

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

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

Affiliated to
Manonmaniam Sundaranar University, Tirunelveli



DEPARTMENT OF ENGLISH LITERATURE WITH MEDIA COMMUNICATION

UG Teaching Plan (Even Semester)



2025-2026

DEPARTMENT OF ENGLISH LITERATURE WITH MEDIA COMMUNICATION



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	PEO1 & PEO3

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 IV

CORE COURSE VII: WORLD LITERATURE IN TRANSLATION

Department : English Literature with Media Communication
Class : II B.A. English Literature with Media Communication
Title of the Course : Core Course VII: World Literature In Translation
Semester : IV
Course Code : GU244CC1

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
GU244CC1	5	-	-	-	5	5	75	25	75	100

Learning Objectives:

1. To develop critical thinking and analytical skills by engaging with literary texts from different historical and geographical backgrounds.
2. To encourage appreciation for linguistic diversity and the impact of translation in literary interpretation.
3. To explore the socio-political and cultural contexts that shape world literature.

Course Outcomes

On the successful completion of the course, student will be able to:		
1	identify the key literary works from different world traditions.	K1
2	explain the role of translation in literature and its impact on meaning and interpretation.	K2
3	utilize the knowledge of various literary traditions to analyze themes and styles in new contexts.	K3
4	compare the themes, styles, and historical influences across different literary traditions.	K4
5	critically assess the major world literary texts and their relevance to contemporary society.	K5

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

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	Dante – Ulysses’ Last Voyage (Italian – 1785)	3	3	K4 (An)	Reflective Pedagogy	Think-Pair-Share, Thematic Mapping	Dante Online Archives, YouTube	Reflective Essay, CIA I
	2	Goethe – The Violet (German – 1776)	3		K2 (U)	Flipped Classroom	Group Reading, Symbol Chart	Goethe Poems Archive	Group Presentation, CIA I
	3	Victor Hugo – Tomorrow at Dawn (French – 1867)	2		K3(Ap)	Active Learning	Visual Mapping, Recitation	Poets.org, Audio Readings	Concept Quiz, CIA I
	4	Pablo Neruda – If You Forget Me (Spanish – 1967)	2		K5 (E)	Experiential Learning	Role Play, Creative Writing	Poetry Foundation, Recital Videos	Viva, Creative Portfolio, CIA II
	5	Comparative Poetry Themes	2		K4 (An)	Analytical Reading	Pair Discussion, Poster	YouTube, Literary Blogs	Short Test

							Designing		
II									
	1	Walter Benjamin – Unpacking My Library (German – 1968)	4	3	K3 (Ap)	Inquiry- Based	Socratic Dialogue	JSTOR, pdf essays	Open Book Test, CIA I
	2	Montaigne – On Friendship (French – 1603)	4		K4 (An)	Experiential Learning	Reflection Writing, Pair Discussion	Montaigne Archive	Reflective Report, CIA I
	3	Prose Themes: Memory, Philosophy & Personal Voice	2		K5 (E)	Problem- Based Learning	Digital Blog, Theme Comparison	Essays Online	Critical Review
	4	Reading Skills – Analysing Essays	1		K2 (U)	Guided Reading	Annotated Reading	e-texts	MCQ Test
	5	Prose Appreciation Workshop	1		K3(Ap)	Case-Based Learning	Summary Creation	YouTube Lectures	Assignment
III									
	1	Hwang Sun-won – The Crane (Korean – 1960)	4	3	K3 (Ap)	Case Study	Cultural Comparison	Asian Literature Archive	Written Assignment, CIA I
	2	Leo Tolstoy – God Sees the Truth, But Waits (Russian – 1885)	4		K4 (An)	Gamification	Plot Puzzle, Moral Debate	LibriVox, PDFs	Quiz, CIA II

