). *Modern Indian Poetry In English* , New Delhi, Oxford University Press.
- Naik,M.K. and Narayanan,A.Shyamala.(2015). *Indian English Literature 1980 to 2000*, New Delhi, Pencraft International.
- Varughese, E. Dawson.(2013). *Reading New India*, post-millennial Indian fiction in English, Bloomsbury India.
- Webster, Rogger.(1990). *Studying Literary Theory*, London, Bloomsbury publishing plc
- Grath Ian Mc.(2013). *Practice and Theory*, London, Bloomsbury publishing plc

III YEAR – VI SEMESTER CORE – XIV– WOMEN'S STUDIES

Objectives

- To make students understand the need of importance of Women's studies in the global literary context.
- To help students study the representative works of women writers.
- To help students understand the emergence and objectives of Women's studies.

Outcomes

- The students will be able to
- Learn about feminism and the three waves of feminism
 - Critically analyse the poems of Maya Angelou, Bhatt, Brooks and MenkaShivdesani
 - Examine the works of Uma Parameswaran in the modern context
 - Gain perspective on Indian women writers and their idea of feminism through the works of Shashi Deshpande
 - Appraise the works African American women writers like Alice Walker

Module I Introduction

What is Feminism?

Three Waves of Feminism

Module II Poetry

Maya Angelo	-	Still I Rise
Sujata Bhatt	-	Search for My Tongue
Gwendolyn Brooks	-	Kitchenette Building
MenkaShivdesani	-	Iron Woman

Module III Drama

Uma Parameswaran	-	Sita's Promise
------------------	---	----------------

Module IV Fiction

ShashiDespande	-	That Long Silence
----------------	---	-------------------

Module V Prose

Alice Walker	-	In Search of Our Mother's Garden - Part I
--------------	---	---

Suggested Reading

- Habib, M.A.R. (2011). *Literary Criticism*, Australia, Blackwell Publishing.
- Cavallaro, Dani.(2001). *Critical And Cultural Theory*, New Delhi, Bloomsbury.
- Tillotson, Geoffrey.(2013).*Criticism and the nineteenth century*, London, Bloomsbury.
- Thornham,Sue.(2000).*Feminist Theory And Cultural Studies*, London, Bloomsbury.
- Chanter ,Tina.(2006). *Gender Key Concepts In Philosophy*, London, Bloomsbury.
- Donovan, Josephine.(2012). *Feminist Theory*, London, Bloomsbury publishing plc

III YEAR – VI SEMESTER CORE – XV– CANADIAN LITERATURE

Objectives

- To make students understand the dimensions of Canadian Literature in the universal literary context.
- To help students study the representative works of Canadian writers.
- To assist students understand the history of Canadian Literature.

Outcomes

The students will be able to

- Analyse the themes of multiculturalism that existed in Canada
- To examine the poems with relevant cultural diversities that existed in the Canadian society
- Evaluate the experiences of both settlers and immigrants and the survival instinct of the Canadians through the selected works
- To discuss the ideas of Margaret Atwood related to Canadian literature
- Dramatise the discriminations that prevailed in the Canadian society through the eyes of George Ryga

Module I Introduction

Introduction - History of Canadian Literature in English - Remarkable Writers and their contributions.

Module II Poetry

Margaret Atwood	–	Towards a poem that cannot be Written
James Reany	–	Maps
Emily Paulin Johnson	–	The Cattle Thief

Module III Fiction

Margaret Laurence	-	Stone Angel
-------------------	---	-------------

Module IV Prose

Margaret Atwood	-	From Survival – A Thematic Guide to Canadian Literature
-----------------	---	---

Module V Play

George Ryga	–	The Ecstasy of Rita Joe
-------------	---	-------------------------

Suggested Reading

Ryga, George. (2013), *The Ecstasy Of Rita joe*, Canada, Falon books.

Leitch, Vincent B. (2014) *Literary Criticism In 21st Century*, London, Bloomsbury.

Klages, Mary. (2016) *Literary Theory -A Guide For The Perplexed*, London, Bloomsbury.

Thomsen, Made Rosendahl. (2008). *Mapping World Literature*, London, Bloomsbury publishing.

III YEAR – VI SEMESTER ELECTIVE II – TRANSLATION STUDIES

Objectives

- To make students understand the importance of translation with its theory and practice.
- To help students study the history of translation and its theories.
- To introduce different types of translation and encourage the students to take part in workshop on translation studies.

Outcomes

The students will be able to

- Provide an over view of translation studies as an academic discipline
- Establish lexical, grammatical and stylistic correspondences through the poems
- Critically analyse the prose works of Dauset and others.
- To create an impact of drama studies in translation with the works of Anton Chekhov
- Introduce fiction and help them recognize translation as a component of this discipline and outline some of the issues it aims to address

Module I

Introduction

Definition, Theory, Function, Importance and Uses of Translation

Principles of Translation, Kinds of Translation

Module II

Poetry

Tirukural

Truth, Friendship – 10 +10 Couplets

Silapathikaram

The Song of Praise, The Court Scene

Gitanjali

Where The Mind Is Without Fear

Module III

Prose

Dauset

The Last Lesson

Tolstoy

How Much land Does a man need?

Module IV

Drama

Anton Chekhov

Cherry Orchard

Module V

Fiction

Thakazhi Sivasankara Pillai

Chemmeen

Suggested Reading

Kuhiwczak, Piotr and Littau, Karin. (2007). *A Companion to Translation Studies*, Hyderabad, Orient Blackswan Publishers.

