

Holy Cross College (Autonomous), Nagercoil Kanyakumari District, Tamil Nadu.

Accredited with A⁺⁺ by NAAC - IV cycle – CGPA 3.53

Affiliated to
Manonmaniam Sundaranar University, Tirunelveli



DEPARTMENT OF ENGLISH LITERATURE WITH MEDIA COMMUNICATION

UG Teaching Plan (Odd Semester)



2025-2026

Vision

To chisel empowered media professionals with ethical responsibility and cultural sensitivity

Mission

To create responsible and socially accountable professionals with a holistic grasp of English language and literature with media communication.

Programme Educational Objectives (PEOs)

PEOs	Upon completion of B.A/B.Sc. Degree Programme, the graduates will be able to	Mapping with Mission
PEO 1	apply appropriate theory and scientific knowledge to participate in activities that support humanity and economic development nationally and globally, developing as leaders in their fields of expertise.	M1& M2
PEO 2	use practical knowledge for developing professional empowerment and entrepreneurship and societal services.	M2, M3, M4 & M5
PEO 3	pursue lifelong learning and continuous improvement of the knowledge and skills with the highest professional and ethical standards.	M3, M4, M5 & M6

Programme Outcomes (POs)

PO	Upon completion of B.A. Degree Programme, the graduates will be able to:	Mapping with PEOs
PO1	obtain efficiently the knowledge and skills to face life challenges.	PEO1
PO2	implement the contributions of great thinkers/ writers/ activists and transform the society in accordance with local, national and global needs.	PEO1
PO3	enhance leadership qualities, team spirit and communication skills for a better developmental career.	PEO2
PO4	apply the comprehensive learning to attain self-confidence and self-reliance in their chosen career and higher education.	PEO2
PO5	communicate effectively and collaborate successfully with peers to become competent professionals.	PEO2 & PEO3
PO6	prioritize cultural, ethical and moral values through learning experiences for a sustainable development.	PEO2 & PEO3

PO7	participate in learning activities throughout life, through self-paced and self-directed learning to improve knowledge and skills.	PEO1 & PEO3
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Programme Specific Outcomes (PSOs)

PSO	Upon completion of B.A. English Literature with Media Communication the graduates will be able to:	Mapping with POs
PSO1	acquire good knowledge and understand the specific discipline of study.	PO2
PSO2	demonstrate a deep understanding of media theories, practices, and technologies, enabling them to critically analyze and evaluate media content and its societal impact.	PO1, PO2
PSO3	exhibit a strong sense of ethical responsibility, adhering to professional standards and practices in media communication, and demonstrating respect for diverse perspectives and cultural sensitivity.	PO3, PO5
PSO4	prepared for entry-level positions in media-related industries or further academic pursuits, equipped with the knowledge, skills, and portfolio necessary to succeed in the competitive media landscape.	PO4, PO7
PSO5	enable a holistic perspective towards the socio-political inequalities and environmental issues.	PO6

SEMESTER III

CORE COURSE V: AMERICAN LITERATURE

Department : English Literature with Media Communication
Class : II B.A. English Literature with Media Communication
Title of the Course : Core V: American Literature
Semester : III
Course Code : GU243CC1

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
GU243CC1	5	-	-	-	5	5	75	25	75	100

Learning Objectives:

1. To trace the evolution of American literature by its major themes, literary techniques, and historical influences.
2. To examine how American writers have shaped and reflected national identity, social issues, and philosophical ideas through their works.

Course Outcomes

On the successful completion of the course, student will be able to:		
1	recognize the diversity of American literature and its historical and cultural background.	K1
2	identify key writing styles and themes in American literature.	K2
3	compare literary texts based on movements, themes, and literary techniques by analyzing works across genres.	K3
4	assess the ideas and struggles of African American writers. assess the ideas	K4
5	examine the social, cultural, political, and philosophical themes in American literature.	K5

K1 - Remember; **K2** - Understand; **K3** – Apply; **K4** - Analyze; **K5** - Evaluate

Teaching plan

Total Contact hours: 75 (Including lectures, assignments and test)