	3	Themes: Justice, Forgiveness, Fate	2		K5 (E)	Reflective Pedagogy	Journaling	Short Story Study Sites	Critical Essay
	4	Story Elements – Symbolism, Conflict, Character	1		K2 (U)	Active Learning	Story Mapping	LitCharts, YouTube	Activity Sheet
	5	Comparative Study of World Stories	1		K4 (An)	Collaborative Learning	Group Discussion	Online Study Guides	Group Presentation
IV									
	1	Samuel Beckett – Waiting for Godot (French – 1954) – Act I	4	3	K4 (An)	Project-Based	Scene Performance, Character Map	Theatre Videos, YouTube	Role Play, CIA I
	2	Waiting for Godot – Act II	4		K5 (E)	Collaborative Learning	Scripted Interview	Film Clips	Reflection Log, CIA II
	3	Absurdism & Existential Themes	2		K5 (E)	Reflective Analysis	Character Diary	NPTEL Lectures	Thematic Reflection
	4	Drama Techniques – Repetition, Dialogue	1		K3 (Ap)	Analytical Reading	Peer Q&A	Scripts Online	MCQ / Written Task
	5	Comparative Drama Study	1		K4 (An)	Group Learning	Panel Discussion	Theatre Study Sites	Mini Seminar
V									
	1	Sundara Ramaswamy – Tamarind History (Tamil – 2013) – Chapters 1–5	4	3	K2 (U)	Blended Learning	Character Tree	Tamil Literature Archives	Group Poster, CIA I

	2	Tamarind History – Chapters 6–10	4		K4 (An)	Reflective Analysis	Theme Timeline	Novel Excerpts	Short Essay
	3	Themes: Memory, Identity, Community	2		K5 (E)	Experiential Learning	Character Journal	Author Talks	Review Writing
	4	Narrative Style & Techniques	1		K3 (Ap)	Analytical Reading	Symbol Chart	Online Lectures	MCQ Test
	5	Complete Novel – Interpretation & Revision	1		K4 (An)	Discussion-Based	Group Debate	Review Videos	Seminar Presentation

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

Activities (Em/ En/SD): Digital literacy through blog writing, online research tasks, and use of e-resources.

Creative content creation tasks (poem rewriting, story retelling, theme posters)

Communication skill enhancement through debates, dialogues, peer discussions, and dramatization

Creative thinking through role play, character diary writing, thematic posters, and creative responses to texts.

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

Activities related to Cross Cutting Issues: Case-Study Debates, Poster making, group reading, and dramatization

Assignment: Prepare a reflection journal on Montaigne's idea of friendship in today's context.

Write a character analysis from any short story in Unit III.

Prepare a scene-based interpretation from Waiting for Godot (Unit IV).

Assignment: (Last date to submit – 01-02-2026)

Seminar Topic: The Theme of Waiting and Human Existence in Beckett's Waiting for Godot

Cultural Identity and Community Narratives in Tamarind History

Sample questions (minimum one question from each unit)

Part A

1. Who wrote Ulysses' Last Voyage? (K1- R-CO1)
2. Which prose work discusses the emotional value of books? (K2- U-CO2)

3. What is the central moral message in Tolstoy's story? (K2- U-CO2)
4. In which language was *Waiting for Godot* originally written? (K1- R-CO1)
5. Which genre does Tamarind History belong to? (K1- R-CO1)

Part B

1. Explain how Pablo Neruda expresses love, longing, and emotional intensity in the poem If You Forget Me. (K3-Ap-CO3)
2. Analyse Montaigne's views on friendship in his essay On Friendship and explain its relevance in contemporary society. (K4-An-CO4)
3. Discuss how Tolstoy presents the themes of truth and forgiveness in God Sees the Truth, But Waits. (K4-An-CO4)
4. Discuss the significance of waiting as a dramatic element in Act I of Waiting for Godot. (K4-An-CO4)
5. Describe the themes of memory and identity in Sundara Ramaswamy's Tamarind History (K3-Ap-CO3)

Part C

1. Examine how Dante, Goethe, Hugo, and Neruda use emotion, imagery, and cultural context in their poems to express human experiences. (K4-An-CO4)
2. Compare the themes and styles of Montaigne's On Friendship and Walter Benjamin's Unpacking My Library, showing how each writer reflects personal experience through prose. (K3-Ap-CO3)
3. Analyze the moral conflicts in The Crane and God Sees the Truth, But Waits, explaining how the authors use characters and events to convey human values. (K4-An-CO4)
4. Discuss how Samuel Beckett uses dialogue, repetition, and character behaviour in Act I & II of Waiting for Godot to develop the theme of waiting. (K4-An-CO4)
5. Explain how Sundara Ramaswamy portrays village life, memory, and identity in Tamarind History, with reference to characters and narrative technique. (K3-Ap-CO3)

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Head of the Department

Ms. J. Maria Prabina Sackaria

Course Instructors

Dr.R.Eveline Shindya

SEMESTER IV

CORE COURSE VIII: LANGUAGE AND LINGUISTICS

Department : English SF
Class : II B.A English
Title of the Course : CORE COURSE VIII: Language and Linguistics
Semester : IV
Course Code : GU244CC2

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
GU244CC2	5	-	-	-	5	5	75	25	75	100

Learning Objectives:

- 1.To provide students with a foundational understanding of the structure, origin, and evolution of language.
- 2.To enable students to analyze linguistic components such as phonology, morphology, syntax, and semantics.
- 3.To familiarize students with the relationship between language, culture, and society.

