

III B.A. ENGLISH
SEMESTER- V
MAJOR CORE
L5CC9/ W5CC9 – SHAKESPEARE
(For those who join from 2016 onwards)

HRS/WEEK: 7

CREDITS: 6

GENERAL OBJECTIVE :

- The students will be familiar with the social milieu through Shakespearean theatre and plays which established new trends in Elizabethan Drama.

SPECIFIC OBJECTIVES:

After the completion of the course, the students would be able to

- understand the nature of theatres and audience of the Elizabethan age
- appreciate the different types of Shakespearean plays
- acquire knowledge of the dramatic skills exemplified in the plays
- learn the different dramatic techniques employed by Shakespeare
- imbibe the good values upheld by the Shakespearean characters

UNIT – I : INTRODUCTION TO SHAKESPEARE

[15 HRS]

1. Shakespearean Sonnets
 2. Shakespearean Theatre and Audience
 3. Shakespeare's History Plays
 4. Clowns & Fools in Shakespeare's plays
 5. Shakespeare's Women
 6. Salient features of Shakespeare's tragedies
 7. Characteristic features of Shakespeare's Comedies
 8. Shakespeare's Soliloquies
- } (SS)

UNIT – II : – TRAGEDY

[24 HRS]

Macbeth

UNIT – III : - ROMANTIC COMEDY

[22 HRS]

Twelfth Night

UNIT – IV : – TRAGIC ROMANCE

[22 HRS]

Romeo and Juliet

UNIT – V : – HISTORY PLAY**[22 HRS]**

Henry IV – Part I (Short summaries will be given for the war scenes and sub-plots)

TEXT BOOKS :

Shakespeare's - *Macbeth*
Twelfth Night
Romeo and Juliet
Henry IV – Part I

REFERENCE BOOKS :

1. Clapp, Larry Ed. *A Complete Critical Analysis of Shakespearean Plays with a Reference to Elizabethan Theatre*. New Delhi: Dominant Publishers and Distributors, 2007.
2. Greenhill, Wendy and Paul Wignall. *Shakespeare: Man of the Theatre*. Oxford: Reed Educational and Professional Publishing Ltd., 2000.
3. Grene, Nicholas. *Shakespeare's Tragic Imagination*. London: Macmillan Press Ltd, 1992.
4. Justman, Stewart. *Shakespeare: The Drama of Generations*. New Delhi: Macmillan India Ltd., 2007.
5. Peter, Succo. *Shakespeare's English Kings: History, Chronicle and Drama*. New York: OUP, 1977.

EVALUATION PATTERN :

T1	T2	TA	C1*	C2*	Int. (A)	Ext. (B)	Total (A+B)
15	15	15	5	5	25	75	100

C1*- Quiz

C2*- VDP- Video graphing dramatic enactment of scenes from Shakespearean plays (Group work)

7. Haiku Poems – (Japanese)

1. Yamaguchi Seishi -“Grasses Wilt” (SS)
2. Yosa Boson - “Blowing from the West” (SS)
3. Matsuo Basho - “From Time to Time”

UNIT – II : PROSE 21.33 7.11 [16 HRS]

1. Noah and the flood– Chapters from the Old Testament (Genesis: Chapter 6-9) (Hebrew)-
2pgs
2. Sermon on the Mount- Chapters from the New Testament (Matthew: Chapter 5-7)
(Hebrew)-5pgs
3. On the benefits of being Silent (1-10) – Sadi, Trans. By James Ross (Persian)-2pgs

UNIT - III : DRAMA [16 HRS]

1. Kalidasa - *Sakuntala* Trans. By Arthur. W. Ryder (Sanskrit)

UNIT – IV : FICTION [16 HRS]

1. Taslima Nasrin - *Lajja* .(Bangla Deshi)

UNIT – V : SHORT STORY 13.33 6.66 [10 HRS]

1. Premchand - “The Voice of God”(Indian) (SS)
2. Guy De Maupassant - “Timbuctoo” (French)

PRESCRIBED PIECES TAKEN FROM :

Brown, S. Calvin, Edwin M. Everett, Rober L. Harrison. eds. *Masterworks of World*

Literature. New York: Holt, Rinehar and Winston, Inc. 1970.

Cunliffe, John W. and Ashley H. Thorndike. *Scandinavian and Slavonic Literature*.

New Delhi: Cosmo Publications, 2008.

Gottheil, Richard J.H. and Epiphanius Wilson. *Oriental Literature*. Volumes II and

IV. New Delhi: Cosmo Publications, 2008.

Pope, G.U. *Thirukkural: English Translation and Commentary*. India: CreateSpace Independent Publishing Platform, 2017.

TEXT BOOK:

Kalidasa. *Sakuntala*. Trans. Arthur. W. Hyder. India: Surjeet Publications, 2012.

Nasrin, Taslima. *Lajja*. India: Penguin Books. 2017

REFERENCE BOOK :

Khatri, C.L. *World Literature in English*. Book Enclave: Jaipur, 2006.

EVALUATION PATTERN :

T1	T2	TA	C1*	C2*	Int. (A)	Ext. (B)	Total (A+B)
15	15	15	5	5	25	75	100

Translate 2 couplets from *Thirukkural* and prepare a wall poster.

C1*- Quiz

C2*- Poster making (Translate 10 couplets from *Thirukkural* and prepare a wall poster.)/

Enacting a scene from “Shakunthala”/ Assignments

III B.A. ENGLISH
SEMESTER- V
MAJOR CORE
L5CC11/ W5CC11– TWENTIETH CENTURY LITERATURE
(For those who join from 2016 onwards)

HRS/WEEK : 7

CREDITS : 6

GENERAL OBJECTIVE :

- The students will get acquainted with the writers and thinkers whose works evinced radical changes and will comprehend the complex spirit of the modern age

SPECIFIC OBJECTIVES :

After the completion of the course, the students will be able to

- comprehend the socio-political spirit of the modern era
- appreciate the experimentation in literary form and content
- understand the changing literary scenario and the introduction of various ‘isms’
- read and appreciate the new type of novel (Dystopia)
- enjoy the newness in language

UNIT – I : POETRY

[16 HRS]

- | | | |
|-------------------|---|--------------------------------|
| 1.W.B. Yeats | - | “Easter 1916” |
| 2.W. H. Auden | - | “The Unknown Citizen” |
| 3.T.S. Eliot | - | “The Hollow Men” |
| 4.Isaac Rosenberg | - | “Break of Day in the Trenches” |
| 5.Philip Larkin | - | “Deceptions” |
| 6.Ted Hughes | - | “Vampire” |

UNIT – II : PROSE

[16 HRS]

