

ಡಾ. ಮನಮೋಹನ ಸಿಂಗ್
ಬೆಂಗಳೂರು ನಗರ ವಿಶ್ವವಿದ್ಯಾನಿಲಯ



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No.MSBCU/BoS/Syllabus/Arts/ 107/2026-27

Date: 29.06.2026

NOTIFICATION

Sub: Syllabus for the V & VI Semester Under Graduate Courses in the
Faculty of Arts -reg

- Ref: 1. Government Order No. ED 166 UNE 2023 Bengaluru dated.
08.05.2024
2. Recommendations of the Boards of Studies in the Faculty of Arts
3. Approval of the Academic Council in its meeting held on
08.06.2026
4. Orders of Vice-Chancellor dated.29.06.2026

The Syllabus prepared by the Boards of Studies for the different Subjects of V & VI semester Under Graduate Courses, in the faculty of Arts based on the Guidelines and Curriculum Structure issued by the Government under ref(1) have been approved by Academic Council meeting held on 08.06.2026.

Accordingly, the CBCS Syllabus for the V & VI Semester UG Courses of Arts Faculty in respect of following subjects are hereby notified for implementation from the academic year 2026-27.

Sl. No.	Subjects
1.	Kannada- V & VI
2.	English – V & VI
3.	BoS in Foreign Languages BA- French - III to VI
4.	Sociology- V & VI
5.	History – V & VI
6.	Political Science – V & VI
7.	Bachelor Social Work – V & VI
8.	Bachelor Visual Arts- V & VI
9.	Physical Education – V & VI
10.	Journalism and Mass Communication – V & VI
11.	Economics – V & VI
12.	Women Studies- V & VI
13.	Physical Education – V & VI

p.t.o

The detailed Syllabi for above subjects are notified in the University Website:
www.bcu.ac.in for information of the concerned.



REGISTRAR

Copy to;

1. The Registrar(Evaluation), Dr. Manmohan Singh Bengaluru City University
2. The Dean, Faculty of Science, MSBCU.
3. The Principals of the concerned affiliated Colleges of MSBCU- through email.
4. The P.S. to Vice-Chancellor/Registrar/Registrar (Evaluation), MSBCU.
5. Office copy / Guard file / University Website: www.bcu.ac.in



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CHOICE BASED CREDIT SYSTEM
[As per SEP]

Syllabus for BA
Communicative English

2026-27 onwards

V Semester
BA Communicative English
(Vocational)
Advertising: Theory and Practice

CourseTitle- Advertising: Theory and Practice	
TeachingHours:4hoursperweek	CourseCredits: 3
FormativeAssessmentMarks:20	InternalAssessment
SummativeAssessmentMarks:80	Duration of Exam: 3 hours

Course Objectives

1. To introduce students to the fundamental concepts, nature, and scope of advertising.
2. To familiarise students with the evolution, types, and forms of advertising across media platforms.
3. To develop an understanding of the structure, elements, and persuasive appeals used in advertisements.
4. To train students in basic copywriting skills and creative communication strategies.
5. To create awareness about advertising agencies, ethics, and the social role of advertising.

Course Outcomes

Students will be able to:

1. Explain the meaning, nature, scope, and objectives of advertising.
2. Identify different types and forms of advertising in print, broadcast, and digital media.
3. Analyse the major elements and appeals used in advertisements.
4. Apply basic copywriting principles to create simple advertising content.
5. Evaluate the role, functions, and ethical dimensions of advertising in society.

Unit 1: Introduction to Advertising (12 Hours)

Module 1

- Meaning and definition of advertising
- Nature and scope of advertising
- Evolution and history of advertising
- Early advertising to modern advertising

Module 2

- Objectives of advertising: Inform, Persuade, Remind
- Functions of advertising in modern society

Module 3

- Difference between advertising and public relations
- Difference between publicity and propaganda
- Difference between advertising and sales promotion

Module 4

- Role of advertising in society
 - Economic role
 - Marketing role
- Social and cultural influence of advertising
- Raymond Williams, “Advertising: The Magic System”

Activity

- Discussion of famous advertisements

Unit 2: Types and Forms of Advertising (12 Hours)

Module 1

- Introduction to types of advertising
- Commercial advertising
- Corporate advertising
- Retail advertising

Module 2

- Industrial advertising
- Political advertising
- Social awareness advertising

Module 3

- Forms of advertising
 - Print advertising
 - Broadcast advertising: Television, Radio

- Digital and social media advertising

Unit 3: Elements of an Advertisement (12 Hours)

Module 1

- Structure of an advertisement
- Headline and sub-headline
- Body copy

Module 2

- Illustrations and visuals
- Logo and brand identity
- Slogans and taglines
- Call to action