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	1	Introduction to American Prose Writers and Contexts	- 1	3	K2 (U)	Lecture-cum-Discussion, Inquiry-based learning	Timeline creation, Group Discussion	NPTEL – Lectures on American Transcendentalism	Timeline Chart, Short Quiz, CIA I
	2	Ralph Waldo Emerson: The American Scholar	3		K4 (An)	Analytical Reading, Textual Analysis, Concept Mapping	Think-Pair-Share, Thematic Group Presentation	NPTEL Lecture eBook versions, YouTube Literary Lectures	Assignment on themes, Open Book Test, CIA I
	3	Henry David Thoreau: Winter Animals	3		K4 (An)	Context-based Teaching, Close Reading	Nature Journal Writing, Creative Description Exercise	Nature Writing Lectures YouTube, NPTEL	Short descriptive writing task, Thematic MCQs, CIA I
	4	James Baldwin: Stranger in the Village	3		K4 (An)	Comparative Literature Approach, Socratic Questioning	Debate, Reflective Journal, Role Play	YouTube lectures	Reflection Journal, Open Book Essay Test, Group Discussion Assessment, CIA I
	5	Comparative Themes and Contemporary Relevance	- 2		K5 (E)	Comparative Literary Approach, Critical Reflection	Panel Discussion, Peer Review, Group Presentation	JSTOR Articles on American Prose, TED Talks on Identity and Nature	Open Book Comparative Test, Critical Essay Submission, CIA I

								Writing	
III									
	1	Introduction to the American Short Story: Form and Development	1	3	K2 (U)	Lecture Method, Inquiry-Based Learning	Mind Mapping, Timeline of Short Story Evolution, Group Discussion	YouTube Lectures on American Short Story, NPTEL	Quiz / Poster, CIA I Short Quiz, Timeline Submission, Class Discussion, CIA I
	2	Edgar Allan Poe: The Fall of the House of Usher	3		K4 (An)	Flipped Classroom	Feminist Analysis, Journaling	JSTOR, Feminist Archives	Reflective Journal, CIA I
	3	Charlotte Perkins Gilman: The Yellow Wallpaper	3		K4 (An)	Case Study	Moral Dilemma Mapping	Classic Shorts Online	Written Assignment, CIA I
	4	O. Henry: The Last Leaf	3		K3(Ap)	Context-Based Learning, Narratology Approach	Story Retelling, Creative Ending Writing, Group Skit	Animated Story Videos, Audio Stories, NPTEL Short Story Modules	Creative Writing, Oral Quiz, Short Group Presentation, CIA II
	5	Comparative study of the three short stories	2		K5 (E)	Comparative Literature Approach, Critical Thinking Exercises	Panel Discussion, Group Comparative Presentation, Peer	TED Talks on Storytelling, JSTOR Articles on American	Comparative Essay, Panel Discussion Evaluation, MCQs, CIA II

							Assessment	Short Fiction	
IV									
	1	Introduction to American Drama and Authors Introduction to American Drama and Authors	1	3	K2 (U)	Contextual Teaching, Inquiry-Based Learning	Scene Performance, Character Map	Digital Theatre, YouTube	Role Play, CIA II
	2	Arthur Miller: Death of a Salesman – Part I	3		K4 (An)	Analytical Reading, Character Mapping	Scripted Interview, Panel	NPTEL, Film Clips	Skit, Reflection Log, CIA II
	3	Arthur Miller: Death of a Salesman – Part II	3		K4 (An)	Thematic Analysis, Performance-Based Learning	Group Discussion, Character Diary	Film Analysis Clips	Thematic Reflection, CIA II
	4	Lorraine Hansberry: A Raisin in the Sun	3		K4 (An)	Socio-Cultural Approach, Analytical Reading	Role Play, Group Projects on Civil Rights Context	YouTube Play Performances, eBooks, Critical Analysis Lectures	Group Role Play Assessment, Thematic Quiz, Short Written Reflection, CIA II
	5	Comparative Study: American Dream and Social Justice Themes	2		K5 (E)	Comparative Literature Approach, Critical Reflection	Panel Discussion, Debate on the American Dream, Peer	JSTOR Articles, Literary Criticism Blogs	Comparative Essay, Panel Discussion Rubric, Open Book Test,

							Review		CIA II
V									
	1	Introduction to American Fiction: 19th Century Background	1	3	K2 (U)	Lecture-cum-Discussion, Context-Based Teaching	Timeline Creation, Group Discussion on 19th Century America	NPTEL American Literature Modules, YouTube Lectures on American Fiction	Timeline Submission, Short Quiz, CIA II
	2	Mark Twain: The Adventures of Tom Sawyer – Plot and Characters	3		K4 (An)	Narrative Analysis, Character Mapping	Character Sketch Presentations, Think-Pair-Share	Audiobooks, Animated Adaptations on YouTube, eBook	Character Analysis Assignment, MCQs, Oral Presentation, CIA II
	3	Mark Twain: The Adventures of Tom Sawyer – Themes and Techniques	3		K4 (An)	Thematic Analysis, Performance Reading	Group Skit Creative Writing (Tom's Diary Entry)	YouTube Story Summaries, JSTOR articles on Twain	Thematic Essay, Short Group Presentation, Creative Diary Submission, CIA II
	4	Nathaniel Hawthorne: The Scarlet Letter – Plot and Themes	3		K4 (An)	Symbolism Mapping, Contextual Reading	Group Discussion on Themes, Concept Mapping	Full Novel PDF, Literary Analysis Videos, NPTEL	Symbol Analysis Chart, Thematic Essay, MCQs,
	5	Comparative	2		K5 (E)	Comparative	Panel	TED Talks	Comparative