- | | | |
|---------------------|---|---------------------------------------|
| 1.Robert Lynd | - | “On Forgetting” |
| 2.A.G. Gardiner | - | “On Saying Please” |
| 3.E.V. Lucas | - | “Tight Corners” |
| 4.E.M Forster | - | “Tolerance” |
| 5.Bernard Shaw | - | “How I Became a Public Speaker” |
| 6. Bertrand Russell | - | “In Praise of idleness” (Part I only) |

UNIT – III : DRAMA [16 HRS]

Samuel Beckett - *Waiting for Godot*

UNIT – IV : NOVEL [17 HRS]

Anthony Burgess - *A Clockwork Orange*

UNIT - V : SHORT STORY [10 HRS]

- 1.D.H.Lawrence - “Odour of Chrysanthemums”
2.Katherine Mansfield - “Marriage À La Mode (1921)” (SS)

TEXT BOOKS :

1. Burgess, Anthony. *A Clockwork Orange*. UK: Penguin Publishers, 1972.
2. Blackey, J. *Waiting for Godot*. Canada: Coles Pub. Company, 1973.

REFERENCE BOOKS :

1. Couto, Maria. *Graham Greene: On the Frontier, Politics and Religion in the Novels*, Chennai: Macmillan, 1990.
2. Dobree, Bonamy. *Modern Prose Style*. New Delhi: Galgotia Pvt. Ltd., 1964.
3. Gupta, Monika. *Women Writers in the Twentieth Century Literature*. New Delhi: Atlantic Publishers and Distributors, 2000.
4. Langbaum, Robert. *The Modern Spirit: Essays on the Continuing of Nineteenth and Twentieth Century Literature*. New Delhi: Oxford University Press, 1970.
5. Myles, Nita. *Twentieth Century English Novelists*. New Delhi: Kanishka Publishers, 2001.
6. Ward, A.C. *Twentieth Century Prose 1940-1960*. London: G. Bell and Song, 1962.
7. Whalen, Terry. *Philip Larkin and English Poetry*. Hong Kong: Macmillan, 1986.

EVALUATION PATTERN :

T1	T2	TA	C1*	C2*	Int. (A)	Ext. (B)	Total (A+B)
15	15	15	5	5	25	75	100

C1*- Quiz

C2*- PPT on the given topic

III B.A. ENGLISH
SEMESTER- V
MAJOR ELECTIVE
L5ME1/ W5ME1 – CANADIAN LITERATURE
(For those who join from 2016 onwards)

HRS/WEEK : 5

CREDITS : 5

GENERAL OBJECTIVE :

- The students will get a purview of Canadian Literature and its various features and techniques

SPECIFIC OBJECTIVES:

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

- get an insight of the trends and techniques of the Canadian Literary World
- understand the themes and social issues that prevail in Canada
- comprehend the different cultural norms practised by the various communities in Canada
- evaluate the representative pieces to get a wide spectrum of emerging patterns in Canada
- develop a critical acumen

UNIT – I : POETRY

[15 HRS]

1. E.J. Pratt - “Brebeuf and his Brethren”
2. Margaret Atwood - “Journey to the Interior”
3. P.K. Page - “First Neighbours”
4. Robert Kroetsch - “I am Getting Old Now”
5. Duncan Campbell Scott - “A Prairie Water Colour” (SS)
6. Emily Pauline Johnson - “A Cry from an Indian Wife”

UNIT - II : PROSE

[16 HRS]

1. Margaret Atwood – From “*Survival : A Thematic Guide to Canadian Literature*”- pages : 359-362.
2. Catherine Parr Traill – From “*Backwoods of Canada*”- pages 314-319 (SS)
3. Rudy Wiebe – Where is the Voice Coming From?

UNIT – III : DRAMA

[18 HRS]

- Drew Hayden Taylor - *The Berlin Blues*

UNIT – IV : NOVEL**[18 HRS]**

Lee Maracle

- *Celia's Song* 24 chapters**UNIT – V : SHORT STORY****[8 HRS]**

1. Margaret Laurence - "The Loons"

2. Alice Munroe - "Face"

TEXT BOOKS :

Selections from:

1. Theme, John. *The Arnold Anthology of Post Colonial Literatures in English*. Arnold, 1996.
2. Maracle, Lee. *Celia's Song*. Toronto, Ontario: Cormorant Books, 2014.
3. Taylor, Hayden Drew. *The Berlin Blues*. Vancouver: Talonbooks, 2007.

REFERENCE BOOKS :

1. Dhawan, R.K., ed. *Canadian Literature Today*. New Delhi: Prestige Books, 1995
2. Nair, Ramachandran&Snehaprabha ed. *Canadian Studies: New Perspectives*. New Delhi:Creative Books, 1998.
3. Pandey, Sudhakar. *Perspectives on Canadian Fiction*. New Delhi: Prestige Books, 1993.
4. Parameswari, D.ed. *Politics of Survival Studies in Canadian Literature*. New Delhi: Jane Publishers, 1999.

EVALUATION PATTERN :

T1	T2	TA	C1*	C2*	Int. (A)	Ext. (B)	Total (A+B)
15	15	15	5	5	25	75	100

C1*- Quiz**C2*- PPT/Critical Evaluation/Reviews**

III B.A. ENGLISH
SEMESTER- V
MAJOR ELECTIVE
L5ME2/W5ME2 - AUSTRALIAN LITERATURE
(For those who join from 2016 onwards)

HRS/WEEK : 5

CREDITS : 5

GENERAL OBJECTIVES:

- Australian literature is an emerging literature and it has a place at international level. The students will be acquainted with the historical, social, political & cultural background of Australia through the prescribed literary pieces.

