

Dwaraka Doss Goverdhan Doss Vaishnav College  
(Autonomous)  
Arumbakkam, Chennai - 600106.



B.A English Syllabus

(C.B.C.S)

(Effective from the academic year 2020 – 2021 onwards)

## **DEPARTMENT OF B.A.ENGLISH**

### **VISION**

To introduce a wide range of theoretical and historical approaches to the study of literature and to develop basic skills in critical thinking, expression and research.

### **MISSION**

- ❖ To impart knowledge of the basic concepts related to the different genres of literary texts.
- ❖ To identify cultural diversities, develop an understanding of the socio-political, cultural, economic and ideological ethos that are prevalent during the specific period under study.
- ❖ To provide an opportunity to develop creative capabilities and to enable them to critically analyse texts and apply the same to real life contexts.
- ❖ To help students acquire life skills by training them to appreciate differences, develop tolerance and to be just and humane in their outlook and practice.

## Program Educational Objectives (PEO)

The program aims to achieve the following objectives:

On completion of the programme a student

- ❖ will be able to identify the challenges and issues faced in the contemporary times and gain an insight of the complexities of human predicament/existence
- ❖ will be able to display conceptual, analytical, critical and communication skills
- ❖ will be able to comprehend cultural differences, identity issues, effectively practice life skills
- ❖ will be able to work in diverse fields and professions like teaching, journalism, translation and research

## 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

## Program Outcomes (PO)

- **Knowledge:** Apply the knowledge of the literatures across regions, genres to comprehend and present the theoretical principles underlying the linguistic and contextual complexities of the texts as well as the ideologies that govern human existence
- **Problem analysis:** Identify and analyze the cultural diversities, critically examine the identity crisis/ issues confronted by people across nations as reflected in literature.
- **Design/development of solutions:** Develop awareness of the issues and conflicts prevalent over the times and arrive at probable solutions.
- **Conduct investigations of complex problems:** Review the existing knowledge and research, to decipher the socio-economic, political and psychological barriers that hamper progress and facilitate a dialogue.
- **Modern tool usage:** Choose appropriate techniques, and methodology, undertake research, discuss the theoretical and linguistic singularity of the texts
- **Society:** Apply theory to assess the societal and cultural issues and the consequent responsibilities in making literary studies meaningful and relevant to the contemporary times, generate ideas to dissolve differences

- **Environment and sustainability:** Understand the importance of ecology, the interdependence of human beings and nature, the growing environmental concerns and exhibit the knowledge of and need for sustainable development.
- **Ethics:** Commit oneself to the eternal values and principles that pervade all aspects of human existence and practice humane values in everyday life
- **Individual and team work:** Develop intra personal and inter personal skills and function effectively both at personal and professional levels, be a competent leader
- **Communications:** Capable of assimilation as well as dissemination of knowledge and skills, to make comprehensible and effective presentations
- **Project management and finance:** Demonstrate intellectual curiosity and intuitive understanding, pursue research and create innovative ideas
- **Life – long learning:** Always willing to learn and adapt oneself to the ever changing socio-economic and cultural milieu, keep pace with the emerging trends

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

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

# SEMESTER- I

**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
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**Module V**

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

# SEMESTER- II

**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
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**Module IV**

**Drama Non- Detailed**

Ben Jonson	Volpone
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**Module V**

**Prose**

Francis Bacon	Of Love, Of Books, Of Truth
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**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 19<sup>th</sup> 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
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#### 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 Quincy	: Confessions of English Opium Eaters
	a) The Pleasures of Opium
	b) The Pains of Opium

**ModuleIV: Fiction**

Charles Dickens	: A Tale of Two Cities
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**Module V: Drama**

Oscar Wilde	: The Importance of Being Earnest
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**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 – Raphaelitic 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

<b>Module I</b>	-	<b>English Poetry from Chaucer to Neo-classic</b> Chaucer, Wyatt, Surrey, Philip Sidney, Spenser, Shakespeare, Metaphysical Poetry, Donne, Milton, Dryden, Pope
<b>Module II</b>	-	<b>Romantic to Pre-Raphaelites</b> Gray, Collins, Blake, Burns, Wordsworth, Coleridge, Keats, Shelley, Byron, Tennyson, Browning, Arnold, Pre-Raphaelites
<b>Module III</b>	-	<b>Modern Poetry</b> Hopkins, W.B. Yeats, T.S.Eliot, de la Mare, John Masefield, Owen, Sasson, Auden, Spender, Philip Larkin, Ted Hughes.
<b>Module IV</b>	-	<b>Literary Forms – Poetry</b> Figures of Speech, Lyric, Sonnet, Ode, Ballad, Epic, Mock-epic, Elegy.
<b>Module V</b>	-	<b>Literary Forms – Essay and Life Writing</b> Essay and Its Types, Biography, Autobiography.

#### Suggested Reading

- Nayar K Pramod .(2013). *Studying Literature*, Hyderabad, Orient Blackswan Publishers.
- Rickett, Compton Arthur .(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- IV

**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 17<sup>th</sup> century dramatists
- Analyse the works of 18<sup>th</sup> 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 Arthur. (2015). *A History Of English Literature*, New Delhi, UBSPD.  
Ashok, padmaja. (2015). *A Companion To Literary Forms*, Hyderabad, orient Blackswans 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**

- Scrovemer, 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	To me, fair friend, you never can be old
Sonnet 116	Let me not to the marriage of true minds
Sonnet 138	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
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**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>
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**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.

Lawsen , 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 1

Understanding Key Concepts in Film Appreciation

#### Module II

Mahesh Dattani                      Dance Like a Man

#### Module III

Vishal Bharadwaj                      Omkara

#### 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 1

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  
Sarasu 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
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**Module IV****Fiction**

Kiran Desai.	-	The Inheritance of Loss
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**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 WRITING**

**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
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**Module IV Fiction**

ShashiDespande	-	That Long Silence
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**Module V Prose**

Alice Walker	–	In Search of Our Mother’s Garden - Part I
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**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 21<sup>st</sup> 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 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 1**

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