		Study: Moral Conflict and Social Commentary in Fiction				Literature Approach, Critical Reflection	Discussion, Debate, Peer Review	on Morality in Literature, JSTOR, YouTube Literature Reviews	Essay, Open Book Test, Panel Discussion Assessment, CIA II
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Course Focussing on Employability/ Entrepreneurship/ Skill Development: Employability

Activities (Em/ En/SD): Script Writing, Story Review Blog

Course Focussing on Cross Cutting Issues (Professional Ethics/ Human Values/Environment Sustainability/ Gender Equity): Activities related to Cross Cutting Issues: Human Values, Gender Equity

Assignment: Childhood Adventures vs Societal Morality: A Thematic Comparison between *The Adventures of Tom Sawyer* and *The Scarlet Letter*

Assignment: (Last date to submit – 01-09-2025)

Seminar Topic: The American Dream and Family Dynamics in *Death of a Salesman* and *A Raisin in the Sun*

Sample questions (minimum one question from each unit)

Part A

1. Who is considered the father of free verse in American poetry? K1(R)- , CO1
2. Which American essayist delivered *The American Scholar* address? K1(R) CO1
3. Who wrote *The Yellow Wallpaper*? K1(R) CO1
4. Who is the protagonist in *Death of a Salesman*? K1(R) CO1
5. Which symbol represents sin and shame in *The Scarlet Letter*? K2 (U) CO2

Part B

1. Discuss the central theme of individuality in Maya Angelou's Phenomenal Woman. K4 (An) CO4
2. How does Thoreau express his relationship with nature in Winter Animals? K3 (Ap) CO3
3. Analyze the psychological conflict of the narrator in *The Yellow Wallpaper*. K5 (E) CO5

4. Examine the concept of the American Dream in *Death of a Salesman*. K5 (E) CO5

5. How does Hawthorne use the *scarlet letter* as a symbol in the novel? K4 (An) CO4

Part C

1. Critically analyze how Walt Whitman uses nature imagery and symbolism to express grief in When Lilacs Last in the Dooryard Bloom'd. K5 (E) CO 5

2. Evaluate how Emerson and Thoreau promote individualism and self-reliance in their essays. K5 (E) CO 5

3. Examine the psychological and social dimensions of female oppression in Charlotte Perkins Gilman's *The Yellow Wallpaper*. K5 (E) CO5

4. Analyze the downfall of Willy Loman in *Death of a Salesman* as a modern tragedy. K5 (E) CO5

5. Discuss the use of symbolism, sin, and redemption in Nathaniel Hawthorne's *The Scarlet Letter*. K5 (E) CO5

Head of the Department

Course Instructors

Ms. J. Maria Prabina Sackaria

Dr.R.Eveline Shindya & Ms. Jershitha Queen

SEMESTER III

CORE COURSE VI: HISTORY OF ENGLISH LITERATURE

Department : English Literature with Media Communication

Class : II B.A

Title of the Course : CORE COURSE VI: HISTORY OF ENGLISH LITERATURE

Semester : III

Course Code : GU243CC2

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
GU243CC2	4	1	-	-	5	5	75	25	75	100

Learning Objectives:

1. To introduce key literary movements, predominant writers and evolution of story-telling tradition within each historical period.
2. To familiarize students with the characteristics of different genres of English literature across different era.