SPECIFIC OBJECTIVES:

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

- understand the predicament of the Aborigines and their struggle for survival
- identify the unique features of Aboriginal writing
- gain knowledge of the various trends and themes of Australian Literature
- appreciate the unique contributions of the novelists
- recognise the essence of Australian Literature in the prescribed pieces

UNIT – I : POETRY

[15 HRS]

1. Kath Walker - We are going
2. A. D. Hope - Australia (SS)
3. A. Banjo Paterson - The man from snowy river
4. Bruce Dawe - Home Coming
5. Shaw Neilson - Stony Town

UNIT – II : PROSE

[16 HRS]

- 1 Judith Wright - Whose country is it anyway?
The landless peoples and their right to land.
- 2 Fiona Capp - Introduction to *My Blood's Country* (SS)

UNIT –III : DRAMA

[18 HRS]

- Ray Lawler - From *Summer of the Seventeenth Doll*
(Act I Scene I)

UNIT – IV : NOVEL**[18 HRS]**Patrick White - *The Tree of man***UNIT – V : SHORT STORY****[8 HRS]**

- 1 Henry Lawson - The Drover's Wife
 2. Tim Winton - Neighbours

TEXT BOOK :Patrick White - *The Tree of man***REFERENCE BOOKS:**

1. Ashcraft, Bill, Gareth Griffiths & Helen Tiffin. *The Empire Writes Back*. London: Routledge, 2003.
2. Capp, Fiona, *My Blood's Country*. Australia: Allen&Unwin 2010.
3. Dhawan, R.K. *Australian Poetry and Fiction*. New Delhi: Prestige, 1997.
4. Dhawan, R.K. ed. *Multiculturalism in Australian Literature*. New Delhi; Prestige, 2004.
5. Dhawan, R.K & David Kerr. *Australian Literature Today*. New Delhi: Indian Society for Commonwealth Studies, 1993.
6. Driesen, Cynthia Vanden & Adrian Mitchell, eds. *New Directions in Australian Studies*. New Delhi: Prestige, 2000
7. Rani, Suneetha. *Australian Aboriginal Women's Autobiographies*. New Delhi: Prestige, 2007
8. Thieme, John. ed. *The Arnold Anthology of Post-Colonial Literatures in English*. New York: OUP, 2000.
9. Trikha, Pradeep. *Delphic Intimation: Dialogues with Australian Writer and Critics*. New Delhi: Sarup&Sons, 2007.
10. Vanden, Cynthia, Ralph Crane. ed. *Diaspora - The Australian Experience*. New Delhi: Prestige Books, 2005.
11. Wright, Judith. *Born of Conquerors* Canberra : Aboriginal Studies Press 1991.

EVALUATION PATTERN:

T1	T2	TA	C1*	C2*	Int. (A)	Ext. (B)	Total (A+B)
15	15	15	5	5	25	75	100

C1*- Quiz**C2*- Assignment**

III B.A. ENGLISH
SEMESTER- V
SKILL BASED
L5SB3/ W5SB3– ENGLISH LANGUAGE TEACHING - I
(For those who join from 2016 onwards)

HRS/WEEK : 2

CREDITS : 2

GENERAL OBJECTIVE :

- The students would be acquainted with the necessary skills in the teaching of English Language

SPECIFIC OBJECTIVES:

After the completion of the course, the student will be able to

- understand the different approaches to language learning and teaching
- recognize the significance of Listening and Speaking Skills
- comprehend the significance of Reading and Writing Skills
- choose appropriate Teaching Aids and plan Lessons
- gain hands-on teaching experience

UNIT - I

[6 HRS]

1. English in India. (SS)
2. Methods and Approaches in English Language Teaching.

UNIT - II

[6 HRS]

1. Teaching Language Skills.
 - i) Listening
 - ii) Speaking

UNIT - III

[6 HRS]

1. Teaching Language Skills.
 - iii) Reading
 - iv) Writing

UNIT - IV

[6 HRS]

1. Teaching Aids. (SS)
2. Planning a Lesson.

UNIT - V

[6 HRS]

1. Teaching Practice (reduced 2 hours)

TEXT BOOKS :

Photocopies of chapters from the following books.

1. Baruah, T. C. *The English Teacher's Handbook*. 3rd edition. New Delhi: Sterling Publisher Pvt Ltd. 2004. P. 1 – 15.
2. Tickoo, M.L. *Teaching and Learning English : A Source Book for Teachers and Teacher Trainers*. New Delhi: Orient Longman, 2004. Pg. 218 – 231, 347
3. Venkadeswaran, S. *Principles of Teaching English*. New Delhi: Vikas Publishing House Pvt Ltd., 2014. Pg. 74 – 119, 172 – 182.

REFERENCE BOOKS :

1. Doff, Adrian. *Teach English: A Training Course for Teachers*. UK: Cambridge University Press, 2007.
2. Ed. Tarinayya. *English Language Teaching: Theory & Practice*. Chennai: T R Publications, 1992.
3. Ur, Penny. *A Course in Language Teaching: Practice and Theory*. UK: Cambridge University Press, 2009.

EVALUATION PATTERN :

T1	T2	TA	PRACTICE TEACHING	INT	EXT	TOTAL
30	30	30	20	50	50	100

Practice Teaching: (20) - (ONLINE TEACHING)

- Handle remedial classes on all Mondays to slow learners of the Basic Stream.
- Four classes will be assessed without prior intimation and average mark will be considered for internal practice teaching.

SEMESTER- V

SKILL BASED

L5SB4/ W5SB4 – JOURNALISM - I
(For those who join from 2016 onwards)

HRS/WEEK : 2

CREDITS : 2

GENERAL OBJECTIVE :

- The students will acquire practical skill based training in various skills relevant to the print media that would enable them take up a career in Journalism

SPECIFIC OBJECTIVES:

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

- gain knowledge on the basics of Journalism
- acquire specific skills related to report writing
- write Headlines
- draft different types of stories
- develop basic skills for Editing

UNIT - I : Introduction

[6 HRS]

1. Introduction to Journalism - (*Mass Communication in India* p. 61-64)
2. Understanding News – (*Fundamentals of Reporting and Editing* – p. 1-11)
3. Types of News - Hard/Soft News (*Fundamentals of Reporting and Editing*– p. 19-25)

UNIT - II : Report Writing

[6 HRS]

4. Inverted Pyramid (p. 28-32)
5. The Five Ws (p. 32)
6. Types of Leads (32-37)

(Material for this Unit selected from *Fundamentals of Reporting and Editing*)

UNIT – III : Headlines

[6 HRS]

7. Headlines–Functions & Features (p. 321- 325)

8. Writing Headlines – (338 – 340)

9. Rules & Principles of Headline Writing – (340 – 348)

(Material for this Unit selected from *Fundamentals of Reporting and Editing*)

UNIT - IV : Writing Stories

[6 HRS]

10. Personals & Briefs (*Fundamentals of Reporting and Editing* – p. 118-123)

11. Fillers & Speeches (*Fundamentals of Reporting and Editing* – p.124 - 127)

12. Review of Books and Films (*Multimedia Journalism: A Practical Guide* - p. 378-380)

UNIT – V: Editing

[6 HRS]

13. Introduction to Editing (p. 278 – 280)

14. Editing Job (p. 282 – 284)

15. Editor’s choice of words – (p. 296 – 298) (Includes Editing Tasks)

(Material for this Unit selected from *Fundamentals of Reporting and Editing*)

TEXT BOOKS :

Material compiled by the Department - taken from the following books:

1. Bull, Andy. *Multimedia Journalism: A Practical Guide*. Routledge, 2016
2. Kumar J, Keval. *Mass Communication in India*. New Delhi: Jaico Publishing House, 2011.
3. Saxena, Ambrish. *Fundamentals of Reporting And Editing*. New Delhi: Kanishka Publishers, 2016

REFERENCE BOOKS :

1. Chaudhary K K. *Print and Broadcast Journalism*. New Delhi: Abhijeet Publications, 2012.
2. Gandhi, Ved Prakash. *A First Course in Practical Journalism*. New Delhi: Lok Sabha Secretariat, 2001.
3. Madhusudan K P. *Development of Mass Communication – Futuristic Approach: Making of Journalist*. New Delhi: Sarup & Sons, 2002.
4. Parthasarathy, Rengaswami *Basic Journalism*. New Delhi : Macmillan, 2003.
5. Roy, Barun. *A Beginner's Guide to Journalism*. Delhi: Pusthak Mahal, 2000.
6. Shamsi, Nayyar. *Journalism : The News*. New Delhi: Anmol Publications Pvt. Ltd., 2005.
7. Whitaker W. et.al. *Media Writing*. 3rd Edition. New York: Routledge, 2009.

EVALUATION PATTERN :

T1	T2	TA	C1*	C2*	Int. (A)	Ext. (B)	Total (A+B)
			Practical tasks				
30	30	30	10	10	50	50	100

C1* - Report/Story Writing – Students should write an original report/story based on a real incident/person in their locality – should not have been published in the newspaper.

C2*- Group work – 5 members each - Prepare a Broadsheet – 5 pages. Each member takes up the role of the Chief Editor, Sub-editors, Reporters, Photographers. Quark Express software can be used for this purpose.

**III B.A. ENGLISH
SEMESTER - VI
MAJOR CORE
L6CC12/ W6CC12 – AMERICAN LITERATURE
(For those who join from 2016 onwards)**

HRS/WEEK : 6

CREDITS : 5

GENERAL OBJECTIVE :

- The students will be exposed to American Literature, culture and civilization, and will analyze the works of art critically

SPECIFIC OBJECTIVES :

After the completion of the course, the students would be able to

- understand and appreciate the representative American poets
- comprehend the aspects of Romanticism and Transcendentalism in the prescribed pieces
- appreciate the evolving techniques and trends in theatre
- comprehend the socio-political and cultural issues depicted in American fiction
- appreciate the unique features of American Literature and its significance

UNIT- I : POETRY

[20 HRS]

1. Edgar Allan Poe - “The Raven”
2. Walt Whitman - “Crossing Brooklyn Ferry”
3. Emily Dickinson - “A Bird Came down the Walk”
4. Robert Frost - “Mending Wall”
5. Wallace Stevens - “Emperor of Ice-Creams”
6. Leslie Marmon Silko - “Ceremony Poem”
7. Sherman Alexie - “Grief Calls Us to the Things of this World”
8. Pat Mora - “Old Love”
9. Octavia Paz - “Wind, Water, Stone”

UNIT- II : PROSE

[20 HRS]

1. Henry David Thoreau - “Where I Lived and What I Lived For”
2. Edgar Allan Poe - “The Philosophy of Composition”

UNIT- III : DRAMA

[15 HRS]

Thornton Wilder - *Our Town*

UNIT –IV : NOVEL

[15 HRS]

Ernest Hemingway - *A Farewell to Arms*

UNIT –V : SHORT FICTION**[5 HRS]**

1. Henry James - *The Turn of the Screw*
2. O. Henry - *The Ransom of the Red Chief (SS)*

TEXT BOOKS :

1. *The Heath Anthology of American Literature* Vol.I & II. Toronto: D.C.Heath and Company, 1990. .
2. *The Norton Anthology of American Literature* 2 Vols. 5th Ed. New York: W.W. Norton & Company, 1998.

REFERENCE BOOKS :

- 1 Barbour, Scott, ed. *American Modernism*. San Diego: Green Haven Press Inc., 2000.
2. Bordman, Gerald. *Oxford Companion to American Theatre*. Oxford: Oxford University Press, 1992.
3. Hart, James David. and Philip Leininger, eds. *The Oxford Companion to American Literature*. 6th ed. Oxford University Press, 1995.
4. Howard, Leon. *Literature and the American Tradition*. New York: Eurasia Publication,1960.
5. Lawrence, David Herbert. *Studies in Classic American Literature*. England: Penguin Books Ltd, 1971.
6. Narasinhaiah, C.D. ed. *Student's Handbook of American Literature*. Knonni- travancore: Kalyani Publishers, 1972.
7. Oliver, Egbert.S. *Studies in American Literature:Whitman, Emerson, Melville and Others*. New York: Eurasia Publication, 1971.
8. Spiller, Robert. *The cycle of American Literature – An Essay in Historical Criticism*. NewDelhi: BPB Publications, 1956.

EVALUATION PATTERN :

T1	T2	TA	C1*	C2*	Int. (A)	Ext. (B)	Total (A+B)
15	15	15	5	5	25	75	100

C1*- Quiz**C2*- Diary preparation of a Fictional character/Poem Recitation**

III B.A. ENGLISH
SEMESTER - VI
MAJOR CORE
L6CC13/W6CC13 - WOMEN IN LITERATURE
(For those who join from 2016 onwards)

HRS/WEEK : 5

CREDITS : 5

GENERAL OBJECTIVE :

- The students will understand the multi-dimensions in women's writings and will be sensitized about the various levels of oppression and gender issues.

SPECIFIC OBJECTIVES:

At the end of this course, the learners will be able to

- understand various issues related to women across the world
- comprehend the theoretical perspectives of women writers
- appreciate the non-canonical women writers
- identify the emergence of the New Woman
- recognise the works of contemporary women writers

UNIT – I : POETRY

[20 HRS]

1. Roula Pollard - "We, Women of Enlightenment"
2. Prerna Bakshi - "Gone and Buried" (SS)
3. Taslima Nasrin - "Border"
4. Ursula Fan Thorpe - "Mother- in- law"
5. Mary Gilmore - "Eve Song"
6. Margaret Atwood - "This is a Photograph of Me"

UNIT – II : PROSE

[20 HRS]

1. Elaine Showalter - "Towards A Feminist Poetics" (An Excerpt)
2. Hellen Keller - "Optimism within" from *Optimism :an Essay*

UNIT – III : NOVEL

[15 HRS]

- Chimamanda Ngozi Adichie - *Purple Hibiscus*

UNIT – IV : DRAMA

[15 HRS]

- Muthal Naidoo - *Flight from the Mahabarath*

UNIT – V : SHORT STORIES**[5 HRS]**

1. Amrita Pritam - “Wild Flower” (SS)
 2. Louise Erdrich - “Scales”

TEXT BOOKS :

1. Adichie, Chimamanda Ngozi. *Purple Hibiscus*. New York: Workman Publishing Company, 2003.
2. Keller, Hellen. *Optimism: an Essay*. New York: T. Y. Crowell and company, 1903.
3. Naidoo, Muthal. “Flight from the Mahabarath”. Ed. Kathy A. Perkins. *Black South African Women: An Anthology of Plays*. New York: Routledge, 1998.
4. Showalter, Elaine. “Towards A Feminist Poetics”. Ed. K.M. Newton. *Twentieth Century : Literary Theory*. Pg (216 - 220) Palgrave, London, 1997
5. Copies of prescribed poems, prose pieces, drama and short stories.