Course Outcomes

On the successful completion of the course, student will be able to:		
1.	Comprehend the nature and characteristics of human language, including the structure of words, sentences, and sound systems.	K1 &K2
2.	Analyze linguistic structures such as phonetics, phonology, morphology, and syntax.	K2

3.	Apply linguistic theories to real-world contexts such as teaching, translation, and communication.	K3
4.	Investigate the role of linguistics in understanding cultural and social dynamics.	K4
5.	Evaluate language development and its applications in technology and research.	K5

K1 - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate; **K6**– Create

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	Introduction to Linguistics								
	1.	Definition of Language	2	1	K1, K2	Brainstorming+ Lecturing	Pair activity: Compare human and animal communication	Interactive PPT	Oral test
	2.	Properties of Human Language	2	1	K2, K3	Think-Pair-Share + interpretation	Group Discussion/Mini Debate: “Is language uniquely human?”	PDFs, Online Articles	Assignment

	3.	Linguistics as a Science	3	1	K3, K4	PPT lecture	Group task: Identify linguistic features in language	Linguistics 101 – MIT OpenCourseWare Web article: “What is Linguistics?” – Linguistic Society of America	Written Test
	4.	Branches of Linguistics	4	1	K4, K6	Concept mapping	Create a concept map of branches of linguistics	Interactive glossary	Viva / Oral Q&A
II	Phonology and Phonetics								
	1.	Articulatory Phonetics	2.5	1	K2, K3	Demonstration, diagrams, video support	articulation diagram	YouTube: “Phonetics: Introduction to Speech Sounds	Identification test
	2.	Phonological Rules	3	1	K2, K3	Identify processes in dialogue	Think–Pair–Share	EasyPronunciation.com (IPA practice)	IPA test
	3.	Distinctive Features	3	1.5	K3, K4	Comparative analysis activities	Peer Learning	Praat speech analysis software	Class test
	4.	Syllable Structure	2.5	1.5	K3, K4	Audio drill, peer correction	Pair Discussion	https://www.ipachart.com/	Work sheet
III	Morphology and Syntax								
	1.	Morphemes and Word Formation	3	1	K1, K2	Lecture, PPT	Brainstorming	Online test	Oral Questions

	2.	Derivational vs Inflectional Morphology	2	1	K3, K4	Lego-style morpheme building activity	Word-Formation Derby	Morphology e-text (BOEMI Project)	Class Test
	3.	Syntax: Phrase Structure and Constituency	3	1	K1, K2	Lecture + Sentence construction game	Pair Activity + Syntax Lab	Syntax Tree Generator (online tool)	Short Quiz
	4.	X-Bar Theory	3	1	K3, K4	Analytical Lecture	Group Presentation	X-bar tree (E- articles)	Assignment
IV	Semantics and Pragmatics								
	1.	Types of Meaning	3	1.5	K1, K2	Real-life scenario interpretation	Discussion	YouTube, Articles	Oral Test
	2.	Lexical Semantics	2	1	K3, K4	Contextual guessing exercises	Context Swap	“Linguistic Semantics – A Beginner’s Guide” (Open access)	Group Presentation
	3.	Sentence Meaning and Implicature	3	1.5	K2, K3	Lecture + Tree-diagram workshop	Brainstorming	Web Articles	Quiz

	4.	Pragmatic Principles & Context	2	1	K4, K5	Concept mapping	Peer Teaching	Yule's online lectures on Pragmatics	Assignment
V	Paralanguage in Communication and Media								
	1.	Introduction and Elements of Paralanguage	2.5	1	K1, K2	Lecture + PPT	Group Discussion	TED Talks on communication	Short Test
	2.	Paralanguage in Face-to-Face Communication	2.5	1	K4	Role play & non-verbal communication training	Tone-Twist Task	YouTube	Voice Modulation Demonstration
	3.	Use of Paralanguage in film, television and radio	3	1	K2, K3	Media clip analysis	Concept Mapping	Articles	Group performance
	4.	Theatrical and Cinematic use of Paralanguage	3	1	K5, K6	Studio-style practise sessions	Radio Jockey Simulation	Audio editing apps	Assignment / Test

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

Course Focusing on Employability/ Entrepreneurship/ Skill Development: Employability, Skill Development

Activities (Em/ En/SD): **language hub, Poster Presentation,**

Course Focusing on Cross Cutting Issues (Professional Ethics/ Human Values/Environment

Sustainability/ Gender Equity): Human Values, Environment Sustainability,

Professional Ethics

Activities related to Cross Cutting Issues:

Assignment: Compare **paralanguage in face-to-face vs. social media** communication (Instagram reels, WhatsApp voice notes, podcasts, etc.).