Course Outcomes

On the successful completion of the course, student will be able to:		
1.	define key concepts introduced by writers and literary movements	K1
2.	situate writers in their biographical and social contexts	K1
3.	identify the importance of different literary movements in shaping history of English literature	K2
4.	interpret the characteristic features of each age and its significance.	K3
5.	rationalize the evolution of English literature across historical periods and the simultaneous evolution of new media.	K4

K1 – Remember; **K2** – Understand; **K3** – Apply; **K4** – Analyse

Teaching plan

Total Contact hours: 75 (Including lectures, assignments and test)

Unit	Module	Topic	Teaching Hours	Assessment Hours	Cognitive Level	Pedagogy	Student-Centric Method	E-Resources	Assessment / Evaluation Methods
I									
	1.	Old English Literature – Beowulf	5	0.5	K1- R	Storytelling with visual map	Oral timeline recreation	Animated Beowulf video, Old English recitation	Oral quiz, group retelling
	2.	Middle English Period – Geoffrey	4	0.5	K2 –U	Extract-based analysis	Character mapping, pilgrimage	Canterbury Tales audiobook, PDFs	Character sketch, vocabulary quiz

		Chaucer					route		
	3.	Medieval Drama – Miracle, Mystery Plays & Interludes	3	0.5	K2 – U	Theatre clips + notes	Mini dramatization	YouTube play excerpts	Group scene, performance rubric
	4.	Evolution of Oral & Written Storytelling Traditions	2	0.5	K3 – Ap	Comparative storytelling	Oral vs written debate	TED-Ed, folklore docs	Reflective paragraph, concept map
	5.	Role of Literature in Public Discourse & Media	1	1	K3 – Ap	Media & literature interlinking	News headline recreation	News archives, podcast clips	Headline submission + context reflection
II									
	1.	Elizabethan and Jacobean Literature	5	0.5	K3 – Ap	Comparative analysis	Character charting, scene reconstruction	Globe Theatre videos, dramatic texts	Scene interpretation, critical paragraph
	2.	Metaphysical and Cavalier Poets	4	0.5	K4 – An	Poetic devices workshop	Poem puzzle activity, metaphor web	Donne, Herbert, Marvell poem visuals	Rhetorical device worksheet
	3.	Bible Translation and	3	1	K3 – Ap	Comparative textual	Language shift activity	Tyndale/Coverdale facsimiles	Table comparison, reflection write-up

		Early Media				analysis			
	4.	Satire and Journalism – Addison, Steele, Johnson	3	1	K4 – An	Reading and satire decoding	Diary imitation	Spectator, Rambler, Pepys Diary	MCQ, creative diary entry
III									
	1.	Romantic Poetry – Blake, Wordsworth, etc.	5	1	K4 – An	Poem analysis	Poetry poster, recitation	British Library archive	Thematic worksheet, oral quiz
	2.	Gothic Fiction – Behn to Austen	4	1	K4 – An	Genre lecture	Gothic setting sketch	Film clips, e-books	Mood board, genre traits activity
	3.	Victorian Serial Novels – Dickens	3	0.5	K3 – Ap	Serial reading	Cliff hanger analysis	Audiobooks	Installment worksheet
	4.	Nonfiction – Carlyle, Ruskin	3	0.5	K5 – E	Close reading	Value wheel	Essay scans	Short essay
IV									
	1.	Modernist Poetry – Eliot, Yeats,	5	0.5	K5 – E	Thematic analysis	Imagist collage	Poetry archives	Written theme analysis

		Auden							
	2.	Modernist Fiction – Woolf, Joyce	4	0.5	K5 – E	Narrative technique lecture	Thought-flow chart	Audiobooks	Comparative narrative essay
	3.	Modern Drama – Existential, Irish, One-act	4	1	K4 – An	Drama performance	Scene enactment	Play scripts	Performance rubric
	4.	Media Impact and Journalism	2	1	K3 – Ap	Media-literature cross study	Headline recreation	News & poster archives	Poster submission
V									
	1.	Confessional Poetry – Plath, Sexton, etc.	5	1	K5 – E	Biographical analysis	Poetic voice map	Poetry Foundation	Poem annotation
	2.	Genre Fiction – Lessing to Mantel	4	1	K4 – An	Genre study	Genre family tree	Book trailers	Group report
	3.	Modern Drama – Absurd, Menace, Realistic	4	0.5	K4 – An	Play excerpts	Staging + acting	Drama skits	Group scene critique

	4.	Digital Storytelling – Literature & Media	2	0.5	K6 – C	Text-to-screen comparison	Storyboard creation	Film clips, trailers	Storyboard/script submission
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Course Focussing on Employability/ Entrepreneurship/ Skill Development: Skill Development

Activities (Em/ En/SD): **Monologue Delivery** – students present a dramatic monologue from a historical text (e.g., *Hamlet*, *Volpone*)

Poetry Performance – individual recitation of Romantic or Modernist poetry with intonation and emotion

Digital Poster Making – visual representations of Victorian or Modernist literary movements

Course Focussing on Cross Cutting Issues (Professional Ethics/ Human Values/Environment Sustainability/ Gender Equity): Professional Ethics