REFERENCE BOOKS :

1. Erdrich, Louise. *Love Medicine*. New York: Harper Collins, 1984.
2. Gupta, Monika (Ed.) *Women Writers in the Twentieth Century Literature*. New Delhi: Atlantic Publishers and Distributors, 2000.
3. Hooks, Bell. *Feminist Theory: From Margin to Center*. London: Pluto Press, 2000.
4. Sarris, Greg, Connie A. Jacobs & James R. Giles Ed *Approaches to Teaching the Works of Louise Erdrich*. The Modern Language Association of America New York: 2004.
5. Showalter, Elaine. “Towards A Feminist Poetics”. Ed. V.S. Seturaman. Pg (403 - 407) Macmillan India Limited, 1989
6. Singh, R.P. *Select Voices from Africa and Asia : New Literatures in English*. Jaipur: Yking Books, 2016.
7. Whitson J., Kathy. *Encyclopedia of Feminist Literature*. London: Greenwood Publishing Group Inc, 2004.

EVALUATION PATTERN :

T1	T2	TA	C1	C2	Int. (A)	Ext. (B)	Total (A+B)
15	15	15	5	5	25	75	100

C1*- Quiz

C2*- Group discussion / PPT / critical evaluation of a work by any woman writer other than the prescribed ones.

III B.A. ENGLISH
SEMESTER - VI
MAJOR CORE
L6CC14/W6CC14 - LITERARY CRITICISM
(For those who join from 2016 onwards)

HRS/WEEK : 5

CREDITS : 4

GENERAL OBJECTIVES :

- The students will be able to comprehend the critical tradition which will hone their critical sensibility

SPECIFIC OBJECTIVES :

After the completion of the course the students will be able to:

- understand the beginnings of literary criticism
- identify the differences in the critical perspectives of Neo-Classicists and Romanticists
- comprehend Twentieth Century criticism and the emergence of Literary theories
- recognise the emergence of various approaches
- apply appropriate approach in evaluating a literary text

UNIT - I

[15 HRS]

1. “Classical, Medieval and Renaissance Criticism”

(English Literary Criticism and Theory: An Introductory History
– M.S. Nagarajan. Pgs 6 – 49)

UNIT - II

[15 HRS]

1. “Neo-Classical, Romantic and Victorian Criticism.”

(English Literary Criticism and Theory: An Introductory History
– M.S. Nagarajan. Pgs 51-103)

UNIT - III

[15 HRS]

1. “Twentieth Century Criticism”

(Contemporary Literary Theory: A Student’s Companion
– N. Krishnaswamy et al., Pgs 5-9) (SS)

2. “The Function of Criticism” – T.S. Eliot

UNIT - IV

[15 HRS]

1. “Elder Olson – ‘Sailing to Byzantium’: Prolegomena to a Poetics of the Lyric”

UNIT - V**[15 HRS]**

1. “Approaches in Practice”:

- (i) “Young Goodman Brown”: Id versus Superego” (A Handbook of critical Approaches to Literature – Wilfred L. Guerin et al., Pg. 41- 144)
- (ii) “Myth Criticism and the American Dream: Huckleberry Finn as the American Adam” (A Handbook of Critical Approaches to Literature – Wilfred L. Guerin et.al., Pgs. 186- 191)
- (iii) “Frailty Thy Name is Hamlet: Hamlet and Women.” (A Handbook of Critical Approaches to Literature – Wilfred L. Guerin et al., Pg. 217-223)

TEXT BOOKS :

1. Nagarajan, M.S. *English Literary Criticism and Theory: An Introductory History*.
2. Scott S. Wilbur. *Five Approaches of Literary Criticism*. New York: Macmillan Publishing Company, 1962.
3. Guerin, Wilfred L et al. *A Handbook of Critical Approaches to Literature*.

REFERENCE BOOKS :

1. Blamires, Harry. *A History of Literary Criticism*. Delhi: Macmillan Press Ltd., 1991
2. Das, Bijay Kumar. *Twentieth Century Literary Criticism*. NewDelhi: Atlantic Publishers & Distributors (P) Ltd., 2010.
3. Lodge, David. ed. *Modern Criticism and Theory: A Reader*. New York: Longman Inc., 1988.
4. Ramaswami S. & Sethuraman V.S., *The English Critical Tradition: An Anthology of English Literary Criticism*. Vol. – I & II. Madras: Macmillan India Ltd., 1986.
5. Waugh, Patricia. ed. *Literary Theory and Criticism: An Oxford Guide*. OUP, 2006.

EVALUATION PATTERN :

T ₁	T ₂	TA	C1*	C2*	Int. (A)	Ext. (B)	Total (A + B)
15	15	15	5	5	25	75	100

Critically evaluate a literary piece using a literary theory or approach***C1- Quiz*****C2- Evaluation of literary pieces (of their choice)**

III B.A. ENGLISH
SEMESTER - VI
MAJOR ELECTIVE
L6ME3/W6ME3- ECOLOGICAL CONCERNS IN LITERATURE
(For those who join from 2016 onwards)

HRS/WEEK : 5

CREDITS: 5

GENERAL OBJECTIVES :

- The students would be sensitized towards and acquainted with the new and emerging Literature of Ecological concerns in the present day scenario of ecological crisis.
- The students would be able to find scope for exploration and research in the New Literatures in English related to issues concerning environment through the prescribed literary pieces.