Module 3

- Advertising appeals
 - Emotional appeal
 - Rational appeal
 - Fear appeal
 - Humour appeal
 - Celebrity endorsement

Activity

- Students analyse a popular advertisement

Unit 4: Copywriting in Advertising (10 Hours)

Module 1

- Meaning and importance of copywriting
- Principles of good advertising copy

Module 2

- AIDA model
 - Attention
 - Interest
 - Desire
 - Action

Module 3

- Types of advertising copy
 - Descriptive copy

- Narrative copy
- Dialogue copy
- Question copy
- Testimonial copy

Module 4

- Language in advertising
 - Slogans
 - Wordplay
 - Imagery

Activity

- Students have to write a short advertisement

Unit 5: Advertising Agencies, Ethics and Presentation (10 Hours)

Module 1

- Structure of an advertising agency
- Functions of departments in an advertising agency

Module 2

- Role of copywriters, designers, and media planners

Module 3

- Ethics in advertising
- Problems in advertising
 - Misleading claims
 - Stereotypes
 - Harmful messages

Activity

- Student to make presentations analysing advertisements

References

1. Raymond Williams, *Advertising: The Magic System*
2. J.V. Vilanilam and A.K. Varghese, *Advertising Basics! A Resource Guide for Beginners*
3. Chunawalla and Sethia, *Foundations of Advertising: Theory and Practice*
4. S.A. Chunawalla, *Advertising: Principles and Practice*
5. Monle Lee and Carla Johnson, *Principles of Advertising*

Model Question Paper

SECTION A

I Answer any EIGHT of the following.(6 × 5 = 30)

1. Define advertising. Explain its main objectives.
2. Write a short note on the nature and scope of advertising.
3. Explain the economic role of advertising.
4. Distinguish between advertising and public relations.
5. Write a note on commercial advertising.
6. Explain print advertising with suitable examples.
7. What is a headline in an advertisement? Why is it important?
8. Write a short note on advertising appeals.
9. What is copywriting?
10. Explain the AIDA model in advertising.
11. What are the functions of an advertising agency?
12. Write a short note on ethics in advertising.

Section B

II Answer any THREE of the following.

(3 × 10 = 30)

1. Explain the history and evolution of advertising from early forms to modern advertising.
2. Discuss the different types and forms of advertising with suitable examples.
3. Explain the elements of an advertisement such as headline, body copy, slogan, and visuals.
4. Discuss the principles of good advertising copy and the importance of language in advertising.
5. Explain the structure and functions of an advertising agency.
6. Discuss the social and cultural influence of advertising in modern society.
7. Critically analyse the essay “Advertising: The Magic System” by Raymond Williams.

Section C

III Answer the following.

(2x10=20)

1. Advertisement Writing

Create a print advertisement for any one of the following products. Include a headline, slogan, body copy, and call to action.

- a) A new organic soap
- b) A college cultural festival
- c) A smartphone

2. Advertisement Analysis

Choose an advertisement featuring a celebrity such as Virat Kohli and analyse it in about 200 words, focusing on:

- Target audience
- Advertising appeal used
- Message of the advertisement
- Effectiveness of the advertisement

V SEMESTER
B.A. COMMUNICATIVE ENGLISH
(VOCATIONAL)

AI, Media Literacy and Fact Checking

Course Title-AI, Media Literacy and Fact Checking	
Teaching Hours: 4 hours per week	Course Credits: 3
Formative Assessment Marks: 20	Internal Assessment
Summative Assessment Marks: 80	Duration of Exam: 3 hours

Objectives

1. To introduce students to the basic concepts of media literacy, Artificial Intelligence, and digital communication.
2. To help students understand how media messages are created, circulated, and interpreted in society.
3. To develop awareness of fake news, misinformation, and fact-checking practices in digital media.
4. To familiarize students with AI tools used in communication, content creation, and media industries.
5. To encourage critical and ethical understanding of AI, deepfakes, and responsible media use.

Outcomes

Students will be able to:

1. Explain the basic concepts of media literacy, Artificial Intelligence, and digital communication.
2. Analyse media messages, bias, representation, and persuasion techniques in different media forms.
3. Identify fake news, misinformation, and unreliable sources using fact-checking methods.
4. Use basic AI tools for communication tasks such as writing, editing, design, and presentation.
5. Evaluate ethical issues related to AI, deepfakes, privacy, and responsible digital citizenship.