Activities related to Cross Cutting Issues: Role Play, Debate, Group Discussion

Assignment: Exhibition on evolution of theatres throughout ages

Seminar Topic: Renaissance to Enlightenment

Sample questions (minimum one question from each unit)

Part A – (Answer in one or two sentences)

1. Who is the author of *Beowulf*? (K1 – R, CO1)
2. Name two types of Medieval drama. (K1 – R, CO1)
3. Who were the Metaphysical Poets? (K1 – R, CO1)
4. What is the primary theme in Romantic poetry? (K2 – U, CO1)
5. T.S. Eliot's *The Waste Land* is an example of _____ poetry. (K2 – U, CO1)
6. Who is considered the pioneer of confessional poetry in English? (K1 – R, CO1)
7. Which Bible translator had a major role in English prose style? (K1 – R, CO1)
8. Name any two women writers from the Gothic tradition. (K1 – R, CO1)

Part B – (Answer in about 150 words)

1. Briefly describe the characteristics of the Cavalier poets. (K2 – U, CO1)
2. Compare the satire of Addison and Swift. (K4 – An, CO2)
3. How did the Victorian novel reflect society? (K4 – An, CO3)
4. What are the key stylistic features of Modernist fiction? (K5 – E, CO3)
5. Discuss the role of digital media in contemporary storytelling. (K3 – Ap, CO5)

Part C – (Answer in about 300 words)

1. Trace the evolution of storytelling from the oral tradition to written literature. (K5 – E, CO1 & CO5)
2. Evaluate the influence of the Renaissance on English literature. (K5 – E, CO2)
3. Examine the themes of alienation and fragmentation in Modernist poetry. (K6 – C, CO3)
4. How does Restoration Comedy reflect the morals of the time? (K5 – E, CO2 & CO4)
5. “The personal is political” – Analyse this in the context of Confessional Poetry. (K6 – C, CO3 & CO5)

Head of the Department
Ms. J. Maria Prabina Sackaria

Couse Instructor
Ms. Monika JS

SEMESTER III
ELECTIVE COURSE III: TELEVISION PRODUCTION

Department : English with Media Communication SF
Class : II B.A English With Media Communication
Title of the Course : ELECTIVE COURSE III: TELEVISION PRODUCTION
Semester : III
Course Code : GU243EC1

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
GU243EC1	4	-	-	-	3	4	60	25	75	100

Learning Objectives:

- 1.To understand the visual language and the process of video making.
- 2.To analyze the techniques and creative process involved in television production.

Course Outcomes

On the successful completion of the course, student will be able to:		
1	explore the outline of visual language and video production aspect	K1
2	describe the working of television technique and operation of video camera	K2

3	implement editing principles, special effects, and media distribution methods for television content.	K3
4	summarize the techniques of audio recording, sound design, and video editing essential for television production.	K4
5	examine the ethical considerations and emerging technological trends shaping modern television production.	K5

K1 - Remember; **K2** - Understand; **K3** – Apply; **K4** – Analyse, **K5**-Create

Teaching Plan

Total Contact Hours : 60 (Including Lectures, Assignments, and Test)

Module	Topic	Teaching Hours	Assessment Hours	Cognitive Level	Pedagogy	Student Centric Method	E-Resources	Assessment/ Evaluation
1	Evolution of Television Broadcasting	2	1	K1 (R)	Lecture Method, Context-Based Learning	Brainstorming, Timeline Creation	NPTEL, YouTube (History of TV)	Quiz, Timeline Assignment
2	Stages of Production (Pre, Production, Post)	3		K2 (U)	Flipped Classroom, Interactive Lecture	Mind Mapping, Peer Teaching	Studio Workflow Videos	Diagram Labelling, Presentation
3	Television Genres and Formats	3		K2 (U)	Inquiry-Based Learning	Genre Classification Game, Group Activity	Streaming Platform Clips	Genre Analysis Assignment

4	Roles and Responsibilities in Production Team	2		K2 (U)	Simulation, Role-play	Group Role Activity, Peer Observation	Behind-the-scenes Documentaries	Viva Voce, Team Role Reflection
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II

1	Program Development Process	4	1	K2 (U)	Integrative Teaching	Concept Map, Planning Table	YouTube Lectures	Quiz, Planning Checklist
2	Scriptwriting for Television	2		K3 (Ap)	Constructivism , Workshop Method	Script Drafting, Peer Editing	Final Draft, Celtx, StudioBinder	Written Assignment, Script Peer Review
3	Storyboarding and Visual Planning	2		K3 (Ap)	Flipped Classroom	Storyboard Creation Activity	Online Tools (Storyboard That)	Portfolio Submission
4	Budgeting and Scheduling	3		K3 (Ap)	Inquiry-Based Learning	Scheduling Puzzle, Budget Estimation	Sample Budget Sheets, Excel	Budget Plan Submission
5	Trends in Modern TV (e.g., OTT)	2		K4 (An)	Context-Based, Comparative Approach	Group Discussion, Trend Report	Streaming Platform Analytics	Short Report, Group Presentation