SPECIFIC OBJECTIVES:

After the completion of this course, the students will be able to

- understand how poets appreciated Nature and addressed Ecological issues
- reaffirm the longstanding relationship between Human Beings and Nature
- gain insight on the significance of the coexistence of all living beings
- identify the challenges involved in cohabitation
- appreciate how environmental issues are discussed in films

UNIT – I : POETRY

[15 HRS]

1. The Holy Bible (NKJV) - PSALM 8
2. Alfred Lord Tennyson - Song of the Brook
3. Robert Bridges - Nightingales
4. Emily Dickinson - Nature, the Gentlest Mother
5. William Collins - Ode to Evening

UNIT –II : PROSE

[18 HRS]

1. C.Raja Gopalachari - The Tree Speaks
2. R.L. Stevenson - A Night among the Pines
3. John Muir - My First Summer in the Sierra
(Chapter 7 - A Strange Experience)

UNIT –III : NOVEL

[14 HRS]

- Ranjit Lal - *The Small Tigers of Shergarh (SS)*

UNIT – IV : SHORT STORY

[15 HRS]

1. Jean Giono - The Man who Planted trees
2. Dorris Lessing - A Mild Attack of the Locusts

3. John Steinbeck - The Chrysanthemums

UNIT – V

[13 HRS]

Ecological perspectives in the movie Avatar

TEXT BOOKS :

- 1.Lal, Ranjit. *The Small Tigers of Shergarh*. New Delhi : RST India Ink Publishing, 2006.
- 2 Green, David .Ed. *The Winged Word*. London:Macmillan, 1974.
3. Compiled Department copy of the text (for Units I, II, IV& V)

REFERENCE BOOKS :

1. Arun, Neerja & Saraswat, Rakesh.*Ecology and Literature: Global Perspective*. NewDelhi: Creative Books,2009.
2. Driessen, Paul.*Eco-Imperialism: Green power Black Earth*. Wahington: The Free Enterprise Press, 2003
3. Gadgil, Madhav & Guuha, Ramachandra.*The use and Abuse of Nature*. UK:Oxford University Press , 2000.
4. Pepper, David. *Eco-Socialism from deep Ecology to social justice*. London: Routledge, 1993.
5. Promm, Harold. *The Nature of being Human: from Environmentalism to consciousness*. Baltomore: John Hopkins University Press, 2009.

EVALUATION PATTERN :

T1	T2	TA	C1*	C2*	Int. (A)	Ext. (B)	Total (A+B)
15	15	15	5	5	25	75	100

C1* - Quiz

C2*- Assignment - Students shall be guided to work on pairs and prepare a PPT choosing five English movies that showcase Ecological and social concerns .

III B.A. ENGLISH
SEMESTER - VI
MAJOR ELECTIVE
L6ME4/ W6ME4 – HUMAN RIGHTS THROUGH LITERATURE
(For those who join from 2016 onwards)

HRS/WEEK : 5

CREDITS : 5

GENERAL OBJECTIVE:

- The learners will be sensitized to the basic knowledge of human rights through literature

SPECIFIC OBJECTIVES:

At the end of this course, the learners will be able to

- understand the basic rights of human beings and realize the value of life
- empathise with the victims and find solutions
- recognise the rights of women
- analyse the violation of the rights of the ethnic communities
- identify the unique problems of indigenous communities and Dalits

UNIT - I : POETRY

[20 HRS]

1. Yev Tushenko -“Babi yar”
2. Sojourner Truth -“Ain’t I a Woman”
3. Elizabeth Barrett Browning -“Cry of the Children”
4. Wole Soyinka -“Telephone Conversation”
5. Paul Laurence Dunbar -“We Wear the Mask”
6. David Rubardi -“A Negro Labourer in Liverpool”

UNIT - II : PROSE

[15 HRS]

1. Anne Frank The diary of A Young Girl - Thursday, 9 July 1942.
-Thursday, 3 February 1944
2. Malala Yousafzai - Nobel acceptance speech
3. Amitav Ghosh - Extract from *Countdown* (pg-1-7)

UNIT - III : DRAMA

[10 HRS]

1. Dhina Mehta - *Brides are Not for Burning* (SS)

UNIT - IV : FICTION

[20 HRS]

1. Shyam Selvadurai - *Funny Boy*

UNIT - V : SHORT STORY**[10 HRS]**

1. Bama -“Annachi”
2. Mahasweta Devi -“Draupadi”

TEXT BOOKS :

1. Bama. *Harum Scarum Saar and other Stories*. New Delhi: Women Unlimited, 2006.
2. Frank, Anne. *The Diary of a Young Girl*. Otto H Frank. Ed. New Delhi: Penguin Books India Pvt., Ltd.,1996.
3. Ghosh, Amitav. *Countdown*. New Delhi: Penguin Books India Pvt., Ltd.,1998.
4. Selvadurai, Shyam. *Funny Boy*. New Delhi: Penguin Books India Pvt., Ltd.,1994.
5. Copies of prescribed poems, drama and short stories.

REFERENCE BOOKS :

1. Barnes, Julian. *A History of the World in 10 Chapters*. New York: Vintage Books, 1989.
2. Joshi,S.C. *Human Rights-Concepts, Issues & laws*. New Delhi, Akansha Publishing House,2006.
3. Mill, JS. “From On Liberty and the Subjection of Women”. *The Norton Anthology of English Literature*. Vol 2. New York: Norton, 1986. 1044-1066.
4. Nirmal. CJ, *Human Rights in India: Historical, Social and Political Perspectives*. New Delhi: Oxford University Press, 2000
5. Perry, MJ. *The Constitution, the Courts and Human Rights*. Yale:Yale University Press,1982.

EVALUATION PATTERN :

T1	T2	TAV	C1*	C2*	TOT-INT(A)	EXT(B)	TOT(A+B)
15	15	15	5	5	25	75	100

C1*- Quiz

C2*- Assignment: Review documentaries/ news stories/ articles on social Issues on violation of human rights or organize debates / discussion on such issues.

III B.A. ENGLISH
SEMESTER - VI
MAJOR ELECTIVE
L6ME5/ W6ME5– POSTCOLONIAL LITERATURE
(For those who join from 2016 onwards)

HRS/WEEK : 5

CREDITS : 5

GENERAL OBJECTIVE :

The students will get acquainted with the new literatures which have been currently brought under the label “postcolonial”, and will understand the “continuum of experience” of the colonial days and the impact of the colonizers on the various countries like Africa, Australia, Canada, Caribbean islands, New Zealand, and the various regions in Asia.