Unit 1: Introduction to Media Literacy and AI (10 Hours)

Module 1

- Meaning, nature, and scope of media literacy

- Importance of media literacy in everyday life
- Media literacy in the digital age

Module 2

- Meaning and definition of Artificial Intelligence
- Brief history and development of AI
- Types of AI: Narrow AI and General AI (basic understanding)
- Difference between Human Intelligence and Artificial Intelligence

Module 3

- AI in everyday life
- Media literacy as a life skill
- Relationship between digital media, AI, and communication

Unit 2: Understanding Media Messages and AI in Communication (12 Hours)

Module 1

- Construction of media messages
- Media language and visual communication
- Framing and narrative techniques

Module 2

- Media bias and agenda setting
- Representation in media: gender, class, culture, and identity
- Advertising and persuasion techniques

Module 3

- AI in journalism and news production
- AI in advertising and digital marketing
- AI in social media communication
- AI in public relations and customer engagement

Activities

- Analysis of advertisements
- Comparison of headlines in newspapers
- Study of visual framing in television or social media posts
- Discussion of AI-generated news reports and personalized advertising

Unit 3: Fake News, Misinformation and Verification (12 Hours)

Module 1

- Meaning of misinformation, disinformation, and malinformation
- Types and forms of fake news

- Clickbait, sensationalism, and misleading headlines

Module 2

- Spread of misinformation through social media
- Rumours, memes, and viral content
- Effects of fake news on individuals and society
- Fake news and democracy

Module 3

- Meaning and principles of fact-checking
- Identifying credible and unreliable sources
- Cross-verification of information
- Role of fact-checking organisations

Suggested Organisations

- Alt News
- Boom Live
- FactCheck.org

Activities

- Identification of fake news examples
- Group discussion on viral misinformation cases
- Fact-checking a viral post
- Source credibility exercise

Unit 4: AI Tools for Communication and Content Creation (12 Hours)

Module 1

- AI writing tools for content creation
- AI tools for editing and proofreading
- AI for presentation and design

Module 2

- AI in translation and language learning
- AI for research and information gathering
- Chatbots and automated communication systems

Module 3

- Practical use of AI tools in communication
 - Blog writing
 - Social media captions
 - Poster or visual content creation
 - Presentation generation

Practical Sessions

Students practice using AI tools for:

- Blog writing
- Social media captions
- Poster or visual content creation
- Presentation generation

Unit 5: Deepfakes, Ethics and the Future of AI in Media (10 Hours)

Module 1

- Artificial Intelligence in media production
- AI-generated text, images, and videos
- Deepfakes and manipulated media

Module 2

- Identifying AI-generated content
- Risks and impact of synthetic media
- Bias and reliability in AI-generated content
- Privacy and data concerns

Module 3

- Ethical issues in AI communication
- Impact of AI on communication careers
- Future trends in AI and media industries
- Responsible sharing and digital citizenship

Activities

- Analysis of AI-generated media samples
- Discussion on ethical issues in AI-based communication
- Classroom presentation on deepfakes and media responsibility

References

1. Baran, Stanley J. *Introduction to Mass Communication: Media Literacy and Culture*. McGraw-Hill.
2. Potter, W. James. *Media Literacy*. Sage Publications.
3. Vivian, John. *The Media of Mass Communication*. Pearson.
4. Kumar, Keval J. *Mass Communication in India*. Jaico / Pearson.
5. Russell, Stuart, and Peter Norvig. *Artificial Intelligence: A Modern Approach*. Pearson.
6. Sinha, P. K. and Priti Sinha. *Computer Fundamentals*. BPB Publications.
7. Alexander, Bindu. *Digital Media and Communication*.

8. M. Laxmikanth. *Governance in India*, sections related to information and digital communication, can be selectively used.

Online References

1. UNESCO resources on Media and Information Literacy
2. FactCheck.org
3. Alt News
4. BOOM Live
5. Google Fact Check Tools
6. Britannica articles on Artificial Intelligence, media, and communication
7. NDLI and NPTEL

For Practical Understanding

1. ChatGPT or similar AI writing tools for classroom demonstration
2. Grammarly for editing and proofreading
3. Canva AI tools for design and presentation
4. Google Translate for translation practice
5. Reverse image search through Google Images

Model Question Paper

Section A

I. Answer any Eight of the following in about 1 sentence or 2:

8 × 2 = 16

1. Define media literacy.
2. What is Artificial Intelligence?
3. Mention two types of media.
4. What is framing in media?
5. Define misinformation.
6. What is clickbait?
7. What is reverse image search?
8. Mention any two fact-checking organisations.
9. What are deepfakes?
10. What is meant by digital citizenship?