III

1	Types of Cameras and Lenses	5	1	K2 (U)	Demonstration-Based	Equipment Exploration, Classification	Camera Demo Videos	Equipment Chart Assignment
2	Camera Movements and Composition	4		K3 (Ap)	Simulation, Visual Learning	Recreating Famous Shots	Cinematic Shot Libraries	Video Submission, Observation Checklist

3	Lighting Basics – Key, Fill, Backlight	2		K3 (Ap)	Practical Demonstration	Hands-On Lighting Setup	DIY Studio Light Setup	Lighting Chart + Setup Demo
4	Three-Point and Natural Lighting	3		K3 (Ap)	Concept Mapping, Lecture-Demo	Indoor/Outdoor Light Plan	YouTube Tutorials	Spot Analysis Worksheet
5	Activity: Interview/News Shoot	2		K4 (An)	Project-Based	Field Practice, Peer Review	Studio/Phone Camera	Performance Rubric, Peer Feedback

IV

1	Importance of Sound in Production	2	1	K2 (R)	Audio-Visual Integration	Soundwalk, Sound Diary	Foley Sound Videos	Quiz, Listening Log
2	Sound Editing and Mixing	2		K3 (Ap)	Constructivism	Audio Layering Activity	Audacity, GarageBand	Audio Project Submission
3	Video Editing: Linear & Non-Linear	3		K4 (An)	Simulation, Tool-Based	Editing Showreel	Shotcut, Adobe Premiere	Edited Clip Evaluation
4	SFX, Music & Voice Over Reel Activity	3		K4 (An)	Project-Based, Inquiry Learning	Peer Sound Review, Background Scoring	YouTube Reels, Sound Banks	Final Reel Evaluation, Rubric

V

1	Studio Setup and Equipment	2	1	K2 (U)	Simulations, Interactive Lecture	Studio Tour, Blueprint Activity	Virtual Studio Tools	Diagram Test, Equipment Quiz
2	Ethics and Challenges	3		K5 (C)	Inquiry-Based, Debate Format	Role-Play (Ethics Violation)	Code of Conduct PDFs	Case Analysis Submission

3	Post-Production & VFX	2		K5 (C)	Simulation, Creative Pedagogy	VFX Breakdown Workshop	After Effects, VFX Clips	VFX Showreel Grading	Course
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Focussing on Employability/ Entrepreneurship/ Skill Development: Employability, Entrepreneurship, Skill Development

Activities (Em/ En/SD): Camera Handling and Operation, Scriptwriting and Storyboarding, Sound Mixing and Voice-Over Recording, Video Editing and Post-Production

Course Focussing on Cross Cutting Issues (Professional Ethics/ Human Values/Environment Sustainability/ Gender Equity): Professional Ethics

Activities related to Cross Cutting Issues: Role Play, Group Discussion

Assignment: Sample Storyboards and Scripts, Miniature Indoor Studio Setup, TV Production Series.

Assignment: (Last date to submit 08-10-2025)

Seminar Topic: Production and Presentation Techniques in Contemporary Television (*OTT Trends, Newsroom Ethics, Virtual Production, Multi-Camera Setups*)

Sample questions (minimum one question from each unit)

Part A

1. What are the three main stages of television production? (K1 / CO1)
2. Define shot composition. (K1 / CO1)
3. What is Foley sound? (K1 / CO4)
4. What is a teleprompter used for? (K2 / CO2)
5. Define television program development. (K2 / CO2)

Part B

1. Differentiate between pre-production and post-production (K2 / CO2)
2. Describe the importance of framing in visual storytelling (K2 / CO1)

3. Explain the concept of continuity in video editing. (K3 / CO3)
4. Discuss the key equipment used in a multi-camera studio setup. (K3 / CO2)
5. Discuss how OTT platforms have influenced television viewership patterns. (K4 / CO5)

Part C

1. Explain each production stage with suitable examples from real television shows (K3 / CO1)
2. Analyze the role of lighting in creating mood and atmosphere in a scene. (K4 / CO4)
3. Discuss the stages of sound design, including capturing, editing, and mixing. (K4 / CO4)
4. Critically evaluate the ethical responsibilities of television producers in the age of TRP-driven content. (K5 / CO5)
5. Examine the budgeting and resource management challenges in modern television production. (K5 / CO5)