Sample Questions:

Part A

- 1.The scientific study of speech sounds is called ? Phonetics.(K1)
- 2.Structuralism in linguistics was founded by Saussure. (K1)
3. /t/ → [tʃ] is an example of Palatalization.(K2)
4. Who proposed X-bar theory? Noam Chomsky. (K1)
5. Non-verbal communication studied in space use is Proxemics.(K2)

Part B

- 1.Explain the properties of human language. (K4)
- 2.Describe the structure of a syllable with examples. (K3)
- 3.Discuss phrase structure rules. (K3)
- 4.Write a short note on lexical semantics.(K2)
- 5.Analyse the use of paralanguage in media communication.(K4)

Part C

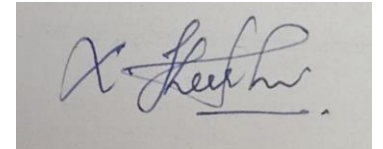
- 1.Discuss the major branches of linguistics and their importance.(K4)
- 2.Explain articulatory phonetics with suitable diagrams.(K1)

3.Examine X-Bar theory with examples. (K3)

4.Elaborate on Grice's Maxims and their role in pragmatics.(K3)

5.How is paralanguage used in film and theatre? Discuss with examples.(K5)

Head of the Department
Ms. J. Maria Prabina Sackaria

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Couse Instructor
Ms. Keerthi X

SEMESTER IV

ELECTIVE COURSE IV: FILM STUDIES

Department : English with Media Communication
Class : II B.A
Title of the Course : ELECTIVE COURSE IV: FILM STUDIES
Semester : IV
Course Code : GU244EC1

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
GU244EC1	4		-	-	3	4	60	25	75	100

Learning Objectives:

1. To understand the history of cinema, major genres, and the process of filmmaking.
2. To analyse basic film techniques and learn about the pioneers of cinema.

Course Outcomes

On the successful completion of the course, student will be able to:		
1	interpret the role of cinema as an experience, entertainment, and communication medium.	K1
2	acquire extensive insight in classification of the Filmmaking Process and purposes of Shots	K2
3	utilize film language concepts in practical filmmaking exercises.	3

4	distinguish the difference between film genres and their characteristics.	K4
5	examine contemporary cinema, critical theories, and film reviews to the emerging trends in cinema	K4

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

Teaching Plan

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

Unit	Module	Topic	Teaching Hours	Assessment Hours	Cognitive Level	Pedagogy	Student-Centric Method	E-Resources	Assessment / Evaluation
I									
	1	Introduction to Cinema – Definition & Scope	3	0.5	K1 (R)	Context-based Teaching	Reflection Exercise	Film History Archives	MCQ Test
	2	Film as Experience – Entertainment, Commodity & Communication Medium	2	0.5	K1 (R)	Lecture + Discussion	Think-Pair-Share	YouTube Film Clips	Oral Test
	3	History of Indian Cinema – Silent Era & Talkies	3	0.5	K1 (R)	Timeline Teaching	Poster Activity	Film Archives	Poster Evaluation

	4	Cinema for Social Change & Development	2	0.5	K2 (U)	Inquiry-based	Group Discussion	Documentaries	Short Notes
II									
	1	Early Cinema (1893–1903) & Classical Hollywood	3	0.5	K1 (R)	Lecture + Visual Mapping	Scene Recall Task	Youtube	Short Notes
	2	German Expressionism	3	0.5	K2 (U)	Visual Analysis	Mise-en-scène Reconstruction	Documentary Clips	Group Discussion
	3	Soviet Montage	2	0.5	K2 (U)	Theory + Demonstration	Shot Sequencing	Film Projection Demo	Essay
	4	Italian Neorealism &	2	0.5	K3 (Ap)	Analytical Approach	Group Debate	Montage PDFs	Peer Teaching