Section B

II Answer any Four of the following in 100 to 150 words: 4 × 6 = 24

1. Explain the importance of media literacy in everyday life.
2. Distinguish between Human Intelligence and Artificial Intelligence.
3. Write a note on fake news and its spread through social media.
4. Explain the principles of fact-checking.
5. Discuss AI tools used for communication and content creation.

Section C

III Answer any Four of the following in 200 to 250 words: 4 × 10 = 40

1. Discuss the meaning, nature, and scope of media literacy in the digital age.
2. Explain the history, development, and everyday applications of Artificial Intelligence.
3. Analyse the role of AI in journalism, advertising, and social media communication.
4. Examine fake news, misinformation, and their effects on individuals and society.
5. Discuss fact-checking and verification techniques used to identify false information.

V Semester
BA Communicative English (Vocational)

Practical: Creative Writing

Course Title– Creative Writing	Total Credits for the Programme: 02
Teaching Hours	Practical: 03 Hours per Week
Formative Assessment Marks: 10	
Summative Assessment Marks: 40	
Total Marks: 50	Duration of Exam: 2 hrs

Objectives

- To develop students' creative expression through guided writing practice.
- To train students in writing poetry, short fiction, creative non-fiction, and scripts.
- To improve skills in observation, imagination, narration, and description.
- To encourage revision, editing, and presentation of original work.
- To help students build a portfolio of creative writing.

Outcomes

Students will be able to:

1. Produce original writing in different creative forms.
2. Use imagery, narration, dialogue, and description effectively.
3. Develop ideas into poems, stories, essays, and scripts.
4. Revise and edit their own writing with greater confidence.
5. Compile and present a creative writing portfolio.

Module 1: Writing Exercises and Idea Generation

(8 Hours)

Activities

- Free writing
- Word association exercises
- Observation-based writing
- Writing from pictures, objects, and prompts
- Developing themes from everyday experiences

Practical Work

- Write **4 short pieces** based on prompts
- Maintain a notebook of ideas, words, and observations

Module 2: Poetry and Creative Expression

(6 Hours)

Activities

- Writing short and simple poems on personal, nature, or daily life themes
- Introduction to imagery, simile, and metaphor
- Writing free verse
- Reading and sharing poems in class

Practical Work

- Write 2 original poems
- Revise 1 poem for presentation

Module 3: Short Story Writing Practice

(10 Hours)

Activities

- Character sketch writing
- Creating plot outlines
- Writing dialogues
- Developing setting and conflict
- Writing beginnings and endings of stories

Practical Work

- Write **1 character sketch**
- Write **1 dialogue scene**
- Write **1 short story**

Module 5: Dialogue and Monologue Writing (7 Hours)

Activities

- Writing simple dialogues for everyday situations
- Writing monologues based on feelings, memory, or imagination
- Practising voice, tone, and expression
- Classroom performance/reading

Practical Work

- Write 1 dialogue
- Write 1 monologue

Module 4: Creative Non-Fiction

(9 Hours)

Activities

- Writing personal essays and memoir pieces
- Travel or place-based writing
- Writing reflective pieces based on real-life experiences
- Writing a profile

Practical Work

- Writing 1 piece for all the above forms

Module 5: Editing and Portfolio Preparation

(8 Hours)

Activities

- Revising drafts for clarity and style
- Editing language, grammar, and structure
- Organising written pieces into a portfolio
- Oral presentation or reading of selected work

Practical Work

- Revise 2 previously written pieces
- Submit a creative writing portfolio
- Read aloud one original piece in class

Portfolio

The student portfolio may include:

- Prompt-based writing exercises
- Poems
- Character sketch
- Dialogue writing
- Short story
- Personal essay/memoir
- Revised drafts
- Self-reflection note on writing progress

Evaluation Pattern

50 Marks

1. Practical Record

10 Marks

2. Portfolio Submission with Poetry, Short Story, Dialogues, Creative Non-Fiction

30 Marks

3. Viva Voce / Oral Presentation

10 Marks

V Semester Skill Development Paper

Name of the Degree Programme: BA	Subject: Communicative English
DSC Skill Development: Internship	Total Credits for the Programme: 02
Teaching Hours per week: 04	
Total number of Lecture Hours / Semester: 30 Hrs	Duration of SEA Exam
Formative Assessment Marks: 10	Summative Assessment Marks: 40

Communicative English

Objectives

Students will:

1. Gain practical exposure to professional environments.
2. Apply communication and language skills in workplace settings.
3. Develop professional conduct and teamwork.
4. Document and reflect on experiential learning.
5. Build a professional portfolio.

Outcomes

By the end of the course, students will be able to:

- Demonstrate workplace communication skills.
- Apply language and interpersonal skills in professional contexts.
- Document and evaluate internship experiences.
- Develop problem-solving and professional awareness.
- Present a reflective portfolio.