SPECIFIC OBJECTIVES :

After the completion of the course, the students will be able to

- comprehend the changes in cultural discourses
- identify the influence of indigenous cultures and languages
- appreciate the hybridisation of cultures
- study the different varieties of English language
- understand the meta narratives

UNIT - I : POETRY

[14 HRS]

1. Henry Kendall - “The Last of His Tribe” (Australia)
2. Ben Okri - “Edge of time Future” (Nigeria)
3. Agha Shahid Ali - “Postcard from Kashmir” (Kashmiri American)
4. Mohammad Bin Haji Salleh - “Do Not Say” (Malaysia)
5. Allen Curnow - “Landfall in Unknown Seas” (New Zealand)

UNIT - II : PROSE

[13 HRS]

1. Chinua Achebe - “My Home under Imperial Fire”
2. Sally Morgan - “A Black Grandmother” (From *My Place*)

UNIT – III : DRAMA

[14 HRS]

1. Athol Fugard - *Sorrows and Rejoicings*

UNIT – IV : FICTION

[18 HRS]

1. Alan Paton - *Cry, the Beloved Country*

UNIT – V : SHORT STORY**[16 HRS]**

1. Nadine Gordimer - “Six Feet of the Country”
2. Rohinton Mistry - “Swimming Lessons”
“Auspicious Occasion” (SS)

REFERENCE BOOKS :

1. Agarwalla, Shyam S. *The African Poetry & Drama*. New Delhi; Prestige,2000.
2. Ashcroft,Bill.et.al. *The Empire Writes Back*. (2nd ed)London: Routledge,2003.
3. Chrisman, Laura & Benita Parry.ed. *Post colonial Theory & Criticism*.
Cambridge:The English Association,2000.
4. Cook, David. *African Literature*. London: Longman Group Ltd.,1980.
5. Edward, Justin D. *Post colonial Literature*. New Delhi: Macmillan, 2008.
6. Gandhi,Leela. *Post – Colonial Theory: A Critical Introduction*. London: Oxford
UP,2006.
7. Loomba, Ania. *Colonialism / Post Colonialism*. London: Routledge,1998.
8. Parry, Benita. *Post colonial Studies: A Materialistic Critique*. New York:
Routledge,2004.
9. Roy, Arundhati. *The Shape of the Beast*. New Delhi: Penguin Books, 2008.
10. Thieme, John.ed. *The Arnold Anthology of Post-Colonial Literatures in English*.
New York: OUP, 2000.
11. Walder, Dennis. *Postcolonial Literature in English: History, Language, Theory*.
New York: Basil Blackwell,2002.
12. Mistry, Rohinton. *Tales From Firozsha Baag*. London: Faber and Faber, 1987.
13. <https://hellopoetry.com/ben-okri/>

EVALUATION PATTERN :

T1	T2	TAV	C1*	C2*	INT TOT(A)	EXT (B)	Total Marks (A+B)
15	15	15	5	5	25	75	100

C1*- Quiz**C2*- PPT on the topic given**

FATIMA COLLEGE (AUTONOMOUS), MADURAI – 625018
III BA ENGLISH - VI SEMESTER
L6ME6 / W6ME6 – FOLK LITERATURE
(FROM 2018 ONWARDS)
(For those who joined in 2016)

HRS/WEEK: 5

CREDITS: 5

GENERAL OBJECTIVE:

- The learners would be exposed to stories that have stood the test of time, which are culture specific and at the same time universal.

SPECIFIC OBJECTIVES:

After the completion of this course the students will be able to

- understand the various nuances of Folk Songs
- rediscover the joy of reading through Fables, Fairy Tales and Folktales
- pick up core values embedded in Folk Literature
- identify the felicity of the oral idiom
- appreciate the significance and the various forms of Oral Tradition

UNITS:

Unit I: Poetry (13 Hrs)

1. “Song of the Earth” (A Navajo Song) – Anonymous
2. “Eagle Poem” (Muscogee) – Anonymous
3. Luiseno Songs of the Seasons (Luiseno) – Anonymous

Unit II: Prose (14 Hrs)

1. “Cupid and Psyche” – *The Age of Fable* (Pgs. 99 - 112)
2. Morphology of the Folk Tale – *Literary Theory: An Anthology*. (Pgs. 72-75)

Unit III : Drama (18 Hrs)

1. Sophocles - *Oedipus Rex* (*The Three Theban Plays*)

Unit IV: Short Fiction (14 Hrs)

Fairy Tales:

1. Grimm Brothers – Rumpelstiltskin.

Folk Tales:

2. “The Devil on Horseback” – Anonymous (Pakistani)
3. “The Three Questions” – Anonymous (Sri Lankan)
4. “The Fairies” – Anonymous (French)
5. “The Woman who came from Heaven” – Anonymous (Japanese)
6. “All God’s Chillen had Wings” – Anonymous (African American)

Fables:

7. Aesop – “The Hare and the Tortoise”
8. Aesop – “The Ant and the Grasshopper”

Unit V: Short Stories**(16 Hrs)**1. *The Panchatantra* (Self Study)**Book I:**

- a) *The Dual between Elephant and Sparrow.* (Pgs 51-53)
- b) *The Heron that liked the Crab Meat* (Pgs 63-65)

Book II:

- a) *The Mice that set Elephants Free* (Pgs 149-150)
- b) *Soft, the Weaver.* (Pgs 151 -155)

Book III:

- a) *How the Rabbit fooled the Elephant.* (Pgs 202-205)
- b) *The Cat's Judgement.* (Pgs 209-212)

Book IV:

- a) *Flop-ear and Dusty.* (Pgs 240-243)
- b) *How Super Smart ate the Elephant.* (Pgs 244-246)

Book V:

- a) *The Lion Makers* (Pgs 255 -256)
- b) *The Unforgiving Monkey* (Pgs 261-265)

TEXT BOOKS:

1. Bulfinch, Thomas. *The Golden Age of Myth & Legend.* Wordsworth edition, 1993.
2. Swann, Brain. *Native American Songs and Poems.* Dover Publications, 1996.
3. Vladimir Propp
4. Sophocles: *The Three Theban Plays.*
5. Parasurama, Sunita. *The Panchatatra: Wisdom for today from the timeless classic.* Jaico Publishing House, 2011.
6. Anderson, Hans. *Fairy Tales.* England: Wardlock Limited, 1987
7. Grimm Brothers. *Fairy Tales.* Trans. Lucas, E.V., Luce Crane and Marian Edwards. Grosset & Dunlap publishers.

REFERENCE BOOKS:

1. Rivkin, Julie and Michael Ryan. eds. *Literary Theory: An Anthology.* Blackwell Publishing Ltd, 2004.
2. Sharma, Vandhana. ed. *Studies in Myth Orality and Folklore in World Literature.* Atlantic Publishers & Distributers(p)LTD, 2013.
3. Dorairaj, Joseph. A. *Myth and Literature.* Folklore Recourses and Research Centre, 2003.
4. Campbell, Joseph. "Mythological Themes in Creative Literature and Art." *Myths, Dreams, and Religion.* Ed. Joseph Campbell. E.P.Dutton & Co. Inc, 1970.