		French New Wave							
III									
	1	Major Film Genres – Narrative, Avant-Garde, Documentary	3	0.5	K2 (U)	Lecture + Categorisation	Genre Sorting Activity	Youtube	Comparison Test
	2	Popular Genres – Thriller, Musical, Melodrama, Horror, Western, Fantasy, Noir	3	0.5	K3 (A)	Flipped Classroom	Scene-based Group Work	ebook & Youtube	Group Presentation
	3	Animation & Hybrid Genres – Mythological,	3	0.5	K3 (Ap)	Case-based	Film-to-Book Analysis	Film Companion	Peer-Reviewed Assignment

	Road Movies, Adaptation								
4	Evolution of Genres over Time	1	0.5	K4 (An)	Discussion-oriented	Panel Sharing	Film Companion, Rotten Tomatoes	Assignment	

IV

Module	Topic	Teaching Hours	Assessment Hours	Cognitive Level	Pedagogy	Student-Centric Method	E-Resources	Assessment / Evaluation
1	Film Language – Mise-en-scène & Cinematography	3	0.5	K3 (Ap)	Demonstration	Shot Composition Activity	YouTube	Essay
2	Editing – Continuity,	3	0.5	K4 (An)	Hands-on Editing	Clip Reconstruction	PPT & Research Gate	MCQ

		Discontinuity, Jump Cuts							
	3	Sound – Diegetic / Non-Diegetic	2	0.5	K3 (Ap)	Sound Lab	Foley Recording Demo	Freud in Film PDFs	Open Book test
	4	Eisenstein’s Montage Theory – 5 Techniques	2	0.5	K4 (An)	Film Theory + Practice	Scene Breakdown	Youtube	Group Discussion

V

	Modul e	Topic	Teachin g Hours	Assessmen t Hours	Cognitive Level	Pedagogy	Student- Centric Method	E- Resource s	Assessment / Evaluation
	1	Contemporar y Cinema & New Age Theories	3	0.5	K4 (An)	Discussion- oriented	Case-Panel	PPT & youtube	Open Book Test

2	OTT Platforms & Future of Cinema	3	0.5	K4 (An)	Debate- based	Team Debate	ebook	Video Pitch
3	Digital Filmmaking Impact – Technology & Aesthetics	2	0.5	K4 (An)	Hands-on, Learning	Multimedia Comparison	Youtube	Essay
4	Film Rights, Censorship & Regulation	2	0.5	K4 (An)	Role Play + Peer Teaching	Role Play (Board of Censors)	Media Scripts, Youtube	Group Discussion

Course

Focussing on Employability/ Entrepreneurship/ Skill Development: Skill Development

Activities (Em/ En/SD): Film Analysis Presentation based on Contemporary Cinema

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

Activities related to Cross Cutting Issues: Ethical representation, responsible filmmaking, code of conduct in media

Assignment: Design a Genre-based Promotional Poster, Write a Film Review, Recreate a scene.

Seminar Topic: The Major Genres in Cinema: Distinct Features, Audience Engagement & Evolution

Sample questions (minimum one question from each unit)

Part A

1. What do we mean by the term “Cinema as Communication”? (K1/CO1)
2. Name any two pioneers of Indian Silent Film Era. (K1/CO1)
3. Which film movement is associated with Sergei Eisenstein? (K1/CO2)
4. What is a Diegetic Sound? (K1/CO3)
5. Define Film Genre. (K1/CO4)

Part B

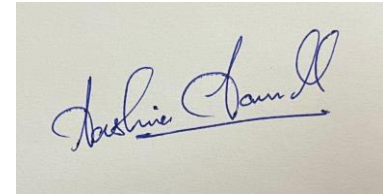
1. Explain how cinema functions as an entertainment and communication medium. (K2/CO1)
2. Discuss key features of Classical Hollywood Cinema. (K2/CO2)
3. Write a brief note on Montage and its application in film storytelling. (K2/CO3)
4. Differentiate between Continuity and Discontinuity Editing with examples. (K3/CO3)
5. Analyse the key characteristics of Horror genre. (K3/CO4)

Part C

1. Trace the journey of Indian Cinema from the Silent Era to the Digital Age. (K4/CO1)
2. Discuss German Expressionism and Soviet Montage with examples from films. (K4/CO2)
3. Analyse the representation of genres in contemporary OTT platforms. (K5/CO5)
4. Compare and contrast Narrative and Documentary filmmaking styles. (K5/CO3)
5. Critically examine the impact of digital technology on the future of cinema. (K5/CO5)

Head of the Department

Ms. J. Maria Prabina Sackaria



Course Instructors

Ms. M.Aashina Janvi