The IA (Formative Assessment) marks are to be based on a viva-voce.

1. Orientation and Internship Preparation

- Introduction to internship and experiential learning
- Professional ethics and workplace behaviour
- Communication in professional settings
- Goal setting and task planning
- Documentation methods

Practical Activities

- Prepare internship goals

- Resume/profile preparation

2. Internship / Field Engagement Areas (any one)

- Schools
- Cultural organisations
- Museums
- NGOs
- Tourism and heritage centres
- Corporate communication offices
- Event management teams

Practical Activities

- Observe communication practices
- Assist with assigned tasks
- Maintain daily records
- Conduct short interactions/interviews

3. Documentation and Reflection (6 Hours)

- Reflective writing
- Workplace communication analysis
- Reporting and documentation
- Professional portfolio development

4. Presentation and Portfolio

- Prepare internship portfolio
- Oral presentation

Final Project – Internship Portfolio

Portfolio should include:

1. Cover page
2. Internship completion certificate
3. Organisation profile
4. Internship objectives
5. Daily logbook
6. Reflection report
7. Evidence (photos/materials if permitted)
8. Learning outcomes

Evaluation: Presentation and Viva Voce

Internship Portfolio	20
Presentation	10
Viva Voce	10

VI SEMESTER
B.A. COMMUNICATIVE ENGLISH
(VOCATIONAL)

Introduction to Film Studies

CourseTitle-Introduction to Film Studies	
TeachingHours:4hoursperweek	CourseCredits: 3
FormativeAssessmentMarks:20	InternalAssessment
SummativeAssessmentMarks:80	Duration of Exam: 3 hours

Objectives

Students will:

1. Understand cinema as an art form, cultural practice, and media industry.
2. Develop familiarity with film language and visual storytelling.
3. Explore major film movements and theoretical approaches.
4. Analyse Indian and global cinema in historical and social contexts.
5. Build skills in film criticism, interpretation, and research.

Outcomes

By the end of the course, students will be able to:

1. Explain major concepts and terminology in Film Studies.
2. Analyse films using theoretical and cultural perspectives.
3. Evaluate cinema's relationship with society, identity, and culture.
4. Apply film terminology in film appreciation and criticism.
5. Produce critical responses and film reviews.

Unit I: Introduction to Film Studies and Film Language (12 Hours)

A. Understanding Film and Cinema

- What is Film Studies?
- Cinema as visual communication
- Cinema as art, industry, and cultural practice
- Nature and scope of Film Studies
- Brief history of world cinema
- Emergence and growth of Indian cinema

B. Film Narrative and Genres

- Film narrative: story, plot, character, and theme
- **Major genres:**
- Narrative
- Avant-garde
- Documentary
- Feature films
- Short films
- **Popular genres:**
 - Melodrama
 - Comedy
 - Thriller
 - Romance
 - Action
 - Horror
 - Musical
 - Fantasy
 - Film Noir
 - Historical and Mythological films
 - Science Fiction

C. Introduction to Film Language

- Meaning and importance of film language
- Film as a visual and audio medium
- Narrative structure in cinema

Suggested Films

- PatherPanchali
- Court

Unit II: Film Language and Visual Elements (10 Hours)

A. Mise-en-scène and Visual Design

- Meaning of Mise-en-scène
- Elements of Mise-en-scène:
 - Setting
 - Props
 - Costume
 - Make-up
 - Acting and performance
 - Composition and visual design

B. Sound and Meaning in Cinema

- Sound in cinema:
- Dialogue
- Music
- Ambience
- Silence
- Role of sound in audience engagement

C. Colour and Visual Expression

- Black and White Cinema
- Colour and mood in cinema

Unit III: Film Theory and Critical Approaches (12 Hours)

A. Introduction to Film Theory

- Film as text
- Film and ideology
- Spectatorship and audience response
- Representation in film:
 - Class
 - Caste
 - Gender
 - Culture

Suggested Films:

- Thithi
- Fandry
- Thappad
- Kambalangi Nights

B. Major Concepts in Film Theory

- Realism
- Formalism
- Auteur Theory
- Feminist Film Theory
- Marxist approaches to cinema
- Apparatus Theory
- Suture Theory
- Culture Industry
- Male Gaze
- Film Semiotics

Realism	Bicycle Thieves/Court
Auteur Theory	PatherPanchali
Feminist Film Theory	The Great Indian Kitchen
Marxist Approaches to Cinema	Parasite/ Article 15
Apparatus Theory	Rear Window
Film Semiotics	Rashomon/Nayakan