Head of the Department

Ms. J. Maria Prabina Sackaria

Course Instructors

Ms. M. Aashina Janvi

SEMESTER III
SKILL ENHANCEMENT COURSE SEC II: ART AND AESTHETICS

Department : English with Media Communication SF
Class : II B.A English With Media Communication
Title of the Course : ELECTIVE COURSE III: TELEVISION PRODUCTION
Semester : III
Course Code : GU243SE1

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
GU243SE1	1	1	-	-	2	2	30	25	75	100

Learning Objectives:

1. To explore the fundamental concepts of Indian aesthetics and their application in literature, visual arts, and media.
2. To critically analyze the evolution of aesthetics in literature, cinema, and digital media, with an emphasis on ethical considerations and artistic expressions.

Course Outcomes

On the successful completion of the course, student will be able to:		
1	define key concepts in Indian aesthetic theories and explain their significance in shaping artistic expressions across literature, visual arts, and performance.	K1
2	explain the principles of design in visual arts and discuss how they influence advertising strategies and social media aesthetics.	K2

3	explore the application of aesthetic theories in analyzing romantic and philosophical themes.	K3
4	examine aesthetic techniques in Indian films, and evaluate the role of Rasa in enhancing narrative depth and audience engagement.	K4
5	assess the evolving impact of digital aesthetics, AI-generated art, and virtual reality on modern artistic and media landscapes while considering ethical implications.	K5

K1 - Remember; **K2** - Understand; **K3** – Apply; **K4** – Analyse, **K5**-Create

Teaching Plan

Total Contact Hours : 30 (Including Lectures, Assignments, and Test)

Unit	Module	Topic	Teaching Hours	Assessment Hours	Cognitive Level	Pedagogy	Student-Centric Method	E-Resources	Assessment/Evaluation Method
I									
	1	What is Aesthetics? Definition, Scope, Importance	2	1	K1 (R)	Lecture Method, Inquiry-based Learning	Group Discussion , Timeline Creation	NPTEL, YouTube Lectures	Short Answer Test, Quiz
	2	Rasa Theory (Bharata Muni)	2	-	K2 (U)	Context-Based Learning, Flipped	Role Play, Concept Mapping	NPTEL Lectures, Theatre Clips	Quiz, Mind Map Activity

						Classroom			
3	Dhvani Theory (Anandavardhana)	2	-	K2 (U)	Simulation, Constructivist Learning	Peer Teaching, Think-Pair-Share	Scholarly Articles, YouTube Lectures	Poster Presentation, Oral Questions	
4	Comparative Overview of Indian Aesthetics Theories	2	-	K4 (An)	Comparative Analysis, Integrative Teaching	Group Discussion , Literary Circle	Academic Blogs, Lecture Notes	Oral/Viva, Slip Test	

II

	1	Principles of Design: Line, Colour, Form, Composition	2	1	K2 (U)	Visual-based Learning, Simulation	Peer Learning, Design Worksheets	YouTube Design Tutorials, Pinterest, Canva	Poster, Visual Test, CIA I
	2	Evolution of Visual Aesthetics in Indian Art	1.5	-	K3 (Ap)	Historical Approach, Contextual Learning	Art Analysis Project, Pair Activity	Museum Archives, Cultural Portals	Oral Presentation, Matching Activity
	3	Aesthetics of Advertising	1.5	-	K4 (An)	Inquiry-Based Learning, Media Analysis	Ad Critique Workshop, Group Debate	Contemporary Ads, TED Talks	Comparative Assignment, Media Poster
	4	Aesthetic Techniques in	1	-	K5 (C)	Constructivist Learning, Project-	Content Creation (reels/post	Instagram, Canva,	Campaign Project, Group

		Social Media				Based	ers)	YouTube Ads	Presentation
III									
	1	A.K. Ramanujan: “Is There an Indian Way of Thinking?”	1	1	K4 (An)	Textual Analysis, Socratic Questioning	Literary Circle, Peer Teaching	JSTOR, ResearchGate, PDF Texts	Thematic Essay, Open Book Test
	2	Introduction to Indian Romantic Aesthetics	1	-	K1 (R)	Lecture Method, Historical Mapping	Concept Mapping, Discussion	IndianPoetry.or g, Audio Recitations	Quiz, Character Traits Matching