EVALUATION PATTERN:

T1	T2	TAV	C1	C2	INT TOT(A)	EXT (B)	Total Marks (A+B)
15	15	15	5	5	25	75	100

C1 – Quiz

C2 – Retelling a story

**III B.A. ENGLISH
SEMESTER - VI
SKILL BASED
L6SB5/ W6SB5– ENGLISH LANGUAGE TEACHING - II
(For those who join from 2016 onwards)**

HRS/WEEK : 2

CREDITS : 2

GENERAL OBJECTIVE :

- The students will be acquainted with the necessary skills in the teaching of English Language.

SPECIFIC OBJECTIVES :

After the completion of the course, the student will be able to

- adopt appropriate teaching techniques
- hone various teaching skills
- frame syllabus for remedial classes
- design customised activities for remedial classes
- engage in peer teaching

UNIT - I

[6 HRS]

1. Teaching Grammar
2. Techniques of Teaching English (SS)

UNIT - II

[6 HRS]

1. Teaching Vocabulary
2. Role of a Teacher (SS)

UNIT - III

[6 HRS]

1. Syllabus Designing

UNIT - IV

[6 HRS]

1. Testing

UNIT - V

[6 HRS]

Teaching Practice

TEXT BOOKS :

Photocopies of chapters from the following books.

1. McDonough Jo, et al. *Materials and Methods in ELT : A Teacher's Guide*. 3rd edition. UK: Willey Blackwell, 2013.
2. Sinha, Sidheshwar Dhari. *Pedagogical Linguistics*. New Delhi: Atlantic, 2010. Pg. 250 – 271.

3. Tickoo, M.L. *Teaching and Learning English : A Source Book for Teachers and Teacher Trainers*. New Delhi: Orient Longman, 2004. Pg. 161 – 190.
4. Venkadeswaran, S. *Principles of Teaching English*. New Delhi: Vikas Publishing House Pvt Ltd., 2014. Pg. 135 – 154, 183 - 198.

REFERENCE BOOKS :

1. Doff, Adrian. *Teach English: A Training Course for Teachers*. UK: Cambridge University Press, 2007.
2. Ed. Tarinayya. *English Language Teaching: Theory & Practice*. Chennai: T R Publications, 1992.
3. Ur, Penny. *A Course in Language Teaching: Practice and Theory*. UK: Cambridge University Press, 2009.

EVALUATION PATTERN :

T1	T2	TA	PRACTICE TEACHING	INT	EXT	TOTAL
30	30	30	20	50	50	100

Practice teaching: (20)

- Design a syllabus for General English remedial class. (5)
- Handle remedial classes on all Mondays to slow learners of the Basic Stream.
- Two classes will be assessed without prior intimation and average mark will be considered for internal practice teaching. (10)
- Assessment of testing pattern. (5)

III B.A. ENGLISH
SEMESTER - VI
SKILL BASED
L6SB6/ W6SB6– JOURNALISM - II
(For those who join from 2016 onwards)

HRS/WEEK : 2

CREDITS : 2

GENERAL OBJECTIVE :

- The students will acquire practical skill based training in convergent journalistic skills that would enable them take up a career in the field of mass media.

SPECIFIC OBJECTIVES:

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

- learn the basics of Multimedia Journalism
- acquire interview skills
- use appropriate video material
- learn the basics of photography skills and picture composing
- understand the basics of audio journalism

UNIT - I : INTRODUCTION

[6 HRS]

1. Introduction to Multimedia Journalism (p. 188 – 189)
2. Skills required – Multimedia Tools (p.190 – 193)
3. Social media skills – (p. 193-198)

(Material for this Unit selected from *Convergent Journalism: An Introduction*)

UNIT – II : INTERVIEWING

[6 HRS]

4. Personal Interview (*Fundamentals of Reporting and Editing* – p. 133-141)
5. Asking questions – (*Multimedia Journalism: A Practical Guide* – p. 230 - 232)
6. Difficult Interviews – (*Multimedia Journalism: A Practical Guide* - p. 232 – 234)

UNIT - III : GRAPHICS REPORTING

[6 HRS]

7. Information graphics – (p. 101-103)
8. Role of Graphics reporter – (p. 103 – 104)
9. Graphics Typology – (p. 104 – 120)

(Material for this Unit selected from *Convergent Journalism: An Introduction*)

UNIT - IV : VIDEO JOURNALISM

[6 HRS]

10. Photography Skills - Choice of camera & Visual composition (p. 79 – 87)
11. Composing Picture Series – (p. 97 – 98)

12. Video in a Converged Media Environment – (p. 128 – 134)

(Material for this Unit selected from *Convergent Journalism: An Introduction*)

UNIT - V : AUDIO JOURNALISM

[6 HRS]

13. Writing for the Ear - (*Convergent Journalism: An Introduction* p. 121 - 122)

14. Presentation of Sound bites (*Convergent Journalism: An Introduction* p.123 - 126)

15. Audio Slideshows – (*Multimedia Journalism*- p. 291-295)

TEXT BOOKS :

Material compiled by the Department - taken from the following books:

1. Bull, Andy. *Multimedia Journalism: A Practical Guide*. Routledge, 2016
2. Filak, Vincent F. *Convergent Journalism: An Introduction – Writing and Producing Across Media*. Taylor & Francis Group, 2015
3. Saxena, Ambrish. *Fundamentals of Reporting and Editing*. Kanishka Publishers, 2016

REFERENCE BOOKS :

1. Chaudhary K K. *Print and Broadcast Journalism*. New Delhi: Abhijeet Publications, 2012.
2. Gandhi, Ved Prakash. *A First Course in Practical Journalism*. New Delhi: Lok Sabha Secretariat, 2001. Print.
3. Madhusudan K P. *Development of Mass Communication – Futuristic Approach: Making of Journalist*. New Delhi: Sarup & Sons, 2002.
4. Parthasarathy, Rengaswami *Basic Journalism*. New Delhi : Macmillan, 2003.
5. Roy, Barun. *A Beginner's Guide to Journalism*. Delhi: Pusthak Mahal, 2000.
6. Shamsi, Nayyar. *Journalism : The News*. New Delhi: Anmol Publications Pvt. Ltd., 2005.
7. Whitaker W et.al. *Media Writing*. 3rd Edition. New York: Routledge, 2009.

EVALUATION PATTERN :

T1	T2	TA	C1*	C2**	Int. (A)	Ext. (B)	Total (A+B)
			Practical tasks				
30	30	30	10	10	50	50	100

C1* - Make a Graphic Presentation (use both Audio and Video) of a News Story – group work of 5 members each

C2- Role play an interview of a famous personality – pair work – both members should take turns to play the interviewer**