C. Film Criticism and Interpretation

- Basics of film criticism
- Film review writing
- Film analysis and interpretation

Unit IV: Indian Cinema, Film Movements and Society (12 Hours)

A. Indian Cinema and Identity

- Growth of Indian cinema
- Regional cinemas and diversity
- Parallel cinema movement
- Cinema and national identity
- Popular cinema and audience culture
- Representation of youth, family, and social change

B. Major Film Movements

- Silent Era
- Classical Hollywood Cinema

- Italian Neo-Realism
- French New Wave
- Asian Cinemas
- Third Cinema
- Indian Cinema

Suggested Films

- Mother India
- Masaaan
- Kumbalangi Nights

Unit V: Cinema, Popular Culture and Contemporary Trends (10 Hours)

A. Cinema and Media Culture

- Film and popular culture
- Cinema and globalisation
- Digital platforms and streaming culture
- Fan culture and audience reception
- Ethics and responsibility in cinema
- Film, celebrity, and media industries

B. Contemporary Film Practices

- Documentary and experimental cinema
- Independent filmmaking
- Digital filmmaking

Suggested Films

- The Truman Show
- Super Deluxe
- The Great Indian Kitchen
- Article 15

References

1. André Bazin – *What Is Cinema?*
2. Sergei Eisenstein – *Film Form*
3. Laura Mulvey – *Visual Pleasure and Narrative Cinema*
4. Satyajit Ray – *Our Films, Their Films*
5. Ritwik Ghatak – *Rows and Rows of Fences*
6. Madhava Prasad – *Ideology of the Hindi Film*
7. Jill Nelmes – *Introduction to Film Studies*
8. Susan Hayward – *Cinema Studies: The Key Concepts*

MODEL QUESTION PAPER

Introduction to Film Studies

Time: 3 Hours

Maximum Marks: 80

Section A

I Answer all questions in one or two sentences.

(10 × 2 = 20)

1. Define Film Studies.
2. What is meant by cinema as visual communication?
3. Distinguish between story and plot.
4. Define documentary film.
5. What is Mise-en-scène?
6. What is the role of sound in cinema?
7. Define spectatorship.
8. What is Auteur Theory?
9. What is Parallel Cinema?
10. Define digital filmmaking.

Section B

II Answer any Four of the following questions. (4x5=20)

1. Discuss major film genres with examples.
2. Explain the elements of Mise-en-scène.
3. Discuss representation of class and caste in Indian cinema with reference to a film.
4. Explain Feminist Film Theory with suitable examples.
5. Discuss the major characteristics of French New Wave.

Section C

III Answer any two questions. (2x10=20)

1. Discuss the growth and development of Indian cinema.
2. Explain realism and formalism as approaches in Film Theory.
3. Analyse the role of popular culture and media in shaping cinema today.
4. Discuss cinema and representation with reference to class, caste, gender, and culture.

Section D

IV Answer any one question. (1x15 = 15)

1. Analyse a film of your choice using concepts from Film Theory and Film Language.

OR

2. Discuss the relationship between cinema, society, and identity with reference to Indian cinema.

Section E

V Answer any one question. (1x5=5)

1. Write a short critical note on any one of the following films:

PatherPanchali / Court/ Mother India/ The Great Indian Kitchen

OR

2. Identify one film movement or theory reflected in a film you have studied and justify your answer.

VI SEMESTER
B.A. COMMUNICATIVE ENGLISH
(VOCATIONAL)
English Language Teaching

CourseTitle-English Language Teaching	
TeachingHours:4hoursperweek	CourseCredits: 3
FormativeAssessmentMarks:20	InternalAssessment
SummativeAssessmentMarks:80	Duration of Exam: 3 hours

Objectives

- To introduce the basic principles and methods of English Language Teaching.
- To help students understand the nature and structure of the English language.
- To develop awareness of classroom techniques for teaching listening, speaking, reading, and writing.
- To familiarise students with teaching aids, lesson planning, and evaluation methods.
- To promote effective, learner-centred, and communicative approaches to language teaching.

Outcomes

Students will be able to:

1. Explain major concepts and methods in English Language Teaching.
2. Understand the role of the teacher, learner, and classroom environment in language learning.
3. Apply techniques for teaching language skills and language components.

4. Prepare lesson plans and teaching materials for English classes.
5. Evaluate learner performance using suitable tools and methods.

Module 1: Introduction to English Language Teaching (10 Hours)

- Meaning, scope, and importance of English Language Teaching
- English as a second language and a foreign language
- Objectives of teaching English
- Role of English in education, employment, and global communication
- Nature of language learning
- Characteristics of a good language teacher

Activities

- Discussion on the status of English in India
- Classroom interaction on experiences of learning English and “Why English is important today?”