	3	Subramania Bharathi: “Kannamma”	1	-	K3 (Ap)	Creative Reading, Cultural Contextualization	Poetic Rewriting, Mind Mapping	Tamil Literature YouTube, e-Poetry	Oral Recitation, Symbolism Chart
	4	Comparative Study of Bharathi & Ramanujan	1	-	K5 (C)	Comparative Literature Approach	Group Discussion, Peer Review	Critical Essays, Audio/Video Lectures	Mini Essay, Role Play on Poetic Themes
IV									
	1	Aesthetic Techniques in Satyajit Ray’s <i>Pather Panchali</i>	3	1	K4 (An)	Visual Narratology, Context-Based Learning	Scene Screening, Discussion	YouTube Film Segments, Interviews	Scene Analysis, Theme Test

	2	Rasa in Bollywood	2	-	K3 (Ap)	Film Analysis, Lecture Method	Peer Teaching, Mind Map	Bollywood Clips, NPTEL Film Modules	MCQs, Group Presentation on Emotions
	3	Rasa in Regional Films	2	-	K3 (Ap)	Comparative Screening, Constructivist Approach	Group Debates, Film Review	Regional Film Clips, Journals	Critical Review, Open Book Comparison
	4	Indian vs Western Media Aesthetics	2	-	K5 (C)	Comparative Framework, Simulation	Poster Creation, Peer Critique	Lecture Notes, Comparative Essays	Creative Poster, Visual MCQs
V									
	1	Introduction to Digital Aesthetics	1	1	K2 (U)	Visual-Based Learning,	Group Discussion, Timeline	Slideshare, TED Talks, Medium	Short Note Writing, Digital Timeline

						Inquiry Method		Articles	Creation
	2	Virtual Reality in Art	0.5	-	K3 (Ap)	Simulation, Constructivist Learning	VR Demo, Case Studies	AR/VR Demos, Research Blogs	Oral Reflection, MCQs
	3	AI and Generative Art	0.5	-	K4 (An)	Concept Mapping, Flipped Classroom	Peer Debate, Podcast Review	AI Art Repositories, Articles	Quiz, Podcast Summary Sheet
	4	Future Trends in Aesthetic Experience	1	-	K5 (C)	Project-Based Learning, Forecasting Exercise	Student Panel, Ideation Board	Futurism Blogs, Digital Design Tools	Idea Pitch Presentation, Open Discussion

Course Focussing on Employability/ Entrepreneurship/ Skill Development: Skill Development

Activities (Em/ En/SD): Critical Review and Cultural Analysis, Poetic and Visual Aesthetic Interpretation

Course Focussing on Cross Cutting Issues (Professional Ethics/ Human Values/Environment Sustainability/ Gender Equity): Professional Ethics

Activities related to Cross Cutting Issues: Role Play, Group Discussion, Case Study Analysis

Assignment: Visual Aesthetic Review (Ad/Media/Art Poster with Annotation of Aesthetic Elements)

Assignment: (Last date to submit 02-10-2025)

Seminar Topic: Art and Aesthetics in Contemporary Culture

Sample questions (minimum one question from each unit)

Part A

1. Who is the author of the *Rasa theory*? (K1 / CO1)
2. What is the central idea of *Dhvani* in Indian Aesthetics? (K1 / CO1)
3. Name one principle of visual design. (K1 / CO2)
4. Which Bharathi poem explores romantic aesthetics? (K1 / CO3)
5. Name a film by Satyajit Ray that demonstrates Indian aesthetic values. (K1 / CO4)

Part B

1. Explain the key components of *Rasa* as per Bharata Muni. (K2 / CO1)
2. How do the principles of design (line, colour, form) influence visual storytelling? (K3 / CO2)

3. Compare the ideas of *Rasa* and *Dhvani* theories in brief. (K4 / CO1)
4. How is aesthetics employed in advertising and social media campaigns? (K3 / CO2)
5. Discuss the aesthetic features found in Bharathi's "Kannamma." (K2 / CO3)

Part C

1. Analyse the application of *Rasa theory* in Indian Cinema using examples from Bollywood or regional films. (K4 / CO4)
2. Evaluate the aesthetic techniques used by Satyajit Ray in *Pather Panchali*. (K4 / CO4)
3. Discuss how Indian aesthetic theories influence literature and media in the digital age. (K5 / CO5)
4. Create a comparative analysis of *Western aesthetics* vs *Indian aesthetics* with examples from literature or film. (K5 / CO5)
5. Design a concept for a visual ad campaign based on the principles of Indian aesthetics. Explain the use of line, form, and colour in your design. (K5 / CO5)

Head of the Department

Ms. J. Maria Prabina Sackaria

Course Instructors

Ms. M. Aashina Janvi