Raval, Pirush. (2012). *Translation Studies*, New Delhi, viva books private limited.

III YEAR – VI SEMESTER ELECTIVE II - POPULAR FICTION

Objectives

- To develop an understanding of the different forms of writing
- To understand the impact of the genre on the psyche of the readers
- To enable students acquire the ability to verify the popular beliefs and popular tastes prevalent during the times.

Outcomes

The students will be able to

- Identify the differences in the writing styles of popular fiction and literary texts.
- Comprehend a significant number of historical, geographical and cultural contexts through popular fiction.
- Apply critical and theoretical approaches to reading and analysis of texts.
- Write analytically in a variety of formats including research papers and essays.
- Critically review fiction and produce reflective writings.

Module 1

Understanding Key Concepts in Popular Fiction

Module II

ChetanBhagat

Two States

Module III

Stephenie Meyer

Twilight

Module IV

Jeffrey Archer

Twist in the Tale

Module V

Apply theory and attempt a book review of Students' choice

Suggested Reading:

Christine Berberich

Bloomsbury Introduction to Popular Fiction

Rona Randall

Writing Popular Fiction

Tapan K. Ghosh and R.K. Dhawan

ChetanBhagat: The Icon of Popular Fiction

III YEAR – VI SEMESTER ELECTIVE III – ENGLISH FOR CAREER

Objectives

- To enhance the creative and critical skills of students and to provide them with job skills and communication skills in real life situations
- To develop creative, career skills in students besides workplace communication skills
- To improve communication skills in real life situations through better language use

Outcomes

- The students will be able to
- Gain an over view of Resume Writing
- Ascertain workplace and organizational practices and develop right attitude
- Critically examine the types of letters and acquire a distinct style of writing.
- Comprehend effective methods of social networking and practice etiquette.
- Create online content and write blogs

Module I

Resume Writing – Format and Structure- Online CV writing

Module II

Workplace Communication Skills – Organizational Skills – Making and Keeping to a Schedule

Module III

Official Correspondence – Letter of Complaint, Emails, Press Release. Minutes of the Meeting

Module IV

Social Networking – Etiquette – Privacy and Security

Module V

Online content writing, Writing and creating blogs, writing for websites

Suggested Reading

- Savage, Alice and Shafiei, Mansoud.(2012). *Effective Academic Writing*, China ,Oxford University Press.
- Ciss, Rhonda and Davis, Jason .(2012). *Effective Academic Writing*, China ,Oxford University Press.
- Fitzgerald, Suzanne sparks.(2011).*Manager's Guide to Business writing*,NewDelhi,Mcgraw-Hill.
- Girard, Rene.(2017).*Evolution and conversion*, London, Bloomsbury.
- Gooden,Philip.(2005). *Faux Pas?, Nonsense Guide to words & Phrases from other languages*, India, Bloomsbury.

III YEAR – VI SEMESTER ELECTIVE III – JOURNALISM AND MASS COMMUNICATION

Objectives

- To introduce the students to the basic principles and practice in Journalism
- To enable them acquire skills in Editing – Reporting – Graphics.
- To enhance their career options

Outcomes

- The students will be able to
- Introduce the basic principles of Journalism and mass communication
 - Analyse the news agencies in India and across the world
 - Evaluate principles of editing, headline, copy testing, page layout in various newspapers
 - Compare and contrast the graphics and illustrations in various news magazines
 - Comprehend the role of reporters, correspondents, consider it as a career option.

Module I

History of Indian Journalism, The origin of Print Media in India

Module II

Development of News agencies ,Major print mediums

Module III

Principles of Editing News editor; News coordinator, sub editors; Chief subeditor; Headline, techniques of writing headline.Editing agency copies, copy testing; page planning; Picture Editing; Proof Reading; Page Make-up; Cartoons; Page Lay-out; Principles of Page lay-out

Module IV

Graphics and Illustrations; Typography; Magazine Editing; Use of Computer Softwares in Editing; Writing Editorial; Editing a News Story with Headline.

Module V

Reporters/Correspondents; Chief Reporter; News Beat; News Sources; Special Correspondent; Parliamentary Correspondent; Foreign Correspondent; District Correspondent; Feature; Photo Journalism. Specialisation in Reporting: Political Reporting; Crime and Legal affairs Reporting; Public affairs Reporting; Human Interest Stories; Business Reporting; Science Reporting, Sports Reporting; Film Reporting.

Suggested Reading

ParthasarathyRangaswami.(1984).*Basic journalism* , India, Trinity press.

Roy, Baron.(2000). *Beginners Guide To Journalism And Mass Communication*, New Delhi, V and S Publishers.

Smith, Angela and Higgins, Michael.(2013). *The language of journalism*, London, Bloomsbury publishing plc.

Williams, Kevin.(2003). *Understanding Media theory*, London, Bloomsbury publishing plc

Assessment Pattern for Internals:

	40 Marks
➤ Two CIA tests	25 Marks
➤ Power Point Presentation/Creative Interpretation/ Role Play/Seminar/Quiz/Poster Making/Translating Texts	10 Marks
➤ Attendance	5 Marks
Total	40 Marks

Question Paper Pattern for End Semester Examination**100 Marks****Section A**

10 questions out of 14 questions (30 words)

10 x 3=30 Marks

Section B

5 questions out of 8 questions (200 words)

5 x 5=25 Marks

Section C

3 questions out of 5 questions (500 words)

3 x 15=45 Marks