Module 2: Methods and Approaches in ELT (12 Hours)

- Grammar Translation Method
- Direct Method
- Audio-Lingual Method
- Bilingual Method
- Communicative Language Teaching
- Task-Based Language Teaching
- Merits and limitations of different methods

Activities

- Comparison of traditional and modern teaching methods
- Role play of classroom teaching situations

Module 3: Teaching Language Skills

(10 Hours)

- LSRW
- Teaching Listening
- Teaching Speaking
- Teaching Reading
- Teaching Writing
- Integrated skills approach
- Classroom activities for developing LSRW skills

Learning Activities

- Design a speaking activity for beginners
- Reading aloud and comprehension exercises

Module 4: Teaching Grammar, Vocabulary, and Pronunciation

(12 Hours)

- Approaches to teaching grammar
- Contextual and functional grammar teaching
- Vocabulary teaching techniques
- Teaching pronunciation and stress patterns
- Importance of phonetics in ELT
- Error correction techniques

Activities

- Prepare grammar games
- Vocabulary building exercises
- Pronunciation and listening practice

Module 5: Lesson Planning, Teaching Aids, and Evaluation

(12 Hours)

- Meaning and importance of lesson planning
- Steps in preparing a lesson plan
- Use of blackboard, charts, flashcards, audio-visual aids, and digital tools
- Role of technology in ELT
- Testing and evaluation in language teaching
- Formative and summative assessment
- Characteristics of a good test

Activities

- Prepare a model lesson plan
- Using teaching aids
- Design a simple language test

References

1. Krishna Swamy, N. and Lalitha Krishna Swamy. *Methods of Teaching English*.
2. Nagaraj, Geetha. *English Language Teaching: Approaches, Methods, Techniques*.
3. Bright, J. A. and G. P. McGregor. *Teaching English as a Second Language*.
4. Allen, Harold B. *Teaching English as a Second Language*.
5. Hornby, A. S. *The Teaching of Structural Words and Sentence Patterns*.
6. Richards, Jack C. and Theodore S. Rodgers. *Approaches and Methods in Language Teaching*.
7. Harmer, Jeremy. *The Practice of English Language Teaching*.
8. Larsen-Freeman, Diane. *Techniques and Principles in Language Teaching*.

Model Question Paper
English Language Teaching

Duration: 3 Hours Max. Marks: 80

Section A

I Answer any Eight of the following:

8 × 2 = 16

1. What is English Language Teaching?
2. What is the difference between a second language and a foreign language?
3. State any two objectives of teaching English.
4. What is the Grammar Translation Method?
5. What is Communicative Language Teaching?
6. Expand LSRW.
7. What is the integrated skills approach?
8. What is contextual grammar teaching?
9. What are teaching aids?
10. What is formative assessment?

Section B

II Answer any Four of the following in 100 to 150 words: 4 × 6 = 24

1. Explain the importance of English in education and employment.
2. Write a short note on the characteristics of a good language teacher.
3. Discuss the merits and limitations of the Direct Method.
4. Explain the role of classroom activities in teaching speaking skills.
5. Describe methods of teaching vocabulary effectively.

Section C

III Answer any Four of the following in 200 to 250 words:

4 × 10 = 40

1. Explain the meaning, scope, and objectives of English Language Teaching.
2. Discuss the major methods and approaches in ELT.
3. Explain in detail how LSRW skills can be taught in the classroom.
4. Discuss different approaches to teaching grammar, vocabulary, and pronunciation.
5. Explain the importance of lesson planning and teaching aids in ELT.

VI Semester

BA Communicative English (Vocational)

Practical: Film Making

Course Title– Film Making	Total Credits for the Programme: 02
Teaching Hours	Practical: 03 Hours per Week
Formative Assessment Marks: 10	
Summative Assessment Marks: 40	
Total Marks: 50	Duration of Exam: 2 hrs

Course Objectives

- To provide hands-on training in script writing, storyboarding, shooting, and editing.
- To develop basic skills in handling camera, framing, lighting, and sound.
- To introduce students to documentary and short film production practices.
- To encourage teamwork, creativity, and visual storytelling.
- To enable students to produce and present a short audio-visual project.

Course Outcomes

Students will be able to:

1. Develop a story idea and prepare a script for a short film.
2. Create a storyboard and production plan.

3. Use basic camera shots, angles, lighting, and sound effectively.
4. Edit footage into a meaningful sequence.
5. Produce and present a short film or documentary project.

Module 1: Script Development and Pre-Production

(08 Hours)

Practical Components

- Idea generation for short film/documentary
- Writing storyline and synopsis
- Preparing script in proper format
- Scene division and dialogue writing
- Storyboard preparation
- Planning location, props, cast, and shooting schedule

Student Tasks

- Prepare one story idea
- Write one synopsis
- Submit one short script
- Prepare a storyboard for key scenes

Module 2: Camera Practice and Visual Composition

(08 Hours)

Practical Components

- Basics of camera handling
- Practice in framing and composition
- Use of close-up, medium shot, long shot, and extreme long shot
- Practice in high-angle, low-angle, and eye-level shots
- Continuity in visual recording
- Basic lighting for indoor and outdoor shooting

Student Tasks

- Record sample shots demonstrating different shot types
- Practice angle-based shooting exercises
- Shoot a short visual sequence with continuity

Module 3: Sound and Documentary Techniques

(8 Hours)

Practical Components

- Basics of sound recording
- Use of dialogue, ambience, and silence
- Recording interviews

- Observation-based documentary shooting
- Voice-over planning
- Syncing sound with visuals

Student Tasks

- Record a short interview
- Capture ambient sound for a location
- Plan a documentary sequence based on observation

Module 4: Editing and Post-Production

(8 Hours)

Practical Components

- Introduction to basic video editing software
- Arranging shots in sequence
- Continuity editing
- Use of transitions and cuts
- Basic sound editing
- Exporting and final presentation of video

Student Tasks

- Edit raw footage into a short sequence
- Add title card and credits
- Prepare final edited version of practical project

Module 5: Short Film / Documentary Project and Screening (12 Hours)

Practical Components

- Group or individual project work
- Shooting a short fiction film or documentary
- Editing and finalising the project
- Screening of student films
- Presentation and discussion of the work

Student Tasks

- Produce one short film or documentary
Duration: 3 to 5 minutes
- Present the film before the class
- Submit a brief production note.

Exam Pattern

- **Continuous practical exercises and record – 10 marks (Formative Assessment)**
- **Script, storyboard, and pre-production file – 10 marks**

- Final short film/documentary project – 25 marks
- Viva voce / presentation – 5 marks

References

1. Steven Ascher and Edward Pincus, *The Filmmaker's Handbook*.
2. Roy Thompson and Christopher J. Bowen, *Grammar of the Shot*.
3. Joseph V. Mascelli, *The Five C's of Cinematography*.
4. Michael Rabiger, *Directing the Documentary*.
5. Sheila Curran Bernard, *Documentary Storytelling*.
6. IGNOU, *Practical Manual – Audiovisual (MJML-221)*.
7. IGNOU, *Programme Guide – MA in Journalism and Electronic Media*.
8. NCERT, *Media and Communication Technology*.

VI Semester Skill Development Paper

Communicative English

Name of the Degree Programme: BA	Subject: Communicative English
DSC Skill Development: Internship	Total Credits for the Programme: 02
Teaching Hours per week: 04	
Total number of Lecture Hours / Semester: 30 Hrs	Duration of the Exam
Formative Assessment Marks: 10	Summative Assessment Marks: 40

Objectives

1. Gain practical exposure to media and communication industries.
2. Apply communication, language, and interpersonal skills in professional environments.
3. Develop professional ethics, workplace conduct, and teamwork abilities.
4. Understand media workflows and organisational communication practices.
5. Document, reflect upon, and evaluate internship experiences through portfolio development.

Outcomes

- By the end of the course, students will be able to:
- Demonstrate effective workplace communication skills in media contexts.
- Apply communication and interpersonal competencies in professional situations.
- Analyse and document communication practices within media organisations.
- Develop professional awareness, adaptability, and problem-solving skills.
- Present learning experiences through reflective and portfolio-based

- Each student should complete an internship of at least 30 hours at a media organisation.
- The media organisation can be a print, electronic, digital, advertising, entertainment, or any other related firm.
- However, the internship in the organisation should be pre-approved by the Head of the Department of the particular college.
- A teacher should supervise the internship and keep track of the student's progress.
- Each student should submit a report to the HoD at the end of the internship, and the summative assessment (40 marks) shall be done based on this report.
- **The IA (Formative Assessment) marks can be allotted based on a viva-voce.**

Final Project – Internship Portfolio

Portfolio should include:

1. Cover page
2. Internship completion certificate
3. Organisation profile
4. Internship objectives
5. Daily logbook
6. Report
7. Evidence (photos/materials if permitted)
8. Learning outcomes

Evaluation: Presentation and Viva Voce

Internship Portfolio	25
Presentation	15
Viva Voce	10